

UČNI NAČRT PREDMETA / COURSE SYLLABUS	
Predmet: Course title:	Edukacija v zdravstvu Education in Health Care

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Zdravstvene vede / 3. stopnja	Zdravstvena nega	2. letnik	3.
Health sciences / 3 rd Cycle	Health Care	2 nd year	3 rd

Vrsta predmeta / Course type

izbirni / elective

Univerzitetna koda predmeta / University course code:

3_ZV_2_UN5_IP_ZN

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
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15	10				425	15
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Nosilec predmeta / Lecturer:

prof. dr. (Republika Finska) Danica Železnik

Jeziki /
Languages:

Predavanja / Lectures:	slovenski/Slovenian
Vaje / Tutorial:	slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

- Vpis v drugi letnik študijskega programa.
- Študent mora pripraviti in predstaviti ter zagovarjati raziskovalno nalogo.

Prerequisites:

- A prerequisite for inclusion is enrolment in the second year of study.
- Student has to prepare, present and defend a research paper.

Vsebina:

1. *Izobraževanje – družbene in znanstvene osnove:*

- Izobraževanje nujna sestavina družbene in človekove prakse.
- Znanstvene in strokovne osnove izobraževalnega procesa.
- Formalno, neformalno in vseživljenjsko izobraževanje.
- Izobraževanje kot dejavnik razvoja strokovne prakse in profesionalnega razvoja posameznika.

Content (Syllabus outline):

1. *Education - social and scientific bases:*

- Education as a necessary component of social and human practice.
- Scientific and professional bases of educational process.
- Formal, non-formal and lifelong education.
- Education as a factor of the development of professional practice and professional development of an individual.

<p><i>2. Izobraževalni proces:</i></p> <ul style="list-style-type: none"> • Izobraževalna in vzgojna funkcija izobraževalnega procesa, posebej z vidika izobraževanja odraslih. • Struktura izobraževalnega procesa: položaji in vloge subjektov in drugih konstitutivnih sestavin ter razmerja med njimi. • Temeljne konceptualne usmeritve in didaktične paradigme izobraževalnega procesa v sedanjosti in prihodnji družbi. • Povezovanje izobraževanja s strokovno prakso in profesionalnim razvojem posameznikov (strokovno izpopolnjevanje). • Oblikovanje ciljev, izbor in didaktična transformacija vsebine izobraževanja, priprava didaktičnih sredstev in didaktičnega okolja. • Artikulacija in didaktični sistemi izobraževalnega procesa (didaktična enota, seminarji, delavnice, projekti, kovčing, multimedijsko in e-izobraževanje). • Didaktično metodično ravnanje: značilnosti, vrste in izbira metod, posamezne metode. • Ugotavljanje in vrednotenje dosežkov, refleksija in sprotno izboljševanje izobraževalnega procesa. • Priprava izobraževalnega procesa. <p><i>3. Načrtovanje in priprava izobraževanja:</i></p> <ul style="list-style-type: none"> • Diagnosticiranje potreb in pogojev za izobraževanje. • Oblikovanje izobraževalnih programov, modulov, didaktičnih sklopov, projektov in paketov. • Organizacija izobraževanja (program, predmetnik, urnik, izvajalci, didaktično okolje). • Prenašanje – implementacija, aplikacija znanja v praksi. • Izobraževalna mreža v strokovnem delovnem in socialnem okolju. <p><i>4. Didaktična analiza, evalvacija, izboljševanje in razvoj kvalitete izobraževanja:</i></p>
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<p><i>2. Educational process:</i></p> <ul style="list-style-type: none"> • Educational and upbringing function of the educational process, especially from the aspect of adult education. • Structure of the educational process: places and roles of subjects and other constitutive components, including relations among them. • Basic conceptual orientations and didactical paradigms of the educational process in current and future society. • Connecting education with professional practice and professional development of individuals (professional training). • Designing objectives, selection and didactical transformation of the educational content, preparing didactic means and didactical environment. • Articulation and didactical systems of the educational process (didactic unit, seminars, workshops, projects, coaching, multimedia and e-learning). • Didactic methodical activity: characteristics, types and selection of methods, individual methods. • Assessing and evaluating achievements, reflection, and regular improvement of the educational process. • Preparing the educational process. <p><i>3. Planning and preparing education:</i></p> <ul style="list-style-type: none"> • Diagnostics of needs and conditions for education. • Designing educational programmes, modules, didactic units, projects and packages. • Organising education (programme, curricula, timetable, teachers, didactical environment). • Transfer - implementation, application of knowledge in practice. • Educational network in professional work and social environment. <p><i>4. Didactical analysis, evaluation, improvement and development of education quality:</i></p>
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- Didaktična analiza, evalvacija, izboljševanje in razvoj izobraževanja.

- Didactical analysis, evaluation, improvement and development of education.

Temeljni literatura in viri / Readings:

- De Young, S. (2009). Teaching Strategies for Nurse Educators. New Jersey: Pearson Education.
- Strmčnik, F. (2001). Didaktika. Osrednje teoretične teme. Ljubljana: Filozofska fakulteta.
- Kramar, M. (2009). Pouk. Nova Gorica: Educa.
- Meyer, H. (2005). Što je dobra nastava? Zagreb: Erudita.
- Guilbert, J. (2004). Didaktični priročnik za učitelje na zdravstvenih šolah, (prevedla M. Šlajmer – Japelj). – Maribor: Unigrafika.

Cilji in kompetence:

- poznavanje in razumevanje izobraževanja kot nujne sestavine človekovega poklicnega delovanja in sestavine strokovne prakse, ki je ključnega pomena za razvoj in doseganje kakovosti prakse in človekovega profesionalnega razvoja,
- razumevanje temeljnih značilnosti in zakonitosti izobraževanja ter implementacije izobraževalnih dosežkov v neposredno strokovno prakso,
- sposobnost uporabe znanja s področja edukacije v zdravstvenih dejavnostih,
- sposobnost diagnosticiranja potreb po znanju v zdravstvenih dejavnostih in z vidika strokovne prakse in profesionalnega razvoja posameznikov,
- sposobnost snovanja, načrtovanja, organizacije in vodenja izobraževanja in različnih konkretnih izobraževalnih dejavnosti na različnih delovnih področjih, delovnih mestih in socialnih okoljih,
- sposobnost priprave, neposrednega izvajanja, analize, vrednotenja in sprotnega ter razvojnega izboljševanja konkretnega izobraževalnega procesa,
- sposobnost vodenja, analize, vrednotenja in nadaljnega razvoja izobraževanja,
- sposobnost zaznavanja različnih procesov socializacije, učenja socialnih vlog ter razvijanje socialne interakcije,
- sposobnost vrednotenja izobraževanja in njegovih učinkov na strokovno prakso in

Objectives and competences:

- knowledge and understanding of education as a crucial component of the individual's professional activity, as well as a component of professional practice, crucial for development and quality of the practice and the individual's professional development,
- understanding basic characteristics and regularities of education, and implementation of educational achievements into the direct professional practice,
- the ability to use the education knowledge in healthcare activities,
- the capability of diagnosing knowledge needs in healthcare activities and from the perspective of professional practice and professional development of individuals,
- the ability to design, plan, organise and manage education and a variety of specific educational activities in different work fields, workplaces and social environments,
- the ability of preparation, direct implementation, analysis, evaluation and ongoing developmental improvement of the concrete educational process,
- the ability to lead, analyse, evaluate and further develop education,
- the ability to perceive different processes of socialisation, of social roles learning, and developing social interaction,
- the ability of evaluating education and its effects on professional practice and

<p>strokovno ter etično profesionalno odgovornost posameznikov,</p> <ul style="list-style-type: none"> • sposobnost sodelovanja in timskega dela v strokovni praksi, razvijanja kakovostne izobraževalne in širše komunikacije in interakcije med udeleženci izobraževanja in sodelavci na različnih delovnih področjih, • sposobnost razvijanja interesa za izobraževanje, motiviranja udeležencev izobraževanja in izobraževanja za vseživljenjsko učenje, • sposobnost reševanja različnih strokovnih problemov z izobraževanjem in izobraževalnim svetovanjem, • usvojitev didaktičnih pojmov in pojavov, pomembnih za koncipiranje, načrtovanje, pripravo, izvajanje, analizo in vrednotenje izobraževalnega procesa ter preverjanje in vrednotenje njegovih dosežkov, • razumevanje strukture in artikulacije izobraževalnega procesa ter zakonitih didaktičnih razmerij med njegovimi konstitutivnimi sestavinami, procesnimi etapami, fazami in situacijami, • razumevanje položajev in vlog učiteljev in udeležencev izobraževanja ter njihovega didaktičnega delovanja, • poznavanja didaktičnih sredstev, njihovega vključevanja v izobraževalni proces, spretnost uporabe (rokovanja z njimi), • sposobnost organizacije in priprave didaktičnega okolja ter povezovanja izobraževanja z neposrednim delovnim okoljem.
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<p>professional and ethical professional accountability of individuals,</p> <ul style="list-style-type: none"> • the ability of cooperation and teamwork in professional practice, development of high-quality educational and wider communication, and interaction among the education participants (learners) and collaborators working in different educational fields, • the ability to develop interest in education, motivating learners and education for lifelong learning, • the ability to solve problems with different professional training and educational advice, • the acquisition of didactic concepts and phenomena, important for designing, planning, preparation, implementation, analysis and evaluation of the educational process, and verification and evaluation of its achievements, • understanding the structure and articulation of the educational process and the regulated didactic relationships between the components, process stages, phases and situations, • understanding the positions and roles of teachers and learners, as well as their didactic performance, • knowledge of didactic means, their integration into the educational process, and skilled application (handling), • the ability of organisation and preparation of the didactic environment, and the integration of education with a direct working environment.
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Predvideni študijski rezultati:

<p>Študent:</p> <ul style="list-style-type: none"> • razume temeljne značilnosti in zakonitosti izobraževanja ter implementacije izobraževalnih dosežkov v neposredno strokovno prakso, • uporabi znanje s področja edukacije pri vzgojno-izobraževalnem delu v zdravstvu, • razvije sposobnost diagnosticiranja potreb po znanju v zdravstvenih dejavnostih, • uporabi pridobljeno znanje pri načrtovanju, organizaciji in vodenju

Intended learning outcomes:

<p>Students:</p> <ul style="list-style-type: none"> • understand basic characteristics and regularities of education, and implementation of educational achievements into the direct professional practice, • use their knowledge in the field of education in healthcare educational activities, • develop the skill of diagnosing knowledge needs in healthcare activities,
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<p>procesa izobraževanja na različnih delovnih področjih, delovnih mestih in socialnih okoljih,</p> <ul style="list-style-type: none"> • je usposobljen za izvajanje, analizo, vrednotenje in sprotno ter razvojnega izboljševanja izobraževalnega procesa, • razvije sposobnosti vodenja, analize, vrednotenja in nadaljnega razvoja izobraževanja, • razvijanja sposobnost za motiviranje udeležencev izobraževanja, • pozna in razume didaktične pojme pomembne za koncipiranje, načrtovanje, pripravo, izvajanje, analizo in vrednotenje izobraževalnega procesa ter preverjanje in vrednotenje njegovih dosežkov, • razume strukture in artikulacijo izobraževalnega procesa ter zakonitih didaktičnih razmerij med njegovimi konstitutivnimi sestavinami, procesnimi etapami, fazami in situacijami, • razume položaj in vlogo učitelja in udeležencev izobraževanja, • razvije znanje in spretnosti za uporabo didaktičnih sredstev v izobraževalnem procesu, • razvije sposobnost priprave in organizacije izobraževalnega procesa v kliničnem okolju. 	<ul style="list-style-type: none"> • use the gained knowledge to design, plan, organise and manage education and a variety of specific educational activities in different work fields, workplaces and social environments, • are qualified for preparation, direct implementation, analysis, evaluation and ongoing developmental improvement of the concrete educational process, • develop the ability to lead, analyse, evaluate and further develop education, • develop the ability for motivating learners, • know and understand didactic concepts and phenomena, important for designing, planning, preparation, implementation, analysis and evaluation of the educational process, and verification and evaluation of its achievements, • understand the structure and articulation of the educational process and the regulated didactic relationships between the components, process stages, phases and situations, • understand the position and role of teachers and learners in education, • develop skills and knowledge for using didactic means in the educational process, • develop the ability to prepare and organise the educational process in the clinical environment. •
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Metode poučevanja in učenja:

<ul style="list-style-type: none"> • <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • <i>seminarji</i>: <ul style="list-style-type: none"> - študij primera iz prakse, - načrt za raziskovalno-projektno delo, - izvedba raziskave (voden individualni študij), - izdelava, predstavitev in zagovor raziskovalne naloge; • konzultacije (individualne in kolektivne).
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Learning and teaching methods:

<ul style="list-style-type: none"> • <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving), • <i>seminars</i>: <ul style="list-style-type: none"> - studying an example from practice, - a plan for research-project work, - research implementation (guided individual study), - preparation, presentation and defence of the research paper; • consultations (individual and group).
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Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
<p>Načini:</p> <ul style="list-style-type: none"> temeljna ali aplikativna raziskovalna naloga z zagovorom (obseg 30.000 znakov). <p><i>Ocenjevalna lestvica:</i> uspešno, neuspešno.</p>	<p>100 %</p>	<p>Types:</p> <ul style="list-style-type: none"> fundamental or applicative research paper with defence (30,000 characters). <p><i>Grading scale:</i> pass, fail.</p>