

	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet	Pedagogika z andragogiko
Course title	<i>Pedagogy and Andragogy</i>

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Vzgoja in menedžment v zdravstvu/2. stopnja	Ni smeri študija	2. letnik	I.
<i>Education and Management in Health Care / 2nd Cycle</i>	No study field	2 st year	I st

Vrsta predmeta/Course type

modularni / module

Univerzitetna koda predmeta/University course code

VMZ 2 M 2 UN I

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
30		30			180	8

Nosilec predmeta/Lecturer:

prof. dr. Tatjana Devjak

Jeziki/
Languages:

Predavanja/Lectures:

slovenski/Slovenian

Vaje/Tutorial:

slovenski/Slovenian

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

Prerequisites:

Vpis v drugi letnik študijskega programa.

The prerequisite for inclusion is enrolment in the second year of study.

Vsebina:

Content (Syllabus outline):

<ul style="list-style-type: none"> • Zgodovinski pregled razvoja pedagoške misli. • Razlaga osnovnih pojmov: vzgoja, prevzgoja, izobraževanje, socializacija, indoktrinacija, manipulacija, avtonomija. • Družbena pogojenost vzgoje. Šola med vzgojno in izobraževalno funkcijo. Ideologija in šola. Uradni in prikriti kurikulum. Poti doseganja 	<ul style="list-style-type: none"> • Historical overview of the development of pedagogical thought. • Explanation of basic concepts: (upbringing) education, re-education, education, socialization, indoctrination, manipulation, autonomy. • Social conditionality of education. School among the upbringing and educational function. Ideology and school. Official and hidden curriculum.
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<p>vzgoje. Vrednotna orientacija sodobne javne šole. Teoretske osnove za izdelavo vzgojnega koncepta.</p> <ul style="list-style-type: none"> • Vzgoja z vidika odnosa – pogojenost odnosa z razumevanjem otrokove narave, otrokovega razvoja, ciljev vzgoje, avtoritete, tehnik discipliniranja in kaznovanja. • Načini vzpostavljanja in ohranjanja discipline v razredu. Vpliv disciplinskega pristopa na učenčev moralni razvoj. Oblikovanje primerne strategije učiteljevega discipliniranja. Prepletanje formalnega in neformalnega v vzgoji. • Šolski sistem. Učitelj kot strokovnjak in vzgojitelj. Sodelovanje šole s starši. • Vseživljenjsko učenje in izobraževanje, pomen izobraževanja odraslih kot dela vseživljenjskega učenja. • Odrasli v izobraževanju: značilnosti izobraževanja odraslih, sposobnosti in motivacija. • Izobraževanje odraslih v različnih življenjskih obdobjih in v različnih vzgojno-izobraževalnih institucijah. • Andragoški cikel, faze in značilnosti. Specifičnost posameznih metod pri mladih in pri odraslih. Usmerjanje odraslih v izobraževanje. • Metode in oblike izobraževanja odraslih. Priprava izobraževalnega programa za odrasle. 	<p>Ways of attaining education. Value orientation of modern public schools. Theoretical bases for the purpose of making the educational concept.</p> <ul style="list-style-type: none"> • Education from the perspective of the relationship – conditionality of the relationship with understanding the nature of the child, the child's development, the objectives of the education, the authority, the techniques of disciplining and punishing. • Methods of establishing and maintaining discipline in the classroom. The impact of the disciplinary approach to the pupils' moral development. Creating suitable strategies of the teacher's disciplining. The interconnection of formal and non-formal in (upbringing) education. • School system. Teacher as an expert and an educator. Cooperation of school with parents. • Lifelong learning and education, the importance of adult education as a part of the lifelong learning. • Adult education: characteristics of adult education, skills, and motivation. • Adult education in different stages of life and in different educational institutions. • Andragogy cycle, phases and characteristics. The specificity of the individual methods in young people and adults. Guidance of adults in education. • Methods and forms of adult education. Preparation of a training programme for adults.
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Temeljna literatura in viri/Readings:

<p>Temeljna literatura</p> <ul style="list-style-type: none"> • Govekar Okoliš, M., Ličen, N. (2008). Poglavja iz andragogike. Ljubljana: Znanstvena založba Filozofske fakultete. • Jelenc, S. (1996). ABC izobraževanja odraslih, Ljubljana: ACS. • Kroflič, R. (1997). Avtoriteta v vzgoji. Ljubljana: Znanstveno in publicistično središče. • Kroflič, R. (2002). Izbrani pedagoški spisi. Ljubljana: Zavod RS za šolstvo. • Ličen, N. (2006). Uvod v izobraževanje odraslih - izobraževanje odraslih med moderno in postmoderno. Ljubljana: Filozofska fakulteta.

- Peček, M., Lesar, I. (2004). Vzgoja in socializacija med teoretiki in "praktiki". Sodobna pedagogika, posebna izdaja, str. 118-132.
- Peček, M., Lesar, I. (2006). Pravičnost slovenske šole: mit ali realnost. Ljubljana: Sophia.
- Pšunder, M. (2004). Disciplina v sodobni šoli. Ljubljana: Zavod RS za šolstvo.

Cilji in kompetence:

Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:

- spoznavanje osnovnega kategorialnega aparata pedagoških in andragoških ved, razvoja glavnih teoretskih tokov in paradigem v razvoju pedagoške misli ter razvoja osnovnih strukturnih elementov šolskih sistemov,
- razumevanje vzrokov za nastajanje različnih pedagoških idej,
- razumevanje, kako je mogoče oblikovati posameznika,
- oblikovanje lastne profesionalne podobe, lastnega vzgojnega stila,
- sposobnost reflektiranja svojega dela in argumentiranja svojih strokovnih odločitev,
- sposobnost reševanja kompleksnih problemov, integracije znanja in formuliranja presoje,
- skrb za permanentno izobraževanje in strokovno izpopolnjevanje, za samoizobraževanje in izpopolnjevanje ter zavedanje vrednosti na dokazih temelječega znanja v praksi,
- prenos enotne doktrine zdravstvene nege in promocije zdravja v prakso,
- sposobnost komuniciranja v negovalnem, zdravstvenem, multiprofesionalnem timu, razvijanje in vzdrževanje dobrih medsebojnih odnosov med zaposlenimi, pacienti, njihovimi družinami, skupinami, skupnostjo,
- možnost delovati v andragoških procesih, zlasti v formalnem izobraževanju odraslih,
- sposobnost za samostojno načrtovanje in izpeljavo andragoškega ciklusa na svojem predmetnem področju.

Objectives and competences:

The learning unit mainly contributes to the development of the following general and specific competences:

- exploring the basic categorical apparatus of pedagogy and andragogy sciences, development of the main theoretical currents and paradigms in the development of the pedagogical thought, and the development of basic structural elements of the school systems,
- understanding the causes of variety of pedagogical ideas formation,
- understanding how it is possible to develop an individual
- developing one's own professional image, educational style,
- the purpose of reflection on one's own work and supporting their professional decisions,
- the ability for solving complex problems, integration of knowledge and formulating judgements,
- care for the continuing education and professional training, for self-directed learning and refinement, as well as awareness of the value of evidence-based knowledge in practice,
- transfer of a unified doctrine of nursing care and health promotion into practice,
- the ability to communicate in nursing, healthcare, multi-professional team, and developing and maintaining good relationships among employees, patients, their families, groups, and the community,
- the ability to operate in andragogical processes, especially in the formal education of adults,

	<ul style="list-style-type: none"> the ability to independently plan and implement the andragogical cycle in the subject area.
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Predvideni študijski rezultati:

Študent/študentka:

- pozna in razume osnovne pojme, različne vzgojne koncepte,
- razume osnovne zakonitosti vzgojnega procesa, vzgojo z vidika posameznika in družbe,
- razume vpetost učitelja med pričakovanja in zahteve države, pričakovanja staršev in njihovih otrok, stroke in njegovih lastnih vizij o tem, kaj je šola in kakšna je vloga vzgoje oz. izobraževanja v njej,
- načrtuje ustrezne poti vzgoje ter prepoznava situacije, ki ponujajo možnost vzgojnega delovanja,
- oblikuje primerne strategije discipliniranja učencev,
- reflektira svoje delo z vidika doseganja vzgojnih ciljev,
- kritično ovrednoti lastno pedagoško delo in argumentira svoje strokovne odločitve,
- razume osnovne procese vzgoje in izobraževanja odraslih in zakonitosti delovanja andragoških institucij,
- razume posebnosti izobraževanja odraslih v primerjavi z izobraževanjem mladih,
- zna pripraviti in voditi proces izobraževanja odraslih,
- zna pripraviti izobraževalni program in raziskati potrebe po izobraževanju za določene ciljne skupine,
- prepoznava posebnosti učno-vzgojnih situacij pri odraslih in jih ustrezno interpretira s pomočjo spoznanj andragoške teorije.

Intended learning outcomes:

Knowledge and understanding:

Students:

- know and understand the basic concepts, different educational concepts,
- understand the basic principles of the process, the purpose of education from the perspective of an individual and the society,
- understand the engagement of the teacher considering the expectations and the requirements of the country, the expectations of parents and their children, and the teacher's own visions of what is school and what is the role of education in it,
- are planning proper channels of education and identifies situations that offer the possibility of educational performance,
- develop a suitable strategy of disciplining students,
- reflect on their work in terms of the achievement of educational objectives,
- critically evaluate own pedagogical work and support their professional decisions,
- understand the basic processes of education and adult education, as well as the principles of andragogical institutions,
- understand the particularities of adult education in comparison with education of young people,
- are able to develop and lead the process of adult education,
- are able to prepare the educational programme and explore the needs for education of specific target groups,
- are able to identify the particularities of educational situations in adult education and correctly interpret them according to the andragogical theory.

