

**UNDERGRADUATE ACADEMIC STUDY PROGRAMME (BA)
PEDAGOGY AND ANDRAGOGY/EDUCATIONAL SCIENCES
FACULTY OF ARTS, UNIVERSITY OF LJUBLJANA**

1. Study Programme

The undergraduate academic study programme (BA) entitled *Pedagogy and Andragogy* takes three years to complete and is credited with a total of 180 credit points.

The professional title conferred upon the graduate shall be Bachelor of Arts in Pedagogy and Andragogy.

2. Aims and Goals of the Study Programme and General Competences Acquired in the Programme

Aims and Goals the undergraduate academic study programme (BA) entitled *Pedagogy and Andragogy* are to provide the students with:

- high-quality education in social sciences and humanities with an emphasis on the systematic acquisition of knowledge of the principles of educational sciences;
- introduction into a broad knowledge of scientific and professional sources and their monitoring;
- mastering of scientific paradigms and orientations significant for understanding educational processes and for participation in solving practical issues, for mastering conduct in the practice in various educational contexts and at various levels of school system;
- competent initiation to work, independence and initiative in decision-making, and management of complex tasks within a variety of school activities, in class and other forms of school work, as well as in respective out-of-school activities, in various forms of education, and culture-related activities;
- development of the ways of thinking and acting characteristics for science-based teaching and learning, as well as for introduction to modern scientific reasoning and scientific practices;
- development of social-ethical reflexivity, commitment to professional ethics, development of a critical approach and responsibility in people-related work, participation in a community, and working with information;
- qualifications and readiness for professional self-reflexivity and analysing complex situations in instruction and learning, as well as capacity for updating, evaluation, and self-evaluation of working processes using scientific means;
- a readiness to participate in the solving of pedagogical and adult education issues applicable to organization and management of institutions development of programmes, work, and processes, and assistance in pedagogical counselling and counselling in adult education.

General competences:

- skill of data collection and use;
- ability to analyse and synthesize;
- ability to use the knowledge learnt in practice;

- understanding the procedures of argumentation and verification of scientific theories;
- critical and comprehensive reasoning in an interdisciplinary and integrated manner;
- an openness to communication and the ability to balance different interests;
- an openness to alternative views and solutions;
- the ability to cooperate and to work in teams, as well as in independent participation in work teams.

3. Enrolment Requirements and Selection Criteria in the Case of Limited Enrolment

Candidates who have

- successfully passed the general matura exam;
- completed any four-year secondary school programme before 1 June 1995;
- successfully passed the vocational matura exam and an additional exam in one of the general matura subjects;
- successfully passed equivalent education abroad

may enrol in the study programme.

In the case of limited enrolment, the candidates who successfully passed the matura exam will be selected according to the number of points achieved, calculated on the basis of:

- general score of grades in the general matura exam (60%),
- general score of grades in 3rd and 4th year (40%)

In the case of limited enrolment, candidates who passed the vocational matura exam and an additional exam in one of the general matura subjects will be selected according to the number of points achieved, calculated on the basis of:

- general score of grades in the vocational matura exam (60%),
- general score of grades in 3rd and 4th year (30%),
- grade in the additional exam in one of the general matura subjects (10%).

In the case of limited enrolment, candidates who successfully completed any four-year secondary school programme before 1 June 1995 will be selected according to the number of points achieved, calculated on the basis of:

- general score of grades in the final exam (60%)
- general score of grades in 3rd and 4th year (40%)

In the case of limited enrolment, candidates who have completed equivalent education abroad will also be selected in accordance with the described criteria, depending on the form of their secondary education.

4. Criteria for Recognition of Knowledge and Skills Acquired Prior to Enrolment in the Programme

The Faculty of Arts may recognize a candidates' knowledge, qualifications, or capabilities which correspond in terms of contents and complexity, in full or in part, to the general of subject-specific competences defined by a particular study programme.

The recognition shall:

- consider certificates and other documents,
- evaluate products, services, publications, and other copyright works of students.

The recognized knowledge, qualifications, or capabilities can be used as enrolment requirements (if this is permitted by the study programme that the candidate wishes to enrol in), selection criteria in case of enrolment limitation (if so provided in the study programme), or as a completed study obligation. If knowledge, qualifications, or capabilities are recognized as a completed study obligation, it must be evaluated in accordance with the criteria for credit assignment to study programmes according to ETCS.

The Faculty of Arts considers individual documented applications of students on the basis of recognition criteria and in accordance with the provisions of the Statutes of the University of Ljubljana (UL) and the Rules of the Faculty of Arts (FF).

5. Requirements for Progress within the Study Programme

Requirements for progress within the undergraduate academic study programme (BA) entitled *Pedagogy and Andragogy*:

To progress **to the second academic year** of the single-discipline study programme of **Pedagogy and Andragogy**, a student must fulfil the study obligations for the 1st academic year to the extent of accumulating 90 percent of credit points (CP) prescribed by the curriculum (54 out of 60 CP). To progress **to the third year** of the single-discipline study programme of **Pedagogy and Andragogy**, a student must fulfil the study obligations for the 2nd academic year to the extent of accumulating 90 percent of credit points (CP) prescribed by the curriculum (54 out of 60 CP) of the 2nd year. Together with all obligations of the 1st year (60 CP) this means a total of accumulated 114 CP.

In exceptional circumstances (laid down in Article 153 of the UL Statutes), students who have fulfilled 85 percent of their obligations (thus accumulating 51 CT) may also be admitted in the next academic year provided that their applications are granted. Such admissions are decided upon by the Committee for Student Affairs and Guidance, whereby the Department may give their consultative opinion.

Any missing obligations must be fulfilled by the time of enrolment in the next higher year.

Students who fail to complete all study obligations for enrolment in the higher year as specified by the study programme, may, in the course of the studies, repeat a year once.

During consultation hours, the Principal and other associates of the Department of Educational Sciences of the Faculty of Arts of University of Ljubljana provide students with counselling and guidance concerning various study-related issues.

6. Requirements for Completion of Studies

To complete the study programme, a student shall complete all study obligations prescribed by the curriculum and individual syllabi, comprising a total of 180 CP.

7. Transfers between Study Programmes

Transfers between study programmes of the same level, i.e. 1st Level, are possible. Until the termination of the implementation of study programmes adopted before 11 June 2004, transfers are also possible from the non-Bologna academic study programmes to 1st Level study programmes.

Transfers are possible between study programmes:

- providing for the acquisition of comparable competences at the completion of studies;
- if based on the recognition criteria, at least half of obligations according to the European Credit Transfer and Accumulation System from the 1st Level study programme which refer to compulsory courses of the 2nd Level study programme can be recognised.

Depending on the scope of the recognized obligations from the first study programme, a student may enrol in the same or higher year of the second study programme. In any case, the candidate shall meet the requirements for enrolment in the initial year of the study programme to which he/she is transferring.

Enrolment in the initial year of a new study programme is not considered as a transfer between programmes, even though the student's individual obligations completed in the first study programme are recognized. In this case the candidate shall meet the requirements for enrolment in the initial year in accordance with the law and the study programme.

In transfers, it is possible to recognize:

- comparable study obligations performed by the student in the first study programme;
- informally obtained comparable knowledge.

The student demonstrates the previously obtained knowledge by the respective documents.

A student may be admitted in a higher year of the second study programme if the number and type of credit points recognised in the credit transfer and recognition procedure corresponds to the requirements for enrolment in a higher year of the state-approved study programme.

Students' applications for transfer between study programmes are decided upon by the competent body of the Faculty upon the proposal of the Department in accordance with the procedure laid down in the UL Statutes.

8. Assessment Methods

The students' knowledge is assessed and evaluated by individual courses so that the learning process of each course ends with knowledge assessment. The forms of knowledge assessment are defined in the course syllabi. The general rules of knowledge assessment are laid down in the Rules of Examinations of the Faculty of Arts of the University of Ljubljana. Assessment is based on the grading system in accordance with the UL Statutes.

9. Curriculum

Year 1

Semester I										
No.	Study Unit	Course Coordinator	Contact Hours					Course-work	Total hours	EC TS
			Lect.	Sem.	Pract.	Clinical Practicum	Other forms of study			
1	Educational Statistics	Associate Prof. Jasna Mažgon, PhD.	30		30			90	150	5
2	History of Education	Associate Prof. Tadej Vidmar, PhD.	90					120	210	7
3	Didactics I	Associate Prof. Damijan Štefanc, PhD.	15		15			60	90	3
4	Comparative Pedagogy	Associate Prof. Klara Skubic Ermenc, PhD.	45	15				90	150	5
5	Development Psychology	Full Prof. Matija Svetina, PhD.	60					90	150	5
6	Ethics of Education	Full Prof. Marjan Šimenc, PhD.	30	30				90	150	5
TOTAL			270	45	45			540	900	30
SHARE			30%	5%	5%			60%	100%	

2. Semester										
No.	Study Unit	Course Coordinator	Contact Hours					Course -work	Total hours	EC TS
			Lec t.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
1	Educational statistics	Associate Prof. Jasna Mažgon, PhD.	30		30			60	120	4
2	Introduction to Adult Education	Associate Prof. Nives Ličen, PhD.	60	30				120	210	7
3	Didactics I	Associate Prof. Damijan Štefanc, PhD.	45		15			60	120	4
4	Didactics of Adult Education	Associate Prof. Marko Radovan, PhD.	30	30				90	150	5
5	Personality Psychology	Associate Prof. Andreja Avsec, PhD.	60					90	150	5
6	Anthropology of Education	Full Prof. Janez Krek, PhD.	30	30				90	150	5
TOTAL			255	90	45			510	900	30
SHARE			28 %	10 %	5%			57%	100 %	

Year 2

Semester I										
No.	Study Unit	Course Coordinator	Contact Hours					Course -work	Hours total	EC TS
			Lec t.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
1	Educational Psychology	Associate Prof. Barbara Šteh, PhD.	30		30			60	120	4
2	Pedagogical Work with Learners with Special Needs	Full Prof. Robi Kroflič, PhD.	30	11	4			60	120	4
3	Introduction to Educational Methodology	Associate Prof. Jasna Mažgon, PhD.	30		30			90	150	5
4	Preschool and Family Education I	Full Prof. Mojca Kovač Šebart	30	30				90	150	5
5	School Pedagogy	Assistant Prof. Petra Gregorčič Mrvar, PhD.	45	15				90	150	5
6	External Elective I		*	*				90	150	5
7.	Practicum	Associate Prof. Damijan Štefanc, PhD.					practi ce	60	60	2
TOTAL			180	45	75			540	900	30
SHARE			20 %	5%	8%			60%	100 %	

Electives										
No.	External Elective 1	Course Coordinator	Contact Hours					Course -work	Total hours	EC TS
			Lec t.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
	History of Pedagogy and Educational Systems	Associate Prof. Tadej Vidmar, PhD.	45	15				90	150	5
	History of Adult Education	Full Prof. Monika Govekar Okoliš, PhD.	60					90	150	5
TOTAL										

Year 2

Semester II										
No.	Study Unit	Course Coordinator	Contact Hours					Course-work	Total hours	EC TS
			Lec t.	Sem .	Pra ct.	Clin ical Pra ctic um	Other form s of study			
1	Educational Psychology	Associate Prof. Barbara Šteh, PhD.	30		30			90	150	5
2	Pedagogical Work with Learners with Special Needs	Full Prof. Robi Kroflič, PhD.	30	11	4			60	90	3
3	Didactics II	Associate Prof. Damijan Štefanc, PhD.	30		30			90	150	5
4	Legal and Economic Basics of Education	Assistant prof. Danijela Makovec Radovan PhD.	30	30				90	150	5
5	Counselling and Guidance in Adult Education	Assistant prof. Barbara Samaluk, PhD.	60					90	150	5
6	External Elective 2								150	5
7	Practicum	Associate Prof. Damijan Štefanc, PhD.					Pract ice	60	60	2
TOTAL			165	30	75			560	900	30
SHARE			18 %	4.5 %	8%			62%	100	

Electives – Semester II										
No.	External Elective 2	Course Coordinator	Contact Hours					Course-work	Total hours	EC TS
			Lec t.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
	Socialization in Adulthood	Associate Prof. Nives Ličen, PhD.	60					90	150	5
	Selected Themes in Preschool Education	Associate Prof. Andreja Hočevar, PhD.	30	30				90	150	5
TOTAL			90	15	15			180	300	10

Year 3

Semester I										
No.	Study Unit	Course Coordinator	Contact Hours					Course -work	Total hours	EC TS
			Lec t.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
1	Sociology of Education I	Full Prof. Mojca Kovač Šebart, PhD.	60	30				120	210	7
2	Vocational Pedagogy and Andragogy	Assistant Prof. Danijela Makovec Radovan, PhD.	60					90	150	5
3	Educational Methodology	Associate Prof. Jasna Mažgon, PhD.	60					90	150	5
4	External Elective 3 ⁺							60	90	3
5	External Elective 4		30	30				90	150	5
6	External Elective 5		30	15	15			90	150	5
TOTAL			180	45	15				900	30
SHARE										

⁺ the course is held in both semesters

Electives – Semester I										
No.	External Elective	Course Coordinator	Contact Hours					Course -work	Total hours	EC TS
			Lec t.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
	External Elective 3									
1	Selected Topics in Didactics I ⁺	Full Prof. Jana Kalin, PhD.	30	15				45	90	3
2	Methods of Adult Education ⁺	Associate Prof. Marko Radovan, PhD.	30		15			45	90	3
	External Elective 4									
3	Intercultural Education	Associate Prof. Klara Skubic Ermenc, PhD.	30	30				90	150	5
4	Comparative Adult Education	Associate Prof. Borut Mikulec, PhD.	30	30				90	150	5
	External Elective 5									
5	School Counselling I	Assistant Prof. Petra Gregorčič Mrvar, PhD.	45		15			90	150	5
6	Target Groups in Adult Education	Assistant Prof. Barbara Samaluk, PhD.	30	15	15			90	150	5
TOTAL										

⁺ the course is held in both semesters

Year 3

Semester II										
No.	Study Unit	Course Coordinator	Contact Hours					Course -work	Total hours	EC TS
			Lec t.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
1	Theory of Education	Full Prof. Robi Kroflič, PhD.	60		30			120	210	7
2	External Elective 3 ⁺							45	120	4
3	External Elective 6							60	150	5
4	General Elective								300	10
5	Practicum	Associate Prof. Marko Radovan, PhD.					Pract ice	120	120	4
TOTAL			60		30			345	900	30
SHARE			7%		3%			38%	100%	

⁺ the course is held in both semesters

Electives – Semester II										
No.	External Elective	Course Coordinator	Contact Hours					Course -work	Total hours	EC TS
			Lec t.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
	External Elective 3									
	Selected Topics in Didactics I ⁺	Full Prof. Jana Kalin, PhD.	30	15				45	120	4
	Methods of Adult Education ⁺	Associate Prof. Marko Radovan, PhD.	30		15			45	120	4
	External Elective 6									
	Education for Democratic Citizenship	Full Prof. Mojca Kovač Šebart, PhD.	30	30				60	150	5
	Sociology of Adult Education	Associate Prof. Borut Mikulec, PhD.	30	30				60	150	5
TOTAL										

⁺ the course is held in both semesters

10. Short Description of Courses

Educational Statistics

In the Educational Statistics course, students become acquainted with the basic and advanced statistical methods and their application in educational research. Learning contents: editing and graphic presentation of data for numeric and attributive variables, means, measures of dispersion, normal distribution, correlation and regression, and methods of inferential statistics. The aim of the course is to qualify students for independent use of descriptive statistical methods and methods of inferential statistics for data analysis and interpretation of the outcomes in the field of education.

History of Education

History of education consists of three main components. First one is represented by basic conceptions of education, their social context and historical development. Second component is the analysis of development of educational ideas, theories and conceptions, as well as their implementation into educational praxis from the Antiquity to the 19th century. The third component constitutes the analysis of different forms of education of children, youth and adults and the analysis of different forms of formal, non-formal and informal education and learning until the 19th century. Students will be acquainted with fundamental factors of education, their interdependence in the historical context; they will understand historical development of the factors of education and their influence on contemporaneity. Special focus is set to the analysis and interpretation of development of institutions, forms and methods of education in Slovenia in the 20th century.

Introduction to Adult Education

The course addresses the conceptualization of lifelong learning and the education of adults through works of prominent authors and theories, as well as by studying the current practice in the field of learning and instruction in adulthood. Students develop a capacity for the cultural particularities of instruction and learning in adulthood, analysing selected practices and models, observing various fields and target groups, and organizational forms of adult education.

Didactics I

The course involves the field of research of didactics, its formation as a scientific discipline through history (Komensky, Humboldt, Herbart, Ziller, Rein), and its definition, including the fundamental didactic theories and models, paradigms, concepts, and strategies. The relationships between general didactics and subject didactics on one hand, and didactics and methodology on the other are explained. The course addresses the basic didactic concepts: education, instruction (definition of instruction, functions and aspects of instruction), teaching, and knowledge. Relationships between education and upbringing, between learning and teaching, and between general and vocational/professional education are dealt with.

In addition, the course covers the structural factors of instruction and their functions: teacher, student and interaction between them; significance of educational content (scientific foundations of educational content; the elements, functions and significance of didactic transformation and reduction); and the role of educational goals and objectives in curriculum planning (educational, functional, moral educational goals; global, stage and operational objectives; critique of forming objectives).

Didactics of Adult Education

In the Didactics of Adult Education course, students learn about concepts of lifelong learning and the role of didactics of adult education within this concept.

Students also become acquainted with the psycho-social characteristics of teaching adults, particularly the role of experience, autonomy, readiness for education, and problem-based orientation. They understand the concept of forming the principles of adult education and their practical application. Students also learn about the phenomena of formal and informal adult education, and the adult education level as the informal adult education planning process. In the course they also become acquainted with the most frequent and specific forms, methods, techniques, and accessories in adult education and their application in practice.

Comparative Pedagogy

Students learn about the concept and functions of comparative pedagogy and functions of comparison in education. By comparing key terms, concepts and components of selected European education systems students identify and understand basic principles of the contemporary education system development. Students also develop the ability to use basic comparative research approaches, and learn about new international trends in education.

Developmental Psychology

Students gain understanding of all the basic principles of development in different developmental periods (infancy, toddlerhood, childhood, adolescence, and adulthood), whereby particular development periods are given different emphasis upon individual areas such as physical and motor development, emotional and social development, development of personality, cognitive development, speech, and moral development. In the context of explanations of development, students become acquainted with the key psychological theories of development, from biological and ethological, to socio-cultural theories, and theories of learning. In the presentation of development of an individual, special emphasis is placed upon developmental factors, both those of the family (social, economic and cultural status of family, quality of family environment) and broader ones conditioned by the environment, e.g., the effect of peer-groups, kindergarten, school, and other informal ways of learning, and the effect of culture in the narrow sense of the word. Students become acquainted with the so-called ‘characteristic periods in development’ of an individual with respect to group differences (e.g., boys and girls, children from different social and economic environments, and children with special needs).

Personality Psychology

The course addresses the most important psychologically relevant information on human personality and on interpersonal and group differences in relevant personality features, dimensions, and abilities. Students gain scientifically-based information on personality structure, on dynamics and development of personality, and possible applications of scientific understanding of personality and interpersonal differences. The course also deals with the basic knowledge of the methods of evaluation, measuring, and the research of personality and interpersonal differences, thereby contributing toward a better understanding of human nature, the character of interpersonal relations, and toward deeper comprehension of one’s own personality.

Ethics of Education

The course promotes an understanding of the fundamental concepts of ethics, morality, and pedagogical deontology. Students are required to develop their own critical approach to dilemmas of individualism and collectivism, as well as contemporary ethical issues. By evaluating each individual subject, the course proceeds to highlight the basic interpersonal relationships. In particular, the course aims to rise above the old Greek dilemma between the universality of laws of ethics and the uniqueness of each human being, which also appears in every educational process. In addition to Greek philosophy texts, the course is based on the new-age Kant writings, and the post-modern thinker Emmanuel Levinas.

Anthropology of Education

The course deepens the comprehension of upbringing process and man and his place and functioning in the field of education on the basis of anthropological insights into man, humanity, and a variety of (in particular non-European) cultures. Students also learn about the civilizing processes in Europe from the Middle Ages up to the modern era, and the processes of formation of the basic personality structure, the significance of biological and social factors for individual humanization, and criticism of the “nature-culture” divide. They become acquainted with culturally-conditioned differences in social structures and social differentiations, family ties, gender differentiation, marriage and family, societal power, etc., thereby acquiring knowledge of selected cultural phenomena, concepts, and their definitions such as initiation, taboo, the holy, prohibition of incest, ritual, myth, religion, race, death, culture, burial, and attitudes toward the deceased, cultural relativism, ethnocentrism, predominant personality structures, uneasiness in culture, etc. Insight into intergeneration transmissions of culture in native, non-European cultures enables the students to reflect upon differences in relation to processes of individuation and enculturation in the European civilization tradition. They are faced with some fundamental questions of moral philosophy and reflect upon them relative to anthropological cognitions.

Educational Psychology

Students become aware of their own conceptions of learning while expanding and integrating them with their own learning experiences and with related psychological processes and phenomena. They learn about the different theoretical perspectives on the process, the characteristics and the conditions of learning in the broadest possible sense, with a special focus on the differences between traditional and modern concepts of learning and their consequences for pedagogical/andragogical practice. Students become acquainted with numerous factors of effective learning, from psychological (intellectual abilities, various perceptive, cognitive and learning styles, emotional motivation factors) to socio-psychological factors, and understand their interactions. The students develop self-regulated learning and know how to enhance self-regulated learning in others. They obtain the professional basis for the consideration and respect of the individual psychological features of people in their professional work (education, research and development, counselling, etc.). The course is conducted in the form of interactive lectures and practical exercises where students are involved in active and experiential learning.

Pedagogical Work with Learners with Special Needs

Students learn about historical and actual problems of treatment of ‘otherness’ of learners with special educational needs and other marginalized groups of children and adults. Various discursive models of the treatment of learners with special educational needs, as well as ethical and political ideas of inclusive school provision are analysed in detail. The second part of the course deals with various groups of learners with special educational needs (learning disabilities, emotional and behavioural disabilities, sensory handicapped persons, ADHD, drug abuses, etc.) and socially marginalized learners (migrants, Roma, people with different sexual orientations, poor people), as well as selected possibilities for building optimal learning environments.

Didactics II

In the Didactics II course, students become familiar with the factors, significance, and role of instruction process articulation; they understand the functions of individual didactic phases (stages), forms and methods of teaching, and their interconnection in class; they deal with the characteristics, levels, and strategies of curriculum planning; and they understand the meaning, characteristics, and dilemmas of didactic principles.

Within the scope of seminars and practical opportunities, students observe didactic characteristics of instruction during actual class observations and become familiar with the structure and contents of various curricular documents (curricula, knowledge catalogues).

Introduction to Methodology of Education

Students become acquainted with the experimental method as one of the scientific research methods in education, they learn to use the SPSS software package (data preparation for processing, data opening and importing, data processing, data editing during processing, and interpreting of outcomes).

Pre-school and Family Education I

In this course students will analyse the different definitions and views of the family. They will examine the socially constructed meanings of childhood and study the topics of social control and intervention in the family. They will look into the dominant models of family education in Slovenia. Students will analyse the issues concerning institutional preschool education. They will be introduced to the preschool as the central institution of preschool education in Slovenia. They will also analyse the content and organizational dimensions of educational work in preschools and the guidelines, principles and aims of preschool education which are the basis of the Preschool Curriculum. In addition, students will also become acquainted with the concept of preschool quality assessment and assurance used in Slovenia.

School Pedagogy

Course goals: the purpose is to pass on to students the knowledge of contemporary and actual structure, contents, and the processes of education within the educational institutions (kindergarten, school), and to instruct them about the roles of individual participants in education and relationships inside the school environment.

Course topics: the structure of educational systems, the structure of schools, the position and role of teachers, the principal as educational and administrative head of the institution, the role and position of students within the school structure, class community, schools, and parents.

Legal and Economic Basics of Education

Students develop the ability to critically assess economic theories of education, in particular the theory of human capital and theories related to investments in human capital. Students will be able to participate in the processes of education planning at the individual and general levels, taking into consideration the economic foundations.

Students will become acquainted with the applicable legislation in the domain of education, and learn to find and implement laws and legal regulations concerning education in concrete situations. They get familiar with proposed solutions and open issues from the field of formal legal regulation of education.

Counselling and Guidance in Adult Education

Students receive theoretical knowledge of professional foundations of educational counselling and guidance for adults, the placement of such counselling and guidance in the system of adult instruction and learning, and exploration of the relevant goals and functions. In addition, they gain insight into available options for organization of counselling activities in adult education and versatile possibilities of development at home and abroad.

History of Pedagogy and Educational Systems

History of pedagogy and educational systems consists of two components. First one is the analysis of educational ideas, theories and conceptions from the end of the 19th century to the second half of the 20th century and their implementation into educational praxis. Second component is the overview of the forms of education of children, youth and adults to the second half of the 20th century. Students will be acquainted with basic factors of education in analyzed periods, their interdependence and influence. Special emphasis is placed on history of education in Slovenia from the beginning to the end of the 19th century.

History of Adult Education

In the History of Adult Education course, students learn about the principles behind the basic history theories, the functioning of the educational process for adults in different historical periods in Europe and worldwide. Students learn about the role of formal and informal adult education. In addition, they gain knowledge about the role of teachers of adult education in the history of adult education, the principles of creating different forms and methods of adult education, and above all, the role of permanent development, life-long learning, and adult education.

Socialization in Adulthood

In the course, students become familiar with some of the theories which interpret learning as active adaptation of adults to changes in the society. Special emphasis is placed on the factors of socialization, particularly modern views of multiculturalism and migrations, changing bodies, sexual practices, nutritional practices, ageing, and dying. The special segment of themes refers to learning the processes of forming meanings in adulthood and using language as a communication means.

Selected Themes in Preschool Education

Students will examine the topics relating to the functioning of public and private preschools in Slovenia. They will become acquainted with the standards and norms that public and private preschools in Slovenia must conform to in order to provide preschool education. They will comparatively analyse the solutions regarding the cooperation between preschools and parents in public and private preschools. Students will also be introduced to the theoretical foundations of the educational work in the private preschools which provide the educational process in accordance with special pedagogical principles (Steiner, Montessori, Decroly and Reggio Emilia). They will analyse the roles of educators, educational aims, principles and educational methods in the preschools following special pedagogical principles.

Sociology of Education I

In these courses students will study and analyse the issues and theories related to the perceptions of the relationships among education, individuals and society. They will look at education as a process of developing the individual's personality and as a process of reproducing society. They will examine the place of educational institutions in society, the relationships among the subjects participating in the educational process and the factors of functional educational influences. They will be introduced to the topic of the educational conception of public educational institutions and learn about the philosophical and ethical framework that is the foundation of education in public educational institutions in Slovenia.

Theory of Education

The course provides information about the effects of social and humanistic sciences on development of theoretical ideas and concepts of education; students analyse key historical theoretical dilemmas and concepts of education and reflect on the relationships between the basic theoretical concepts of education; they further recognize the purpose of theoretical and practical

dimensions of educational conception in an institutional environment and reflect on the meaning of key contemporary theoretical principles and concepts. The course contents presuppose the ability to integrate pedagogical, philosophical, sociological, and anthropological research insights and modes of approach to issues of education and school.

Vocational Pedagogy and Andragogy

The course addresses the principles of the system of vocational and professional education and enables students to understand the relationship between work and education. Through the study of processes of vocational socialization, students acquire the ability to interpret the characteristics of the development of vocational identity and to actively participate in the processes of vocational and career counselling. Students become acquainted with a variety of systems of vocational education for young people and adults. Special attention is paid to various forms of work and to planning development projects applied in the analysis of jobs and job profiles. Students learn to apply different methods of needs determination for on-the-job training, and also to create appropriate conditions for anticipatory vocational socialization in educational institutions and companies. Students develop the ability how to properly place instruction and learning that are in the function of vocational work and understand it as part of a broader framework of lifelong learning, and they also achieve the requisite competence required for their planning.

Educational Methodology

Students are acquainted with general components of the methodology of educational research, basic research methods and approaches, as well as sources of knowledge and types of educational research. They also learn about different empirical data collecting methods, including the assembly of various measuring instruments, their measurement characteristics, use, and function. The knowledge and understanding of different research approaches and methods enable students to plan and execute empirical research with professional assistance and support.

Education for Democratic Citizenship

In this course students will examine the basic concepts of civic education (different views, traditions, political theories and the subsequent perceptions of the concept of civic education; differences in the various educational programmes of civic education originating in the different definitions of the good citizen, etc.) and approach schools as social institutions contributing to the development of citizen identity. They will become acquainted with the development of civic education in the Republic of Slovenia. They will critically analyse the syllabuses that contain the aims or contents of civic education in public primary schools in Slovenia, and they will also be presented with the research findings on the position of civic education contents in the programmes of compulsory schools around the world.

Sociology of Adult Education

The course focuses on theoretical sources and outlooks of adult education sociology, enabling students to understand the sociological research tradition and essential methodological approaches. Students will develop skills for analysing and interpretation of concrete adult education issues from different sociological perspectives.

Selected Topics in Didactics I

The basic purpose of the course is to qualify students to recognise various educational needs of particular pupils and their individual characteristics. Also, they will become familiar with the basic levers for teachers to take individual characteristics of pupils into account during classes and in other forms of organised school work. This will enable them to properly adapt their teaching to provide for the optimal development of each individual pupil. Students will be acquainted with the basic characteristics of various systems of learning differentiation and individualisation. They will get to know learning differences between pupils, their origin, how they reflect in the educational process,

and the methods how teachers get to know and take into account justifiable personal differences between pupils. They will learn how to work with pupils with learning difficulties and how to discover and work with gifted pupils.

Methods of Adult Education

In this course, students will deal with various forms of planning and implementation of educational programmes for adults. They will be acquainted in detail with the preparation of implementing an educational plan, and test and analytically monitor the use of modern methods of adult education (role playing, simulations, case studies). A part of the programme is intended for direct practical opportunities, and students will also be qualified to use Moodle and other ICT tools that are becoming increasingly important in adult education.

Intercultural Education

The course aims to enable students to grasp the fundamental principles of intercultural education and the challenges brought about by culturally and linguistically heterogeneous student body. The main aims are both, to enable students to develop a holistic and multi-layered view on the topic, and also to provide them with some practical tools for the establishment of intercultural and inclusive pedagogical practices.

Comparative Adult Education

This course explores the basic comparative approaches described in adult education studies and presents the interdisciplinary nature of comparative research in the field of adult education. The course further develops abilities to perform comparative analyses of the role and position of adult education in various countries and continents of the world.

School Counselling I

This course provides the fundamental principles of ethical counselling in educational institutions and gives students an opportunity for training, with an emphasis on the work of a school counsellor for individual, as well as group, counselling to students, teachers, and parents about the personal and career development of students together with self-image improvement; consultation and collaboration between school counsellors and teachers with issues in classroom communities, particularly integration of students with special needs; and consultation and collaboration between school counsellors and parents concerning problem management and provision of assistance when children face crucial decisions in life (passage from home to kindergarten, from kindergarten to school, school- or vocation-related decisions).

Target Groups in Adult Education

Students study theoretical and systemic issues related to the education of vulnerable groups of adults, scope, composition, and problems of selected groups of adults participating in education in Slovenia and abroad, and learn about the role of education in reducing social stratification and creation of more equal society. Students independently study the incidence of education in particular target groups.

Practicum in Education

During the practicum at elementary and secondary schools or any other educational institutions, students integrate and verify theoretical insights acquired in the course of studies. Using practical professional experience, they obtain the basis for mastering new theoretical knowledge. In the course of the practicum they become aware of the actual state of affairs and developments in an educational institution. The students gain the best possible insight into the operation of such an institution as a whole, domains that it covers, and its principles of work.

Practicum

Students receive all instructions and assistance in the selection and establishment of contact with the institution relevant to practicum in adult education, whereupon they undergo an introductory interview at such institution. Each student is assigned a professional mentor and they fix the time schedule of the practicum. The practicum is conducted under the guidance of a university professor/associate and mentor at partner schools or other institutions involved in adult education. Upon completion of the adult education practicum, the student draws up a report on the practicum and submits it to the mentor in the relevant institution for review and signature, whereupon such a report is presented as a seminar and evaluated by other students at the faculty.