

DOUBLE-DISCIPLINE UNDERGRADUATE STUDY PROGRAMME (BA)
PEDAGOGY AND ANDRAGOGY/EDUCATIONAL SCIENCES
UNIVERSITY OF LJUBLJANA, FACULTY OF ARTS

1. Study Programme

The double-discipline 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 graduation shall be a Bachelor of Arts in *Pedagogy and Andragogy* and the second selected program.

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

Fundamental goals of the double-discipline 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 practice in various educational contexts and at various levels of educational system;
- competent initiation to work, independence and initiative in decision-making, and management of complex tasks within a variety of activities in the domain of education, recruitment, leisure activities, activities related to work with the young and the elderly, as well as activities related to culture;
- development of social-ethical reflexivity, a commitment to professional ethics, development of critical approach and responsibility in people-related work and participation in a community;
- developing qualifications and readiness for professional self-reflexivity and analysing complex situations in instruction and learning, as well as a capacity for updating;
- mastering of models, methods, and procedures of evaluation and self-evaluation of work processes using scientific means, and the mastering of work with information and databases;
- a readiness to participate in the solving of pedagogical and andragogical issues applicable to organization and management of institutions, as well as development of their educational and work programmes;
- qualifications in assistance with pedagogical counselling and counselling in adult education;
- qualifications in application of knowledge in practice.

General competences:

- the skill of data collecting and use, as well as their analysis, comparison, and synthesis;
- ability to use scientific tools in solving practical issues;
- an openness to communication and the ability to balance different interests;
- an openness to alternative views and solutions;

- qualifications in management and organization of work and work processes;
- the ability for cooperative and group work and participation in work teams.

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

Candidates who have

- successfully passed the general matura exam;
- successfully passed the vocational matura exam and an additional exam in one of the general matura subjects;
- completion any four-year secondary school programme before 1 June 1995;
- successfully completed 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 points achieved, calculated on the basis of:

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

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 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%).

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 candidate's knowledge, qualifications, or capabilities which correspond in terms of contents and complexity, in full or in part, 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 study programme:

To progress **from the first to the second academic year** of the double-discipline academic study programme (BA) of **Pedagogy and Andragogy**, a student must fulfil the study obligations for the 1st academic year to the extent of accumulating 90 percent of the credit points (CP) prescribed by the curriculum and individual syllabi for the first year, in the scope of 54 out of 60 CP.

To progress **from the second to the third year** of the double-discipline academic study programme (BA) of **Pedagogy and Andragogy**, a student must fulfil the study obligations for the 2nd academic year to the extent of accumulating 90 percent of the credit points (CP) prescribed by the curriculum and individual syllabi for the second year, in the scope of 54 out of 60 CP. 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, once in the course of the studies, repeat a year.

During consultation hours, Head of Department 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 double-discipline undergraduate study programme, a student shall complete all obligations specified by the study programme and syllabi of individual courses, comprising a total of 90 CP. The entire studies are completed when a student has performed all obligations of both disciplines as specified in the respective study programmes and syllabuses of individual courses, comprising a total of 180 CP.

7. Transfers between Study Programmes

Transfers between study programmes of the same level, i.e. Level 1, are possible. Until the termination of implementation of study programmes adopted before 11 June 2004, transfers are also possible from the non-Bologna academic study programmes to Level 1 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 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 although 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 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 respective documents. A student may be admitted into 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.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
1	History of Education	Associate Prof. Tadej Vidmar, PhD.	60					90	150	5
2	Educational Statistics	Associate Prof. Jasna Mažgon, PhD.	60					90	150	5
3	Didactics I	Associate Prof. Damijan Štefanc, PhD.	60					90	150	5
TOTAL			180					270	450	15
SHARE			60%					60%	100 %	

Semester II										
No.	Study Unit	Course Coordinator	Contact Hours					Course -work	Total hours	EC TS
			Lect.	Se m.	Pra ct.	Clin ical Pra ctic um	Other form s of study			
1	Introduction to Adult Education	Associate Prof. Nives Ličen, PhD.	60					90	150	5
2	Comparative Pedagogy	Associate Prof. Klara Skubic Ermenc, PhD.	45	15				90	150	5
3	External Elective							90	150	5
TOTAL			105	15				270	450	15
SHARE			23%	3%				60%	100 %	

Electives										
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			
1	Development Psychology	Full Prof. Matija Svetina, PhD.	60					90	150	5
2	Personality Psychology	Associate Prof. Andreja Avsec, PhD.	60					90	150	5
3	Ethics of Education	Full Prof. Marjan Šimenc, PhD.	30	30				90	150	5
4	Anthropology of Education	Full Prof. Janez Krek, PhD.	30	30				90	150	5
TOTAL										

Year 2

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	Institutional Pre-school and Family Education	Associate Prof. Andreja Hočevar, PhD.	30	30				90	150	5
2	Educational Psychology I	Associate Prof. Barbara Šteh, PhD.	30		30			90	150	5
3	Theory of Education	Full Prof. Robi Kroflič, PhD.	60					90	150	5
TOTAL			120		60			270	450	15
SHARE			27 %		13 %			60%	100 %	

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	Introduction to Educational Methodology	Associate Prof. Jasna Mažgon, PhD.	30		30			90	150	5
2	School Pedagogy	Assistant Prof. Petra Gregorčič Mrvar, PhD.	45	15				90	150	5
3	Legal and Economic Basics of Education	Assistant Prof. Danijela Makovec Radovan, PhD.	30	30				90	150	5
TOTAL			105	75				270	450	15
SHARE			23 %	17 %				60%	100 %	

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	Vocational Pedagogy and Andragogy	Assistant Prof. Danijela Makovec Radovan, PhD	60					90	150	5
2	Counselling and Guidance in Adult Education	Assistant Prof. Barbara Samaluk, PhD	60					90	150	5
3	General Elective								150	5
TOTAL			120					180	450	15
SHARE			27 %					40%	100 %	

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	Sociology of Education I	Full Prof. Mojca Kovač Šebart, PhD.	45	15				90	150	5
2	Comparative Adult Education	Associate Prof. Borut Mikulec, PhD	30	30				90	150	5
3	Practicum	Associate Prof. Damijan Štefanc, PhD. Associate Prof. Marko Radovan, PhD.						150	150	5
TOTAL			75	45				330	450	15
SHARE			17 %	10 %				73%	100 %	

10. Short Description of Courses

History of Education

Different questions and problems of education are discussed in the historical context. Development of theories, conceptions, strategies of problem-solving and empirical findings. Connection of pedagogy and andragogy with other sciences, focus is on the other study course. Basic conceptions of education are represented in their social context and historical development. 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 from the 16th century to the 19th century. Special focus is set to the analysis and interpretation of development of institutions, forms and methods of education in Slovenia in the 20th century.

Educational Statistics

Students become acquainted with basic and advanced statistical methods and their application in educational research. Topics covered: 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 the processing of data, collected in studies on education, and thematic interpretation of the outcomes.

Didactics I

The course involves the field of the 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, and the functions and aspects of instruction), teaching, and knowledge. The relationships between education and upbringing, between learning and teaching, and between general and vocational/professional education are examined.

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

Introduction to Adult Education

The course addresses conceptualization of lifelong learning and education of adults through the 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 the capacity for 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.

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 development periods (infancy, toddlerhood, childhood, adolescence, and adulthood), whereby particular developmental periods are given different emphasis upon individual areas such as physical and motor development, emotional and social development, development of personality, cognitive development, and 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 the development of an individual, special emphasis is placed upon developmental factors, both those of the family (social, economic, and the cultural status of family, the quality of the family environment) and the broader ones, conditioned by the environment, e.g., the effect of peer-groups, kindergarten, school, and other informal ways of learning, the effect of culture in a 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, 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 research of personality and interpersonal differences,

thereby contributing toward a better understanding of human nature and 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 the 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 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.

Introduction to Methodology of Education

The experimental method is introduced to students as one of the scientific research methods in education. Students also learn to use the SPSS software package (data preparation, data opening and importing, data processing, data editing during processing, and interpreting outcomes).

Educational Psychology I

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. Topics relating to memory, transfer, creativity, problem solving, concept learning, and a holistic approach to learning are amongst the topics covered. The course is conducted in the form of interactive lectures and practical exercises. Both forms include a variety of methods of active and experiential learning where students are co-creators of the learning process.

Theory of Education

The course provides information about the effects of social and humanistic sciences on the development of theoretical ideas and concepts of education; students analyse key historical theoretical dilemmas and concepts of education, and reflect on the relations between 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 an ability to integrate pedagogical, philosophical, sociological, and anthropological research insights and modes of approach to issues of education and schools.

Institutional Pre-school and Family Education

Students will analyse the functioning of preschools in Slovenia at the formal and content levels. They will look into the theoretical assumptions underlying the development of the Slovenian preschool curriculum and its solutions. They will also become acquainted with the concept of preschool quality assessment and assurance. Furthermore, they will analyse the relationships between education in preschools and in the family. Students will acquire the fundamental knowledge of the dominant models of family education and study the different definitions of the family and the theories concerning family issues.

School Pedagogy

Course goals: the purpose is to pass on to students the knowledge of contemporary and actual structure, contents, and 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: structure of the educational system, 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 substance.

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.

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 determination of needs for on-the-job training and to create appropriate conditions for anticipatory vocational socialization in educational institutions and companies. Students develop the ability how to properly understand instruction and learning that are in the function of vocational work within the broader framework of lifelong learning, and achieve the requisite competence required for their design and management.

Counselling and Guidance in Adult Education

Students receive theoretical knowledge of professional foundations of educational counselling and guidance for adults, define the place of such counselling and guidance in the system of adult instruction and learning and explore 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.

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.

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.

Practicum

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 operations of such institution as a whole, domains that it covers, and its principles of work.

Practicum in Adult Education

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 an 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.