

**DOUBLE DISCIPLINE PROGRAM**  
**2ND LEVEL**  
***PEDAGOGY***  
**UNIVERSITY OF LJUBLJANA, FACULTY OF ARTS**

## **1. Study Programme**

The 2nd Level, double-discipline study program of *Pedagogy* lasts two years and carries a total of 120 credit points.

The qualification title acquired upon completion of studies is “MA professor of pedagogy and ...”

## **2. Aims, Goals and Generic Competencies**

The basic objectives of the 2nd Level double-discipline study programme of Pedagogy are to ensure that students:

- develop core competencies of humanities scholars acquired through high-quality humanities and social sciences education with an emphasis on the systematic study of educational sciences;
- acquire insight into the research paradigms and methodologies relevant for the understanding of educational processes, as well as interactions between educational events and processes on the one hand, and society on the other;
- are able to practically implement their knowledge and solve problems relating to planning, organisation, execution, and evaluation of educational processes in different contexts, at different education levels, and in the field of culture;
- prepare for entry into the workplace, show independence and self-initiative in managing complex operations, as well as provide counselling and assistance to education participants, pupils, and their parents in particular, but also to teachers during in-class and other school activities, as well as support in extra-curricular activities taking place in various educational and cultural institutions;
- develop ways of thinking and acting that characterise contemporary teaching and learning;
- familiarise themselves with contemporary scientific thinking and practices, and develop an identification with the scientific discipline;
- promote their social and ethical reflection and commitment to professional ethics, and advance their critical appraisal skills and responsibility for working with people, communities and information;
- through engagement in the second area of study, advance their knowledge and competencies, in particular with respect to interdisciplinary research and problem-solving.

### **Generic competencies:**

- perform logical and abstract analyses, syntheses, and evaluations;
- communicate knowledge, understanding, and critical evaluation of the body of knowledge relating to both disciplines in oral and written forms;
- effectively transfer intradisciplinary and interdisciplinary knowledge into practice;
- enhance, upgrade, and integrate acquired knowledge and skills in other disciplines;
- contextualise and enhance information;
- transfer knowledge and skills to other problem areas;
- apply intradisciplinary and interdisciplinary approach to solving problems and conflict situations;

- qualified for team-based problem-solving;
- set up and lead expert groups;
- possess the capacity for (self-)evaluation and (self-)appraisal, as well as critical and holistic thinking;
- search, find, interpret, and use new sources of knowledge in a range of professional and scientific fields;
- trained for professional and efficient use of ICT in searching, classifying, processing, presenting, and disseminating information;
- deliver consistently high quality of work and raise quality standards in the work environment.

### **3. Admission Requirements and Limited Access Criteria**

Enrolment to 2nd Level double-discipline study of *Pedagogy* is open to:

- graduates of 1st Level programmes of *Pedagogy and Andragogy, Psychology, Primary School Teaching, Social Pedagogy*;
- graduates of 1st Level programmes, or those who have completed a higher professional degree in a study program adopted prior to 2004, in social sciences, humanities, or pre-school teaching, provided they have completed academic requirements equivalent to 15 ECTS credits in the following subjects: History of Education (5 ECTS), Theory of Education (5 ECTS), and Didactics I (5 ECTS).
- graduates of 1st Level programmes, or those who have completed a higher professional degree in a study program adopted prior to 2004, in unrelated areas of study, provided they have completed academic requirements equivalent to 35 ECTS credits in the following subjects: Educational statistics (5 ECTS), History of Education (5 ECTS), Didactics I (5 ECTS), Theory of Education (5 ECTS), Educational Sociology I (5 ECTS), Educational Psychology I (5 ECTS), and School Pedagogy (5 ECTS).

In cases of limited access, candidates are ranked based on their undergraduate Grade Point Average.

### **4. Criteria for Recognition of Prior Learning (RPL)**

The Faculty of Arts may recognize qualifying knowledge, qualifications, and/or competencies the content and level of which meet, in full or in part, the general or subject-specific competencies of the relevant study programme.

In the RPL process, the Faculty:

- considers certificates and other documents,
- assesses the products, services, publications, and other copyright works of student candidates.

The recognised knowledge, qualification, or competence may be considered a prerequisite to gain entry into a study programme (if so, permitted by the rules of the relevant study programme), to gain entry into a limited access programme, or lead to the award of credit to count towards the programme's requirements. Knowledge, qualification, or competence recognised as completed academic requirement must be evaluated under ECTS criteria.

On the basis of recognition criteria, all RPL applications supported by documents are assessed by the Faculty of Arts in a standardised procedure, as laid down in the Statutes of the University of Ljubljana and the Rules of the Faculty of Arts.

## **5. Progression Requirements**

### **Progression requirements**

To meet the requirements for promotion to a higher year of the study programme *Pedagogy*, students must obtain a minimum of 90% of the ECTS credits (54 out of 60 credits) from the courses prescribed by the curriculum for the first year. Under exceptional circumstances, as defined in Article 153 of the Statute of the University of Ljubljana, students who have completed 85% of coursework (i.e., they have obtained 51 credit points) may advance to the higher year on the basis of an approved application. This application is processed by the Committee for Students' Questions and Direction, and the Department can give an advisory opinion. Students have to obtain the missing credits before advancing to the subsequent year.

In accordance with Article 152 of the Statute of the University of Ljubljana, students who have failed to complete the coursework required for progression to subsequent year have the right to repeat one year in the course of their study provided they have earned 15 ECTS credits (25% of the year's total) from completed courses prescribed for the study programme.

The conditions for extending student status are specified in Article 238 of the Statute of the University of Ljubljana, and the conditions for reposing student status are given in Article 240 of the same.

## **6. Completion of Studies**

In order to complete the study programme, the student must complete the education practicum in both areas of study, the MA thesis, and all other academic requirements defined in the curriculum for the 2nd Level double-discipline MA study programme, totalling 120 ECTS credits.

## **7. Transferring between Study Programmes**

Transfers are only possible among other study programmes of the 2nd Level.

Students may transfer among study programmes:

- which ensure acquisition of comparable competencies upon completion of the study;
- where, according to the RPL criteria, at least half of the academic requirements completed in the original study programme may be recognised under the ECTS as relating to compulsory coursework requirement of the second study programme.

A student may enrol in the higher year of the new study programme if during the recognition procedure s/he has been awarded sufficient number and type of ECTS credits that are prerequisite for progression to a higher year of a valid study programme. Enrolment in the first year of study is not considered transfer of a study programme.

The following may be recognised during study transfers:

- comparable academic requirements which the students have completed in the original study programme;
- comparable knowledge and experiences obtained through informal learning.

Qualifying documents must be submitted as evidence of prior learning.

In accordance with Article 5 of the Criteria for Transitions between Study Programmes, students may also change from university (non-Bologna) study programmes approved before 11 June 2004 to the Bologna study programmes. Changing the programme is possible:

- within the framework of study programmes of the same discipline, and
- if not more than 2 years have passed from the candidate's last enrolment in the university study programme which s/he is changing, but no later than by the end of the 2015/16 academic year.

On the basis of the candidate's application and evidence of completed coursework requirements, the Faculty's competent body, following the department's proposal, determines whether or not the candidate fulfils the criteria for changing the programme and whether these obligations can be recognized following the procedure determined by the Statute of the University of Ljubljana.

If the student has fulfilled obligations at a higher education institution abroad, s/he can submit an application for the recognition of education abroad. The application must be submitted on the prescribed form in accordance with the Evaluation and Recognition of Education Act and valid rules and regulations. The application should be accompanied by the prescribed documents.

## **8. Assessment Methods**

Students' knowledge is assessed and evaluated by individual subjects. In all subjects, the learning process must end with an assessment of acquired knowledge. The methods of knowledge evaluation are defined in subject curriculums. General rules governing knowledge assessment and evaluation are laid down in the Rules on the Examination Regime of the Faculty of Arts, University of Ljubljana. The evaluation scale used is in accordance with the Statute of the University of Ljubljana.

## 9. Curriculum

### First year

First semester										
No.	Study unit	Course Coordinator	Contact Hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
1	Methodology	Dr. Jasna Mažgon, Associate Professor	45	15		/	/	90	150	5
2	External Elective 1		*	*	/	/	/		150	5
3	Practicum	Dr. Damijan Štefanc, Associate Professor	/	/	/	/	/		150	5
<b>TOTAL</b>										<b>15</b>
<b>WEIGHT</b>										

\* The breakdown of contact hours for elective courses by form is considered in the Total.

Elective Courses										
No.	External Elective 1	Course Coordinator	Contact Hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
	Sociology of Education II	Dr. Mojca Kovač Šebart, Full Professor	30	30	/	/	/	90	150	5
	School Counselling	Dr. Petra Gregorčič Mrvar, Assistant Professor	45		15	/	/	90	150	5
<b>TOTAL</b>										

Second semester										
N o.	Study unit	Course Coordinator	Contact Hours					Indi vidu al wor k	Tot al hou rs	EC TS
			Le ct.	Se m.	Pra ct.	Clini cal prac ticum	Oth er for ms			
1	External Elective 2		30	30	/	/	/	90	150	5
2	External Elective 3		*	*	/	/	/		150	5
3	External Elective 4		*	*	/	/	/		150	5
<b>TOTAL</b>										<b>15</b>
WEIGHT										

\* The breakdown of contact hours for elective courses by form is considered in the Total.

Elective Courses										
N o.	External Elective	Course Coordinator	Contact Hours					Indi vidu al wor k	Tot al hou rs	EC TS
			Le ct.	Se m.	Pra ct.	Clini cal prac ticum	Oth er for ms			
	<i>External Elective 2</i>									
	Evolution of Educational Theories	Dr. Tadej Vidmar, Associate Professor	30	30	/	/	/	90	150	5
	Educational Psychology II	Dr. Barbara Šteh, Associate Professor	30	/	30	/	/	90	150	5
	<i>External Elective 3</i>									
	Planning of Moral Education and Discipline Practices in Public Schools	Dr. Robi Kroflič, Full Professor	20	10	30	/	/	90	150	5
	Didactics II	Dr. Damijan Štefanc, Associate Professor	30	15	15	/	/	90	150	5
	<i>External Elective 4</i>									
	Curriculum Studies	Dr. Damijan Štefanc, Associate Professor	30	30	/	/	/	90	150	5
	Theories of Emotional and Behavioural Difficulties	Dr. Robi Kroflič, Full Professor	52	/	8	/	/	90	150	5
<b>TOTAL</b>										

## Second year

First semester										
No.	Study unit	Course Coordinator	Contact Hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
1	External Elective 5		30	30	/	/	/	90	150	5
2	External Elective 6		*	*	/	/	/		150	5
3	General Elective		*	*	*	*	*		150	5
<b>TOTAL</b>										<b>15</b>
<b>WEIGHT</b>										

\* The breakdown of contact hours for elective courses by form is considered in the Total.

Elective Courses										
No.	External Elective	Course Coordinator	Contact Hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
	<i>External Elective 5</i>									
	Vocational Pedagogy	Dr. Danijela Makovec Radovan, Assistant Professor	30	30	/	/	/	90	150	5
	Pre-school and Family Education	Dr. Mojca Kovač Šebart, Full Professor	30	30	/	/	/	90	150	5
	<i>External Elective 6</i>						90			
	Experiential Learning	Dr. Barbara Šteh, Associate Professor	30		30	/	/	90	150	5
	Educational Leadership and Management in Schools	Dr. Petra Gregorčič Mrvar, Assistant Professor	45	15	/	/	/	90	150	5
<b>TOTAL</b>										

## Second year

Second semester										
No.	Study unit	Course Coordinator	Contact Hours					Individual work	Total hours	ECTS
			Le ct.	Se m.	Pra ct.	Clini cal pract icum	Oth er for ms			
1	Master's thesis		/	/	/	/			450	15
<b>TOTAL</b>										<b>15</b>
<b>WEIGHT</b>										

## 10. Course Description

### Methodology

Students learn the basics of research methodologies used in education and study the relevant research methods, sources of knowledge, and types of educational research. They familiarise themselves with the procedures of collecting empirical data in educational research, including the provision of measuring instruments, their characteristics, application, and use.

### Didactics II

Participants in the course will examine the factors, purpose, and role of the articulation of instruction. They will develop an understanding of the functions of various learning phases (stages), forms, and methods of learning and their interconnections in the execution of classes. Additionally, the course covers the characteristics, levels, and strategies of planning, and helps students understand the roles, functions, and dilemmas of teaching-learning principles.

Seminars and the practicum provide students with an opportunity to get involved in a peer observation process and get acquainted with the structure and contents of various curriculum documents (e.g., syllabus, catalogues of knowledge standards).

### Curriculum Studies

Participants in the course will do the following: examine the fundamental concepts of curriculum theories and research areas; develop an understanding of curriculum planning strategies and apply them in their work in education; understand the interconnection and interdependence of learning goals, processes, and contents, and are aware of the assumptions and limitations of individual curriculum strategies; familiarise themselves with the curriculum planning processes across schooling stages, levels, and systems; know the characteristics and understand the role of curriculum evaluation and are trained in providing counselling, design, and leadership of evaluation processes; give critical analyses of the principles behind the curriculum renovation in Slovenia; and have sound knowledge base about the operational solutions of the Slovenian educational system.

### Evolution of Educational Theories

Evolution of educational theories is consisted of an in-depth analysis of the development of most important theoretical conceptions and paradigms in the development of educational thought, conceptual and political backgrounds of school reforms, of topical educational themes in their historical and developmental context (e.g., relation between sexes in the school, values in education, private and public schools, general education vs. vocational education). The emphasis

is placed on the analysis of continuity of general humanistic education from Humboldt to cultural (*geisteswissenschaftliche*) pedagogy and criticism of the so-called Bologna reform. Knowledge of Slovenian language is required.

### **Planning of Moral Education and Discipline Practices in Public Schools**

Students will familiarise themselves with the elements of character and moral education, discipline strategies, and ideological elements of public-school curriculum. They will recognize the basic elements of the educational concept of moral dimension of upbringing, as well as selected educational and discipline approaches (e.g., development of a democratic school community, mediation, win-win communication, discussion on controversial issues). A special emphasis is placed on the analysis of conflict situations in the school setting.

### **School Counselling**

Aims of the course: The course provides students with an overview of the fundamental principles of individual and group counselling to students, as well as guidance and counselling with teachers, school management teams, and parents. Contents of the course: school counselling, theories of counselling, student counselling, guidance and counselling for school management teams, guidance and counselling for parents, planning and evaluation of counselling services, and ethical principles of counselling.

### **Sociology of Education II**

Participants in the course will advance their understanding of system solutions and theoretical concepts governing the performance and operation of educational institutions. Students will develop the competencies for solving practical teaching problems in educational institutions, and gain expertise to recognise the key educational factors which affect the quality, legitimacy, and efficiency of their operations. Additionally, students will be trained to conduct high-quality planning, monitoring, and evaluation of educational work, and carry out research into sociology of education – in particular in-depth analyses of system solutions and their corresponding educational impact on the progress of individual learners and social reproduction.

### **Theories of Emotional and Behavioural Difficulties**

Students recognize causes of EBD and criminal behaviour from different academic disciplines (clinical psychology, criminology, social pedagogy, anthropology, sociology) and the specifics of legal, therapeutic, and pedagogical treatment of students with EBD. The emphasis is on the treatment of students with EBD in the school setting, and on development of safe and preventive strategies for this target group of students.

### **Vocational Pedagogy**

Students learn about the principles of work of educational institutions, in particular those engaged in vocational education and acquire the competence to design and manage educational activities. In addition, students will develop the knowledge and skills for the development of professional identity and career, and the formation of a separate educational organisation. By studying the principles of vocational development and structure and historical evolution of work, students will become able to balance work and education at specific levels.

### **Preschool and Family Education**

In this course, students will learn to recognise and understand the fundamental factors behind family relationships and the relations between siblings, parents, and counsellors, and examine the corresponding conceptual and theoretical groundwork. Students will look into the relevant social backgrounds and dominant ideological mechanisms which affect family education and institutional preschool education in particular social and economic conditions. The course will provide a

theoretical overview of family education models established and reproduced in the contemporary global society. In addition, students will gain the expertise for independent research of educational practice and implementation of educational solutions which take into account contemporary trends in pre-school and family education.

### **Educational Psychology II**

Students learn about the numerous factors of effective learning, from psychological factors (intelligence, various perceptive, cognitive and learning styles, learning motivation, personal and emotional factors), to socio-psychological factors (articulation of instruction, classroom management styles, class interaction, school culture, quality of communication), and understand the principles of their interaction. 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.

### **Educational Leadership and Management in Schools**

Aims of the course: The course will provide students with the basic knowledge in educational leadership and school management. Students will learn about various school leadership theories and management models and develop competencies for the leadership, management, planning, monitoring, and evaluation of the work of a kindergarten or school.

Contents of the course: Management, school and culture, school culture, school-based work programming, school vision, school development planning, the principal and school management bodies, school counsellors, and the principal.

### **Experiential Learning**

Students acquire the theoretical and practical knowledge of various methods of experiential learning that they will use as teachers or as organizers and facilitators of various forms of education. They learn to analyse connections between learning goals, methods and circumstances, the structure of tasks, and the depth of influence in experiential learning. They learn how to plan and carry out particular experiential learning methods, which they also experience and use throughout the course. Students acknowledge the advantages and the drawbacks of various methods of experiential learning, become aware of the different ethical dilemmas and are able to cope with them when planning and conducting experiential learning. They also get acquainted with different approaches of encouraging reflection and are introduced to the principles of deep reflection.

### **Practicum**

Through Practicum II observation work, students will gain detailed insight into the organisation of work in an educational institution as a whole, and compare the results of observations against the theoretical knowledge acquired during the study. Under the supervision of the mentor, and with explicit consent of the involved education participants, students will participate in counselling activities and in providing individual or group learning aid, and in so doing gain valuable experience which will make their inclusion in classwork faster and more efficient.