

**2ND CYCLE STUDY PROGRAMME**  
***PEDAGOGY***  
**UNIVERSITY OF LJUBLJANA, FACULTY OF ARTS**

### **1. Study Programme**

The study programme 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”

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

**The basic objectives of the MA 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;
- familiarise themselves with a wide range of research and scientific sources and the methods for their monitoring;
- 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 in providing 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.

#### **Generic Competencies:**

- collect and use information;
- perform analyses and syntheses of information;
- be able to transfer acquired knowledge to practice;
- understand the procedures for argumentation and verification of scientific theories;
- apply interdisciplinary approach to critical and comprehensive thinking;
- be open to communication and able to balance different interests;
- be open to alternative views and solutions;
- cooperate with others or work independently within a team.

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

### **Enrolment to the study programme is open to:**

- graduates of first-cycle programmes of *Pedagogy and Andragogy*, Psychology, Primary School Teaching, Social Pedagogy;
- graduates of first-cycle programmes, or those who have completed a higher professional degree in a study programme approved before 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 first-cycle programmes, or those who have completed a higher professional degree in a study programme approved before 2004 in unrelated areas of study, provided they have completed academic requirements equivalent to 40 ECTS credits in the following subjects: Educational statistics (5 ECTS), Educational Psychology I (5 ECTS), History of Education (5 ECTS), Didactics I (5 ECTS), Theory of Education (5 ECTS), Educational Sociology I (5 ECTS), Comparative Pedagogy (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 to a study programme (if so, permitted by the rules of the relevant study programme), to gain entry to 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 Statute of the University of Ljubljana and the Rules of the Faculty of Arts.

### **5. Progression Requirements**

#### **Progression requirements in the study programme**

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 Study**

In order to complete the programme, students must complete all requirements defined by the programme, and for syllabi required for their chosen option totalling 120 ECTS credits. The programme completes with a successful oral defence of a positively evaluated master's thesis.

## **7. Transferring Between Study Programmes**

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

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 a prescribed form in accordance with the Evaluation and Recognition of Education Act and valid rules and regulations. The application should be accompanied by prescribed documents. The application should be accompanied by 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 the 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 grading scale used is in accordance with the Statute of the University of Ljubljana.

## 9. Curriculum

### First year

First semester										
No.	Study unit	Lecturer	Contact hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
1+	Selected Methods of Educational Research	Dr. Jasna Mažgon, Associate Professor	15	30	15	/	/	90	150	5
2+	Didactic Strategies	Dr. Jana Kalin, Full Professor	30	15	/	/	/	45	90	3
3	Selected Themes in Educational Psychology	Dr. Barbara Šteh, Associate Professor	30	30	/	/	/	90	150	5
	Sociology of Education II	Dr. Mojca Kovač Šebart, Full Professor	30	30	/	/	/	90	150	5
5	External Elective 1		*	*	/	/	/		150	5
6	External Elective 2		*	*	/	/	/		150	5
	Practicum	Dr. Damijan Štefanc, Associate Professor	/	/	15	/	/	45	60	2
<b>TOTAL</b>									<b>900</b>	<b>30</b>
WEIGHT										

Elective Courses										
No.	External Elective	Lecturer	Contact hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
	<i>External Elective 1</i>									
	Applied Child Psychology	Dr. Urška Fekonja, Associate Professor	30	/	30	/	/	90	150	5
	Theories of Emotional and Behavioral Difficulties	Dr. Robi Kroflič, Full Professor	52	/	8	/	/	90	150	5
	<i>External Elective 2</i>									
	Theory of Organisation and Management	Dr. Danijela Makovec Radovan, Assistant 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>										

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

+ The subjects marked 1 and 2 are two-semester subjects, which is why their respective numbers reappear in the second semester.

### First year

Second semester										
No.	Study unit	Lecturer	Contact hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
1+	Selected Methods of Educational Research	Dr. Jasna Mažgon, Associate Professor	/	60	/	/	/	60	120	4
2+	Didactic Strategies	Dr. Jana Kalin, Full Professor	30	/	15	/	/	75	120	4
3	Evolution of Educational Theories	Dr. Tadej Vidmar, Associate Professor	30	30	/	/	/	90	150	5
4	Planning of Moral Education and Discipline Practices in Public Schools	Dr. Robi Kroflič, Full Professor	20	10	30	/	/	90	150	5
4	School Counselling II	Dr. Petra Gregorčič Mrvar, Assistant Professor	30	30	/	/	/	90	150	5
6	Strategies of Education Development	Dr. Klara Skubic Ermenc, Associate Professor	30	30	/	/	/	90	150	5
	Practicum	Dr. Damijan Štefanc, Assistant Professor	/	/	15	/	/	45	60	2
<b>TOTAL</b>									<b>900</b>	<b>30</b>
<b>WEIGHT</b>										

## Second year

First semester										
No.	Study unit	Lecturer	Contact hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
1	External Elective 3		*	*	*	*	/		150	5
2	External Elective 4		*	*	*	*	/		150	5
3	External Elective 5		*	*	*	*	/		150	5
4	General Elective		*	*	*	*	/		450	15
<b>TOTAL</b>									<b>900</b>	<b>30</b>
WEIGHT										

Elective Courses										
No.	External Elective	Lecturer	Contact hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
	<i>External Elective 3</i>									
	Vocational Pedagogy	Dr. Danijela Makovec Radovan, Assistant Professor	30	30	/	/	/	90	150	5
	Preschool and Family Education II	Dr. Mojca Kovač Šebart, Full Professor	30	30	/	/	/	90	150	5
	<i>External Elective 4</i>									
	Selected Topics in Didactics II	Dr. Jana Kalin, Full Professor	30	30	/	/	/	90	150	5
	Curriculum Studies	Dr. Damijan Štefanc, Associate Professor	30	30	/	/	/	90	150	5
	<i>External Elective 5</i>									
	Prevention in Education	Dr. Andreja Hočevar, Associate Professor	45	15	/	/	/	90	150	5
	Experiential Learning	Dr. Barbara Šteh, Associate Professor	30		30	/	/	90	150	5
<b>TOTAL</b>										

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

## Second year

Second semester										
No.	Study unit	Lecturer	Contact hours					Individual work	Total hours	ECTS
			Lect.	Sem.	Pract.	Clinical practicum	Other forms			
1	Master's thesis		/	/	/	/	/		900	30
<b>TOTAL</b>										
<b>WEIGHT</b>										
										<b>30</b>

## 10. Course description

### Selected Methods of Educational Research

Students advance their knowledge of the general components of educational methodology with methods and approaches that are particularly relevant to research in the area of education and educational sciences, their planning, and their execution. Together with other methodological courses, this course qualifies students for all types of empirical research in the field of education, for understanding more complex research methodology, and for critical use of their findings.

### Didactic Strategies

In this course, students will get to know various didactic strategies required in modern teaching. Their qualifications will include the use of project work, problem-based learning, cooperative learning, and pupils' research work. They will learn about the process of planning, introducing didactic innovations, providing guidance for teachers introducing novelties into their classes. Students will develop their ability to use critical thinking to select appropriate methods and didactic strategies for the set goals.

### 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.

### Strategies of Education Development

Students develop the ability to follow developmental trends in home and foreign education systems. They particularly focus on topics such as autonomy and accountability, (de)centralization and quality of education; as well as the processes of homogenization of the European education area, related to globalisation and Europeanisation in education (Lisbon strategy, national and supranational qualifications frameworks and learning outcome approach, Bologna and Copenhagen



processes). Students develop their scientific apparatus, required for the understanding of the functioning of education system and researching contemporary developments in the field of education. They gain basic knowledge in the field of regulation and development of education system.

### **Sociology of Education II**

This course aims at extending and increasing the knowledge of the theories of the relationships among education, individuals and society. Students will analyse the formal and content solutions of the educational system in Slovenia (knowledge assessment, differentiation, etc.). They will develop the competencies for solving practical pedagogical problems that educational institutions face and gain expertise to recognize the key educational factors that have an objective impact on the quality of educational work. They will learn about the social, cultural and other differences among individuals and get expertise to develop such expert solutions that do not exclude or privilege anybody participating in the educational process. Additionally, students will gain expertise to plan, monitor and evaluate educational work in a good-quality manner. They will also prepare for research in the area of the sociology of education, especially for the in-depth analyses of the content and formal solutions defining the educational system in Slovenia.

### **School Counselling II**

Aims of the course: The course will provide students with advanced knowledge and competencies of individual and group counselling to pupils and parents, and train them to provide professional and ethical counselling and guidance. Contents of the course: theories of counselling, pupil counselling, guidance and counselling for parents, planning and evaluation of counselling services, ethical principles of counselling.

### **Selected Themes in Educational Psychology**

The course contents are chosen from the following topics: types and models of communication; leadership styles; learning in groups; personal and affective factors of learning; psychological aspects of (self)evaluation and assessment of learning results. Special emphasis is given to the development of different communication skills in connection with experiential learning: active listening, giving feedback, assertive communication, solving conflicts, counselling skills, etc. Within the framework of these topics, the students learn how to approach the psychological aspects of education critically and comprehensively while they also develop skills that allow them to plan and conduct seminars and workshops for different target groups (teachers, learners and parents).

### **Applied Child Psychology**

Participants in the course will learn about the role of child psychology in professional educational practice. The course deals with a selection of topics, e.g. a child's attachment to his/her reference person upon entrance to preschool; the effect of preschool on child's development in relation to the social, economic, and cultural status of parents, and the quality of their family setting; child's play and drawing, both in children with normative development and special needs' children (e.g. children with ASD or Downs Syndrome); assessment of language competence and social abilities and individual differences among children; similarities and differences in the development of girls and boys; using cartoons, colouring books, and textbooks when working with children.

### **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 the development of safe and preventive strategies for this target group of students.

### **Theory of Organization and Management**

Participants in the course develop basic competencies required for efficient organisation and management of non-profit organisations, in particular those dedicated to education and training. Students learn contemporary organisation theories and their application in current conditions. Emphasis is placed on studying the role of professional bodies in educational organisations for young people and adults.

### **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.

### **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 examining historical evolution of work, students will become able to balance work and education at specific levels.

### **Preschool and Family Education II**

Students will gain expertise to critically analyse the theories and concepts concerning the family and family education. They will study different family forms and analyse the ideological practices regulating the family. They will also study the historical changes in family functions in society and look at the issues of the family and social inequality as well as power relationships within families. They will study the topic of violence in the family as well as formal and content solutions to tackle the problem expertly. They will also look into family policies established internationally and in Slovenia. Students will also gain expertise to analyse the concepts concerning institutional preschool education. They will learn about and analyse the different systemic solutions regarding preschool education in Slovenia that complement family education and improve the quality of family life (e.g., childminder families, family day care, etc.). They will examine the different models of planning, conducting and evaluating educational work in preschools and analyse the topics of children's participation and creativity in them. They will study the curricular provisions concerning the treatment of children from marginalized groups and children with special needs in public preschools and the measurement tools used to assess the participation of children in the life and work of preschools.

### **Selected Topics in Didactics II**

Students will learn contemporary didactic theories and critically evaluate them. They will develop competencies for analysing the factors which ensure the quality of educational work. They will learn about the role of the class teacher and class management strategies, and develop the skills needed to plan and evaluate the work of a class. Students will gain expertise to plan the professional development of a teacher and school as a learning organisation.

### **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.

### **Prevention in Education**

Students will examine the theoretical concepts and models of prevention activity measures and the application of prevention in educational practice, as well as socially undesirable forms of behaviour. These topics will be dealt with in the context of human and children's rights as the starting points for the design of prevention programmes in education. Students will develop competencies to research individual areas of prevention in education: they will design prevention measures which educational institutions will take upon the occurrence of undesired behaviour; they will plan, execute, and monitor the effectiveness of prevention measures, and provide guidance and counselling with respect to the recognition and treatment of undesired forms of behaviour for children, young people, parents, principals, and teachers.

### **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 involved education participants, students will participate in the 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.