



Univerza v Mariboru
University of Maribor

Fakulteta za naravoslovje in
matematiko / Faculty of
Natural Sciences and
Mathematics



OPIS PREDMETA / SUBJECT SPECIFICATION

Predmet:	Reflektivno poučevanje
Subject Title:	Reflective Teaching

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Enopredmetna izobraževalna fizika Single major Educational Physics		2	4

Univerzitetna koda predmeta / University subject code:

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Lab. work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
30		15			45	3

Nosilec predmeta / Lecturer:

Milena Ivanuš Grmek

Jeziki /

Languages:

Predavanja / Lecture:

slovenščina / Slovene

Vaje / Tutorial:

slovenščina / Slovene

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

Pogojev ni.

Prerequisites:

NONE

Vsebina:

Contents (Syllabus outline):

- Pomen refleksije na področju vzgoje in izobraževanja.
- Refleksija pri poučevanju naravoslovja
- Značilnosti reflektivnega poučevanja.
- Pristopi reflektivnega poučevanja.
- Vzpodbujanje in ovire za refleksijo v poučevanju.
- Listovnik profesionalnega razvoja.

- The meaning of reflection in education and schooling.
- Reflection in teaching of science.
- Characteristics of reflective teaching.
- Approaches of reflective teaching.
- Stimulation and obstacles for reflection in teaching.
- Professional portfolio.

Temeljni študijski viri / Textbooks:

- Bolton, G. (2005). Reflective Practice. London: Sage Publications.
- Campbell, D.M. et. Al. (2006). How to develop professional portfolio. A manual for teachers. Boston, MA: Pearson Education.
- Klenowski, V. 2004. Developing portfolios for learning and assessment. London, New York: Routledge Falmer, Taylor & Francis.
- Pollard, A. (2002). Reflective teaching. London, New York: Continuum.
- Aktualni članki iz domače in tuje periodike

Cilji:

Objectives:

Študent/ka: • spozna namen, teoretična izhodišča in operativne pristope za reflektivno poučevanje; • spozna pomen refleksije pri poučevanju naravoslovja; • spozna značilnosti reflektivnega poučevanja; • spozna različne pristope k reflektivnemu poučevanju; • se usposobi za načrtovanje in izvajanje reflektivnega poučevanja.	A student: • gets familiar with the meaning, theoretical bases and operative approaches for reflective teaching; • gets familiar with the meaning of reflection in teaching of science; • gets familiar with characteristics of reflective teaching; • gets familiar with different approaches of reflective teaching; • becomes qualified to plan and carry out reflective teaching.
Predvideni študijski rezultati: Znanje in razumevanje. Študent/ka: • zna opredeliti temeljni namen, izhodišča in značilnosti refleksije v poučevanju; • zna opredeliti različne modele refleksije v poučevanju naravoslovja; • zna povezati kompleksnost vsebine in spoznanja lastne discipline in pedagoške prakse z elementi drugih področij; • zna prevesti in implicitirati različna teoretična spoznanja v prakso in obratno. Prenesljive/ključne spretnosti in drugi atributi: Študent-ka: • zna uporabiti različne pristope in tehnike reflektivnega poučevanja; • pozna tehnike vzpodbujanja refleksije v poučevanju naravoslovja; • zna sestaviti, izdelati listovnik; • sposoben je kritičnega razmisleka o svojem delu; • sposoben je komunicirati s pripadniki drugih profesij, kolegi...	Intended learning outcomes: Knowledge and Understanding. A student: • knows how to define a basic purpose, bases and characteristics of reflection in teaching; • knows how to define different models of reflection in science teaching; • is able to connect the complexity of content and recognition of his own branch and pedagogical practice with the elements from other fields; • knows how to transfer and imply various theoretical recognitions into practice and vice versa. Transferable/Key Skills and other attributes: Student: • knows how to use different approaches and techniques of reflective teaching; • is familiar with the techniques of enforcing reflection in teaching of science; • knows how to compose, prepare a professional portfolio; • is capable of critical reflection about his work; • is capable to communicate with people of other professions, colleagues etc.
Metode poučevanja in učenja: • visokošolsko predavanje; • metoda razgovora; • študije primerov in kritičnih dogodkov; • metoda reševanja problemov; • vzajemno opazovanje; • mikropouk; • kooperativno učenje.	Learning and teaching methods: • higher education lecture; • the method of discourse; • case studies and critical event studies; • problem solving; • mutual observing; • microteaching; • cooperative learning.
Načini ocenjevanja:	Assessment:
• ustni izpit; • aktivno sodelovanje pri predavanjih in seminarskem delu, katerega rezultat sta • seminarska naloga in listovnik profesionalnega razvoja	• oral examination; • active participation at lesson and seminar work, the results of which are • a seminar paper and a professional portfolio
Materialni pogoji za izvedbo predmeta : • predavalnica oziroma seminarska učilnica z AV opremo; • študijska literatura; • mreža hospitacijskih šol.	Material conditions for subject realization • lecture room or classroom with AV equipment; • study literature; • network of in-class observation schools.
Obveznosti študentov:	Students' commitments:
(pisni, ustni izpit, naloge, projekti)	(written, oral examination, coursework, projects):

• ustni izpit; • seminarska naloga; • listovnik profesionalnega razvoja.	• oral examination; • seminar paper; • professional portfolio.
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