

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Edukacijske kompetence v digitalni dobi
Course title:	Educational competences in digital age

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Tehnika – področje izobraževanja		1	Letni
		ali	
Education in Engineering		2	zimski
		or	
		1	Summer
		or	
		2	winter

Vrsta predmeta / Course type izbirni

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
15	10				155	6

Nosilec predmeta / Lecturer: Metka Kordigel Aberšek

Jeziki / Languages:

Predavanja / Lectures:	Slovenščina / Slovene
Vaje / Tutorial:	Slovenščina / Slovene

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

Ni predpisanih pogojev.

Prerequisites:

There are no preconditions prescribed

Vsebina: _____

Content (Syllabus outline): _____

Opredelevanje edukacijskih kompetenc v dobi digitalizirane komunikacije – samoučenje, učenje, poučevanje.

Raziskovalno učenje in ustvarjanje spodbudnih učnih položajev, v katerih učenci konstruirajo znanje.

Klasična učna gradiva in online učna gradiva v edukacijskem procesu: PDF, zaprti hipertekst, odprti hipertekst (splet).

Razvijanje zmožnosti vrednotenja informacij in uvrščanja v obstoječi referenčni okvir: strategije branja online besedil, kritično branje besedil, iskanje informacij na spletu, kritično vrednotenje informacij, shranjevanje znanja, komunikacija o spoznavnem procesu in rezultatih učenja.

Metakognicija edukacijskih kompetenc.

Definition of educational competences in the age of digital communication: teaching - learning, self-dependent learning, learning via classical media - textbook, learning via ICT, educational competence for life long learning.

Inquiry learning and creating encouraging learning environments for constructing knowledge.

Conventional textbooks and online textbooks in educational process: PDF, closed hypertext, opened hypertext (world wide web)

Developing of implementing new information into the existing reference frame skill: strategies for online reading, critical reading of texts, searching of essential information on Internet, saving knowledge, communication about learning process and learning results.

Metacognition of educational competences.

Temeljni literatura in viri / Readings:

Coiro, J., E. Dobler (2007). Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet. *Reading Research Quarterly*. Vol 42, Nr. 2, 2007, p. 214-257.

DeStefano D., Le Fevre, J. A. (2007). Cognitive load in hypertext reading: A review. *Computers in Human Behaviour* 23 (2007) 1616-1641. Leu, D. J., J Coiro, J. Castek, D. K. Hartman, L.A. Henry, D.

Landow, G. P. (2006). *Hypertext 3.0: Critical Theory and New Media in an Era of Globalisation*. Baltimore, Maryland: The Johns Hopkins University Press.

Mangen, A., Walgermo, B. R., Bronnack, K. (2013). Reading linear texts on paper versus computer screen. *International Journal of Educational Research*. 58 (2013), p. 61-68.

Veen, W., B. Vrakning (2006). *Homo Zappiens. Growing up in a digital age*. London: Network Continuum

Cilji in kompetence:

Študent/ka:
se seznani z pomenom edukacijskih kompetenc v družbi, kjer prevladuje digitalna komunikacija;

seznani se z metodami za razvijanje edukacijskih kompetenc za iskanje informacij, iskanja znanja, shranjevanje znanja in komunikacijo o svojem znanju v digitalni obliki in na digitalnih napravah;

se usposablja za pripravo kurikula za razvijanje različnih online kompetenc pri usvajanju tehniških znanj in spretnosti v različnih oblikah šolanja

Objectives and competences:

A student:
gets familiar with the value of educational competences the age of digital communication;

gets to know different educational competences for searching information, searching knowledge, saving knowledge and communicate knowledge in the digital form/on digital devices;

is being qualified for curriculum preparation for developing different online competences for conquering knowledge from the field of technical science and skills in different forms of schooling in different fields of education.

Predvideni študijski rezultati:Znanje in razumevanje:

Zna opredeliti razloge za usvajanje različnih online edukacijskih kompetenc pri učencih.
Zna analizirati potrebe po razvijanju online edukacijskih kompetenc.
Analizira strategije za usvajanje online edukacijskih kompetenc in načrtovati konkretne učne situacije, v katerih jih bo razvijal, ter se zna odločiti za najustreznejšo.

Prenesljive/ključne spretnosti in drugi atributi:

Na osnovi analize potreb zna pripraviti strategijo za delo v vzgojno-izobraževalnih institucijah na področju usvajanja online edukacijskih kompetenc.

Intended learning outcomes:Knowledge and Understanding:

Knows how to define reasons for development of different online educational competences.
Knows how to analyze needs for developing online educational competences: classical educational competence, visual literacy, media literacy.
Analyzes strategies of planning for conquering different educational competences.
He can plan learning situations, in which he can develop them. He can decide for the right one.

Transferable/Key Skills and other attributes:

On the basis of needs and situation analysis he knows how to prepare a strategy for work in education institutions on the field of developing online educational competences.

Metode poučevanja in učenja:

Visokošolsko predavanje, metoda razgovora, metoda prikazovanja, metoda primera, metoda reševanja problemov.

Kooperativno učenje, individualno učenje.

Learning and teaching methods:

Higher education lesson, methods of discourse, method of presentation, method of example, problem solving

Cooperative learning, individual learning

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
seminarske naloga, pisni izpit, ustni izpit.	50% 30% 20%	seminar works, written examination, oral examination.

Reference nosilca / Lecturer's references:

KORDIGEL ABERŠEK, Metka, DOLENC, Kosta, KOVAČIČ, Domen. Elementary and natural science teachers' online reading metacognition. *Journal of Baltic science education*, ISSN 1648-3898, 2015, vol. 14, no. 1, str. 121-131.

KORDIGEL ABERŠEK, Metka, ABERŠEK, Boris. A reading curriculum for the Homo zappiens generation: new challenges, new goals. *Journal of Baltic science education*, ISSN 1648-3898, 2013, vol. 12, no. 1, str. 92-106.

HUS, Vlasta, KORDIGEL ABERŠEK, Metka. Questioning as a mediation tool for cognitive development in early science teaching. *Journal of Baltic science education*, ISSN 1648-3898, 2011, vol. 10, no. 1, str. 6-16.