



Univerza v Mariboru

Fakulteta za naravoslovje  
in matematiko

### UČNI NAČRT PREDMETA / COURSE SYLLABUS

**Predmet:** Pregled klasične in moderne didaktike  
**Course title:** Overview of Classical and Modern Didactics

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
FIZIKA		1. ali 2.	2. ali 3.
PHYSICS		1. or 2.	2. or 3.

**Vrsta predmeta / Course type**

Izbirni iz nabora Pedagoško - didaktično - psihološki predmeti za modul Izobraževalne fizike 2, 3

**Univerzitetna koda predmeta / University course code:**

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Lab. vaje Laboratory work	Terenske vaje Field work	Samost. delo Individ. work	ECTS
5					145	5

**Nosilec predmeta / Lecturer:** Milena Ivanuš Grmek

**Jeziki / Languages:**  
**Predavanja / Lectures:** slovenski/Slovenian  
**Vaje / Tutorial:**

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

Ni posebnih pogojev.

**Prerequisites:**

No special prerequisites are needed.

**Vsebina:**

- Pristopi, metode in tehnike v raziskovanju didaktike na različnih stopnjah izobraževanja.

**Content (Syllabus outline):**

- Approaches, methods and techniques for the study of didactics on different stages of educational process.

- Smeri v didaktiki in njihov vpliv na izobraževanje.
- Reflektivno poučevanje kot dejavnik raziskovanja profesionalnega razvoja učiteljev.

- Courses in didactics and their influence on education.
- Reflective teaching as a study factor of professional development of teachers.

### Temeljni literatura in viri / Readings:

- 1) Campbell, A., McNamara, O., Gilroy, P. (2004). *Practitioner Research and Professional Development in Education*. London: Paul Chapman Publishing.
- 2) Lankshear, C., Knobel, M. (2006). *A Handbook for Teacher Research*. Glasgow, Open University Press.
- 3) Marsh, J.C. (2002). *Planning, Management & Ideology. Key Concepts for Understanding Curriculum*. London: RoutledgeFalmer Teachers' Library.
- 4) Seel, & Dijkstra, S. (2004). *Curriculum, Plans and Process in Instructional Design*. London and New York: Routledge.
- 5) Trahar, S. (2006). *Narrative Research on Learning. Comparative and International Perspectives*. United Kingdom by Cambridge University Press.
- 6) Uljens, M. (1998). *School Didactics and Learning*. Psychology Press.

### Cilji in kompetence:

- Študent/ka:
- Razširijo svoje znanje o razvoju didaktike in njenem vplivu na izobraževanje.
- Razširijo svoje znanje o raziskovanju didaktičnih pojavov na različnih stopnjah izobraževanja.
- Razširijo svoje znanje o raziskovanju profesionalnega razvoja učiteljev.

### Objectives and competences:

- A student:
- Expand their knowledge about development of didactics and its influence on education.
- Expand their knowledge about investigation of didactical phenomena on different stages of education.
- Expand their knowledge about investigation of teacher's professional development.

### Predvideni študijski rezultati:

Znanje in razumevanje:

- Poglobljeno poznavanje in razumevanje predmeta didaktika, razvoja didaktike, vpliva didaktike na izobraževanje.
- Poglobljeno razumevanje raziskovanja didaktičnih pojavov.

Prenosljive/ključne spretnosti in drugi atributi:

### Intended learning outcomes:

Knowledge and understanding:

- Familiarity with and understanding of the subject of didactics, development of didactics and influence of didactics on education.
- Familiarity with an understanding of investigation of didactical phenomena.

Transferable/Key Skills and other attributes:

- Sposobnost kritične uporabe znanstvenih in strokovnih spoznanj s področja didaktike.
- Sposobnost samostojnega raziskovanja.
- Sposobnost jasnega pisnega in ustnega izražanja.

- Ability to critically use and apply scientific and professional findings of didactics.
- Ability of independent researching.
- Ability of clear writing and orally expression

#### Metode poučevanja in učenja:

- interaktivna predavanja,
- seminar

#### Learning and teaching methods:

- interactive lectures,
- seminar

#### Načini ocenjevanja:

Način (pisni izpit, ustno izpraševanje, naloge, projekt)

- Projektna naloga
- Ustni izpit

Delež (v %) /

Weight (in %)

**70%**

**30%**

#### Assessment:

Type (examination, oral, coursework, project):

- Project
- Oral examination

#### Reference nosilca / Lecturer's references:

1. RIZMAN HERGA, Nataša, IVANUŠ-GRMEK, Milena, DINEVSKI, Dejan. Virtual laboratory as an element of visualization when teaching chemical contents in science class. *Turkish online journal of educational technology*, 2014, vol. 13, iss. 4, str. 157-165, ilustr. <http://www.tojet.net/articles/v13i4/13418.pdf>. [COBISS.SI-ID 20894728]
2. ŽAKELJ, Amalija, IVANUŠ-GRMEK, Milena. Ability grouping and pupils' results on the national assessment of knowledge. *Hrvatski časopis za odgoj i obrazovanje*, ISSN 1848-5189. [Tiskana izd.], 2013, vol. 15, no. 2, str. 439-463, tabele. [COBISS.SI-ID 2045308]
3. LEŠNIK, Sabina, BRUMEN, Mihaela, IVANUŠ-GRMEK, Milena. Attitudes of parents toward learning foreign languages : a Slovene case study. *The new educational review*, ISSN 1732-6729, 2013, vol. 34, no. 4, str. 52-62. [http://www.educationalrev.us.edu.pl/vol/tner\\_4\\_2013.pdf](http://www.educationalrev.us.edu.pl/vol/tner_4_2013.pdf). [COBISS.SI-ID 20324616]
4. LEŠNIK, Sabina, IVANUŠ-GRMEK, Milena, BRUMEN, Mihaela. Učenje tujih jezikov z vidika staršev iz različnih slovenskih regij = Views of parents from different regions across Slovenia on learning foreign languages. *Revija za elementarno izobraževanje*, ISSN 1855-4431. [Tiskana izd.], sep. 2013, letn. 6, št. 2/3, str. 31-46, tabele. [COBISS.SI-ID 20102408]
5. ŠROT, Kristina, ČAGRAN, Branka, IVANUŠ-GRMEK, Milena. The role of University of Maribor Library in library information literacy training of high school students. *School libraries worldwide*, ISSN 1023-9391, 2013, vol. 19, no. 1, str. 28-44. [COBISS.SI-ID 73765633]