



OPIS PREDMETA / SUBJECT SPECIFICATION

Predmet:	Reflektivno poučevanje
Subject Title:	Reflective Teaching

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Dvopredmetna izobraževalna fizika Double major Educational Physics		2	3, 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:

Jeziki / Languages: Predavanja / Lecture: slovenščina / Slovene
Vaje / Tutorial: slovenščina / Slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti: Prerequisites:
Pogojev ni. NONE

Vsebina:	Contents (Syllabus outline):
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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:

<p>Študent/ka:</p> <ul style="list-style-type: none"> • spozna namen, teoretična izhodišča in operative 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. 	<p>A student:</p> <ul style="list-style-type: none"> • 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. 	
<p>Predvideni študijski rezultati:</p> <p>Znanje in razumevanje. Študent/ka:</p> <ul style="list-style-type: none"> • 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. <p>Prenesljive/ključne spretnosti in drugi atributi: Študent-ka:</p> <ul style="list-style-type: none"> • 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... 	<p>Intended learning outcomes:</p> <p>Knowledge and Understanding. A student:</p> <ul style="list-style-type: none"> • 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. <p>Transferable/Key Skills and other attributes: Student:</p> <ul style="list-style-type: none"> • 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. 	
<p>Metode poučevanja in učenja:</p> <ul style="list-style-type: none"> • visokošolsko predavanje; • metoda razgovora; • študije primerov in kritičnih dogodkov; • metoda reševanja problemov; • vzajemno opazovanje; • mikropouk; • kooperativno učenje. 	<p>Learning and teaching methods:</p> <ul style="list-style-type: none"> • higher education lecture; • the method of discourse; • case studies and critical event studies; • problem solving; • mutual observing; • microteaching; • cooperative learning. 	
<p>Načini ocenjevanja:</p>	<p>Assessment:</p>	
<ul style="list-style-type: none"> • ustni izpit; • aktivno sodelovanje pri predavanjih in seminarskem delu, katerega rezultat sta • seminarska naloga in listovnik profesionalnega razvoja 	<p>Delež (v %) / Weight (in %)</p> <p>50/20/30</p>	<ul style="list-style-type: none"> • oral examination; • active participation at lesson and seminar work, the results of which are • a seminar paper and a professional portfolio
<p>Materialni pogoji za izvedbo predmeta :</p> <ul style="list-style-type: none"> • predavalnica oziroma seminarska učilnica z AV opremo; • študijska literatura; • mreža hospitacijskih šol. 	<p>Material conditions for subject realization</p> <ul style="list-style-type: none"> • lecture room or classroom with AV equipment; • study literature; • network of in-class observation schools. 	
<p>Obveznosti študentov:</p>	<p>Students' commitments:</p>	
<p>(pisni, ustni izpit, naloge, projekti)</p>	<p>(written, oral examination, coursework, projects):</p>	

- ustni izpit;
- seminarska naloga;
- listovnik profesionalnega razvoja.

- oral examination;
- seminar paper;
- professional portfolio.