



OPIS PREDMETA / SUBJECT SPECIFICATION

Predmet:	Kurikularna teorija
Subject Title:	Curriculum Theory

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Tehnika – področje izobraževanja		1	zimski
		ali	
		1	letni
		ali	
Education in Engineering		2	zimski
		1	Winter
		or	
		1	summer
		or	
		2	winter

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
15	10				155	6

Nosilec predmeta / Lecturer:

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

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

Ni predpisanih pogojev.

Vsebina:

Opredelitev in razvoj kurikularne teorije.
Strategije načrtovanja. Odnos med strategijami načrtovanja. Prednosti in pomanjkljivosti posamezne strategije.
Načrtovanje kurikula. Glavne faze razvoja kurikula. Analiza potreb pri pripravi in načrtovanju kurikula. Situacijska analiza pri pripravi kurikula. Priprava in empirični preizkus kurikula.
Vrste kurikulumov. Odnos med posameznimi vrstami kurikula. Skriti kurikulum.
Elementi kurikula: cilji, vsebina, proces, evalvacija.
Razvoj kurikula za različna področja šolanja.
Kurikulum in raziskovanje.

Prerequisites:

There are no preconditions prescribed.

Contents (Syllabus outline):

Definition and development of curriculum theory.
Strategies of planning. Relationship between strategies of planning. Advantages and disadvantages of each strategy.
Curriculum planning. Main phases of curriculum development. Analysis of needs at arranging and planning curriculum. Situation analysis by curriculum development. Preparation and empirical test of curriculum.
Types of curriculum. Relationship between different types of curriculum. Hidden curriculum.
Elements of curriculum: objectives, content, process, evaluation.
Development of curriculum for different fields of education.
Curriculum and research.

Temeljni študijski viri / Textbooks:

Ivanuš Grmek, M. e tal (2007). Gimnazija na razpotju. Ljubljana, Pedagoški inštitut (v tisku)
 Kroflič, R. (2002). Izbrani pedagoški spisi. Ljubljana, Zavod RS za šolstvo.
 Lankshear, C.,Knobel, M. (2006). A Handbook for Teacher Research. Glasgow, Open Univesity Press.
 Lewy, A. (1999). The International Encyclopedia of Curriculum. Oxford, New York, Beijing, Frankfurt,
 Pergamon Press. (ali katera novejša izdaja)
 Marsh, J.C. (2002). Planing, Management & Ideology. Key Concepts for Understanding Curriculum.
 London: RoutledgeFalmer Teachers'Library.

Cilji:

Študent/ka:
 se seznanj z razvojem kurikularne teorije,
 spozna različne strategije načrtovanja kurikula in
 jih kritično ovrednoti,
 spozna različne vrste kurikulov, jih analizira in
 ovrednoti,
 opredeli vlogo skritega kurikula v izobraževalnih
 institucijah in predlaga ukrepe za njegovo
 zmanjšanje,
 se usposablja za pripravo kurikula na različnih
 področjih šolanja

Predvideni študijski rezultati:

Znanje in razumevanje:
 Zna opredeliti razloge za nastanek kurikularne
 teorije.
 Zna analizirati potrebe po izobraževanju.
 Analizira strategije načrtovanja in se na osnovi
 potreb in konkretne situacije zna odločiti za
 najustreznejšo.
 Razlikuje med različnimi vrstami kurikulov.
 Analizira odnos med elementi kurikula in jih zna
 ustrezno zapisati.

Prenesljive/ključne spretnosti in drugi atributi:
 Na osnovi analize potreb in situacijske analize zna
 pripraviti kurikulum za delo v vzgojno-
 izobraževalnih institucijah
 Zna pripraviti načrt za raziskovanje kurikularnih
 pojavov.

Metode poučevanja in učenja:

Visokošolsko predavanje, metoda razgovora,
 metoda prikazovanja, metoda primera, metoda
 reševanja problemov.
 Kooperativno učenje, individualno učenje.

Načini ocenjevanja:

ustni izpit
 projektna naloga

Objectives:

A student:
 gets familiar with development of curriculum theory,
 gets to know different strategies of curriculum
 development and critically evaluates them,
 gets to know different types of curriculum, analysis
 and evaluates them,
 defines part of hidden curriculum in education
 institutions and suggests steps for its decrease,
 is being qualified for curriculum preparation in
 different fields of education.

Intended learning outcomes:

Knowledge and Understanding:
 Knows how to define reasons for development of
 curricular theory.
 Knows how to analyze needs for education.
 Analyzes strategies of planning and based on needs
 and situation knows to decide for the right one.
 Distinguishes between different types of curricula.
 Analyzes relationship between elements of
 curriculum and knows how to write them down
 properly.

Transferable/Key Skills and other attributes:
 On the basis of needs and situation analysis he
 knows how to prepare curriculum for work in
 education institutions.
 Knows how to prepare a plan for exploring of
 curriculum phenomena.

Learning and teaching methods:

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

Assessment:

Delež (v %) /
 Weight (in %)

	50%	oral examination
	50%	project assignment

Materialni pogoji za izvedbo predmeta :

predavalnica z AV opremo
 študijska literatura

Material conditions for subject realization

a lecture room with AV equipment
 study literature

Obveznosti študentov:

(pisni, ustni izpit, naloge, projekti)
 ustni izpit
 projektna naloga

Students' commitments:

(written, oral examination, coursework, projects):
 oral examination
 project assignment