



Univerza v Mariboru

Fakulteta za naravoslovje
in matematiko

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Didaktika
Course title:	Didactics

Študijski program in stopnja **Študijska smer** **Letnik** **Semester**
Study programme and level **Study field** **Academic year** **Semester**

Izobraževalna matematika, enopredmetni študij, 2. stopnja	/	1	2
Educational mathematics - single-major, 2 nd cycle	/		

Vrsta predmeta / Course type

Obvezni / compulsory

Univerzitetna koda predmeta / University course code:

Predavanja	Seminar	Sem. vaje	Lab. vaje	Teren. vaje	Samost. delo	ECTS
Lectures	Seminar	Tutorial	Laboratory work	Field work	Individ. work	
30	15				75	4

Nosilec predmeta / Lecturer:

Milena Ivanuš Grmek

Jeziki / Predavanja / Lectures: slovenščina / Slovenian

Languages: Vaje / Tutorial: slovenščina / Slovenian

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

Prerequisites:

Jih ni.

There are none.

Vsebina:

Content (Syllabus outline):

<ul style="list-style-type: none"> • Uvod v didaktiko <p>Oprelitev temeljnih didaktičnih pojmov: pouk, učenje, poučevanje, izobraževanje, vzgoja, šola. Učitelj, učenec, šolski sistem, učni načrt, predmetnik, urnik.</p> <ul style="list-style-type: none"> • Načrtovanje pouka <p>Načrtovanje ciljev, vsebine, učnega prostora in učne tehnologije. Učiteljeva letna, etapna, sprotna priprava na pouk. Pomembna dokumentacija. Značilnosti in posebnosti pouka v osnovni in srednji šoli.</p> <ul style="list-style-type: none"> • Izvajanje pouka <p>Vloga didaktičnih načel pri izvajanju pouka. Metode, oblike in strategije poučevanja. Učiteljeva vloga pri pouku. Druge učiteljeve vloge: učitelj razrednik, učitelj mentor, timsko delo, sodelovanje s starši. Aktivnosti učencev pri pouku. Komunikacija med učitelji in učenci pri pouku. Učna ura. Artikulacijske stopnje.</p> <ul style="list-style-type: none"> • Vrednotenje in analiza pouka <p>Preverjanje in ocenjevanje znanja. Značilnosti, vrste, oblike in metode preverjanja in ocenjevanja znanja. Učiteljevo spremljanje in analiza lastnega dela, refleksija</p> <ul style="list-style-type: none"> • Raziskovanje v didaktiki <p>Kvantitativni in kvalitativni pristop. Akcijsko raziskovanje.</p>	<ul style="list-style-type: none"> • Introduction to Didactics <p>Definition of main didactic terms: lesson, learning, teaching, education, upbringing, school. A teacher, pupil, school system, syllabus, schedule of subjects, timetable.</p> <ul style="list-style-type: none"> • Lesson planning <p>Planning of goals, content, learning environment and learning technology. Teachers' annual, regular lesson preparation. Important documentation. Characteristics and peculiarities of lesson in elementary and grammar school.</p> <ul style="list-style-type: none"> • Carrying out lesson <p>The importance of didactic principles at carrying out lesson. Methods, forms and strategies of teaching. A teacher's role during lesson. Other teacher's roles: class teacher, mentor teacher, team work, collaboration with parents. Pupils' activity during lesson. Communication between teachers and pupils during lesson. Lesson. Articulation stages.</p> <ul style="list-style-type: none"> • Assessment and analysis of lesson <p>Knowledge examination and assessment. Characteristics, types, forms and methods of knowledge examination and assessment. Teachers' observation and analysis of his/her own work, reflection.</p> <ul style="list-style-type: none"> • Research in didactics <p>Quantitative and qualitative approach. Action research</p>
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Temeljna literatura in viri / Readings:

Osnovno / primary:

Blažič, M., Ivanuš Grmek, M., Kramar, M., Strmčnik, F. (2003). Didaktika. Visokošolski učbenik. Novo mesto: Visokošolsko središče, Inštitut za raziskovalno in razvojno delo.

Campbell, A., McNamara, O., Gilroy, P. (2004). Practitioner Research and Professional Development in Education. London: Paul Chapman Publishing.

Kron, F. (2001). Grundwissen Didaktik. München, Basel: Ernst Reinhardt Verlag.

Lankshear, C., Knobel, M. (2006). A handbook for Teacher Research. London: Open University Press.

Marentic Požarnik, B. (2005). Spreminjanje paradigme poučevanja in učenja ter njunega odnosa - eden temeljnih izzivov sodobnega izobraževanja. *Sodobna pedagogika*, 56, št. 1, str. 58–74.

Wragg, E.C. (2004). *An Introduction to Classroom Observation*. London and New York: Routledge

Cilji in kompetence:

Študent:

- se seznanj z osnovami didaktike in zna teoretična spoznanja prenesti v pedagoško prakso,
- se usposablja za načrtovanje in izvajanje pouka,
- si razvija interes in sposobnosti za učno delo (poučevanje, usmerjanje, vodenje),
- se usposablja za vrednotenje in analizo pouka.
- se usposablja za raziskovanje didakticnih pojavov

Objectives and competences:

Students:

- gets familiar with basis of didactics and knows how to transform theoretical findings to pedagogical practice,
- is getting trained for planning and carrying out lesson,
- develops an interest and skills for learning process (teaching, directing, leading),
- is getting trained for assessment and lesson analysis.
- is getting trained for researching didactic phenomena

Predvideni študijski rezultati:

Znanje in razumevanje:

- Zna opredeliti temeljne didaktične pojme in pojasniti odnos med njimi.
- Opiše artikulacijske stopnje.
- Opiše in analizira različne vloge učitelja pri delu z učenci.
- Pojasni razliko med preverjanjem in ocenjevanjem znanja.
- Opredeli pomen in načine spremljanja in vrednotenja pouka.
- Opiše različne pristope pri raziskovanju didakticnih pojavov

Intended learning outcomes:

Knowledge and Understanding:

- Knows how to define main didactic terms and explain the correlation between them.
- Describes articulation stages.
- Describes and analysis various teachers' roles while working with pupils.
- Explains the differences between knowledge examination and knowledge assessment.
- Defines the importance and ways of lesson observation and evaluation.
- describes various approaches used in the research of didactic phenomena

Prenesljive/ključne spretnosti in drugi atributi:

- Zna zapisati cilje in vsebino.
- Zna oblikovati učni prostor in izbrati ustrezno učno tehnologijo.
- Zna izbrati ustrezne učne metode, oblike in strategije.
- Zna zapisati elemente letne, etapne, sprotne priprave na pouk.
- Zna oblikovati vprašanja pri ustnem in pisnem ocenjevanju ter vrednotiti in ocenjevati različne izdelke učencev.
- Zna spremljati in analizirati svoje delo.
- Zna pripraviti nacrt za raziskovanje didaktičnih pojavov.

Transferable/Key Skills and other attributes:

- Knows how to define goals and content.
- Knows how to form learning environment and how to choose suitable learning technology.
- Knows how to choose suitable learning methods, forms and strategies.
- Knows how to write down the elements of annual, and regular lesson preparation.
- Knows how to set questions for oral and written examination and knows how to evaluate and examine various pupils assignments.
- knows how to monitor and analyse his/her own work
- knows how to prepare a plan to research didactic phenomena

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, method of conversation, method of demonstrating, case study, problem solving;
cooperative learning, individual learning.

Načini ocenjevanja:

Delež (v %) /

Assessment:

Weight (in %)

pisni izpit	70,0	Written exam
projektna naloga	30,0	Project work

Reference nosilca / Lecturer's references:

1. MITHANS, Monika, IVANUŠ-GRMEK, Milena. Participacija učencev in sooblikovanje učeče se skupnosti. Vodenje v vzgoji in izobraževanju, ISSN 1581-8225, 2018, letn. 16, [št.] 3, str. 61-80, 116-117, tabele. [COBISS.SI-ID 24307464]
2. MITHANS, Monika, IVANUŠ-GRMEK, Milena, ČAGRAN, Branka. Participation in decision-making in class : opportunities and student attitudes in Austria and Slovenia. CEPS journal : Center for Educational Policy

Studies Journal, ISSN 1855-9719, 2017, vol. 7, no. 4, str. 165-184, tabele.

http://www.cepsj.si/pdfs/cepsj_7_4/pp_165-184.pdf. [COBISS.SI-ID 23576072]

3. BRUMEN, Mihaela, LEŠNIK, Sabina, IVANUŠ-GRMEK, Milena. Domestic encouragement for young foreign language learners in Slovenia = Domaće poticanje mladih učenika stranog jezika u Sloveniji. Hrvatski časopis za odgoj i obrazovanje : [CJE], ISSN 1848-5189. [Tiskana izd.], 2017, vol. 19, no. 2, str. 337-362, doi: 10.15516/cje.v19i2.1989. [COBISS.SI-ID 23283464]

4. MITHANS, Monika, IVANUŠ-GRMEK, Milena, ČAGRAN, Branka, MULEJ, Matjaž. Participation in decision-making in school : opportunities and students' attitudes in Austria and Slovenia. International journal of management in education, ISSN 1750-385X, 2017, vol. 11, no. 4, str. 424-436, doi: 10.1504/IJMIE.2017.10005986. [COBISS.SI-ID 92988161]

5. ŠKALIČ, Mateja, IVANUŠ-GRMEK, Milena. Stališča staršev do nacionalnega preverjanja znanja ob koncu drugega vzgojno-izobraževalnega obdobja = Parents' views on the national assessment of knowledge at the end of the second cycle of basic school. Revija za elementarno izobraževanje, ISSN 1855-4431. [Tiskana izd.], mar. 2017, letn. 10, št. 1, str. 57-71, tabele.

http://rei.pef.um.si/images/Izdaje_revije/2017/1/REI_10_1_cl_5.pdf. [COBISS.SI-ID 23031304]