



Univerza v Mariboru

Fakulteta za naravoslovje
in matematiko

UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	Reflektivno poučevanje
Course title:	Reflective Teaching

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Izobraževalna matematika, enopredmetni študij, 2. stopnja		1 ali 2	2 ali 4
Educational mathematics, single major 2 nd cycle		1 or 2	2 or 4

Vrsta predmeta / Course type

Izbirni / Elective

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Lab. vaje Lab. work	Druge oblike študija	Samost. delo Individ. work	ECTS
30		15			45	3

Nosilec predmeta / Lecturer:

Dr. Milena Ivanuš Grmek

Jeziki /

Predavanja / Lectures:

slovenski /Slovene

Languages:

Vaje / Tutorial:

slovenski /Slovene

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

/

Prerequisites:

/

Vsebina:

- 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.

Content (Syllabus outline):

- 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 literatura in viri / Readings:

- 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 in kompetence:

Študent/ka:

- spozna namen, teoretična izhodišča in operativne 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.

Objectives and competences:

A student:

- 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.

Predvideni študijski rezultati:

Znanje in razumevanje. Študent/ka:

- 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.

Prenesljive/ključne spretnosti in drugi atributi:

Študent-ka:

- 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;

Intended learning outcomes:

Knowledge and Understanding. A student:

- 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.

Transferable/Key Skills and other attributes:

Student:

- 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;

• sposoben je komunicirati s pripadniki drugih profesij, kolegi...

• is capable to communicate with people of other professions, colleagues etc.

Metode poučevanja in učenja:

- visokošolsko predavanje;
- metoda razgovora;
- študije primerov in kritičnih dogodkov;
- metoda reševanja problemov;
- vzajemno opazovanje;
- mikropouk;
- kooperativno učenje.

Learning and teaching methods:

- higher education lecture;
- the method of discourse;
- case studies and critical event studies;
- problem solving;
- mutual observing;
- microteaching;
- cooperative learning.

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

•ustni izpit;	50 %	•oral examination;
•aktivno sodelovanje pri predavanjih in seminarskem delu, katerega rezultat sta	20 %	•active participation at lesson and seminar work, the results of which are
•seminarska naloga in listovnik profesionalnega razvoja	30 %	•a seminar paper and a professional portfolio

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 = Domače 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]