OPIS PREDMETA / SUBJECT SPECIFICATION

Predmet:	**Edukacijske kompetence**
Subject Title:	**Educational competences**

Študijski program Study programme	Študijska smer Study field	Letnik Year	Semester Semester
Tehnika – področje izobraževanja		1	Letni
		ali	
		2	zimski
Education in Engineering		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
10	5				75	**3**

Nosilec predmeta / Lecturer: Metka Kordigel Aberšek

Jeziki /	**Predavanja / Lecture:**	Slovenščina / Slovene
Languages:	**Vaje / Tutorial:**	

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:
Ni predpisanih pogojev.

Prerequisites:
There are no preconditions prescribed

Vsebina:

Opredelitev edukacijskih kompetenc v postmoderni družbi - učenje, samostojno učenje, učenje s pomočjo klasičnega medija - učbenika, učenje s pomočjo IKT, edukacijske kompetence za vseživljenjsko učenje.

Odnos med posameznimi edukacijskimi kompetencami.

Prednosti in pomanjkljivosti posamezne edukacijske strategije.

Vrste edukacijskih kompetenc: klasične bralne - učne strategije, vizualna pismenost, medijska pismenost.

Razvijanje zmožnosti uvrščanja informacij v obstoječi referenčni okvir: strategije za razvijanje besedišča, strategije branja grafičnih sporočil, kritično branje besedil, iskanje in določanje bistvenih informacij, povzemanje vsebine...

Metakognicija edukacijskih kompetenc.

Didaktika edukacijske kompetence.

Contents (Syllabus outline):

Definition of educational competences in the post-modern society: teaching - learning, self-dependent learning, learning via classical media - textbook, learning via ICT, educational competence for life long learning.

Relationship between different educational competences.

Advantages and disadvantages of particular educational competence.

Types of educational competences: classical reading - learning strategies, visual literacy, media literacy...

Developing of implementing new information into the existing reference frame skill: strategies for developing vocabulary, strategies for reading (decoding) graphical messages, critical reading of texts, searching of essential information.

Metacognition of educational competences.

Temeljni študijski viri / Textbooks:

Kordigel Aberšek, Metka. Neuroscience, world wide web and reading curriculum. V: LAMANAUSKAS, Vincentas (ur.). *Philosophy of mind and cognitive modelling in education - 2012*, (Problems of education in the 21st century, ISSN 1822-7864, vol. 46). Siauliai: Scientific Methodological Center Scientia Educologica, 2012, str. 66-73.

Leu, D.J. (2002). The new literacies: Research on reading instruction with the Internet and other digital technologies. In A.E. Farstrup & S.J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed., pp. 310–336). Newark, DE: International Reading Association.

Leu, D.J., & Kinzer, C.K. (2000). The convergence of literacy instruction with networked technologies for information and communication. *Reading Research Quarterly, 35,* 108–127.

Coiro, J., Dobler, E. Exploring the online reading comprehension strategies used by sixth-grade skilled readers to search and locate information on Internet. *Reading Research Quarterly. Vol 42, No.2 str. 214-257*

Pečjak. S., A. Gradišar (2003): Bralne učne strategije. Ljubljana.

Cilji:	**Objectives:**
Študent/ka: se seznani z pomenom edukacijskih kompetenc v postmoderni družbi, spozna različne edukacijske kompetence seznani se z metodami za razvijanje edukacijskih kompenec za učenje, samostojno učenje, učenje s pomočjo IKT, vseživljenjsko učenje, opredeli vlogo posameznih edukacijskih kompetenc v procesu učenja, spoznavanja in razvijanja kompetenc pri učencih, se usposablja za pripravo kurikula za razvijanje različnih edukacijskih kompetenc pri usvajanju tehniških znanj in spretnosti v različnih oblikah šolanja	A student: gets familiar with the value of educational competences in post-modern society, gets to know different educational competences for learning, self - dependent learning, learning via classical media, learning via IKT, life long learning, defines the role of particular educational competences in the process of learning and developing the competences by the students, is being qualified for curriculum preparation for developing different educational competences for conquering knowledge from the field of technical science and skills in different forms of schooling in different fields of education.
Predvideni študijski rezultati:	**Intended learning outcomes:**
Znanje in razumevanje: Zna opredeliti razloge za usvajanje različnih edukacijskih kompetenc pri učencih. Zna analizirati potrebe po razvijanju edukacijskih kompetenc: klasična edukacijska komepetenca, vizualna pismenost, medijska pismenost. Analizira strategije za usvajanje edukacijskih kompenc in načrtovati konkretne učne situacije, v katerih jih bo razvijal, ter se zna odločiti za najustreznejšo. Prenesljive/ključne spretnosti in drugi atributi:. Na osnovi analize potreb zna pripraviti strategijo za delo v vzgojno-izobraževalnih institucijah na področju usvajanja edukacijskih kompetenc.	Knowledge and Understanding: Knows how to define reasons for development of different educational competences. Knows how to analyze needs for developing educational competences: classical educational competence, visual literacy, media literacy. Analyzes strategies of planning for conquering different educational competences. He can plan learning situations, in which he can develop them. He can decide for the right one. Transferable/Key Skills and other attributes: On the basis of needs and situation analysis he knows how to prepare a strategy for work in education institutions on the field of developing educational competences.
Metode poučevanja in učenja:	**Learning and teaching methods:**
Visokošolsko predavanje, metoda razgovora, metoda prikazovanja, metoda primera, metoda reševanja problemov.	Higher education lesson, methods of discourse, method of presentation, method of example, problem solving

	Delež (v %) / Weight (in %)	
Kooperativno učenje, individualno učenje.		Cooperative learning, individual learning

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
seminarske naloga, predstavitev, zagovor seminarske naloge,	**60%** **20%** **20%**	seminar works, presentation of seminar work, seminar work defense.

Reference nosilca / Lecturer's references:

KORDIGEL ABERŠEK, Metka, ABERŠEK, Boris. A reading curriculum for the Homo zappiens generation: new challenges, new goals. *Journal of Baltic science education*, ISSN 1648-3898, 2013, vol. 12, no. 1, str. 92-106. http://web.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=b44de915-2f11-4b32-a58c-fe5e3bf707fd%40sessionmgr111&hid=123. [COBISS.SI-ID 19990280], [JCR, SNIP, WoS do 24. 3. 2014: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0, Scopus do 26. 11. 2014: št. citatov (TC): 0, čistih citatov (CI): 0, normirano št. čistih citatov (NC): 0]

ROPIČ, Marija, KORDIGEL ABERŠEK, Metka. Web graphic organizers as an advanced strategy for teaching science textbook reading comprehension. V: LAMANAUSKAS, Vincentas (ur.). *Current tendencies and problems in education - 2012*, (Problems of education in the 21st century, ISSN 1822-7864, vol. 41). Siauliai: Scientific Methodological Center Scientia Educologica, 2012, str. 87-99. [COBISS.SI-ID 19165704]

KORDIGEL ABERŠEK, Metka. Neuroscience, world wide web and reading curriculum. V: LAMANAUSKAS, Vincentas (ur.). *Philosophy of mind and cognitive modelling in education - 2012*, (Problems of education in the 21st century, ISSN 1822-7864, vol. 46). Siauliai: Scientific Methodological Center Scientia Educologica, 2012, str. 66-73. [COBISS.SI-ID 19703560]