



University of Maribor

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Faculty of Arts



## **Studies in Pedagogy - Traces of the Past and Future Prospects**

International Conference  
Maribor, 26.-27.10.2017

Book of Abstracts

Editors:

**Edvard Protner**

**Jernej Kovač**

**Marjan Krašna**



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Marjan Krašna, Ph.D.

**January 2018**

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# Studies in Pedagogy – Traces of the Past and Future Prospects: Book of Abstracts

EDVARD PROTNER, JERNEJ KOVAČ & MARJAN KRAŠNA

**Abstract** 1986 is the year when the Academy of Pedagogy at the University of Maribor became the Faculty of Education. Parallely, an ambition to establish an independent study programme of Pedagogy in Maribor began to grow. This ambition was achieved in 1997, when the first students of the double-subject programme of Pedagogy enrolled at the then Faculty of Education. When the former Faculty of Education split into three independent institutions in 2006, the Department of Pedagogy became part of the newly founded Faculty of Arts at the University of Maribor, and now, in 2017, the studies in Pedagogy in Maribor celebrate their 20th anniversary.

At this occasion the Department of Pedagogy at the Faculty of Arts in Maribor organized on 26th and 27th October 2017 a symposium titled Studies in Pedagogy – Traces of the Past and Future Prospects. The former and current PhD students as well as members of the Department and colleagues from the ex-Yugoslav countries were invited to participate. Their papers are presented in this book in the form of abstracts.

**Keywords:** • University of Maribor • Faculty of Arts • Department of Pedagogy • the study programme of Pedagogy • jubilee •

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# Študij pedagogike – sledi preteklosti in izzivi prihodnosti: Knjiga povzetkov

EDVARD PROTNER, JERNEJ KOVAČ & MARJAN KRAŠNA

**Povzetek** 1986 je leto, ko je Pedagoška akademija na Univerzi v Mariboru prerasla v Pedagoško fakulteto. Vzporedno je zorela ambicija, da se tudi v Mariboru konstituira študijski program pedagogika. Ta ambicija je bila realizirana leta 1997, ko so se na tedanjo Pedagoško fakulteto vpisali prvi študenti dvopredmetnega študijskega programa Pedagogika in ... Po razpadu nekdanje Pedagoške fakultete (leta 2006) se je Oddelek organizacijsko priključil novoustanovljeni Filozofski fakulteti Univerze v Mariboru in letos program študija pedagogike praznuje dvajseto obletnico.

Ob tej priložnosti je Oddelek za pedagogiko na Filozofski fakulteti Univerze v Mariboru 26. in 27. 10 2017 organiziral simpozij z naslovom Študij pedagogike – sledi preteklosti in izzivi prihodnosti na katerega so bili povabljeni bivši in aktualni študenti doktorskega programa, sodelavci oddelka in kolegi iz sorodnih študijskih programov iz držav bivše Jugoslavije. Njihovi referati so v obliki povzetkov predstavljeni v tej knjigi.

**Ključne besede:** • Univerza v Mariboru • Filozofska fakulteta • Oddelek za pedagogiko • študijski program Pedagogika • jubilej •

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## **Studies in Pedagogy – Traces of the Past and Future, Maribor, 26.-27.10.2017**

### **TOPIC**

**EDVARD PROTNER, JERNEJ KOVAČ & MARJAN KRAŠNA**

The tradition of Pedagogy in Maribor is relatively long. Its beginnings go back to 1802, when the main school in Maribor started organizing educational trainings for teachers. Within these trainings, the pedagogical thought in Maribor developed. It achieved its first climax when Henrik Schreiner became the director of the College of Education for Men in 1890. Under his leadership in the period from 1890 to 1920, the College was the centre that introduced innovative herbartian pedagogical paradigm, and Schreiner was undoubtedly the highest pedagogical authority in Slovenia. In the period between the Wars, Maribor remained the centre of progressive pedagogical planning, under the influence of Gustav Šilih and Fran Žgeč, while the Pedagogical Head-Office was the organization that united the Maribor teachers with other Slovene teachers. After the Second World War, no such important names can be found in Maribor in the field of Pedagogy. However, at the College of Education – and after 1961 the Academy of Pedagogy, Pedagogy was taught by experts of great quality. The year 1986 represents an important turning point; this is the year when the Academy of Pedagogy became the Faculty of Education. This change brought new demands as regards habilitation requirements for pedagogical staff, as well as greater ambitions in the field of pedagogical science – within the Faculty's organizational structure, the Centre for pedagogical planning became the Department of Pedagogy, Didactics and Psychology. Its four members of staff taught the common pedagogical and psychological courses within all the study programmes. Parallely, an ambition to establish an independent study programme of Pedagogy in Maribor began to grow. This ambition was achieved in 1997, when the first students of the double-subject programme of Pedagogy enrolled at the then Faculty of Education. When this former Faculty of Education split into three independent institutions in 2006, the Department of Pedagogy became part of the newly founded Faculty of Arts at the University of Maribor, and in 2017 the studies in Pedagogy in Maribor celebrate their 20th anniversary.

## **Študij pedagogike – sledi preteklosti in izzivi prihodnosti, Maribor, 26.-27.10.2017**

### **TEMA**

**EDVARD PROTNER, JERNEJ KOVAČ & MARJAN KRAŠNA**

Tradicija pedagogike v Mariboru je sorazmerno stara. Začetki segajo v leto 1802, ko je mariborska glavna šola začela organizirati izobraževanje učiteljev. Prav izobraževanje učiteljev je bilo v preteklosti tisti okvir, znotraj katerega se je razvijala pedagoška misel v Mariboru. Prvi vrhunec je dosegla v času, ko je vodenje mariborskega moškega učiteljskega centra prevzel Henrik Schreiner. Učiteljskega centra pod njegovim vodstvom je bilo v letih 1890 do 1920 center inovativnega uveljavljanja herbartistične pedagoške paradigme, Schreiner pa nedvomno najvišja pedagoška avtoriteta v slovenskem prostoru. Tudi za čas med obema vojnama lahko trdimo, da je bil Maribor center progresivnega pedagoškega snovanja – ton sta temu dogajanju dajala Gustav Šilih in Fran Žgeč, organizacijska forma, ki je združevala mariborske in slovenske učitelje pa je bila Pedagoška centrala. V času po drugi svetovni vojni v Mariboru sicer ne najdemo več tako izstopajočega imena na področju pedagogike, toda v okviru učiteljskega centra – po letu 1961 – Pedagoške akademije so pedagogiko predavali kvalitetni strokovnjaki. Prelomnico predstavlja leto 1986, ko je Pedagoška akademija prerasla v Pedagoško fakulteto. Ta sprememba je prinesla nove zahteve glede habilitacijskih pogojev pedagoškega kadra in višje ambicije na znanstvenem področju – center pedagoškega raziskovalnega snovanja je v organizacijski strukturi nove fakultete postal Oddelek za pedagogiko, didaktiko in psihologijo. Oddelek je s svojimi člani pokrival vse skupne pedagoške in psihološke predmete za vse študijske programe, vzporedno pa je zorela ambicija, da se tudi v Mariboru konstituira študijski program pedagogika. Ta ambicija je bila realizirana leta 1997, ko so se na tedanji Pedagoški fakulteti vpisali prvi študenti študijskega programa Pedagogika in ... Po razpadu nekdanje Pedagoške fakultete (leta 2006) se je Oddelek organizacijsko priključil novoustanovljeni Filozofski fakulteti Univerze v Mariboru in letos program študija pedagogike praznuje dvajseto obletnico.



# Study of pedagogy at the University of Maribor

MARTIN KRAMAR

**Abstract** The study of Pedagogy in Maribor began at the Faculty of Education in 1997/1998, and since 2006 at the Faculty of Arts in Maribor.

It is connected with pedagogical subjects in higher education of teachers, which began in Maribor in 1960, continued at the newly established Pedagogical Academy Maribor in 1961 and later at the Faculty of Education, and from 2006/2007 at faculties created by the Pedagogical Faculty.

The study program of Pedagogy was developed by the Department of Pedagogy, Psychology, Didactics and Special didactics of the Pedagogical Faculty Maribor. Department prepared the study program, lead and conducted various activities until the accreditation of the study program and the beginning of the studies. Initially, outsourced staff has been involved in the implementation of the program, but today the main part of the program is performed by regularly employed higher education teachers.

They are also scientifically active and successful as they contributed important to the pedagogical scientific disciplines. Over the course of 20 years, 592 students completed the study of Pedagogy, out of which, 45 completed their MSc and 11 PhD degrees.

**Keywords:** • Pedagogy • study • Maribor • Faculty of Arts • Faculty of Education •

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# Študij pedagogike na Univerzi v Mariboru

MARTIN KRAMAR

**Povzetek** Povezan je s pedagoškimi predmeti v višješolskem izobraževanju učiteljev, ki se je v Mariboru začelo leta 1960, se nadaljevalo na novoustanovljeni Pedagoški akademiji Maribor 1961, na kasnejši Pedagoški fakulteti, od leta 2006/2007 pa fakultetah, ki so nastale iz Pedagoške fakultete. Študij pedagogike nadaljevanje skupnih pedagoških predmetov v izobraževanju učiteljev, ampak izhaja predvsem iz strokovnega in znanstvenega dela učiteljev teh predmetov.

Študij pedagogike je pripravil Oddelek za pedagogiko, psihologijo, didaktiko in specialne didaktike Pedagoške fakultete Maribor, ki je pripravil študijski program, vodil in izvedel različne dejavnosti do sprejetja študijskega programa in začetka študija. V začetku so v izvajanju programa sodelovali zunanji sodelavci, danes pa pretežni del programa izvajajo redno zaposleni visokošolski učitelji. Ti so tudi znanstveno dejavni in uspešni, saj so prispevali pomembne prispevke k pedagoškim znanstvenim disciplinam s področja zgodovini šolstva in pedagogike, didaktike, šolskega svetovalnega dela, izobraževanja pedagoških delavcev, sodelovanja šole in družine, s področja vzgoje in izobraževanja otrok s posebnimi potrebami. V dvajsetih letih je študij pedagogike končalo 592 študentov, 45 jih je doseglo magistririj in 11 doktorat znanosti.

**Ključne besede:** • Pedagogika • študij • Maribor • Filozofska Fakulteta • Pedagoška fakulteta •

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## Research of additional professional support in the focus groups

MARTA LICARDO, KATJA KOŠIR, MARKO KALAN & TINA VRŠNIK PERŠE

**Abstract** The paper presents research in the focus groups, which is part of National evaluation study of different forms of additional professional support, which was implemented in 2014 and 2016. The purpose of the research was to investigate the opinions and beliefs of professional staff and parents about additional professional support. Focus groups were implemented in eleven elementary schools and two additional focus groups with parents. Findings from the focus groups were classified in five categories a) planning and implementing of the additional professional support, b) individualized education plans, c) evaluation, d) effect of the additional professional support and e) professional development. The total number of findings for elementary school is 152, of which most findings are related to deficiencies (68), followed by the findings of good practices (60). The most outstanding deficiency is the implementation of the advisory service and no proper evaluation of learning support. The greatest number of good practices are related to the exchange of information, coordination on tasks and methods of implementing additional professional support. The results of focus groups represent an in-depth understanding of the implementation of additional professional support and the identification of the needs of students, teachers, special education teachers and school consultants.

**Keywords:** • students with special needs • additional professional support  
• focus groups • elementary school • parents •

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## Raziskovanje izvajanja dodatne strokovne pomoči v fokusnih skupinah

MARTA LICARDO, KATJA KOŠIR, MARKO KALAN & TINA VRŠNIK PERŠE

**Povzetek** V prispevku predstavljamo izvedbo raziskovanja v fokusnih skupinah, ki predstavlja del raziskave Nacionalne evalvacijske študije različnih oblik dodatne strokovne pomoči, ki se je izvajala med leti 2014 in 2016. Namen fokusnih skupin je bil odkriti stališča strokovnih delavcev in staršev o izvajanju dodatne strokovne pomoči. Fokusne skupine smo izvedli na enajstih osnovnih šolah v petih regijskih območjih ter dve fokusni skupini s starši iz dveh regijskih območij. Ugotovitve iz fokusnih skupin smo klasificirali v pet kategorij a) načrtovanje in izvajanje dodatne strokovne pomoči, b) individualizirani programi, c) evalvacija, d) učinek dodatne strokovne pomoči in e) profesionalni razvoj. Skupno število ugotovitev za osnovno šolo je 152, od tega je največ ugotovitev vezanih na pomanjkljivosti (68), temu sledijo ugotovitve dobrih praks (60). Najbolj izpostavljeni pomanjkljivosti sta izvedba svetovalne storitve ter neustrezno vrednotenje ur učne pomoči. Šole pri izvajanju dodatne strokovne pomoči izvajajo tudi veliko dobrih praks. Največ dobrih praks je vezanih na pretok informacij o učencih s posebnimi potrebami, na usklajevanje dela ter na načine izvajanja dodatne strokovne pomoči. Rezultati fokusnih skupin so zelo pomembni, saj predstavljajo poglobljeno razumevanje izvajanja dodatne strokovne pomoči in odkrivajo potrebe učencev, učiteljev, izvajalcev dodatne strokovne pomoči in svetovalnih delavcev.

**Ključne besede:** • učenci s posebnimi potrebami • dodatna strokovna pomoč • fokusne skupine • osnovna šola • starši •

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## Role of parents during a divorce/end of a relationship

JERNEJ KOVAČ & MARIJA JAVORNIK KREČIČ

**Abstract** According to the latest statistics, every third marriage/relationship ends prematurely due to various reasons. Therefore, one of the more pressing problems of modern society are divorces/broken relationships and consequently separate parenting. Numerous studies have shown that the most challenging time for parenting is during a divorce/end of a relationship, as partnership problems can also be reflected in parental relationships. Thus it often happens that parents cannot agree on basic parenting issues, e.g. living arrangements, contacts with child, paying alimony, ... Children hurt the most, as they encounter a sense of confusion, fear, restlessness and sadness, which is increasing with constant parental disputes that are directly related to children. In the paper we will show the dynamics and basic guidelines of working with parents who experienced divorce/end of a relationship.

**Keywords:** • divorce/end of a relationship • family • parents • children • partnership problems •

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## Vloga staršev ob razvezi/razpadu partnerske zveze

JERNEJ KOVAČ & MARIJA JAVORNIK KREČIČ

**Povzetek** V Sloveniji se po zadnjih pridobljenih statističnih podatkih že vsak tretji sklenjen zakon/partnerska skupnost zaradi različnih vzrokov konča z predčasnim razpadom. Zato so eden vse bolj in bolj perečih problemov sodobne družbe ločeni zakoni/partnerske skupnosti in s tem v zvezi ločeno starševstvo. Številne raziskave dokazujejo, da je starševstvo na največji preizkušnji ravno ob razvezi/razpadu partnerske zveze, ker se lahko partnerske težave prenesejo tudi v starševski odnos. Zato se pogostokrat zgodi, da se starša ne moreta dogovoriti o osnovnih starševskih stvareh kot so s npr. s kom bo otrok živel, o stikih, plačevanju preživnine,.. Ob tem najbolj čutijo bolečino otroci, saj se v njih naseli občutek zmede, strahu, nemira in žalosti, ki se še stopnjuje ob nenehnih starševskih sporih, ki so neposredno povezani z otroci. V prispevku bomo prikazali dinamiko in temeljne smernice dela s starši z izkušnjo razveze/razpada partnerske zveze.

**Ključne besede:** • razveza/razpad partnerske skupnosti • družina • starši • otroci • partnerske težave •

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# Multimedia materials and reasoning strategies

TOMAŽ BRATINA

**Abstract** The problem is practical or mental situation for which a way or method for its solution is necessary. The process of problem solving is starting from initial state to the final state or solution. The sequence of steps is the strategy which is pattern or mental direction to the problems' solution. Four basic strategies of problem solving are identified by researches: analysis, comparison, inference and interpretation, evaluation. Strategies independently of the particular description are described as reasoning strategies. The involved problem solving strategies can be assessed by presenting problems in forms of questions or tasks. In the field of educational research problematic the traditional learning materials or multimedia learning materials can be used. The effect of multimedia learning materials in selection of the particular reasoning strategy was investigated. The pedagogical experiment was performed in two groups of students. In first the multimedia learning material and in second the traditional learning material was used for problem solving preparation. Results are showing the effect of multimedia learning material in the selection of particular reasoning strategy. The achievements of the students who used the multimedia learning material were statistically significantly higher than by the students using traditional learning material.

**Keywords:** • problem solving • reasoning strategies • multimedia learning materials • pedagogical methodology • statistics • SPSS in education • education •

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# Multimedijska gradiva in strategije presoje

TOMAŽ BRATINA

**Povzetek** Problem je lahko tako praktična kot miselna situacija, za katero poskušamo najti način ali postopek rešitve. Postopek reševanja problema teče od nekega začetnega stanja do zaželenega končnega stanja, vmes pa nastopajo ovire. Končno stanje je običajno rešitev problema. Pot do končnega stanja oziroma rešitve obsega zaporedje korakov, ki ga imenujemo strategija. Strategija je vzorec ali miselni napotek, ki privede do rešitve problema oziroma tvorbe sklepa. V raziskavah so bile prepoznane štiri temeljne strategije reševanja problemov, in sicer: analiza, primerjava, sklepanje in interpretacija in ovrednotenje. Nabor strategij reševanja problemov združimo pod skupen pojem strategije presoje. Za preučevanju uporabe strategij presoje potrebujemo probleme, najpogosteje v obliki nalog. Probleme s področja pedagoškega raziskovanja lahko predstavimo s tradicionalnim učnim gradivom ali multimedijskim. S pedagoškim eksperimentom smo preučevali učinek na uspešnost uporabe posamezne strategije reševanja problemov s področja pedagoškega raziskovanja, ob uporabi multimedijskega učnega gradiva glede na tradicionalno. Izidi so pokazali na uspešnejšo rabo večine strategij reševanja problemov, če se je v pripravi na reševanje uporabljalo multimedijsko učno gradivo. Dosežki uporabnikov multimedijskega učnega gradiva, se pri uporabi strategij statistično značilno razlikujejo od uporabnikov tradicionalnega učnega gradiva. Dosežki prvih so bil višji.

**Ključne besede:** • reševanje problemov • strategije presoje • multimedijska učna gradiva • pedagoška metodologija • statistika • SPSS v izobraževanju • izobraževanje •

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# Summary of the Doctoral Dissertation »Practical Pedagogical Training in Second Cycle Study Programmes – Comparative Analysis Between the Faculties of the University of Maribor«

DANIJELA RUS KOLAR

**Abstract** The doctoral dissertation presents a comparative analysis of practical pedagogical training (PPT) in second cycle pedagogical study programmes of faculties of the University in Maribor (UM). These faculties are: Faculty of Natural Sciences and Mathematics, Faculty of Arts and Faculty of Education. The theoretical part of the dissertation starts with a description of different areas of PPT and continues with a theoretical comparative analysis those areas. There are differences found within individual study programmes as well as among study programmes. The empirical research has been conducted on a sample of 143 students in second cycle pedagogical study programmes at faculties UM. The conducted comparative empirical analysis showed differences between students, regarding to the faculty, type of study program and course of study program in following areas of PPT: achieving goals, gaining new knowledge, carry out obligations, developing competencies and self-evaluation within the framework of PPT. Main findings of the analysis are: most students want longer duration of PPT; only for half of interviewed students the expectations on the entire course of PPT were fully met; students stated numerous suggestions for improvement of PPT. We propose to reasonably examine all obtained results and, if feasible, to implement them.

**Keywords:** • practical pedagogical training • students • second cycle study programmes • University of Maribor • comparative analysis •

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## **Povzetek doktorske disertacije »Praktično pedagoško usposabljanje v študijskih programih druge stopnje – primerjalna analiza med fakultetami Univerze v Mariboru«**

DANIJELA RUS KOLAR

**Povzetek** Doktorska disertacija predstavlja analizo in primerjavo praktičnega pedagoškega usposabljanja (PPU) v študijskih programih druge stopnje na fakultetah Univerze v Mariboru (UM). Fakultete, ki usposabljuje bodoče pedagoške delavce na UM, so: Fakulteta za naravoslovje in matematiko, Filozofska fakulteta in Pedagoška fakulteta. V teoretičnem delu disertacije smo predstavili temeljna izhodišča in opis posameznih področij PPU ter slednje na teoretični ravni analizirali in primerjali. Pri tem smo ugotovili, da obstajajo razlike znotraj študijskih programov in med programi na različnih področjih PPU. Dobljene razlike so predstavljale osnovo za izvedbo empirične raziskave na vzorcu 148-ih študentov, vpisanih v pedagoške študijske programe druge stopnje na fakultetah UM. Rezultati raziskave so pokazali obstoj razlik med študenti glede na vrsto fakultete, vrsto študija ter usmeritev študija na naslednjih področjih: uresničitev ciljev, pridobivanje novega znanja, izpolnjevanje nalog, razvijanje kompetenc in izvajanje samoevalvacije v okviru PPU. Iz dobljenih rezultatov je bilo možno razbrati, da si večina študentov želi daljše trajanje PPU, da so se le dobri polovici študentov v celoti izpolnila pričakovanja glede poteka PPU ter da imajo študentje nemalo predlogov za izboljšanje PPU v prihodnje. Predlagamo, da se rezultati raziskave smiselno preučijo in v okviru možnih prilagoditev tudi ustrezno upoštevajo.

**Ključne besede:** • praktično pedagoško usposabljanje • študentje • študijski programi druge stopnje • Univerza v Mariboru • primerjalna analiza •

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## Professional choice of the people with spinal cord injury in the Republic of Slovenia

ALENKA FIDLER, MAJDA SCHMIDT KRAJNC & JOŽE VAUHNİK

**Abstract** The purpose of the research was to determine the effects of spinal cord injury on making compromises when choosing a profession. We focused on the factors of accessibility and socialization. The study relies on descriptive and causal-non-experimental methods of empirical pedagogical research. The sample consists of 127 people with spinal cord injury aged 19 to 70. The findings show that the choice of profession for people with a spinal cord injury is very important. Desired occupation is inaccessible for almost half of the respondents due to the spinal cord injury. The effects of the spinal cord injury are important, especially for those, who have received disability during childhood. The occupational choice is strongly affected by factors of accessibility and adjustment of an educational institution and workplace. Among the socialization factors that influence the professional choice are the acceptance of their disability by their peers, the respect for the necessary adjustments by teachers and the support of their families. In the future, much more attention should be paid to inclusion in the immediate social environment. The results also confirm the importance of continuous support for people with spinal cord injury in the area of career counselling during schooling, and even later.

**Keywords:** • choice of profession • people with spinal cord injury • disability • factors of accessibility • factors of socialization •

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## Izbira poklica pri osebah z okvaro hrbtenjače v Republiki Sloveniji

ALENKA FIDLER, MAJDA SCHMIDT KRAJNC & JOŽE VAUHNİK

**Povzetek** V preteklosti se je večina oseb z invalidnostjo upokojila, danes pa se te osebe vključujejo na trg dela, kjer se srečujejo s konkurenčnostjo in brezposelnostjo. V raziskavi smo želeli ugotoviti, kakšni so vplivi okvare hrbtenjače na sprejemanje kompromisov pri odločitvi za poklic ter v koliki meri na izbiro poklica oseb z okvaro hrbtenjače vplivajo dejavniki dostopnosti in prilagojenosti grajenega okolja ter socializacije. Raziskava temelji na deskriptivni in kavzalno neeksperimentalni metodi empiričnega pedagoškega raziskovanja. Vzorec sestavlja 127 oseb z okvaro hrbtenjače, starih med 19 in 70 let. Ugotovitve kažejo, da je izbira poklica za osebe z okvaro hrbtenjače zelo pomembna. Želeni poklic je zaradi okvare hrbtenjače nedostopen skoraj polovici oseb. Vplivi okvare hrbtenjače na izbiro poklica so večji pri tistih, pri katerih je invalidnost nastopila v času otroštva. Rezultati raziskave potrjujejo pomen dostopnosti in prilagojenostjo izobraževalne ustanove in morebitnega delovnega mesta. Med dejavniki socializacije, ki vplivajo na izbiro poklica oseb z okvaro hrbtenjače, izstopajo sprejemanje invalidnosti s strani vrstnikov, spoštovanje potrebnih prilagoditev s strani učiteljev in podpora družine. V prihodnje bo potrebno več pozornosti nameniti inkluzivni naravnosti v neposrednem družbenem okolju ter kontinuirani podpori osebam z okvaro hrbtenjače na področju kariernega svetovanja v času šolanja in tudi kasneje.

**Ključne besede:** • izbira poklica • osebe z okvaro hrbtenjače • invalidnost • dejavniki dostopnosti • dejavniki socializacije •

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## Preschool teacher – the profession or a mission?

MAJA HMELAK

**Abstract** The choice of education and career is one of the most determining in one's life. In order to make it simpler, it is necessary for individuals to first get to know themselves, their desires and interests, but also to realistically evaluate their knowledge, competences and skills. All too often it happens that the choice of studies is primarily affected by external (forced or misleading) mechanisms or unverified information, which leads to unhappy students and later unhappy and disinterested employees, which only work because they have to, not because they like the career they have chosen. Our findings for the field of preschool education are completely different from that trend, which is a cause for optimism. Pertaining to motivation for choosing the studies we found that respondents chose the preschool education studies and the preschool teacher profession primarily based on self-actualization and altruistic reasons and that they are highly satisfied with their choice. The reasons include internal factors, personal interest, love of children and the profession and, above all, an honest personal desire for work with preschool children.

**Keywords:** • study • motivation • preschool teacher • profession • mission •

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## Vzgojitelj predšolskih otrok – poklic ali poslanstvo?

MAJA HMELAK

**Povzetek** Odločitev o študiju in s tem poklicu je ena odločilnejših v življenju posameznika. Da bi bila odločitev enostavnejša, je nujno, da posameznik najprej (s)pozna sebe, svoje želje in interese, pa tudi da čim bolj realno ovrednoti svoje znanje, sposobnosti in spretnosti. Vse prevečkrat se dogaja, da pri izbiri študija prevladajo zunanji (prisilni ali zavajajoči) mehanizmi oziroma nepreverjene informacije, posledice tega pa so v prvi vrsti nezadovoljni študenti in kasneje nezadovoljni in nezainteresirani zaposleni, ki hodijo v službo, ker morajo, ne pa zato, ker jim je izbrano delo všeč ter jih veseli. Naše ugotovitve so za področje študija predšolske vzgoje povsem nasprotna, kar nas navdaja z zadovoljstvom. Glede motivacije ob izbiri študija smo ugotovili, da so se anketiranci za študij predšolske vzgoje, in s tem poklica vzgojitelja predšolskih otrok, odločili predvsem zaradi samouresničitvenih in altruističnih razlogov ter da so s svojo odločitvijo zelo zadovoljni. Ti razlogi predstavljajo notranje dejavnike, osebni interes, ljubezen do otrok in poklica, predvsem pa iskreno, osebno željo po delu in vzgoji s predšolskimi otroci.

**Ključne besede:** • študij • motivacija • vzgojitelj • poklic • poslanstvo •

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## Leadership for learning and didactic characteristics of teaching

LAURA ROŽMAN, ANDREJ KOREN, BRANKA ČAGRAN & MILENA IVANUŠ  
GRMEK

**Abstract** In the doctoral dissertation *Leading for learning and didactic characteristics of teaching in elementary school*, we are exploring the connection between leadership for learning and the application of contemporary teaching. In the theoretical part, we present the theoretical basis and previous research on leadership for learning and the characteristics of contemporary teaching. The theoretical contribution of the thesis can be seen in the synthesis of scientific knowledge about leadership for learning and about contemporary teaching. In empirical part the assumption is that the higher level of leadership for learning raises the level of the characteristics of contemporary teaching. The research methodology is based on a combination of qualitative and quantitative methods. The findings show a high degree of leadership for learning and a high degree of recognition of the characteristics and principles of contemporary teaching practice. First results show low correlation between leading for learning and modernising classroom practice, what shows the importance of expanding the research.

**Keywords:** • leadership for learning • contemporary teaching • principals  
• teachers • students • elementary school •

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## Vodenje za učenje in didaktične značilnosti pouka

LAURA ROŽMAN, ANDREJ KOREN, BRANKA ČAGRAN & MILENA IVANUŠ  
GRMEK

**Povzetek** V doktorski disertaciji z naslovom Vodenje za učenje in didaktične značilnosti pouka v osnovni šoli raziskujemo problem povezanosti med vodenjem za učenje in uveljavljanjem sodobnih značilnosti pouka. V teoretičnem delu predstavljamo izhodišča in dosedanja spoznanja o vodenju za učenje ter značilnosti bistvenih elementov in načela sodobnega pouka. Teoretični prispevek naloge vidimo v sintezi znanstvenih spoznanj o vodenju za učenje in o sodobnem pouku. V empiričnem delu izhajamo iz predpostavke, da se z višjo stopnjo vodenja za učenje dviga raven značilnosti sodobnega pouka. Raziskovalna metodologija temelji na kombinaciji kvalitativnih in kvantitativnih metod. Ugotovitve kažejo visoko uveljavljenost vodenja za učenje v praksi vodenja šol in visoko uveljavljenost značilnosti in načel sodobnega pouka v učni praksi. Prvi rezultati kažejo nizko korelacijo med vodenjem za učenje in sodobnimi značilnostmi pouka, kar nakazuje potrebo po nadaljnjih raziskavah, ki bi poglobile naše znanje o teh dveh področjih in o povezanosti med njima.

**Ključne besede:** • vodenje za učenje • sodobni pouk • ravnatelj • učitelj • učenci • osnovna šola •

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## Perception of Teaching among Higher-education Teachers from Three Countries

MILENA IVANUŠ GRMEK & BRANKA ČAGRAN

**Abstract** In the contribution, we are displaying results of an empirical investigation that we have conducted on a sample of higher-education teachers (n=140) from Slovenia, Croatia, and Serbia.

Results of the investigation point out that the higher education teachers assess quite homogenously and highly all dimensions of the process-oriented perception of learning. The highest score belonging to the dynamic view at capabilities, group and cooperative learning, and knowledge as an active construct, but less highly assessed is the internal regulation of learning, and the lowest score goes to tolerance toward insecurity.

In terms of countries and employment length we discovered no statistically significant difference in perception of learning, but we detected them in terms of gender. Women carry more typically than men the characteristics of the dimension internal regulation of learning knowledge as an active construct, group, and cooperative learning and tolerance toward insecurity. As many as 83.3% of the responding higher-education teachers changed their way of work with students over their employment time. Statistically, these changes are more significant among the higher-education teachers from Slovenia, than among those from Croatia and Serbia, as well as with the ones with more work experiences, and women.

**Keywords:** • higher-education teachers • perception of learning • work with students • Slovenia • Croatia • Serbia •

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## Vodenje za učenje in didaktične značilnosti pouka

MILENA IVANUŠ GRMEK & BRANKA ČAGRAN

**Povzetek** V prispevku prikazujemo rezultate empirične raziskave, ki smo jo izvedli na vzorcu visokošolskih učiteljev (n=140) iz Slovenije, Hrvaške in Srbije.

Rezultati raziskave nas opozarjajo, da visokošolski učitelji dokaj homogeno in visoko ocenjujejo vse dimenzije procesno orientiranega pojmovanja učenja; med temi najvišje dinamični pogled na sposobnosti, skupinsko, sodelovalno učenje in znanje kot aktivni konstrukt, manj notranjo regulacijo učenja in na zadnjem mestu toleranco do negotovosti.

Glede na državo in delovno dobo nismo odkrili statistično značilnih razlik v pojmovanju učenja, smo jih pa glede na spol. Tako so za ženske bolj kot za moške značilne karakteristike dimenzije notranje regulacije učenja (pomen lastnih izkušenj, lastnega načrtovanja), znanja kot aktivni konstrukt (učenje s porajanjem vprašanj), skupinsko, sodelovalno učenje (upoštevanje mnenja drugih) in toleranca do negotovosti (soočanje z lastnimi napakami, preizkušanje novosti). Kar 83,3% visokošolskih učiteljev je v času, odkar so zaposleni, spremenila način dela s študenti. So pa te spremembe statistično značilno bolj prisotne pri visokošolskih učiteljih iz Slovenije kot iz Hrvaške in Srbije, tiste z več delovnih izkušenj ter ženske.

**Ključne besede:** • visokošolski učitelji • pojmovanje učenja • delo s študenti • Slovenija • Hrvaška • Srbija •

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## The need for an integrated network of aid for students with learning disabilities in secondary vocational education

TEJA LORGER

**Abstract** The contribution discusses social integration of students with LD. Our focus was on the population of adolescents who are enrolled in the programs of secondary vocational education that are known to have a negative selection. These programs are facing a decline in enrollment from one year to the next, whereas among enrolled students weaker learners that come from a family environment with low cultural capital, students with low level of self-motivation who have behavioral problems, and students with special needs prevail.

The research sample included 417 first-year students, among which there were 105 with LD. We perceived statistically typical weaker self-image, lower general and social self-efficacy, and higher social anxiety in students with LD. On the basis of sociometric analyses, it was found that students with LD are less integrated in classroom communities than their peers.

The contribution discusses theoretical and empirical findings of the dissertation. We came to the conclusion that it is essential to form an integrated network of aid including all participants in education and schooling process, we think that among all participants in education and schooling process it is the teacher who has the crucial role in the development of inclusive school culture.

**Keywords:** • students with LD • secondary vocational education • social anxiety • general and social self-efficacy • sociometric analysis • inclusive school culture •

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# Potreba po celostni mreži pomoči za dijake s primanjkljaji na posameznih področjih učenja v srednjem poklicnem izobraževanju

TEJA LORGER

**Povzetek** V prispevku obravnavamo socialno integracijo dijakov s PPPU. Osredotočili smo se na mladostnike, ki se izobražujejo v programih SPI, ki so negativno selekcionirani. V navedene programe namreč vpis iz leta v leto izrazito upada, med dijaki, ki se vključijo, pa prevladujejo učno šibkejši, ki prihajajo iz družinskega okolja z nizkim kulturnim kapitalom, dijaki z nizko stopnjo notranje motivacije, ki so vedenjsko problematični ter dijaki s posebnimi potrebami.

V raziskavo smo zajeli 417 dijakov prvega letnika, od tega 105 s PPPU. Pri dijakih s PPPU smo zaznali statistično značilno slabšo samopodobo, slabšo oceno splošne in socialne samoučinkovitosti ter višjo stopnjo socialne anksioznosti kot pri njihovih sošolcih. S pomočjo sociometričnih analiz ugotavljamo, da so dijaki s PPPU v razredne skupnosti slabše integrirani kot njihovi sošolci.

V prispevku predstavljamo teoretična in empirična spoznanja doktorske disertacije, kjer ugotavljamo, da je ključnega pomena oblikovanje celostne mreže pomoči, ki zajema vse udeležence vzgojno-izobraževalnega procesa, pri čemer pa med vsemi subjekti vzgojno-izobraževalnega procesa vidimo učitelja kot subjekt, ki je ključnega pomena pri razvoju inkluzivne šolske kulture.

**Ključne besede:** • dijaki s PPPU • socialna anksioznost • socialna in splošna samoučinkovitost • samopodoba • sociometrična analiza • inkluzivna šolska kultura •

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## Self-evaluation in school in the context of the developing national model of quality assessment and assurance

MARIJA PEVEC

**Abstract** Assuring school quality through the means of self-evaluation is the focus of theoretical and professional debates both in Slovenia and Europe. Therefore, we aim at presenting the findings based on a number of years of research on schools' self-evaluation practices in terms of developmental orientation, legislative responsibility and process management (in the segment of secondary vocational education and training). We have established that teachers recognise self-evaluation as a mechanism of developing quality school practices; however, the outcomes of the process only rarely become part of a systematic innovation of learning processes when building their own self-evaluation models. The study findings show that teachers do not fully appreciate the benefits of self-evaluation or reasons for it, although they take part in planning, conducting and discussing the results of the self-evaluation process. We have also determined that there are quality differences among schools in the perception of the self-evaluation process and the role of the quality report. Schools primarily integrate those areas that improve their recognisability and competitive advantages in their development models. School management has a key motivational role in the process of developing school quality culture.

**Keywords:** • self-evaluation • quality • vocational education and training • teachers • head teachers •

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# Samoevalvacija v šoli v kontekstu nastajajočega nacionalnega modela ugotavljanja in zagotavljanja kakovosti

MARIJA PEVEC

**Povzetek** Zagotavljanje kakovosti šol s pomočjo samoevalvacije je osrednji predmet teoretičnih, in strokovnih razprav tako na slovenski nacionalni izobraževalni ravni kot širom po Evropi. V prispevku predstavljamo spoznanja, ki so nastala na osnovi večletnega raziskovanja samoevalvacijskih praks šol (srednje poklicno in strokovno izobraževanje) v dimenzijah razvojne naravnosti, zakonodajne odgovornosti ter vodenja procesa. Ugotovili smo, da učitelji prepoznavajo samoevalvacijo kot mehanizem pri razvijanju kakovostnih šolskih praks, vendar rezultati procesa redko (za)živijo kot del sistematičnega inoviranja učnih procesov pri izgrajevanju lastnega modela samoevalvacije. Rezultati raziskave kažejo, da učitelji koristi in smiselnost samoevalvacije doživljajo premalo zavzeto, čeprav v veliki meri sodelujejo tako pri načrtu, poteku kot v razpravah o rezultatih samoevalvacijskega procesa. Ugotovili smo tudi kvalitativne razlike med šolami v zaznavanju procesa samoevalvacije in vloge poročila za kakovost. Šole vključujejo v svoj razvojni model kakovosti tista področja, ki izboljšujejo prepoznavnost in konkurenčne prednosti šole. Ravnatelj ima eno ključnih motivacijskih vlog v procesu razvijanja šolske kulture kakovosti. Zato bi bilo v prihodnje smiselno raziskati, s katerimi strategijami in kako je šolam z vzpostavljeno samoevalvacijsko kulturo uspelo razviti celovit sistem/model kakovosti.

**Ključne besede:** • samoevalvacija • kakovost • poklicno in strokovno izobraževanje • učitelj • ravnatelj •

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# The influence of philosophical anthropology and phenomenology on Slovenian pedagogical thought in the thirties of the 20th century

ANA ŠMIDHOFER

**Abstract** In the paper we analyse the understanding and application of philosophical anthropology and phenomenology in Slovene cultural pedagogy. The discussed pedagogues (Karel Ozvald, Franjo Čibej and Stanko Gogala) became acquainted with these philosophical streams mostly through the Slovenian philosopher France Veber, Čibej's and Gogala's professor and Ozvald's colleague at the Faculty of Arts in Ljubljana.

In the first part we outline the historical connection of Husserl's phenomenology and Scheler's philosophical anthropology with Veber's thought. Then we expose those viewpoints of phenomenology and philosophical anthropology which are relevant for the context of the discussion. In connection with phenomenology we stress Husserl's concept of *Wissenschaft*. In the context of philosophical anthropology we focus on Scheler's concept of the human, whose essence is his spiritual orientation. The other part analyses the understanding and application of the presented viewpoints in the pedagogical principles of Ozvald, Čibej and Gogala.

In the conclusion we point out some aspects of this pedagogical orientation, which are interesting from the standpoint of modern pedagogical theory and practice.

**Keywords:** • philosophical anthropology • phenomenology • cultural pedagogy • the history of education (1920–1930) • Slovenia •

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# Vpliv filozofske antropologije in fenomenologije na slovensko pedagoško misel v 30-ih letih 20. Stoletja

ANA ŠMIDHOFER

**Povzetek** V referatu analiziramo razumevanje in uporabo nekaterih vidikov filozofske antropologije in fenomenologije pri predstavnikih slovenske duhoslovne oz. kulturne pedagogike (Karel Ozvald, Franjo Čibej in Stanko Gogala) v 30-ih letih 20. stoletja. S tema filozofskima tokovoma so se obravnavani pedagogi seznanili predvsem preko slovenskega filozofa Franceta Vebra, Čibejevega in Gogalovega profesorja ter Ozvaldovega sodelavca na ljubljanski Filozofski fakulteti.

V prvem delu razprave orišemo zgodovinsko povezanost in sorodnost Husserlove fenomenologije in Schelerjeve filozofske antropologije z Vebrovo mislijo. Nato izpostavimo tiste vidike fenomenologije in filozofske antropologije, ki so relevantni za kontekst razprave. V povezavi s fenomenologijo izpostavimo Husserlovo pojmovanje bistvogledja (Wessenschau) kot intuicije. V kontekstu filozofske antropologije se osredotočimo na Schelerjevo pojmovanje človeka, bistvo katerega je njegova duhovna usmerjenost. Drugi del razprave pokaže razumevanje in uporabo predstavljenih vidikov fenomenologije in filozofske antropologije pri Ozvaldu, Čibeju in Gogali.

V sklepu opozorimo na pomen filozofske antropologije in fenomenologije za pedagogiko ter nakažemo nekatere vidike te orientacije, ki so zanimivi s stališča sodobne pedagoške teorije in prakse.

**Ključne besede:** • filozofska antropologija • fenomenologija • duhoslovna oz. kulturna pedagogika • zgodovina pedagogike (1920–1930) • Slovenija

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## **Possibilities of establishing all-day school model in the light of its development in Slovenia and international comparisons**

ANDREJA TINTA

**Abstract** The theoretical part of doctoral thesis defines the term all-day school. An international comparison of all-day schools in Europe follows the theoretical background of trends as well as the organizational forms of all-day schools in Germany, Austria and Switzerland. We have come across such a form in Slovenia, which is why the all-day school is presented in the light of the Slovene school tradition. The existent findings provide the basis for the empirical research, presented in the second part of the thesis. The findings of the research show that the majority of head teachers are inclined to the idea of implementing all-day primary schools. The research also showed that through a minimal financial input, which would ensure appropriate human resources and spatial conditions in schools. Based on the positive experiences the practices of contemporary all-day school models abroad as well as the responses of head teachers in Slovenian primary schools, we designed a model for an all-day school in Slovenia. In the process of constructing the model, we are already thinking about the implementation possibilities, as well as considering the needs of the students and their families, and the conditions, in which modern schools are developing.

**Keywords:** • all-day school • structure • concept • organizational forms • all-day school model •

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# Možnosti uveljavitve modela celodnevne osnovne šole v luči njenega razvoja na Slovenskem in mednarodne primerjave

ANDREJA TINTA

**Povzetek** V doktorski disertaciji smo obravnavali celodnevno šolo. V teoretskem delu smo opredelili termin celodnevne šole ter vzroke za njen nastanek. Sledi opis mednarodne primerjave celodnevni osnovnih šol v Evropi, v okviru katerega smo pojasnili vzroke za nastanek projektov, teoretična ozadja trendov in pojavnih oblik ter organizacijske oblike celodnevne šole v Nemčiji, Avstriji ter Švici. Tudi v Sloveniji smo se že srečali s tovrstno obliko, zato smo celodnevno šolo prikazali v luči slovenske šolske tradicije; od strukturnih značilnosti, razvoja, konceptualne zasnove, organizacije do njihove ukinitve. Pričujoča spoznanja predstavljajo osnovo empirične raziskave, predstavljene v drugem delu doktorske disertacije. Ugotovitve raziskave kažejo, da je večina ravnateljev naklonjeni ideji izvajanja celodnevne osnovne šole. Prav tako se je pokazalo, da bi lahko z minimalnim finančnim vložkom, ki bi zagotovil ustrezne kadrovske in prostorske pogoje na šolah, realizirali celodnevno organizacijo dela na šolah. Na podlagi pozitivnih izkušenj naše nekdanje celodnevne šole, praks sodobnih modelov celodnevne šole v tujini ter odgovorov ravnateljev slovenskih osnovnih šol smo oblikovali model celodnevne šole v Sloveniji. Pri konstruiranju modela že razmišljamo o možnostih implementacije, prav tako upoštevamo tudi potrebe učencev in njihovih družin ter pogoje, v okviru katerih se razvijajo sodobne šole.

**Ključne besede:** • celodnevna šola • strukturiranost • koncept • organizacijske oblike • model celodnevne šole •

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## The Pedagogics in Maribor until the World War II

EDVARD PROTNER

**Abstract** Since its very beginnings, the pedagogical thought in Maribor was linked to the education of teachers. Its beginnings go back to the year 1802, when the main school in Maribor started implementing three-month pedagogical trainings.

When Henrik Schreiner became the director of the State College of Teacher Education for Men in Maribor in 1890, this institution became one of the leading centres of innovative pedagogical planning in Slovenia, and Henrik Schreiner became an indisputable pedagogical authority. With the establishment of the University and the Chair for Pedagogy in Ljubljana, the art pedagogy became dominant there, while in Maribor the reform pedagogy and the socio-critical pedagogy asserted themselves in the frame of intensive uniting of teachers. Under the leadership of Gustav Šilih and Franjo Žgeč, the Maribor Pedagogical Head-office (Pedagoška centrala) became the promotor of the new school, adjusted to the child that started to develop at that time in the frame of progressive pedagogical movements. The Pedagogical Head-Office organized pedagogical trainings in the town, as well as lectures and excursions abroad (to the Czech Republic, Vienna). On the other hand, the Maribor Association of the Teachers' Movement became the centre of left-oriented teachers and defenders of Marxist pedagogical ideas.

**Keywords:** • Maribor • pedagogy • College of Teacher Education • Henrik Schreiner • Pedagogical Head-office •

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## Pedagogika v Mariboru do 2. svetovne vojne

EDVARD PROTNER

**Povzetek** Od samega začetka je bila pedagoška misel v Mariboru vezana na izobraževanje učiteljev. Začetki segajo v leto 1802, ko so se na mariborski glavni šoli začeli trimesečni pedagoški tečaji.

Ko je leta 1890 vodenje Državnega moškega učiteljskega centra v Mariboru prevzel Henrik Schreiner, je pod njegovim vodstvom to učiteljsko postalo eden od vodilnih centrov inovativnega pedagoškega snovanja v Sloveniji, Henrik Schreiner pa nesporna pedagoška avtoriteta. Če je v Ljubljani z ustanovitvijo univerze in katedre za pedagogiko dominantno mesto zavzela duhoslovna pedagogika, pa sta se v Mariboru v okviru intenzivnega strokovnega in stanovskega združevanja učiteljev uveljavili reformska in socialnokritična pedagogika. Pod vodstvom Gustava Šiliha in Franja Žgeča je postala mariborska Pedagoška centrala promotor idej o novi, otroku prilagojeni šoli, ki so se takrat razvijale v okviru progresivnih pedagoških gibanj. V njeni organizaciji so se v mestu organizirali pedagoški tečaji, predavanja in ekskurzije v tujino (Češka, Dunaj). Po drugi strani pa je postala Mariborska delovna skupnost Učiteljskega pokreta center združevanja levo orientiranih učiteljev in zagovarjanja marksističnih pedagoških idej.

**Ključne besede:** • Maribor • pedagogika • učiteljske • Henrik Schreiner • Pedagoška centrala •

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## Studying pedagogy in BiH today and in the past

SNJEŽANA ŠUŠNJARA

**Abstract** Pedagogy as a school subject was introduced to schools of Bosnia and Herzegovina in the period of the Austrian-Hungarian Monarchy (1878-1918) when Teacher's schools were established. The books used from the beginning were the books of the author Basariček from Croatia. Pedagogy was an obligatory subject in Teacher's schools and was studied in all classes. Teachers were the authors of the books and pioneers of pedagogical thought. For the period between two world wars, the intensive development of civil pedagogy started with the dominant influence of the Herbartian pedagogy. After the Second World War, Higher pedagogical school was founded in Sarajevo in 1946. Pedagogy and Sociology were obligatory subjects for all students' groups. The faculty of philosophy was established in 1950. The chair of pedagogy started to function in 1963. The department of pedagogy will celebrate 55 Anniversary next year.

**Keywords:** • teacher schools • pedagogy • interwar period • department of pedagogy • Bosnia and Herzegovina •

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## Izučavanje pedagogije u BiH u prošlosti i danas

SNJEŽANA ŠUŠNJARA

**Rezime** Izučavanje pedagogije je u školama u Bosni i Hercegovini započelo u vrijeme Austro-Ugarske (1878-1918), osnivanjem prvih škola za obrazovanje učitelja. Pedagogija je u učiteljskim školama bila obvezni predmet i izučavala se u svim razredima. Učitelji su bili i autori udžbenika i promicatelji pedagoške misli. Za razdoblje između dva rata karakterističan je intenzivniji razvoj građanske pedagogije, u kojoj se prepoznaju teorijske koncepcije radnoaktivne škole, a utjecaj Herbartove pedagogije je dominirao. Nakon Drugog svjetskog rata otvara se Viša Pedagoška škola u Sarajevu 1946.godine. Pedagogija i sociologija su bili obvezni predmeti za sve grupe. Filozofski fakultet se otvara 1950, a Odsjek za Pedagogiju se osniva 1963. Tako je visokoškolska pedagogija u BiH započela svoj razvoj tek nakon Drugog svjetskog rata. Odsjek za pedagogiju iduće 2018.godine obilježava 55 godina postojanja.

**Ključne riječi:** • učiteljske škole • pedagogija • međuratno razdoblje • odsjek za pedagogiju • Bosna i Hercegovina •

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## Research trends and academic challenges of the department of pedagogy in Montenegro – between the past and the future

VUČINA ZORIĆ

**Abstract** The aim of this paper was to investigate which dominant thematic areas, research trends and problems had been addressed so far by the academic staff from the Department of Pedagogy at the University of Montenegro, as well as those that are current and expected in the near future. This has been analyzed through a variety of activities, research, projects, faculty publications and papers of professors and PhD students. We have also compared the representation of certain pedagogical disciplines through the teaching courses changes within the plans and programs since the establishment of the Department. The flow and characteristics of movements in these segments in Montenegro can be treated as indicators of significant changes, challenges and status problems, pedagogy itself as a science and a study program, both in the local and wider context of contemporary trends pedagogy is facing and trying to examine.

**Keywords:** • research trends • pedagogical disciplines • teaching courses • Department of Pedagogy • Montenegro •

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# Istraživački trendovi i akademski izazovi studijskog programa za pedagogiju u Crnoj Gori – između prošlosti i budućnosti

VUČINA ZORIĆ

**Rezime** Cilj ovog rada je bio istražiti koje su to dominantne tematske oblasti, istraživački trendovi i problemi kojima se bavilo akademsko osoblje Studijskog programa za pedagogiju na Univerzitetu Crne Gore u prošlosti, kao i oni koji su aktuelni i očekivani u skorijoj budućnosti. Navedeno je analizirano kroz raznovrsne aktivnosti, istraživanja, projekte i publikacije angažovanih profesora i radove doktoranata. Takođe, sprovedena je i komparacija zastupljenosti pojedinih pedagoških disciplina kroz promjene nastavnih predmeta u okviru planova i programa od osnivanja studijskog programa do danas. Tokovi i obilježja kretanja u navedenim segmentima u Crnoj Gori mogu se tretirati i kao pokazatelji značajnih promjena, izazova i problema statusa, same pedagogije kao nauke i studija, kako u lokalnom, tako i u širem kontekstu savremenih trendova kojima je pedagogija izložena i sa kojima pokušava da se bavi i suočava.

**Ključne reči:** • istraživački trendovi • pedagoške discipline • nastavni predmeti • Studijski program za pedagogiju • Crna Gora •

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# Competences of Pedagogues - From Global to Local Activity Context

SOFIJA VRCELJ & SINIŠA KUŠIĆ

**Abstract** In the efforts to meet the global trends, managerialism and the audit culture, the conceptualisation of the pedagogy study programmes is burdened by listing competencies. Standardisation of educational systems/activities has significant implications for the (semi)profession of pedagogy. Accordingly, the pedagogy study programmes have been artificially separated into the undergraduate and graduate level, although the purpose of this division remains unclear. The study programmes contain one semester subjects which leads to fragmentation of pedagogical disciplines as well as content splitting. The competencies gained from these study programmes degrade the knowledge quality due to it being decontextualized and dispersed. The pedagogues are therefore being educated according to the standards of normal schools and normal pupils while the holistic educational and the local communities' context is being disregarded. These conditions actualise the need to integrate and modularly design study programmes which would contribute to better affirmation of pedagogues as educational experts.

**Keywords:** • pedagogy study programmes • pedagogues • competencies • global context • local context •

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## Kompetencije pedagoga - od globalnog do lokalnog konteksta djelovanja

SOFIJA VRCELJ & SINIŠA KUŠIĆ

**Rezime** U nastojanjima udovoljavanja globalnim trendovima, menadžerijalizmu i audit kulturi koncipiranje studija pedagogije, i ne samo njih, opterećeno je navođenjem kompetencija i ishoda učenja. U tu svrhu slijede se različiti oblici standardizacije odgojno obrazovnih sustava i djelatnosti koja je vrlo suptilna i delikatna što ima značajne implikacije na (semi)profesiju pedagogije. Sukladno tome, studiji pedagogije u Hrvatskoj su umjetno razdvojeni na preddiplomsku i diplomsku razinu iako nije jasna svrha ovakve podjele. U studijima su zastupljeni jednosemestralni kolegiji što dovodi do cjepkanja pedagoških disciplina i rastakanja sadržaja, a kompetencije dervirane iz takvih studija objektivno degradiraju kvalitetu znanja budući je ono parcijalizirano i nekontekstualizirano. Pedagozi se tako obrazuju prema standardima normalnih škola i normalne djece pri čemu se ne uvažava cjeloviti kontekst odgoja i obrazovanja kao ni zahtjevi lokalnih sredina i ciljanih skupina. Takvi uvjeti aktualiziraju potrebu osmišljavanja integriranih i modularno koncipiranih studija koji bi doprinijeli boljoj afirmaciji pedagoga kao stručnjaka za odgoj i obrazovanje.

**Ključne riječi:** • studiji pedagogije • pedagogzi • kompetencije • globalni kontekst • lokalni kontekst •

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## Structure of pedagogy- pedagogical structures- structure of the Department of Pedagogy

MARKO PALEKČIĆ

**Abstract** The paper discusses the relationship between the structure of pedagogy (pedagogical science) and pedagogical structures. In the introductory part theoretical issues of pedagogy (structure of pedagogy or what makes the "core" of pedagogical theory) are discussed systematically. Then follows a brief discussion on the relationship between pedagogical theory and pedagogical research, as well as the relationship between theory and practice in pedagogy. The criteria for determining the structures as "pedagogical" are in the foreground. All the above questions lead to an intra-disciplinary problem in pedagogy or the relationship between general pedagogy and other pedagogical disciplines. The paper also discusses the relationship between pedagogy and other scientific disciplines. Finally, it is pointed out how all these still controversial questions are reflected in the structure of the Department of Pedagogy. For this purpose, the issue of relationship between discipline and profession is considered crucial.

**Keywords:** • pedagogy • structure of education • discipline of pedagogy • theory • practice •

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## Struktura pedagogije- pedagoške strukture- struktura odsjeka za pedagogiju

MARKO PALEKČIĆ

**Rezime** U radu se tematizira odnos strukture pedagogije (znanosti o pedagogiji) i pedagoških struktura. U uvodnom dijelu se na sustavan način raspravlja o teorijskim pitanjima pedagogije (struktura pedagogije ili što čini „jezgru“ pedagoške teorije). Zatim slijedi kratka rasprava o odnosu pedagoške teorije i pedagoških istraživanja, kao i odnosa teorije i prakse u pedagogiji. Pri tome kriteriji određivanja struktura kao pedagoških stoje u prvom planu. Sva ova pitanja vode k intra-disciplinarnom problemu u pedagogiji ili o odnosu opće i drugih pedagoških disciplina. U radu se raspravlja se i o odnosu pedagogije i drugih znanstvenih disciplina. Kako se sva ova još uvijek sporna pitanja zrcale u strukturi odsjeka za pedagogiju ukazuje se na kraju rada. Pri tome se pitanje odnosa discipline i profesije smatra ključnim.

**Ključne riječi:** • pedagogija • pedagoška struktura • pedagoška disciplina • teorija • praksa •

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## Doctoral degree papers in pedagogy in Croatia

IGOR RADEKA & ŠTEFKA BATINIĆ

**Abstract** Pedagogy is studied in Croatia at five out of eight public universities: the Faculty of Humanities and Social Sciences, University of Zagreb, since 1928; the Department of Pedagogy, University of Zadar, since 1961; the Faculty of Humanities and Social Sciences, University of Rijeka, since 1966; the Faculty of Humanities and Social Sciences, University of Osijek, since 2003; and the Faculty of Humanities and Social Sciences, University of Split, since 2007.

A humanities PhD degree in the field of pedagogy can be acquired at four out of the five listed institutions. The first doctoral thesis in the field of pedagogy at the Faculty of Humanities and Social Sciences of the University of Zagreb was defended in 1917.

The paper analyses the topics of 244 doctoral dissertations in pedagogy defended in Croatia. It determines their focus on certain pedagogical disciplines, as well as their relevance and importance not only for the period when they were created, but also for recent issues of education, pedagogy and the society as a whole.

**Keywords:** • doctoral degree paper • pedagogy • Croatia • university • education •

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## Doktorske disertacije iz pedagogije u Hrvatskoj

IGOR RADEKA & ŠTEFKA BATINIĆ

**Rezime** Pedagogija se studira u Hrvatskoj na pet od osam javnih sveučilišta: Filozofskom fakultetu Sveučilišta u Zagrebu od 1928., Odjelu za pedagogiju Sveučilišta u Zadru od 1961., Filozofskom fakultetu Sveučilišta u Rijeci od 1966., Filozofskom fakultetu Sveučilišta u Osijeku od 2003. i Filozofskom fakultetu Sveučilišta u Splitu od 2007.

Doktorati društvenih znanosti iz polja pedagogije stječu se na četiri od pet navedenih ustanova. Prvi doktorat iz područja pedagogije obranjen je na Filozofskom fakultetu Sveučilišta u Zagrebu 1917. godine.

U radu se analiziraju teme 244 doktorske disertacije koje su obranjene u Hrvatskoj iz pedagogije, utvrđuje se usmjerenost na određene pedagoškijske discipline, kao i aktualnost i važnost ne samo za vrijeme u kojem su nastale nego i za recentne probleme odgoja i obrazovanja, pedagogije i društva u cjelini.

**Ključne riječi:** • doktorska disertacija • pedagogija • Hrvatska • sveučilište • obrazovanje •

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# The challenges of the study programme of pedagogy in Macedonia

SUZANA MIOVSKA-SPASEVA

**Abstract** The dynamic and intense development of the study of pedagogy in Macedonia over the past seventy years is characterized by constant reform changes and efforts to modernize it in order to adapt it to the needs of the changing society as well as to the globalized trends in the field of education. The latest Bologna reform of the higher education has brought many challenges regarding the quality of the study programme, the competences of the pedagogues and their validation in the labour market. Based on the analysis of the degree structure of the study of pedagogy in Macedonia, examination of the institutional setting of the studies is made, as well as of curriculum approach transformation and the plurality of exit diplomas. Emphasis is also given to the need for reconsideration of the degree reform changes and the academic status of the pedagogy as an integral science of education.

**Keywords:** • Study of pedagogy • Higher education • Degree structure • Bologna reform • Macedonia •

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## Предизвиците на студиите по педагогија во Македонија

СУЗАНА МИОВСКА-СПАСЕВА

**Резиме** Динамичниот и интензивниот развој на студиите по педагогија во Македонија во текот на изминатите седумдесет години се карактеризира со постојани реформски промени и настојувања за нивно модернизирање со цел да се прилагодат на општествените промени, како и на глобалните трендови во областа на образованието. Последната Болоњска реформа во високото образование донесе многу предизвици во однос на квалитетот на студиската програма, компетенциите на педагозите и нивното вреднување на пазарот на трудот. Врз основа на извршената анализа на структурата на студиите по педагогија во Македонија на сите три циклуси, се разгледува институционалната поставеност на студиите, трансформацијата во однос на пристапот во остварувањето на предметните содржини и разновидноста на дипломите. Истовремено, се истакнува и потребата од преиспитување на реформските промени на трите циклуси на студии, како и на академскиот статус на педагогијата како интегрална наука за воспитувањето и образованието.

**Клучни зборови:** • студии по педагогија • високо образование • циклуси на студии • Болоњска реформа • Македонија •

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## Conference Program

<b>THURSDAY, October 26 – Room FF 0.1</b>	
<b>10:00–11:00 Welcome address and Plenary talk</b>	
<p><b>Welcome address:</b></p> <ul style="list-style-type: none"> <li>• Irena Stramljič Breznik, Vice-Dean for Academic Research at the Faculty of Arts, Maribor</li> <li>• Edvard Protner, Head of Department of Pedagogy</li> </ul> <p><b>Plenary talk:</b></p> <ul style="list-style-type: none"> <li>• Martin Kramar: Study of pedagogy at the University of Maribor</li> </ul>	
<b>11:15–12:15 Chair: Assoc. Prof. Dr. Marija Javornik Krečič</b>	
<ul style="list-style-type: none"> <li>• Marta Licardo, izr. prof. dr. Katja Košir, dr. Marko Kalan, izr. prof. dr. Tina Vršnik Perše: Research of additional professional support in the focus groups</li> <li>• Jernej Kovač, Marija Javornik Krečič: Role of parents during a divorce/end of a relationship</li> <li>• Tomaž Bratina: Multimedia materials and reasoning strategies</li> </ul>	
<b>12.15– 13.15 Chair: Prof. Dr. Mateja Pšunder</b>	
<ul style="list-style-type: none"> <li>• Danijela Rus Kolar: Practical Pedagogical Training in Second Cycle Study Programmes – Comparative Analysis Between the Faculties of the University of Maribor«</li> <li>• Alenka Fidler, Majda Schmidt, Jože Vauhnik: Professional choice of the people with spinal cord injury in the Republic of Slovenia</li> <li>• Maja Hmelak: Preschool teacher – the profession or a mission?</li> </ul>	
<b>13.15 – 14.30</b>	<b>LUNCH</b>
<b>14.30-15.30 Chair: Assist. Prof. Dr. Jernej Kovač</b>	
<ul style="list-style-type: none"> <li>• Laura Rožman, Andrej Koren, Branka Čagran, Milena Ivanuš Grmek: Leadership for learning and didactic characteristics of teaching</li> <li>• Milena Ivanuš Grmek, Branka Čagran: Perception of Teaching among Higher-education Teachers from Three Countries</li> <li>• Teja Lorgjer: The need for an integrated network of aid for students with learning disabilities in secondary vocational education</li> </ul>	
<b>15:40–16:40 Chair: Prof. Dr. Edvard Protner</b>	
<ul style="list-style-type: none"> <li>• Marija Pevec: Self-evaluation in school in the context of the developing national model of quality assessment and assurance</li> <li>• Ana Šmidhofer: The influence of philosophical anthropology and phenomenology on Slovenian pedagogical thought in the thirties of the 20th century</li> <li>• Andreja Tinta: Possibilities of establishin gall-day school model in the light of its development in Slovenia and international comparisons</li> </ul>	

**17.00 -18.30 ROUND TABLE – Room FF 0.1**
**Future Prospects of the Studies in Pedagogy  
 and of Pedagogy as a Science**

Round table participants:

- Martin Kramar, retired professor, Faculty of Arts, University of Maribor;
- Milena Ivanuš Grmek; Faculty of Education, University of Maribor;
- Robi Kroflič, Faculty of Arts, University of Ljubljana, president of SDP;
- Jurka Lepičnik Vodopivec, Faculty of Education, University of Primorska;
- Mojca Peček Čuk, Faculty of Education, University of Ljubljana;
- Zdenko Kodeljja, Pedagogical Institute, Ljubljana.

The discussion will be moderated by Edvard Protner, Head of Department of Pedagogy at the Faculty of Arts, University of Maribor.

The round table will be organized by the Department of Pedagogy at the Faculty of Arts of the University of Maribor in cooperation with the Slovenian Pedagogical Association (SPD) and the Slovenian Educational Research Association (SLODRE).

**19:00**
**DINNER**
**FRIDAY, October 27 - Room FF 0.1**
**9:00–10.00 Chair: Prof. Dr. Igor Radeka**

- Protner Edvard: The Pedagogics in Maribor until the World War II
- Snježana Šušnjara: Studying pedagogy in BiH today and in the past
- Vučina Zorić: Research trends and academic challenges of the department of pedagogy in Montenegro – between the past and the future

**10.10–11.30 Chair: Assoc. Prof. Dr. Vučina Zorić**

- Siniša Kušić, red. prof. dr. Sofija Vrcelj: Competences of Pedagogues - From Global to Local Activity Context
- Marko Palekčić: Structure of pedagogy- pedagogical structures-structure of the Department of Pedagogy
- Igor Radeka, Štefka Batinić: Doctoral degree papers in pedagogy in Croatia
- Suzana Miovska Spaseva: The challenges of the study programme of pedagogy in Macedonia

**11:40-12:40 Workshop: Connecting the Studies in Pedagogy within the**
**13.00–15:00**
**LUNCH**

Organization Committee	Program Committee
<ul style="list-style-type: none"> <li>• dr. Jernej Kovač</li> <li>• dr. Edvard Protner</li> <li>• dr. Marjan Krašna</li> <li>• dr. Marija Javornik Krečič</li> <li>• dr. Mateja Pšunder</li> <li>• dr. Tjaša Mohar</li> <li>• Peter Sitar</li> </ul>	<ul style="list-style-type: none"> <li>• dr. Edvard Protner (FF UM)</li> <li>• dr. Martin Kramar</li> <li>• dr. Marija Javornik Krečič (FF UM)</li> <li>• dr. Tina Vršnik Perše (PeF UM)</li> <li>• dr. Maja Hmelak (PeF UM)</li> <li>• dr. Tomaž Bratina (PeF UM)</li> <li>• dr. Vučina Zorić ( Univerza Črne Gore)</li> <li>• dr. Snježana Šušnjara (Univerza v Sarajevu)</li> <li>• dr. Siniša Kucić (Univerza v Reki)</li> </ul>

## Program

<b>ČETRTEK, 26. 10. 2017 – predavalnica FF 0.1</b>	
<b>10:00–11.00 Pozdravna nagovora in uvodni referat</b>	
<b>Pozdravni nagovor:</b> <ul style="list-style-type: none"><li>• Prof. dr. Irena Stramljič Breznik, p. p. dekanica Filozofske fakultete UM</li><li>• Prof. dr. Edvard Protner, predstojnik Oddelka za pedagogiko</li></ul>	
<b>Uvodni referat:</b> <ul style="list-style-type: none"><li>• Prof. dr. Martin Kramar: <i>Študij pedagogike na Univerzi v Mariboru</i></li></ul>	
<b>11:15–12:15 REFERATI – moderator: izr. prof. dr. Marija Javornik Krečič</b>	
<ul style="list-style-type: none"><li>• Doc. dr. Marta Licardo, izr. prof. dr. Katja Košir, dr. Marko Kalan, izr. prof. dr. Tina Vršnik Perše: <i>Raziskovanje izvajanja dodatne strokovne pomoči v fokusnih skupinah</i></li><li>• Doc. dr. Jernej Kovač, izr. prof. dr. Marija Javornik Krečič: <i>Vloga staršev ob razvezi/prenehanju partnerske skupnosti</i></li><li>• Doc. dr. Tomaž Bratina: <i>Multimedijska gradiva in strategije presoje</i></li></ul>	
<b>12.16– 13.15 REFERATI – moderator: red. prof. dr. Mateja Pšunder</b>	
<ul style="list-style-type: none"><li>• Asist. dr. Danijela Rus Kolar: <i>Praktično pedagoško usposabljanje v študijskih programih druge stopnje – primerjalna analiza med fakultetami Univerze v Mariboru</i></li><li>• Mag. Alenka Fidler, red. prof. dr. Majda Schmidt, zasl. prof. dr. Jože Vauhnik: <i>Izbira poklica pri osebah z okvaro hrbtenjače v Republiki Sloveniji</i></li><li>• Doc. dr. Maja Hmelak: <i>Vzgojitelj predšolskih otrok- poklic ali poslanstvo?</i></li></ul>	
<b>13.15 – 14.30</b>	<b>KOSILO</b>
<b>14.30-15.30 REFERATI – moderator: doc. dr. Jernej Kovač</b>	
<ul style="list-style-type: none"><li>• Laura Rožman, izr. prof. dr. Andrej Koren, red. prof. dr. Branka Čagran, red. prof. dr. Milena Ivanuš Grmek: <i>Vodenje za učenje in didaktične značilnosti pouka</i></li><li>• Red. prof. dr. Milena Ivanuš Grmek in red. prof. dr. Branka Čagran: <i>Pojmovanje učenja pri visokošolskih učiteljih iz treh držav</i></li><li>• Dr. Teja Lorger: <i>Potreba po celostni mreži pomoči za dijake s primanjkljaji na posameznih področjih učenja v srednjem poklicnem izobraževanju</i></li></ul>	
<b>15:40–16:40 REFERATI – moderator: red. prof. dr. Edvard Protner</b>	
<ul style="list-style-type: none"><li>• Dr. Marija Pevec: <i>Samoevalvacija v šoli v kontekstu nastajajočega nacionalnega modela ugotavljanja in zagotavljanja kakovosti</i></li><li>• Ana Šmidhofer: <i>Vpliv filozofske antropologije in fenomenologije na slovensko pedagoško misel v 30-ih letih 20. Stoletja</i></li><li>• Dr. Andreja Tinta: <i>Možnosti uveljavitve modela celodnevne osnovne šole v luči njenega razvoja na Slovenskem in mednarodne primerjave</i></li></ul>	

### 17.00 -18.30 OKROGLA MIZA – predavalnica FF 0.1

#### Prihodnost študija pedagogike in pedagogike kot znanosti

Kljub bogati tradiciji pedagoške misli na Slovenskem in njeni umeščenosti v akademsko okolje od nastanka Univerze v Ljubljani naprej, se zdi, da njen razvoj in vpliv danes nista več takšna, kot sta bila nekoč. V okviru tega izhodišča bomo na okrogli mizi razpravljali o naslednjih vprašanjih:

- Kako se je razvijal in kakšen je danes profil diplomantov pedagogike na prvi in drugi stopnji, njihova znanstvena in poklicna usposobljenost ter možnosti zaposlovanja v izobraževalnem sistemu?
- Kako na zaposlitvene možnosti pedagoga vpliva množica sorodnih študijskih programov, kot so npr. Socialna pedagogika, Specialna in rehabilitacijska pedagogika, Inkluzija v vzgoji in izobraževanju in pojav novih pedagoških študijskih programov brez jasnega disciplinarnega okvira (edukacijske vede, vodenje v izobraževanju, edukacijske politike...)?
- V kolikšni meri pedagogika kot znanstvena disciplina zadovoljuje potrebe pedagoškega usposabljanja učiteljev?
- Katere spremembe v študijskih programih pedagogike in katere raziskovalne prioritete bi bilo potrebno postaviti v primerjavi s študijskimi in raziskovalnimi trendi v tujini?
- Koliko vpliva imajo slovenski pedagogi pri oblikovanju in usmerjanju slovenske šolske prakse in politike?

Na okrogli mizi sodelujejo:

- dr. Martin Kramar, upokojeni član Oddelka za pedagogiko FF UM;
- dr. Milena Ivanuš Grmek; članica Oddelka za temeljne pedagoške predmete PeF MB;
- dr. Robi Kroflič, član Oddelka za pedagogiko in andragogiko FF UL, predsednik SDP;
- dr. Jurka Lepičnik Vodopivec, članica Oddelka za edukacijske vede PeF UP;
- dr. Mojca Peček Čuk, članica Oddelka za temeljni pedagoški študij, Pef UL;
- dr. Zdenko Kodelja, Pedagoški inštitut, Ljubljana.
- Pogovor bo vodil dr. Edvard Protner, predstojnik Oddelka za pedagogiko FF UM.

Organizira Oddelek za pedagogiko FF UM v sodelovanju s Slovenskim društvom pedagogov (SDP) in Slovenskim društvom raziskovalcev edukacije (SLODRE).

19:00

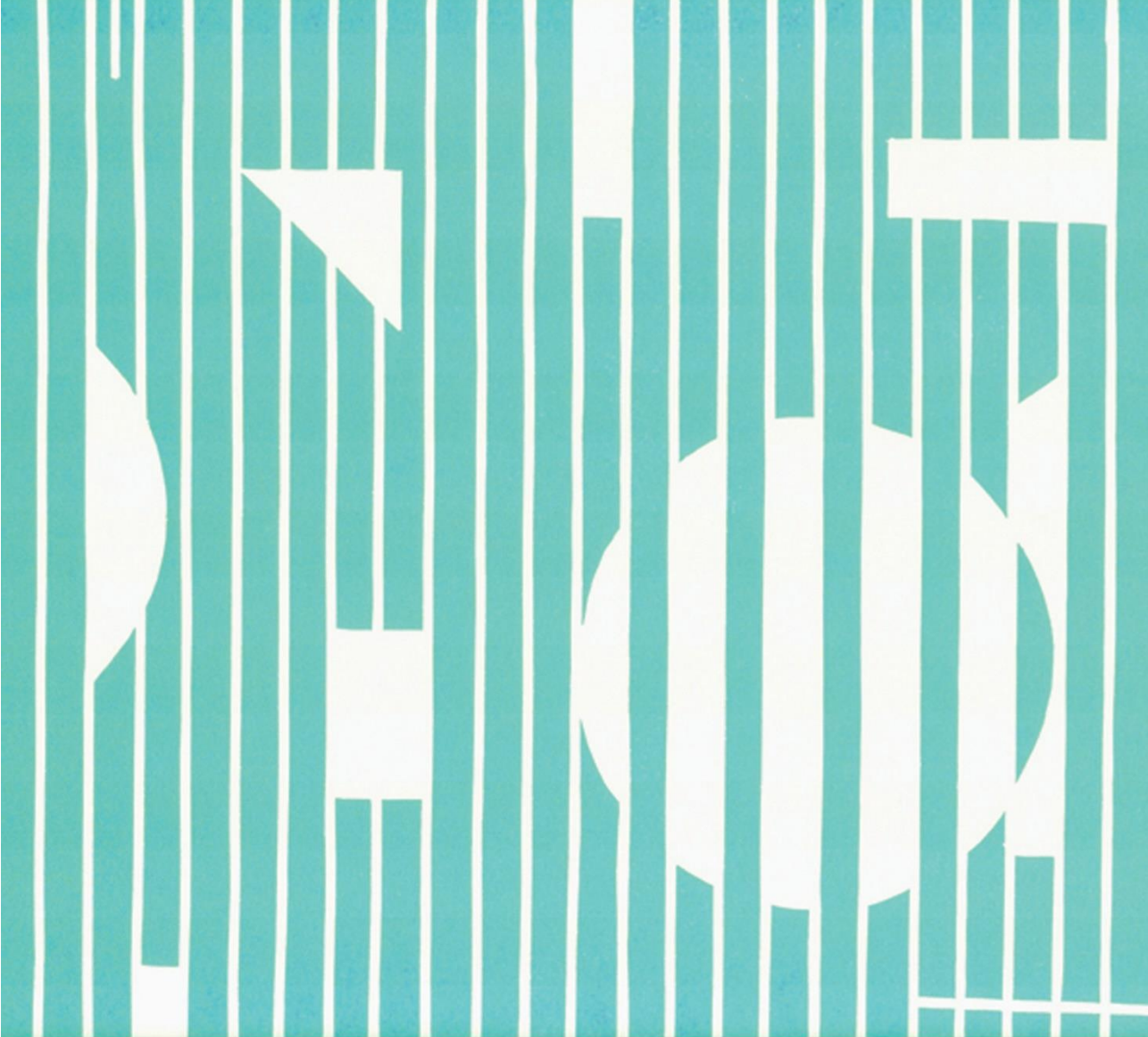
VEČERJA

<b>PETEK, 27. 10. 2017 predavalnica FF 0.1</b>	
<b>9:00–10.00 moderator: red. prof. dr. Igor Radeka</b>	
<ul style="list-style-type: none"> <li>• red. prof. dr. Protner Edvard: <i>Pedagogika v Mariboru do 2. svetovne vojne</i></li> <li>• izr. prof. dr. Snježana Šušnjara: <i>Izučavanje pedagogije u BiH u prošlosti i danas</i></li> <li>• izr. prof. dr. Vučina Zorić: <i>Istraživački trendovi i akademski izazovi studijskog programa za pedagogiju u Crnoj Gori – između prošlosti i budućnosti</i></li> </ul>	
<b>10.10–11.30 moderator: izr. prof. dr. Vučina Zorić</b>	
<ul style="list-style-type: none"> <li>• doc. dr. Siniša Kušić, red. prof. dr. Sofija Vrcelj: <i>Kompetencije pedagoga - od globalnog do lokalnog konteksta djelovanja</i></li> <li>• red. prof. dr. Marko Palekčić: <i>Struktura pedagogije- pedagoške strukture-struktura odsjeka za pedagogiju</i></li> <li>• red. prof. dr. Igor Radeka, doc. dr. Štefka Batinić: <i>Doktorske disertacije iz pedagogije u Hrvatskoj</i></li> <li>• red. prof. dr. Suzana Miovska Spaseva: <i>Предизвиците на студиите по педагогија во Македонија</i></li> </ul>	
<b>11:40-12:40 Delavnica: Sodelovanje študijskih programov pedagogike v regiji</b>	
<b>13.00–15:00</b>	<b>KOSILO</b>

Organizacijski odbor	Programski odbor
<ul style="list-style-type: none"> <li>• Predsednik: dr. Jernej Kovač</li> <li>• dr. Edvard Protner</li> <li>• dr. Marjan Krašna</li> <li>• dr. Marija Javornik Krečič</li> <li>• dr. Mateja Pšunder</li> <li>• Peter Sitar</li> </ul>	<ul style="list-style-type: none"> <li>• Predsednik: dr. Edvard Protner (FF UM)</li> <li>• dr. Martin Kramar</li> <li>• dr. Marija Javornik Krečič (FF UM)</li> <li>• dr. Tina Vršnik Perše (PeF UM)</li> <li>• dr. Maja Hmelak (PeF UM)</li> <li>• dr. Tomaž Bratina (PeF UM)</li> <li>• dr. Vučina Zorić ( Univerza Črne Gore)</li> <li>• dr. Snježana Šušnjara (Univerza v Sarajevu)</li> <li>• dr. Siniša Kucić (Univerza v Reki)</li> </ul>







University of Maribor

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Faculty of Arts