SLOVENSKO
OGRODJE
KVALIFIKACIJ

Magister profesor poučevanja/magistrica profesorica poučevanja

Selected qualifications

Name of qualification	Magister profesor poučevanja/magistrica profesorica poučevanja
Translated title (no legal status)	Master of Arts in teaching
Type of qualification	Diploma druge stopnje
Category of qualification	Izobrazba
Type of education	Master's education
Duration	1 year
Credits	60 credits

Admission requirements

• A completed first-cycle study programme in a relevant previous field of study (first indent of Article 38a of the ZVis), consisting of 240 credits; or
• a completed first-cycle study programme (academic or professional) in a relevant previous field of study (first indent of Article 38a of the ZVis), consisting of 180 credits; or
• a completed first-cycle study programme consisting of 240 credits in another field (second indent of Article 38a of the ZVis); or
• a completed first-cycle study programme (academic or professional) consisting of 180 credits in another field (second indent of Article 38a of the ZVis); or
• a completed professional higher education programme under the old programme in another field, consisting of 180 credits, if prior to enrolment the candidate has completed the course units that are essential for further study in the chosen field.

ISCED field

Field
Izobraževalne znanosti in izobraževanje učiteljev

ISCED subfield

subfield izobraževanje učiteljev s predmetno specializacijo

Qualification level

SQF 8
EQF 7
Second level

Learning outcomes

The qualification holder will be able to:
(general competences)

- undertake autonomous teaching work,
- demonstrate knowledge and application of appropriate methods of research and development of own practice,
- undertake research and transfer knowledge into practice,
- take responsibility for own professional development and learning by evaluating and reflecting on own work (experience learning, intervision, supervision),
- establish partnership relations with users and other groups,
- develop new knowledge and understanding of the field,
- work in accordance with ethical norms and the professional code of conduct,
- cooperate in an interdisciplinary team and communicate with all actors involved in the education process (children, adolescents, parents and professional staff),
- reflect on and evaluate existing educational practices and identify unexploited possibilities for raising their quality,
- develop higher cognitive skills associated with the creation of new knowledge,
- demonstrate a capacity for leadership and organisation,

(subject-specific competences)

subject field BIOLOGY:

- cooperatively address the problems of teaching various biological topics,
- discuss and communicate knowledge about problems relating to various natural systems – organisms and ecosystems – and the ethics of nature,
- demonstrate thorough knowledge and understanding of the specificities of content and teaching methods in the teaching of biology in elementary, lower vocational, secondary vocational and secondary technical schools,
- adapt practice to the requirements of biological science,
- use biological research to design practices,
- use biological research methods in the education process,
- teach biology topics,

subject field PHYSICS:

- demonstrate an in-depth knowledge of the discipline that enables technical correctness in teaching,
- develop and use new methods of teaching physics topics and new experimental methods,
- reflect on and evaluate the effects of introducing new methods to teaching,
- develop knowledge and understanding in the field of special didactics of physics,
- reflect on values that are relevant to educational activities,
- provide organisation, leadership and mentoring in research projects,
- explain complex phenomena in non-specialist terms,
- subject field HOME ECONOMICS:
- demonstrate knowledge, understanding and application of more complex content of home economics modules,
- address problems from the field of home economics in a pedagogical context with advanced heuristics and strategies,
- affirm the importance of home economics in the culture in interdisciplinary teaching activity,
- demonstrate thorough knowledge and understanding of the specificities of content and teaching methods in the teaching of home economics in elementary and secondary schools,
- demonstrate thorough knowledge and understanding of and the capacity to develop the home economics curriculum,
- develop theoretically supported didactic aspects of teaching home economics while reflecting on own practice,
- present professional and research activity in specialist media and at specialist presentations,
- reflect on values that are relevant to educational activities,
- develop knowledge and understanding in the selected field of educational professional specialisation, e.g. curriculum studies, education policies, adult education,

subject field CHEMISTRY:

- demonstrate an in-depth knowledge of the discipline that enables technical correctness in teaching,
- develop and use new methods of teaching chemistry topics and new experimental methods,
- reflect on and evaluate the effects of introducing new methods to teaching,
- develop knowledge and understanding in the field of special didactics of chemistry,
- reflect on values that are relevant to educational activities,
- provide organisation, leadership and mentoring in research projects,
- explain complex phenomena in non-specialist terms,

subject field MATHEMATICS:

- demonstrate knowledge, understanding and application of more complex content in the field of elementary mathematics,
- address mathematical problems in a pedagogical context with advanced heuristics and strategies,
- affirm the importance of mathematics in the culture in interdisciplinary teaching activity,

- demonstrate proficiency in the use of general and mathematics-specific information and communication technologies,
- present professional activity in specialist media and at specialist presentations,
- demonstrate thorough knowledge and understanding of the specificities of content and teaching methods in the teaching of mathematics in elementary and secondary schools,
- demonstrate thorough knowledge and understanding of and the capacity to develop the mathematics curriculum,
- develop theoretically supported didactic aspects of teaching mathematics while reflecting on own practice,

subject field COMPUTER SCIENCE:

- demonstrate knowledge, understanding and application of more complex content in the field of computer science (according to the definition of the ACM/IEEE Computer Science Curricula),
- address problems from the field of computer science in a pedagogical context with advanced heuristics and strategies,
- demonstrate thorough knowledge and understanding of the specificities of content and teaching methods in the teaching of computer science in elementary and secondary schools,
- demonstrate thorough knowledge and understanding of and the capacity to develop the computer science curriculum,
- demonstrate proficiency in the more complex didactic and technical aspects of the use of information and communication technologies in various fields of education,
- demonstrate proficiency in more complex approaches to the collection, processing, storage and presentation of data in a pedagogical context,
- demonstrate proficiency in more complex approaches to the use of ICT for communication, cooperative work and counselling in a pedagogical context,
- undertake research in the field of teaching computer science and the use of ICT in education,
- present professional activity in specialist media and at specialist presentations,

subject field ENGINEERING:

- demonstrate an in-depth knowledge of the engineering discipline that enables technical correctness in teaching,
- develop knowledge and understanding in the field of special didactics of engineering,
- develop and use new methods and strategies for teaching technical topics and computer models of modern learning environments,
- reflect on and evaluate the effects of introducing new methods and strategies of technical education to teaching,
- provide organisation, leadership and mentoring in research projects,
- use engineering research to design practices,
- integrate previously acquired knowledge from different fields and adapt practice to specific educational contexts,
- demonstrate understanding of new technologies and scientific discoveries in the field of engineering and transfer them into educational practice,
- carry out analysis on the basis of the disassembly of an unfamiliar technical system,
- develop knowledge and understanding of the use of modern methods and tools for modelling, analysis, simulation, visualisation and experimental work in engineering.

Assessment and completion

Examination performance is scored as follows: 10 (excellent); 9 (very good: above-average knowledge but

with some mistakes); 8 (very good: solid results); 7 (good); 6 (adequate: knowledge satisfies minimum criteria); 5–1 (inadequate). In order to pass an examination, a candidate must achieve a grade between adequate (6) and excellent (10).

Progression

For candidates taking the programme as a full-time course consisting of the basic 60 credits, there are no conditions for progression (course lasts one year). For candidates taking the programme as a part-time course, conditions for progression are determined by taking into account the overall requirements (all envisaged credits) defined for an individual year of study (a minimum of 30 and a maximum of 45 ECTS credits).

Transitions

Third-cycle doctoral study programmes (SQF level 10)

Condition for obtaining certificate

Candidates must complete all credits from all relevant parts of the programme in order to complete their studies.

Awarding body

University of Ljubljana, Faculty of Education

URL

https://www.pef.uni-lj.si/12.html