
Magister profesor francoščine in .../magistrica profesorica francoščine in ...

Selected qualifications

Name of qualification	Magister profesor francoščine in .../magistrica profesorica francoščine in ...
Translated title (no legal status)	Master of Arts in teaching French and ...
Type of qualification	Diploma druge stopnje
Category of qualification	Izobrazba
Type of education	Master's education
Duration	2 years
Credits	120 credits

Admission requirements

- A completed first-cycle bi-disciplinary study programme in the same disciplines; or
- any other completed first-cycle study programme in other fields, if prior to enrolment the candidate has completed course units essential for second-cycle studies; these are determined with reference to how different the professional field is and consist of 10-60 credits; or
- a completed professional higher education programme (under the former programme), if prior to enrolment the candidate has completed course units essential for second-cycle studies; these are determined with reference to how different the field is, and consist of 10 to 60 credits.

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)

- perform logical and abstract analyses, synthesise and evaluate,
- express in depth their knowledge of both specialist fields in written and oral form and evaluate them critically,
- transfer intra- and interdisciplinary knowledge into practice,
- independently enhance, refine and link acquired knowledge and qualifications with various professional fields,
- contextualise and independently supplement information,
- transfer own knowledge and skills to other problem areas (ability to transfer),
- resolve problems, conflicts and work tasks in an intra- and interdisciplinary manner,
- solve problems in a team,
- organise and lead expert groups,
- perform (self-)evaluation and (self-)assessment, and think critically and holistically,
- locate new sources of knowledge independently and interpret and apply them in professional and academic fields,
- use ICT professionally and effectively in searching for, selecting, processing, presenting and disseminating information,
- ensure the quality of own work and raise quality standards in the work environment,
- develop and disseminate technical subject matter to the student in a comprehensible manner,
- appropriately link the objectives of syllabuses, content, teaching methods and student development in the implementation of the academic curriculum,

- effectively plan, organise and carry out teaching activities,
- demonstrate proficiency in the principles of educational research and their application in improving learning and teaching,
- promote active and independent learning in such a way that allows students to plan, monitor, evaluate and balance their learning independently,
- promote cooperative learning that allows students to develop social skills for successful participation in various heterogeneous groups,
- appropriately use various methods to monitor, verify and assess the progress of an individual student in accordance with objectives and provide constructive feedback,
- monitor and evaluate the progress of students in the area of assimilating learning strategies, learning social skills, reading and information literacy,
- inform parents and other responsible persons of students' progress,
- communicate effectively and develop positive relationships with students,
- create an encouraging learning environment and a student community in which diversity is appreciated and in which students feel accepted, safe and self-confident,
- formulate clear rules regarding behaviour and discipline in class based on the mutual respect of all participants,
- deal successfully with inappropriate behaviour, aggressiveness and conflicts, and apply the appropriate strategies to resolve such issues,
- provide all students with equal opportunities and adapt work to their individual characteristics,
- identify students with special needs and their strong and weak areas, adapt work to their abilities and work with the appropriate experts and institutions as required,
- develop a positive attitude towards students, and show respect for their social, cultural, language and religious backgrounds,
- take into account ethical principles and statutory provisions in their work,
- demonstrate and promote the positive values, views and behaviour expected from students,
- communicate effectively and cooperate with parents and other persons responsible for students,
- cooperate with other teachers and colleagues at school,
- be involved and cooperate in various activities in the immediate and broader environment, and in the field of education,
- plan, monitor, evaluate and balance own professional development,
- use the appropriate methods for motivating students, and develop strategies that facilitate lifelong learning,
- encourage flexibility and perseverance in facing new challenges and tasks and develop students' capacity for self-evaluation,
- use ICT in work and develop information literacy in students,
- develop communication and social skills among students,

(subject-specific competences)

- demonstrate proficiency in fundamental analytical, descriptive and methodological concepts for the description of the French language,
- demonstrate proficiency in fundamental analytical, descriptive and methodological concepts for the description of French literature,
- demonstrate proficiency in fundamental analytical, descriptive and methodological concepts for the description of French and francophone culture,
- use various language manuals,
- use electronic language tools.

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

In order to progress to a higher year, students must complete course units totalling 90% of the credits prescribed by the curriculum for the individual year (i.e. 54 out of 60 credits).

Transitions

Third-cycle doctoral study programmes (SQF level 10)

Condition for obtaining certificate

To complete the study programme, students must successfully complete teaching practice in both subjects of the two-subject programme, defend a master's thesis, and complete all other course units of the second-cycle, two-subject teacher training programme, totalling 120 credits.

Awarding body

University of Ljubljana, Faculty of Arts

URL

<https://romanistika.ff.uni-lj.si/en>
