

Magister profesor nemščine/magistrica profesorica nemščine

Selected qualifications

Name of qualification

Magister profesor nemščine/magistrica profesorica
nemščine

Translated title (no legal status)

Master of Arts in teaching German studies

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 Bologna first-cycle academic higher education programme in Germanic studies; or
- a completed Bologna first-cycle bi-disciplinary academic higher education programme in German studies; or
- any other Bologna first-cycle academic higher education programme in a related field; or
- a completed professional higher education programme in a related field, for instance pre-school education, theology, administration, social science IT or higher business school.

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)

- think in a logical, abstract, analytical and synthetic way,
- express professional knowledge in written and oral form and reflect on and evaluate it critically,
- transfer acquired knowledge into practice competently and with authority,
- link acquired knowledge and qualifications with various professional fields, and independently enhance and refine them,
- appropriately contextualise and independently supplement information,
- transfer own knowledge and skills to other problem areas (ability to transfer), and resolve them in an intra- and interdisciplinary way,
- perceive and resolve innovatively complex problems and conflict situations and make decisions competently and with authority,
- respond appropriately to new situations and create new concepts,
- reflect and self-reflect and think critically and holistically,
- independently search for new sources of knowledge in the professional and scientific field,
- use ICT professionally and effectively in searching for, selecting, processing, presenting and disseminating information,
- competently receive the opinions of others and respond to them in an authoritative and reasoned way,
- assess own and others' capacities and abilities and act effectively and economically,
- assess and ensure the quality of own work, and raise quality standards in the work environment,
- monitor current events in the media critically and in depth,
- make creative sense of data and synthesise information,
- develop intercultural communication in formal and non-formal positions,
- 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 equal opportunities to all students and adapt work to their individual needs,
- 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 demonstrate 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 information and communication technology in work, and develop information literacy among students,
- develop communication and social skills among students,

(subject-specific competences)

- understand, speak and write standard German at the C2 level,
- understand language as a medium and a result of symbolic interaction, and recognise its cognitive, emotional, creative, social, referential and metalinguistic functions and use it appropriately,
- demonstrate proficiency in contemporary theories and theoretical models of teaching a foreign language, evaluate them critically and apply them effectively through the appropriate array of academic tools,
- recognise the particularities of language, literature and culture of German-speaking countries, and compare them with the particularities of Slovene language, literature and culture,
- develop a thorough understanding among students of the differences between German-speaking countries and their cultures,
- apply differentiated understanding and dissemination of linguistic, literary and cultural phenomena

- and processes and (dis)continuities in a diachronic and synchronic perspective,
- critically and competently respond to technical, academic and literary texts and texts in the field of didactics of teaching and learning a foreign language,
- verbalise specialised and general knowledge in the appropriate linguistic form and adapt it to various levels of teaching German,
- possess a repertoire of academic language that is a reflection of partnership learning and promotes intercultural learning,
- understand and appropriately communicate linguistic, literary and cultural phenomena and processes in teaching German,
- successfully apply the didactics of a foreign language as an intermediary discipline for findings in other academic disciplines in teaching German,
- develop technical subject matter for the educational process of teaching German,
- demonstrate knowledge of pedagogical theory and didactic laws of teaching a foreign language,
- demonstrate mastery of basic principles and processes for the planning, implementation and evaluation of the learning process,
- demonstrate knowledge of basic documents relating to education and syllabuses for German,
- appropriately link the objectives of syllabuses, content, teaching methods and student development in the development of the academic curriculum for teaching German,
- promote cross-curricular integration,
- apply strategies and methods of teaching German that promote understanding, use, linking and development of new knowledge,
- apply interactive teaching methods and cooperative team work,
- promote project and research work in the teaching of German at the national and international levels,
- use ICT in the teaching of German and develop information literacy among students in accordance with the subject,
- create an encouraging learning environment for the learning of German,
- identify students with special needs in the learning of a foreign language and adapt methods, forms and strategies for teaching and learning a foreign language to individuals,
- monitor and evaluate the progress of students in the area of assimilating learning strategies for German and developing all four linguistic abilities.

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 the second year, students must complete in full all requirements laid down by the curriculum and individual syllabuses for the first year, totalling 60 credits.

Transitions

Third-cycle doctoral study programmes (SQF level 10)

Condition for obtaining certificate

In order to complete the study programme, students must complete all requirements laid down by the study programme and the syllabuses of individual subjects, totalling 120 credits.

Awarding body

University of Ljubljana, Faculty of Arts

URL

<http://germanistika.si/sl/studij/ma-nemscina-enopredmetni-ped/cilji-in-kompetence>
