
Magister profesor nemščine in .../magistrica profesorica nemščine in ...

Selected qualifications

Name of qualification	Magister profesor nemščine in .../magistrica profesorica nemščine in ...
Translated title (no legal status)	Master of Arts in teaching German 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-discipline academic higher education programme in the same disciplines; or
- any other first-cycle academic higher education programme in another field, 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; 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,
- competently 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 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 C1+ 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, and evaluate them critically,
- recognise the particularities of language, literature and culture of German-speaking countries, and compare them with the particularities of the Slovene language, literature and culture,
- develop a thorough understanding among students of the differences between German-speaking countries and their cultures,
- competently respond to technical 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,
- 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 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 from the first year to the second year of a second-cycle two-subject teacher training programme, students must complete all the 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

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

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