
Magister profesor slovenistike in .../magistrica profesorica slovenistike in ...

Selected qualifications

Name of qualification	Magister profesor slovenistike in .../magistrica profesorica slovenistike in ...
Translated title (no legal status)	Master of Arts in teaching Slovene studies 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 up to 60 credits; or
- a completed study programme of professional higher education adopted between 1 January 1994 and 11 June 2004 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 up 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)

- think in a logical, abstract, analytical, synthetic, divergent and associative way,
- understand, analyse, summarise and critically evaluate various texts and views,
- critically evaluate acquired professional knowledge,
- make professionally appropriate and effective use of available modern information and communication technologies and facilities to seek, select, process/use and further communicate information,
- integrate acquired knowledge and competences in an interdisciplinary manner on the basis of general broadness of views and familiarity with academic fields,
- recognise and take into account specific traditions in communication for specific cultures or (social) groups,
- use own knowledge and methodological solutions to solve new problems and tasks ("transfer competences"),
- logically appropriate posing (and resolving) of complex questions, especially in connection with language and literature,
- studying a problem from different points of view and resolving it in an interdisciplinary way, including in a multicultural environment,
- solve problems and seek realistically feasible solutions through an independent, self-initiative and innovative approach,
- independently plan, organise and deal with a topic in the form of projects, including in cooperation with others (in groups, team work),

- interpret research results on a high level, understand the co-dependence of scientific findings and achievements and critically evaluate own and other's achievements and findings,
- communicate own specialist and wider knowledge in a comprehensible and persuasive manner that is appropriate to the communication situation, using correct language, in a specialist (including popular science), scholarly, journalistic or promotional text,
- participate constructively in public (professional or media) discussion relating to a specific topic in Slovene studies or a broader topic,
- present own views in a properly argued, logical and convincing way in spoken or written discussions and negotiations,
- take responsibility for managing and coordinating highly demanding professional tasks,
- demonstrate ethical self-reflection, sensitivity to ethical criteria and commitment to professional ethics,
- pursue own vocational/professional development (open to further training and lifelong learning),
- play an active part in creating the Slovene cultural space,
- teach effectively in terms of understandable communication of technical subject matter to students, appropriate linking of the aims of syllabuses, content, teaching methods and student development, effective planning, organisation and implementation of learning activities, promotion of active and independent learning among students and cooperative learning and mastery of the principles of research in the pedagogical field with the aim of improving own teaching,
- appropriately verify and assess knowledge and monitor student progress in terms of providing constructive feedback in the area of assimilating learning strategies, learning social skills, reading and information literacy and informing parents and other responsible persons of student progress,
- communicate effectively with students and conduct lessons in an encouraging environment in terms of rules of behaviour and discipline in class, based on the mutual respect of all participants, use of appropriate strategies for resolving situations arising from inappropriate behaviour or aggression, providing all students with equal opportunities and recognising their individual qualities,
- observe ethical principles and legal provisions associated with own professional field,
- cooperate with other teachers and colleagues at school,
- be involved in various activities in the field of education,
- plan, monitor, evaluate and balance own professional development,
- develop strategies for lifelong learning,
- encourage perseverance and self-evaluation among students,
- develop information literacy and communication and social skills among students,

(subject-specific competences)

- demonstrate thorough understanding of the basic field of language study,
- understand and describe linguistic phenomena in their systemic, social, psychological and historical associations,
- understand language as a medium and a result of symbolic interaction in its cognitive, emotional, creative and social functions,
- understand and help shape literary language norms and their functioning,
- actively keep abreast of language policy and language culture developments,
- analyse in a professionally appropriate and independent way and critically assess the spoken/written word from various points of view and the use and role of language media in a wider context,
- select appropriate styles, domains, media and text types for a given register,
- adjust/reformulate texts of one type for different registers (purpose, interlocutor, medium, etc.),
- effectively put into spoken or written words various topics, thereby creating linguistically correct, coherent, cohesive and appropriate professional, journalistic or promotional texts,
- understand literary texts of various types/genres, their generation and effect (social, cultural, aesthetic, media and biographical aspects),
- recognise Slovenia's literary heritage and understand its special position in relation to related European and world literary phenomena and processes,
- recognise the fundamental and more subtle elements of literary work,

- “translate” challenging older Slovene literary texts,
- reflect on own knowledge of a text and take a view regarding issues of literary evaluation,
- read/interpret and present literary texts in a linguistically correct, logical and understandable, aesthetically and rhetorically effective (vocalised) way,
- recognise strategies of creative writing,
- link literary knowledge to knowledge of other arts,
- advise others about reading literary texts appropriate for them,
- be familiar with the functioning of cultural institutions,
- plan and lead study circles, research camps, professional meetings and workshops,
- plan, organise and implement public (cultural, professional and other) events,
- present and promote Slovene language, literature and culture in own working environment,
- help shape public views of Slovene language, literature and culture and influence national (self-)awareness,
- appropriately and intelligibly reformulate and communicate linguistic and literary studies knowledge to students,
- select learning objectives, content and methods of teaching Slovene language and literature that are appropriate for the students' stage of development, taking into account the specific needs of students,
- justify in a professionally appropriate manner the selected learning objectives, content and methods from the point of view of the teaching of Slovene language and literature, and on the basis of knowledge and understanding of the learning process, curriculum requirements, the general development of the child and the specific needs of students,
- using appropriate criteria to evaluate non-literary and literary texts, assess their suitability for use in teaching Slovene,
- effectively use study aids and accessories for teaching Slovene, including information and communication technologies and their adaptation to the needs/interests of students,
- plan and implement learning units for the teaching of Slovene, integrate them logically and build on them,
- formulate clear, encouraging and realistic expectations regarding students and use an appropriate strategy to monitor the communicative capacities of students, their ability to read literary material and their broader cultural capacity,
- apply an adequate strategy for checking and formulating criteria for assessing knowledge,
- develop a positive attitude among students regarding Slovene language, literature and culture,
- encourage students to communicate in Slovene and to pursue lifelong development of their capacity for communication,
- apply the principles of teaching Slovene as a second/foreign language and select appropriate learning objectives, content and methods of teaching Slovene as a second/foreign language,
- plan and implement teaching of Slovene for adults or as part of lifelong learning,
- link language and literature teaching into a coherent whole and plan and implement cross-subject links, including in the form of project work,
- monitor, research and critically assess own learning practice and seek opportunities to improve it,
- critically consider current issues relating to special teaching methods and formulate professionally based views and proposals for change,
- effectively present in spoken or written form own and other findings and views on the principles of teaching Slovene language and literature and their concrete realisation to the general and specialist public in journalistic or specialist texts,
- on the basis of professional criteria, assess and co-create learning aids for teaching Slovene at all levels of education and for various types of schools,
- responsibly direct own professional development in the process of lifelong learning.

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, 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

Students must complete all requirements defined by the study programme in order to complete their studies.

Awarding body

University of Ljubljana, Faculty of Arts

URL

<http://www.slov.si/studijski-program/#>
