

Magister profesor zgodovine/magistrica profesorica zgodovine

Selected qualifications

Name of qualification	Magister profesor zgodovine/magistrica profesorica zgodovine
Translated title (no legal status)	Master of Arts in teaching history
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 single-subject first-cycle study programme in history; or
- completed undergraduate studies in a humanities field (first cycle, 180 credits); candidates must additionally acquire 20 credits from a single-subject undergraduate cycle; or
- completed undergraduate studies in a social sciences field (first cycle, 180 credits); candidates must additionally acquire 30 credits from a single-subject undergraduate cycle; or
- completed undergraduate studies in a technical and natural science field (first cycle, 180 credits); candidates must additionally acquire 60 credits from a single-subject undergraduate cycle; or
- a completed professional higher education programme under an old programme in the humanities or social sciences.

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)

- 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 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 when tackling new challenges and tasks and develop student's capacity for self-evaluation,
- use ICT in work and develop information literacy in students,
- develop communication and social skills among students,
- independently acquire sources, knowledge and information,
- critically read and understand sources and texts,
- demonstrate a high level of spoken and written communication skills,
- work as part of a team,
- pursuing lifelong learning in a knowledge-based society,
- develop own research approaches and orientations in solving pedagogical problems,
- use information and communication technologies,
- demonstrate mastery of research methods, pedagogical procedures and processes,
- demonstrate capacity for ethical reflection and a commitment to professional pedagogical ethics,
- work autonomously in the historical and pedagogical profession,

(subject-specific competences)

- show a knowledge of the fundamental didactic and methodical aspects of teaching history in elementary and secondary schools and of modern didactics of history,
- integrate theoretical knowledge with practical pedagogical work in elementary and secondary schools,
- plan, monitor, verify and evaluate history teaching and extramural activities (museum work, archive work, field work, school in nature) in elementary and secondary schools,
- comprehensively perform the work of a history teacher in elementary and secondary schools,
- show a familiarity with and mastery of historical knowledge and historical interpretation,
- describe, analyse and interpret individual historical events and processes,
- recognise fundamental historiographical texts and master the latest theoretical historiographical positions,
- perform independent and original interpretation of historical events,
- formulate original professional and pedagogical papers,
- reflect, self-evaluate and self-assess.

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

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

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