

Archived

Magister profesor zgodovine in .../magistrica profesorica zgodovine in ...

Selected qualifications

Name of qualification	Magister profesor zgodovine in .../magistrica profesorica zgodovine in ...
Translated title (no legal status)	Master's degree in teaching history 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

- Diploma in a first-cycle study programme in history; or
- diploma in a first-cycle study programme in another field, if the candidate passes differential exams totalling 48 ECTS credits in the following subjects: Ancient history, Rise and fall of cultural and economic centres in the Mediterranean, General history of the Middle Ages, Economic and social history of the modern era, History of the Slovenes in the 19th and 20th centuries, History of the Slovene lands up to the end of the 18th century, General history of the 20th century, History of the 19th century.

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)

- communicate effectively with students, develop a positive group atmosphere and good relations with students and among them, and in this way create a safe and encouraging learning environment in which students feels accepted, and in which diversity is valued and independence and responsibility are encouraged,
- (co-)create clear rules for discipline and behaviour in the classroom, and use appropriate strategies for facing inappropriate behaviour, aggression and conflict,
- demonstrate a positive attitude to students through understanding and respect of their social, cultural and linguistic origins,
- master the fundamental principles and procedures for planning, implementing and evaluating the learning process, where in putting the curriculum into practice they appropriately link and coordinate the aims, content, learning methods and approaches while observing modern curricular and didactic knowledge, and in planning and implementing lessons they take account of the developmental and other characteristics of students and the laws and factors of successful learning, and they adapt lessons to the individual characteristics of students in terms of prior knowledge, interests, styles and abilities for learning,
- establish a strong learning environment by using a wide range of learning methods and strategies that promote the intellectual activities of students and by making rational combinations of individual, group and frontal lessons, using effective methods for promoting motivation and development of independent learning strategies among students (learning to learn), including appropriate information and communication technology and developing IT literacy among students,
- demonstrate proficiency in and rational application of various methods for checking and assessing knowledge and achievements, and monitoring the progress of students, both in the area of knowledge and learning strategies and social skills,
- provide constructive feedback and appropriately report learning outcomes,

- demonstrate proficiency in organisational and administrative tasks related to planning, implementing, monitoring and evaluating the learning process (spatial and time planning, rational selection and use of aids and materials),
- effective class management (class teacher) and effective communication and cooperation with teachers and other workers in the school (team and project work, etc.) and with parents and other persons responsible for students,
- have a knowledge and understanding (take account) of the institutional frameworks of the school's operation (legislation, etc.),
- carefully analyse the good and weak sides of own pedagogical work and plan own professional development,
- be open to feedback and advice in the occupational environment,
- familiarise self with modern achievements of historical studies that are important for professional work, and critically and prudently include new findings in own pedagogical work,
- exploit opportunities for continuous professional development and for innovation in own pedagogical work,
- creatively participate in research and development projects aimed at improving educational work,
- analyse, synthesise and envisage solutions and the consequences of factors in the history profession,
- critically verify written and oral sources and information and analyse phenomena,
- give public presentations,
- be autonomous, (self-)critical and reflective and strive for quality,
- demonstrate knowledge of concepts in education and their philosophical and historical foundations,
- demonstrate knowledge and understanding of social systems, particularly of processes in education,
- demonstrate understanding of individual values and value systems and deal with questions of professional ethics,
- demonstrate an orientation towards inclusive, non-discriminatory work and multiculturalism,
- demonstrate general knowledge, communicate with experts from other professional and academic fields,
- understand basic concepts of scientific approaches in the profession that guide the student to analyse and solve problems,
- show commitment to professional ethics and develop critical judgement that will contribute to quality transfer of knowledge,
- independently study to develop critical reflection; acquire social and communication skills to assess current social and political events and phenomena,
- using applied interdisciplinary knowledge to work in the area of the humanities and culture,
- manage a group and work in team,
- be committed to professional ethics and ethical reflection,
- know and make practical use of the methodology and methodological aids of other humanities,
- show specific practical knowledge necessary for practical work in education and lifelong learning programmes,
- know the methodological approaches of education programmes and their practical application with regard to the specific needs of individual target groups,
- enhance knowledge in specific professional fields,
- take responsibility for professional development and learning by evaluating and reflecting on own work (experience learning, intervision, supervision),
- using applied interdisciplinary knowledge to work in the area of the humanities and culture, as distinguishes the education of top national and international personnel responsible for managing human resources,
- reflect on and evaluate existing educational practices and identify unexploited possibilities for raising their quality,
- reflect on values in the profession that are relevant to educational activities,

(subject-specific competences)

- demonstrate knowledge and understanding of the developmental characteristics, differences and needs of children and adolescents,
- observe and monitor various aspects of child and adolescent development,
- take into account the developmental characteristics and individual aspects of learners,
- create a learning atmosphere where diversity is respected and independence and responsibility are encouraged,
- carry out simple empirical quantitative research in education,
- apply knowledge flexibly in practice, as arises in formulating a research report,
- show IT literacy and use information and communication technology in education for data processing, since students are able to perform simple data processing using the statistical computer package SPSS,
- integrate contents in an interdisciplinary manner that is evident in researching an issue that may be from various disciplines,
- show a positive attitude to children with special needs,
- be aware of possible adjustments and help in educating children with special needs,
- cooperate in the preparation of individualised training programmes for children with special needs,
- perform adult education services,
- transfer theoretical concepts into adult education practice,
- place and evaluate adult education processes in various environments,
- develop educational communication in processes of non-formal learning,
- understand the associations between individual elements of the classroom climate and acquiring skills to change that,
- cooperate with parents,
- prudently apply various strategies for managing the class depending on the specific situation,
- be familiar with various models for resolving conflict and problems in the classroom and apply them prudently,
- plan work with the department and formulate a programme of work for the department community,
- through research, monitor and evaluate methods of class management,
- understand the concept of the special didactics approach to history and demonstrate practical mastery of the teaching of history,
- demonstrate mastery of basic principles and procedures for the planning, implementation and evaluation of teaching and learning history,
- coordinate objectives, content, learning methods and approaches within the curriculum,
- demonstrate proficiency in organisational and administrative tasks necessary for planning history lessons and learning both in terms of space and time planning and in the rational selection and use of aids and material,
- develop and understand the concept of field lessons in general and be familiar with and understand the properties of its development and functioning,
- critically assess the concept and practice of lessons in nature and in the field and the associated policies and research of such functioning as part of learning and teaching in elementary and secondary schools,
- prepare, manage and analyse various forms of teaching outside the classroom and reflect in connection with the advantages, weaknesses and dangers associated with these forms of pedagogical work,
- have a knowledge of specific problems and the current state of affairs in the science of the professional field,
- critically assess and practically apply a historical source or historical event, contextualise it and in this sense create independent written text (article, paper, professional text, etc.),
- independently search and use historical sources and independently select them for pedagogical or adult education work with specific groups (and obtain them in archives, libraries, critically assess electronic editions of sources on the internet, etc.),
- use different methodological approaches of individual historical orientations,
- show practical skill in applying tools, bibliographical resources and archive material and electronic

sources,

- independently use internet resources and technology for processing and using historical sources,
- plan a brief professional paper of didactic value that relates to a specific issue in oral or written form.

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 at least 54 ECTS credits from the current year. The missing 6 credits may not pertain to core subjects, but may pertain to internally or externally elective subjects.

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 Primorska, Faculty of Humanities

URL

<http://www.fhs.upr.si/en>
