

UČNI NAČRT / COURSE SYLLABI

Študijsko leto 2017/2018

Predmet / Course	Management kakovosti izobraževanja/ Quality in Education
Šifra predmeta / Course Code	B22MKAKO6-MKI-VKI
Nosilec predmeta / Course Coordinator	izr. prof. dr. Andrej Koren, doc. dr. Mateja Brejc
Vrsta predmeta / Type of the course	obvezni / compulsory
Jezik / Language - Vaje / Tutorials - Predavanja / Lecture	Slovenski / Slovene, Angleški / English Slovenski / Slovene, Angleški / English
Študijski program / Programme	Vodenje in kakovost v izobraževanju (2. stopnje) / Management and Quality in Education (2nd cycle)
Letnik / Year	1.
Primarno študijsko področje / Primary Study Field	Management (poslovedenje in upravljanje - Klasius 345)
Pogoji za vključitev / Requirements	/

Predavanja Lectures	Vaje Tutorials	Druge oblike študija Other Type of Study	Samostojno delo Individual work	Ure dela Work hours	ECTS
16	8	0	126	150	6

a) Vsebina / Content:

<ol style="list-style-type: none"> Mednarodni trendi in primerjave v izobraževanju Avtonomija, odgovornost, kakovost, prenos šolskih politik Opredelitve, pristopi in modeli kakovosti. Zunanja in notranja odgovornost Paradigmi nenhenih izboljšav in učinkovitosti Ugotavljanje in zagotavljanje kakovosti, evalvacija Samoevalvacija Zunanja evalvacija in kazalniki kakovosti Krepitev zmožnosti za samoevalvacijo. Kakovost na sistemski ravni, deležniki v UZK 	<ol style="list-style-type: none"> International trends and comparisons in education Autonomy, accountability, quality, transfer of school policies The definitions, approaches and models of quality. External and internal accountability The paradigms constant improvement and effectiveness Identification of quality and quality assurance, evaluation Self-evaluation External evaluation and quality indicators Strengthening capacity for self-evaluation. Quality on system level
---	---

Splošne kompetence / General Competencies:

<p>Študent bo pridobil znanje in spretnosti na naslednjih splošnih vsebinskih področjih:</p> <p>SPL1: Delo s podatki in informacijami; SPL4: Sodelovalno, timsko delo, delo v skupini; SPL5: Voditeljstvo, vodenje ljudi; SPL11: Spretnosti organiziranja in načrtovanja (npr. lastnega dela, dela drugih); SPL12: Spretnosti verbalne komunikacije (npr. retorika, predstavitvene veščine); SPL13: Spretnosti pisne komunikacije;</p>	<p>Student will acquire knowledge and skills in the following general areas:</p> <p>SPL1: Work with data and information; SPL4: Cooperation, team work, group work; SPL5: Leadership skills; SPL11: Organising and planning skills; SPL12: Verbal communication skills (e.g. rhetorics, presentation skills); SPL13: Written communication skills;</p>
---	---

Predmetno specifične kompetence / Course Specific Competencies:

<p>Študent bo pridobil znanje in spretnosti na naslednjih specifičnih vsebinskih področjih:</p> <p>PSP1: Značilnosti organizacije, funkcijska področja in razmerja med njimi.;</p> <p>PSP5: Pristopi k upravljanju podjetja z načrtovanjem in kontrolo ter uporabo različnih konceptov, metod in orodij;</p> <p>PSP7: Upravljanje s spremembami;</p> <p>PSP8: Kultura in njeni vplivi na vsebinskem področju predmeta;</p> <p>PSP9: Vidik etike na vsebinskem področju predmeta;</p> <p>PSP11: Psihologija na vsebinskem področju predmeta;</p> <p>PSP16: Raziskovalna metodologija na vsebinskem področju predmeta;</p>	<p>Student will acquire knowledge and skills in the following specific areas:</p> <p>PSP1: Organizations' characteristics, functional areas and the relationships between them;</p> <p>PSP5: Managing a company by planning and controlling by use concepts, methods and tools;</p> <p>PSP7: Change management;</p> <p>PSP8: Culture and its influence in the field of the course;</p> <p>PSP9: Principles of ethics;</p> <p>PSP11: Psychology in the field of the course;</p> <p>PSP16: Research methodology in the fields of the course;</p>
---	---

Predvideni študijski rezultati / Intended Learning Outcomes:

<p>Študent doseže naslednje študijske rezultate:</p> <ol style="list-style-type: none"> 1. Opredeli mednarodne trende v izobraževanju in prenose šolskih politik med šolskimi sistemi. 2. Uporabi teorije in pristope h kakovosti na praktičnih primerih. 3. Ovrednoti temelje pristopov h kakovosti. 4. Opiše vlogo vodij kakovosti na vseh ravneh izobraževalnih sistemov. 5. Uporabi procese načrtovanja, izvajanja in poročanja v samoevalvaciji z analizo na primeru konkretne organizacije. 6. Ovrednoti in presodi pomen in elemente sodelovanja v samoevalvaciji. 7. Uporabi in ovrednoti sprejemanje poslovnih odločitev na podlagi prioritet organizacije. 8. Definira pojme avtonomije, odgovornosti, in odločanja. 9. Analizira, katere prednosti, priložnosti, težave in ovire uvajanja kakovosti vidi na področju svojega študija. 10. Konkretno primere iz vsakdanjega življenja in organizacije ovrednoti z vidika globalizacije. 11. Presodi prilagajanje organizacij na spremembe. 12. Pozna elemente organizacijske kakovosti. . 13. Analizira in opiše odnos konkretne organizacije z deležniki in zunanjim 	<p>Student achieves the following learning outcomes:</p> <ol style="list-style-type: none"> 1. Defines international trends in education and school policies transfers between school systems. 2. Applies theories and approaches to quality assurance in practical situations. 3. Evaluates the foundations of approaches for quality assurance. 4. Describes the role of quality managers at all levels of educational systems. 5. Applies the processes of planning, implementation and reporting self-evaluation with analysis in the case of specific organizations. 6. Evaluates the significance and elements of participation in self-evaluation. 7. Applies and evaluates the adoption of business decisions on the basis of the priorities of the organization. 8. Defines concepts of autonomy, responsibility and decision-making. 9. It analyzes the advantages, opportunities, problems and obstacles to the introduction of quality seen in the field of their studies. 10. Concrete examples from everyday life and organization evaluates from the perspective of globalization. 11 Evaluates organisations adaptation to change. 12. Knows the elements of organizational
--	---

<p>okoljem z vidika kakovosti.</p> <p>14. Problematizira prednosti in slabosti samoevalvacije, zunanje evalvacije in inšpekcije.</p> <p>15. Ovrednoti pomen krepitev zmožnosti za ZUK v organizaciji.</p> <p>16. Pojasni pojem etike na ravni organizacije.</p> <p>17. Ugotovi značilnosti in pomen timskega dela v samoevalvaciji.</p> <p>18. Kritično ovrednoti povezanost samoevalvacije in dejavnosti šol, vrtcev.</p> <p>19. Pojasni pomen posameznikov in skupina za samoevalvacijo.</p> <p>20. Analizira kakovost v lastni organizaciji ali MFDPS.</p> <p>21. Načrtuje evalvacijo na ravni organizacije.</p> <p>22. Razloži pojem raziskovanja in metod raziskovanja.</p> <p>23. Uporabi metode raziskovanja v lastni raziskavi oz. seminarski nalogi.</p> <p>24. Odloči se o izboru metod za konkretne raziskave.</p>	<p>quality.</p> <p>13. Analyzes and describes the attitude of the concrete organization of stakeholders and the external environment in terms of quality.</p> <p>14. Questions advantages and disadvantages of self-evaluation, external evaluation and inspection.</p> <p>15. Evaluates the importance of strengthening capacity in the organization.</p> <p>16. Explains the concept of ethics at the organizational level.</p> <p>17. Finds the features and importance of team work in the self-evaluation.</p> <p>18. Critically evaluates the relationship of self-evaluation and business, schools, kindergartens.</p> <p>19. Explains the importance of individual and group self-evaluation.</p> <p>20. Analyzes the quality of their own organization or ISSBS.</p> <p>21. Plans evaluation at the level of the organization.</p> <p>22. Explains the concept of research and research methods.</p> <p>23. Applies research methods in their own research or seminar.</p> <p>24. Decides on the selection of methods for specific research.</p>
---	---

Oblike in metode poučevanja in učenja / Types and Methods of Teaching and Learning

Oblike dela	Frontalna oblika poučevanja; Delo v manjših skupinah; Samostojno delo študenta; E-učenje
Types of Teaching and Learning	Frontal teaching; Work in smaller groups or pairs; Independent student work; E-learning
Metode dela	Razlaga; Razgovor/diskusija/debata; Delo z besedilom; Proučevanje primera; Reševanje nalog; Gost iz prakse;
Teaching and Learning Methods	Explanation; Conversation/discussion/debate; Work with text; Case study; Solving exercises; Guest from practice;

Načini ocenjevanja v % / Types of Student Assessment

Sprotno ustno ocenjevanje / Oral Assessment	/
Sprotno pisno ocenjevanje / Written Assessment	20 %
Daljši pisni izdelek / Longer written casework ¹	50 %
Javni nastop s predstavitvijo rezultatov / Presentations ² /	/
Končni pisni izpit / Final oral examination	20 %
Končni ustni izpit / Final oral examination	/
Udeležba in sodelovanje / Participation and cooperation	10 %
Lestvica ocenjevanja / Grading scale	številiska / numeric

¹ Seminarska ali projektna naloga, raziskovalna naloga ipd.

² Plakat, naloga, prispevek

Temeljna literatura / Literature:

1. Brejc, M. (2014). *Krepitev zmožnosti za samoevalvacijo v šolah*. Kranj: Šola za ravnatelje
2. Brejc, M., A. Jurič in K. Širok. 2008. *Študija nacionalnih in mednarodnih pristopov h kakovosti v vzgoji in izobraževanju*. Kranj: Šola za ravnatelje.
3. Brejc, M., A. Koren in M. Zavašnik Arčnik (ur). 2011. *Ugotavljanje in zagotavljanje kakovosti: teorija in praksa uvajanja samoevalvacije v šole in vrtnice*. Kranj: Šola za ravnatelje.
4. Earl, L, M. Kuin Lai, in K. Schildkamp. 2012. *Data-Based Decision Making in Education: Challenges and Opportunities*. Dordrecht: Springer.
5. Elmore, R. F. 2007. *Educational Improvement in Victoria*. Melbourne: Office for Government School Education.
6. *Kos Kecojevič, Živa, in Slavko Gaber, ur. 2011. Kakovost v šolstvu v Sloveniji*. Ljubljana: Pedagoška fakulteta.
7. MacBeath, J. 2006. *School Inspection and Self-Evaluation: Working with the New Relationship*. London: Routledge.
8. OECD. 2013b. Synergies for Better Learning. International Perspective on evaluation and Assessment. Pariz: OECD.
9. Sahlberg, Pasi, in Andy Hargreaves. 2011. *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* New York: Teachers College Press.

Reference nosilca / Lecturer's references:

<http://mfdps.si/sl/fakulteta/visokosolski-ucitelji-sodelavci/andrej-koren>
http://mfdps.si/sites/default/files/mateja_brejc_24971.pdf