



UČNI NAČRT / COURSE SYLLABI

Študijsko leto 2017/2018

Predmet / Course	Management kakovosti izobraževanja / Management of Quality in Education
Šifra predmeta / Course Code	B22MKAKO-MKI-MZ
Nosilec predmeta / Course Coordinator	izr. prof. dr. Andrej Koren
Vrsta predmeta / Type of the course	izbirni / elective
Jezik / Language	
- Vaje / Tutorials	Slovenski / Slovene, Angleški / English
- Predavanja / Lecture	Slovenski / Slovene, Angleški / English
Študijski program / Programme	Management znanja (2. stopnja) / Knowledge management (2nd cycle)
Letnik / Year	2.
Primarno študijsko področje / Primary Study Field	Management (poslovanje 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
24	12	0	189	225	9

a) Vsebina / Content:

1. Mednarodni trendi in primerjave v izobraževanju 2. Opredelitve, pristopi in modeli kakovosti. 3. Paradigmi nenehnih izboljšav in učinkovitosti 4. Ugotavljanje in zagotavljanje kakovosti, evalvacija, zunanja evalvacija, kazalniki kakovosti 5. Samoevalvacija in krepitev zmožnosti za samoevalvacijo 6. Sodelovanje z deležniki kot dejavnik kakovosti 7. Vodenje za kakovost - Avtonomija, odgovornost (zunanja, notranja), kakovost, prenos šolskih politik 8. Cilji in prioritete naloge MFDPŠ z vidika študentov in kakovosti 9. Kompetenca učenja učenja – razumevanje lastnega učenja 10. Socialni in kulturni kapital kot dejavnik kakovosti v izobraževanju	1. International trends and comparisons in education 2. The definitions, approaches and models of quality. 3. The paradigms constant improvement and effectiveness 4. Identification of quality and quality assurance, evaluation 5. Self-evaluation and strengthening capacity for self-evaluation. 6. Cooperation with stakeholders as a factor of quality 7. Leading for quality - Autonomy, accountability, quality, transfer of school policies 8. Objectives and priorities of ISSBS from the students and quality perspective 9. Learning to learn competence – understanding learning 10. Social and cultural capital as a factor of quality in education
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Splošne kompetence / General Competencies:

<i>Študent bo pridobil znanje in spretnosti na naslednjih splošnih vsebinskih področjih:</i>	<i>Student will acquire knowledge and skills in the following general areas:</i>
SPL3: Medosebne, socialne spretnosti; SPL4: Sodelovalno, timsko delo, delo v skupini; SPL5: Voditeljstvo, vodenje ljudi; SPL11: Spretnosti organiziranja in načrtovanja (npr. lastnega dela, dela drugih); SPL13: Spretnosti pisne komunikacije;	SPL3: Interpersonal, social skills; SPL4: Cooperation, team work, group work; SPL5: Leadership skills; SPL11: Organising and planning skills; SPL13: Written communication skills;

Predmetno specifične kompetence / Course Specific Competencies:

<i>Študent bo pridobil znanje in spretnosti na naslednjih specifičnih vsebinskih področjih:</i>	<i>Student will acquire knowledge and skills in the following specific areas:</i>
PSP1: Značilnosti organizacije, funkcijska področja in razmerja med njimi.; PSP4: Metode in orodja za	PSP1: Organizations' characteristics, functional areas and the relationships between them; PSP4: Methods

<p>analizo notranjega in zunanjega okolja in določanje razvojnih perspektiv organizacije; PSP5: Pristopi k upravljanju podjetja z načrtovanjem in kontrolo ter uporabo različnih konceptov, metod in orodij; PSP7: Upravljanje s spremembami; PSP9: Vidik etike na vsebinskem področju predmeta; PSP11: Psihologija na vsebinskem področju predmeta; PSP16: Raziskovalna metodologija na vsebinskem področju predmeta; PSP18: Splošna razgledanost na vsebinskem področju predmeta.</p>	<p>and tools for analysis of an organisation and its environment to identify perspectives; PSP5: Managing a company by planning and controlling by use concepts, methods and tools; PSP7: Change management; PSP9: Principles of ethics; PSP11: Psychology in the field of the course; PSP16: Research methodology in the fields of the course; PSP18: General overview of the course content area.</p>
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Predvideni študijski izidi / Intended Learning Outcomes:

<p><i>Študent bo dosegel naslednje študijske izide:</i></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. Analizira, katere prednosti, priložnosti, težave in ovire uvajanja kakovosti vidi na področju svojega študija. 4. Pozna in uporabi značilnosti vodenja za kakovost. 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. Pozna elemente organizacijske kakovosti. 8. Analizira in opiše odnos konkretne organizacije z deležniki in zunanjim okoljem z vidika kakovosti. 9. Problemizira prednosti in slabosti samoevalvacije, zunanje evalvacije in inšpekcije. 10. Ovrednoti pomen krepitev zmoglosti za ZUK v organizaciji. 11. Analizira kakovost v lastni organizaciji ali MFDPŠ. 12. Načrtuje evalvacijo na ravni organizacije. 13. Presodi prilagajanje organizacij na spremembe. 14. Pojasni pojem etike na ravni organizacije. 15. Ugotovi značilnosti in pomen timskega dela v samoevalvaciji. 16. Kritično ovrednoti povezanost samoevalvacije in dejavnosti šol, vrtcev. 17. Razpravlja o socialnem in kulturnem kapitalu kot dejavnikih kakovosti v izobraževanju. 18. Razloži pojem raziskovanja in metod raziskovanja. 19. Uporabi metode raziskovanja v lastni raziskavi oz. seminarski nalogi. 20. Odloči se o izboru metod za konkretne raziskave. 21. Krepi kompetenco učenja učenja – razumevanje lastnega učenja. 	<p><i>Student will achieve the following learning outcomes:</i></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. It analyzes the advantages, opportunities, problems and obstacles to the introduction of quality seen in the field of their studies. 4. Knows and applies elements of leading for quality. 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. Knows the elements of organizational quality. 8. Analyzes and describes the attitude of the concrete organization of stakeholders and the external environment in terms of quality. 9. Questions advantages and disadvantages of self-evaluation, external evaluation and inspection. 10. Evaluates the importance of strengthening capacity in the organization. 11. Analyzes the quality of their own organization or ISSBS. 12. Plans evaluation at the level of the organization. 13. Evaluates organisations adaptation to change. 14. Explains the concept of ethics at the organizational level. 15. Finds the features and importance of team work in the self-evaluation. 16. Critically evaluates the relationship of self-evaluation and business, schools, kindergartens. 17. Discusses the social and cultural capital as a factor of quality in education. 18. Explains the concept of research and research methods. 19. Applies research methods in their own research or seminar. 20. Decides on the selection of methods for specific research. 21. Strengthens learning to learn competence - to understand their own learning.
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Oblike in metode poučevanja in učenja / Types and Methods of Teaching and Learning

<p>Oblike dela</p>	<p>Frontalna oblika poučevanja; Delo v manjših skupinah; Samostojno delo študenta; E-učenje</p>
<p>Types of Teaching and Learning</p>	<p>Frontal teaching; Work in smaller groups or pairs; Independent student work; E-learning</p>

Metode dela	Razgovor/diskusija/debata; Delo z besedilom; Javni nastop; Gost iz prakse;
Teaching and Learning Methods	Conversation/discussion/debate; Work withh text; Public presentation; 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 predstavitevijo rezultatov / Presentations ²	20
Končni pisni izpit / Final written examination/	/
Končni ustni izpit / Final oral examination	/
Udeležba in sodelovanje / Participation and cooperation	10
Lestvica ocenjevanja / Grading scale	številska/numeric

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 vrtce. 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. (2013). Synergies for Better Learning. International Perspective on evaluation and Assesssment. 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:

Mateja Brejc: <http://izumbib.izum.si/bibliografije/Y201607251031394971.html> Andrej Koren: <http://izumbib.izum.si/bibliografije/Y201607251032483228.html>

¹ Seminarska ali projektna naloga, raziskovalna naloga ipd.

² Plakat, naloga, prispevek