



UČNI NAČRT / COURSE SYLLABUS

Študijsko leto 2021/2022

Predmet / Course	Spremljanje dosežkov učencev in dela učiteljev / Monitoring students' outcomes and teacher appraisal
Šifra predmeta / Course Code	B22SDUDU-VKI
Nosilec predmeta / Course Coordinator	Izr. prof. dr. Eva Klemenčič Mirazchiyski
Vrsta predmeta / Type of the course	Izbirni / Elective
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.
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

Vsebina / Content:

<ul style="list-style-type: none">• Uvod v spremljanje dosežkov učencev in dela učiteljev.• Preverjanje dosežkov učencev in dela učiteljev kot elementi evalvacij v edukaciji.• Preverjanje dosežkov učencev in dela učiteljev kot del sistemov kakovosti in pravičnosti v izobraževanju.• Cilji, funkcije, vrste in metode preverjanja ter interpretacije dosežkov učencev in dela učiteljev – priložnosti in omejitve.• Mednarodno preverjanje znanja na velikih vzorcih (ILSA).• Nacionalna preverjanja znanja in izpiti kot element kakovosti in pravičnosti na ravni sistema, šole, razreda in učenca.• Raziskave o učinkovitosti v izobraževanju.• Spremljanje trendov dosežkov učencev in dela učiteljev – nacionalna in mednarodna primerjava.• Spremljanje dosežkov učencev in dela učiteljev kot orodja za odločanje na osnovi podatkov – na sistemski ravni.	<ul style="list-style-type: none">• Introduction to monitoring students' outcomes and teacher appraisal.• Student assessment and teacher appraisal as elements of educational evaluation.• Student assessment and teacher appraisal as part of quality and equity systems in education.• Goals, functions, types and methods of assessment and interpretations of outcomes and appraisal – opportunities and limitations.• International large-scale assessments (ILSA).• National assessment and examinations used for quality and equity at the system, school, classroom and student level.• Educational Effectiveness Research (EER).• Trends in monitoring students' outcomes and teacher appraisal – national and international comparisons.• Monitoring students' outcomes and teacher appraisal as tools for data-based decision making – on system level.
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Splošne kompetence / General Competencies:

<p>Študent bo pridobil znanje in spretnosti na naslednjih splošnih vsebinskih področjih:</p> <ul style="list-style-type: none">• razumevanje spremljanja dosežkov učencev in dela učiteljev,• sposobnost interpretacije rezultatov spremljanja dosežkov učencev in dela učiteljev,• sposobnost razumevanja, uporabe in interpretacije poročil nacionalnih in mednarodnih merjenj izobraževanih dosežkov• zmožnost timskega dela,• sposobnost uporabe podatkov, znanstvenih pristopov in literature,• poznavanje in oblikovanje osnov raziskovalnih metod s področja spremljanja dosežkov učencev in dela učiteljev ter raziskav učinkovitosti v izobraževanju (EER),• razvoj kritične in samokritične presoje informacij ter njihovo vrednotenje,• sposobnost zagovarjanja in argumentiranja lastnih stališč ter upoštevanja stališč drugih,• prevzemanje odgovornosti za lastno delo in argumentirano uveljavljanje stališč.	<ul style="list-style-type: none">• Student will acquire knowledge and skills in the following general areas:• the understanding of monitoring students' outcomes and teacher appraisal,• the ability to interpret results of monitoring students' outcomes and teacher appraisal,• the ability to understand, use and interpret reports from national and international surveys of educational outcomes• the ability to work in a team,• the ability to use data, scientific approaches and literature,• the knowledge of and the ability to create basic research methods in the field of monitoring students' outcomes and teacher appraisal and educational effectiveness research (EER),• the ability of critical and self-critical judgement of information and its evaluation,• the ability to defend and argue their own points of view and take into consideration those of others,• the ability to take responsibility for their own work and enforce their views with arguments.
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Predmetno specifične kompetence / Course Specific Competencies:

<p>Študent bo pridobil znanje in spretnosti na naslednjih specifičnih vsebinskih področjih:</p> <ul style="list-style-type: none">• razvoj veščin za rabo znanja na področju spremljanja dosežkov učencev in dela učiteljev v kontekstu sistemov kakovosti v izobraževanju,• poznavanje področja spremljanja dosežkov učencev in dela učiteljev,• poznavanje teorij s področja spremljanja dosežkov učencev in dela učiteljev ter učinkovitosti v šolstvu,• uporaba in interpretacija poročil nacionalnih in mednarodnih merjenj izobraževanih dosežkov• zmožnost uporabe različnih načinov in oblik analitičnega in raziskovalnega dela,• sposobnost presojanja novosti na področju mednarodnih in nacionalnih spremljanj dosežkov učencev in dela učiteljev,• sposobnost vsebinskega razumevanja konceptov spremljanja dosežkov učencev in dela učiteljev za podporo odločanju na osnovi podatkov,• sposobnost reševanja strokovnih in raziskovalnih problemov,• obvladovanje raziskovalnih metod s področja spremljanja dosežkov učencev in dela učiteljev ter učinkovitosti v šolstvu,• znajo presojati o relevantnih socialnih, znanstvenih ali etničnih vprašanjih.	<p>Student will acquire knowledge and skills in the following specific areas:</p> <ul style="list-style-type: none">• skills to use knowledge in the field of monitoring students' outcomes and teacher appraisal in the context of quality systems in education,• knowledge of monitoring students' outcomes and teacher appraisal,• knowledge of theories of monitoring students' outcomes and teacher appraisal and effectiveness in education,• use and interpret reports from national and international surveys of educational outcomes• the ability to use various methods and forms of analytical and research work,• the ability to assess innovation in the international and national field of monitoring students' outcomes and teacher appraisal,• the ability to understand concepts of monitoring students' outcomes and teacher appraisal to support data-based decision making,• the ability to solve expert and research problems,• a good command of research and methods in monitoring students' outcomes and teacher appraisal and effectiveness in education,• the ability to assess relevant social, scientific and ethnic issues.
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Predvideni študijski rezultati / Intended Learning Outcomes:

<p>Študent doseže naslednje študijske rezultate:</p> <ul style="list-style-type: none"> • pozna različne pristope v konceptih spremljanju dosežkov učencev in delu učiteljev ter učinkovitosti v izobraževanju, • zna opredeliti vlogo, pristojnosti in odgovornost za relevantne informacije pri spremljanju dosežkov učencev in delu učiteljev, • pozna razliko med merjenjem, spremljanjem in evalvacijo, • pozna delovanje povratne zanke v sistemu kakovosti PDCA v izobraževanju in vlogo spremljanja dosežkov učencev in dela učiteljev pri tem, • pozna vlogo in pomen podatkov za vodenje in odločanje pri spremljanju dosežkov učencev in dela učiteljev, • prepozna elemente spremljanja dosežkov učencev in dela učiteljev v obstoječih mednarodnih in nacionalnih aktivnostih na področju izobraževanja, • pozna značilnosti mednarodnih in nacionalnih sistemov za spremljanje dosežkov učencev in delo učiteljev, • razume vlogo spremljanja dosežkov učencev in dela učiteljev kot orodij za odločanje na osnovi podatkov, • pozna vlogo in odgovornost pri zagotavljanju objektivnosti, zanesljivosti in veljavnosti pri spremljanju dosežkov učencev in delu učiteljev. 	<p>Student achieves the following learning outcomes:</p> <ul style="list-style-type: none"> • understand different approaches in monitoring students' outcomes and teacher appraisal and effectiveness in education, • be able to define the role and responsibilities of relevant information in monitoring students' outcomes and teacher appraisal, • understand the difference between measurement, monitoring and evaluation, • understand monitoring students' outcomes and teacher appraisal as feedback in the PDCA quality cycle, • understand the role of data in managing and decision making in monitoring students' outcomes and teacher appraisal, • be able to identify elements of monitoring students' outcomes and teacher appraisal in existing national and international activities in the field of education, • understand the characteristics of international and national systems for monitoring students' outcomes and teacher appraisal, • understand the role of monitoring students' outcomes and teacher appraisal as tools for data-based decision making, • understand the role and responsibility in ensuring the objectivity, reliability and validity in the monitoring students' outcomes and teacher appraisal.
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Oblike in metode poučevanja in učenja / Types and Methods of Teaching and Learning

<p><i>Oblike dela</i></p> <p><i>Types of Teaching and Learning</i></p>	<p>Frontalna oblika poučevanja Delo v manjših skupinah oz. v dvojicah Samostojno delo študentov</p> <p>Frontal teaching Work in smaller groups or pair work Independent students work</p>
<p><i>Metode dela</i></p> <p><i>Teaching and Learning Methods</i></p>	<p>Razlaga Razgovor/ diskusija/debata Delo z besedilom Proučevanje primera Druge vrste nastopov študentov Reševanje nalog Explanation Conversation/discussion/debate Work with texts Case studies Different presentation Solving exercises</p>

Načini ocenjevanja v % / Types of Student Assessment

Sprotno ocenjevanje krajših nalog / Assessment of shorter assignments	20 %	
Daljši pisni izdelek / Longer written casework ¹	80 %	
Lestvica ocenjevanja / Grading scale	številska / numeric	

Temeljna literatura / Literature:

1. Pavešič, B., Zavašnik, M., Ažman, T., Mlekuž, A. (ur.) (2019). *Vseživljenjsko učenje učiteljev in ravnateljev : izsledki mednarodne raziskave poučevanja in učenja Talis 2018*. Ljubljana: Pedagoški inštitut.
2. Klemenčič, E., Mirazchiyski, P. (2018). League tables in educational evidence-based policy-making : can we stop the horse race, please?. *Comparative education*, št. 3, str. 309–324.
3. Zupanc, D., Cankar, G., Bren, M. (2012). Interno ocenjevanje pri slovenski maturi : velike razlike med šolami. *Šolsko polje : revija za teorijo in raziskave vzgoje in izobraževanja*, 2012, letn. 23, št. 3/4, str. 113-137
4. Gradivo nosilcev v e-učilnici.

Reference nosilca / Lecturer's references:

Izr. prof. dr. Eva Klemenčič Mirazchiyski

1.01 Izvirni znanstveni članek

1. KLEMENČIČ, Eva, MIRAZCHIYSKI, Plamen. League tables in educational evidence-based policy-making : can we stop the horse race, please?. *Comparative education*, 2018, iss. 3, str. 309-324.
2. KLEMENČIČ, Eva. Akademsko znanje in TIMSS : ali slovenska šolska politika vidi dovolj daleč?. *Šolsko polje : revija za teorijo in raziskave vzgoje in izobraževanja*, , 2017, letn. 28, št. 5/6, str. 15-30.
3. KLEMENČIČ, Eva. IEA ICILS : mednarodna raziskava računalniške in informacijske pismenosti. *Šolsko polje : revija za teorijo in raziskave vzgoje in izobraževanja*, 2016, letn. 27, št. 3/4, str. 11-21.
4. KLEMENČIČ, Eva. Mednarodne raziskave znanja in (nacionalno) oblikovanje politik : era delovanja Pedagoškega inštituta. *Šolsko polje : revija za teorijo in raziskave vzgoje in izobraževanja*, 2015, letn. 26, št. 3/4, str. 71-100.
5. KLEMENČIČ, Eva, MIRAZCHIYSKI, Plamen, SANDOVAL-HERNANDEZ, Andres. Parental involvement in school activities and student reading achievement - theoretical perspectives and PIRLS 2011 findings. *Šolsko polje : revija za teorijo in raziskave vzgoje in izobraževanja*, 2014, letn. 25, št. 3/4, str. 117-130.

1.02 Pregledni znanstveni članek

1. KLEMENČIČ MIRAZCHIYSKI, Eva, MIRAZCHIYSKI, Plamen. Stališča osmošolcev v Sloveniji o vlogi vere pri vplivu na družbo : analiza podatkov ICCS1 = Attitudes of eighth-graders in Slovenia on the role of religious influence in society : an analysis of ICCS Data. *Bogoslovni vestnik*, 2021, letn. 81, 1, str. 185-197, doi: 10.34291/BV2021/01/Klemencic.

1.08 Objavljeni znanstveni prispevek na konferenci

1. JAVORNIK, Špela, KLEMENČIČ, Eva. Peer violence in the eighth grade of elementary schools in Slovenia : association between peer violence and socio-economic status. V: DERMOL, Valerij (ur.). *Thriving on future education, industry, business and society : proceedings of the MakeLearn and TIIM International Conference*, 15-17 May 2019, Piran, Slovenia, (MakeLearn, ISSN 2232-3309). Bangkok; Celje; Lublin: ToKnowPress. 2019, str. [1-7].

¹ Seminarska ali projektna naloga, raziskovalna naloga ipd.

1.16 Samostojni znanstveni sestavek ali poglavje v monografski publikaciji

1. KLEMENČIČ MIRAZCHIYSKI, Eva. The role of IEA's civic and citizenship education studies in the development of civic and citizenship education in Slovenia. V: MALAK-MINKIEWICZ, Barbara (ur.), TORNEY-PURTA, Judith (ur.). *Influences of the IEA civic and citizenship education studies : practice, policy, and research across countries and regions*. Cham: Springer; Amsterdam: IEA. cop. 2021, str. 161-172.
2. KLEMENČIČ, Eva. Financial literacy of the young : PISA international research. V: TRUNK, Aleš (ur.), DERMOL, Valerij (ur.), TRUNK ŠIRCA, Nada (ur.). *Financial literacy among the young : the role of banks in education and training*. Bangkok; Celje; Lublin: ToKnowPress. cop. 2018, str. 97-105.
3. KLEMENČIČ, Eva. Socialne in državljanske kompetence ob začetku srednje šole. V: SOTOŠEK, Andrej (ur.). *Perspektive socialnih in državljskih kompetenc v vzgoji in izobraževanju*. Ljubljana: Andragoški center Slovenije. 2017, str. 37-52.
4. KLEMENČIČ, Eva. Facilitating civic knowledge - a path towards active citizenship. V: ŠTREMFEJL, Urška (ur.). *Student (under)achievement : perspectives, approaches, challenges*, (Digitalna knjižnica, Documenta, 11). Ljubljana: Pedagoški inštitut. 2016, str. 267–287.

2.01 Znanstvena monografija

1. KLEMENČIČ MIRAZCHIYSKI, Eva, MIRAZCHIYSKI, Plamen. *Bralna pismenost četrtošolcev in četrtošolk v Sloveniji : nacionalno poročilo Mednarodne raziskave bralne pismenosti (IEA PIRLS 2016 in ePIRLS 2016)*, (Digitalna knjižnica, Documenta, 15). 2019. Ljubljana: Pedagoški inštitut.
2. KLEMENČIČ, Eva, MIRAZCHIYSKI, Plamen, NOVAK, Jure. *Državljska vzgoja v Sloveniji : nacionalno poročilo Mednarodne raziskave državljanske vzgoje in izobraževanja (IEA ICCS 2016)* : [znanstvena monografija], (Digitalna knjižnica, Documenta, 13). 2019. Ljubljana: Pedagoški inštitut.
3. KLEMENČIČ, Eva, MIRAZCHIYSKI, Plamen, NOVAK, Jure (2019). *Kako mladi vidijo Evropo - zaznave osmošolcev o Evropi in Evropski uniji : nacionalno poročilo Evropskega regionalnega modula ICCS 2016* : [znanstvena monografija], (Digitalna knjižnica, Documenta, 14). 2019. Ljubljana: Pedagoški inštitut.