

UČNI NAČRT PREDMETA / COURSE SYLLABUS						
Predmet:		Pedagoška praksa 2				
Course title:		Teaching work experience 2				
Študijski program in stopnja Study programme and level		Študijska smer Study field		Letnik Academic year		Semester Semester
Enoviti magistrski študijski program Pedagoška matematika		ni smeri		4		prvi in drugi
Integrated Master's study programme Pedagogical Mathematics		none		4		first and second
Vrsta predmeta / Course type				obvezni		
Univerzitetna koda predmeta / University course code:				M0579		
Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
	45			40	185	9
Nosilec predmeta / Lecturer:		doc. Damjan Kobal				
Jeziki / Languages:		Predavanja / Lectures: slovenski/Slovene				
		Vaje / Tutorial: slovenski/Slovene				
Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:				Prerequisites:		
Vsebina:				Content (Syllabus outline):		

<p>Študent pridobi praktične izkušnje v okviru hospitacij in nastopov. Po dogovoru učiteljji matematike kot mentorji spremljajo in vodijo delo študenta, ki se najprej preko hospitacij seznanja z delom v razredu, potem pa tudi sam opravlja nastope. Delo je koordinirano in poteka v stalnem sodelovanju med učiteljem na fakulteti in učiteljem mentorjem na srednji šoli. Izkušnje s hospitacij se diskutirajo in analizirajo. V okviru predmeta študent prisostvuje vsaj štiridesetim uram pouka matematike in ima pri tem deset nastopov. Hospitacije in nastope opravlja po dogovoru pretežno v okviru gimnazijskih programov, pa tudi na drugih srednješolskih programih in na osnovnih šolah.</p>	<p>Students acquire field experiences with classroom observation and instruction. Mathematics teacher guides a student to gain real classroom experiences. Students observe classroom teaching and under teacher's observation also teach themselves. Teaching is discussed and analysed. In field practice is carefully designed in collaboration with high school teacher advisor and university teacher. Student participates within at least forty school hours and within that teaches at least ten hours. Student mainly visits high school classes, but also elementary school.</p>
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Temeljni literatura in viri / Readings:

<p>H. Freudenthal: Mathematics as an Educational Task, Springer, Berlin, 1972. S. G. Krantz: How to Teach Mathematics, 2nd edition, AMS, Providence, 1999. F. Pediček: Edukacija danes, Obzorja, Maribor, 1994. G. Polya: Mathematics and Plausible Reasoning, Princeton Univ. Press, Princeton, 1990. Srednješolski učbeniki. H. W. Heymann: Why Teach Mathematics : A Focus on General Education, Springer, New York, 2004.</p>
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Cilji in kompetence:

<p>Pedagoška praksa v šoli je obvezni sestavni del pedagoškega usposabljanja. Organizira in izvaja se po načelu reflektivne prakse in študentom omogoča integracijo predmetno-vsebinskega in pedagoško-profesionalnega znanja s postopnim vpeljevanjem v poučevanje in poklic učitelja. Slušatelji se ob praktičnem delu v razredu spoznajo s problematiko sodobnega poučevanja in različnih oblik dela pri pouku matematike.</p>

Objectives and competences:

<p>In field experiences are an obligatory part of pedagogical training. It is organized to be as reflective and creative as possible. It designed to promote a successful interaction between content and didactical principles of teaching. Prospective teachers learn about the problems of modern mathematics teaching.</p>
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Predvideni študijski rezultati:

Poznavanje in razumevanje zapletenih odnosov praktičnega matematičnega poučevanja. Uporaba praktičnih izkušenj pri oblikovanju učiteljskih nazorov.

Intended learning outcomes:

Students acquire the ability to understand and handle the complexity of modern teaching of mathematics. Practical experiences are ingrained into their teaching principles.

Metode poučevanja in učenja:

Hospitacije, nastopi, diskusije, konzultacije

Learning and teaching methods:

Classroom observation, instruction, discussions, consultations

Delež (v %) /

Načini ocenjevanja:

Weight (in %)

Assessment:

Hospitacije, nastopi, poročilo
Zahtevana ustrezna sposobnost (strokovne) komunikacije v slovenskem jeziku.

ocene: opravil / ni opravil

100%

Classroom observation, instruction, report
Adequate ability of professional communication in Slovenian is required.

Grading: pass/fail

Reference nosilca / Lecturer's references:

Damjan Kobal:

– KOBAL, Damjan. Preserving diagonalisability on upper triangular matrices. Linear and Multilinear Algebra, ISSN 0308-1087, 2006, vol. 54, no. 3, str. 189-194 [COBISS.SI-ID 13971801]

– KOBAL, Damjan. Iluzija objektivnosti ali objektivnost odgovornosti. Obzornik za matematiko in fiziko, ISSN 0473-7466, 2007, letn. 54, št. 1, str. 18-28 [COBISS.SI-ID 14302297]

– KOBAL, Damjan. Bijections preserving invertibility of differences of matrices on H [sub] n . Acta mathematica Sinica, English series, ISSN 1439-8516, 2008, vol. 24, no. 10, str. 1651-1654 [COBISS.SI-ID 15588441]

– KOBAL, Damjan. Inner product space and circle power. Publicationes mathematicae, ISSN 0033-3883, 2012, vol. 81, fasc. 1-2, str. 1-9 [COBISS.SI-ID 16336473]

- KOBAL, Damjan. Technology and simple math ideas inspire teaching. V: ICME - 12 : the 12th International Congress on Mathematical Education, July 8-15, 2012, COEX, Seoul, Korea. Cheongju: Korea National University of Education, 2012, 7 str [COBISS.SI-ID 17151577]

- KOBAL, Damjan, et al. Integrating algebra and geometry with complex numbers. V: International Seminar in Mathematics Education 2011. Park City: Park City Mathematics Institute - Institute for Advanced Study, cop. 2013, 9 str [COBISS.SI-ID 17152345]