Partner University:	University of Ljubljana
Erasmus code:	SI LJUBLJA01

Course	Code	Semester	Subject area	Course content	Home subject	Code	Semester
Intercultural Slovenia in Multicultural Europe		autumn	primary/kindergarten	Interdisciplinary approach to fundamental characteristics of Slovenia and the countries from which the students are on exchange. Acquiring knowledge of, comparison, evaluation of the social, natural, cultural environments of Slovenia and of the selected countries. Geographical aspects: the natural-and socialgeographical characteristics, environmental issues, the school system; Historical aspect: the major turning points, ethnic identity, the establishment of the country; Fairytale / literary paths / Music			
Learning and knowledge creation – from brain to experience		autumn	primary/kindergarten	Overview of basic cognitive science perspectives on human mind and related views on knowledge creation and learning. 1. Overview of basic conceptions of human mind and related models of learning: - Am I computer? Mind, knowledge creation and learning as an information process (what is learning in computers and what in humans; similarities and key differences). - Am I brain? Mind, knowledge creation and learning from the perspective of the brain (neuroscientific perspective (from molecular to functional level of brain operation), emotions, feelings, reason and reflection, the question of reducing cognition and learning to brain functioning, the question of contribution of neuroscience to understanding of knowledge creation and learning processes, neuroeducation).- Am I body? Mind, knowledge creation and learning from the perspective of embodied cognition (role of the body in cognitive processes and knowledge creation, situatedness in environment and the importance of interaction with environment). - Am I experience? The role of experience in cognition, knowledge creation and learning (critique of some approaches to studying the human mind, knowledge creation and learning, the role of consciousness). 2. Different modalities of thinking and related strategies of knowledge creation and understanding (differences and similarities of various approaches to studying cognition, knowledge creation and learning related to different modalities of thinking; experience and behavior). Introspection: how do I think and how do I learn? Reporting on first-person inquiry of one's own modalities of thinking and with that connected learning strategies.			
Nutrition and nutrition education		autumn/spring	primary/kindergarten	1. Diet and nutrition 2. The composition and quality of food 3. Nutritional and energy value of foods 4. Recommendations and guidelines for a healthy diet 5. Risk factors of an unhealthy diet 6. Nutrition analysis and planning 7. Biological, psychological and sociological aspects of nutrition 8. Promotion of healthy eating habits and nutritional education	The Study of Hygiene I or II	KIDE10B03 KIDE10B04	V - VI
Nature and young children		spring	primary/kindergarten	The importance of outdoor play and learning for children. The characteristics of forest kindergartens and schools, Didactic science games in nature, Didactic approaches to the management of children when learning about the forest, meadow, pond and stream, Organization and safety of outdoor activities with preschool children and children at primary school children, Visitation of groups of children at the zoo and in the botanical garden, Animal farming in kindergarten and school (vivaristics): aquarium, aqua-terrarium,terrarium. The cultivation of plants in the kindergarten and in school: ornamental plants, vegetables, berries, herb garden. Method of learning about animals through direct experience. Didactic approaches to learning about the characteristics of living organisms (nutrition, reproduction, growth and development, birth and death ...) and about the needs of living organisms (food, water, air, space ...). Developing a respectful attitude towards living creatures.	The Methodology of Environmental Studies III	KIDE10B07	IV
					The Methodology of Bilingual Pre-School Education: Science and Environment	KIDE01B06	V
English Language I - Strategies for Teaching a Foreign Language (for Preschool Teachers)		spring	kindergarten	The prerequisite for effective foreign language learning is to learn how to learn a foreign language, therefore the students first get familiar with different learning styles and multiple intelligences, they find out their own learning styles, and afterwards they become aware of strategies for vocabulary acquisition, memorising and use of vocabulary and language structures as well as other linguistic and intercultural information. Simultaneously, they develop their language skills and acquire skills for working with preschool children. They develop metacognitive techniques for organising, guiding and evaluating their own learning, they develop affective strategies for creating positive emotions and relationships, they develop social strategies for cooperating with other students in the learning process and cognitive strategies for connecting new information with the existing one as well as for their analysing and classification, they develop memory and compensation strategies and at the same time they expand their vocabulary in English, become aware of the language system and acquire basic skills of public speaking.			
Society, Culture and Education		autumn	primary	https://www.pef.uni-lj.si/fileadmin/Datoteke/Mednarodna/predmeti/druzba.pdf			
Mathematics		autumn	primary	**Course 1 Re-inventing mathematics:** The development of number concepts, some concepts in geometry in the past and nowadays. Representing mathematical ideas (learning materials) throughout times. Great mathematicians and their lives and discoveries. **Course 2 Thresholds in mathematics:** Thresholds as difficult concepts in mathematics (representations for those concepts are sometimes impossible or very complex). Some examples: operations with fractions, number 0, unitizing, distributive law, percentage, structure of the numbers, elementary addition and subtraction, hierarchy in geometry (concepts of shapes, growing dimensions in space and in measures). **Course 3 Problem solving:** Problems. Learning materials and strategies for problem-solving. Mathematization and mathematics language. Horizontal (from the problem to the mathematics and back) and vertical mathematization (according to the three levels: informal, semi-formal, formal).			
Arts		autumn	primary	**Music:** creative musical expression through performing, creating and listening to folk music, authored European musical heritage and contemporary music, music language in interdisciplinary connections, musical literacy in the context of the teaching- learning theory and practice **Fine Arts:** visual and plastic expression, as an attitude of re-creation, through the intimate contact with different European movements of arts and crafts; visual and plastic experiments as a personal and universal language and an interdisciplinary activity; visual literacy as a self-learning process, as a way to understand and to express the richness of visual language			

Plurilingual and Intercultural Education		autumn	primary	To improve knowledge and understanding about the cultural and linguistic diversity in Europe; To demonstrate linguistic and cultural awareness; To know how To strengthen children's selfconfidence and social competences through development of lurilinguistic and intercultural awareness.			
Environment and Sustainable Development		autumn	primary	The political, cultural, economic, social and ecological aspects on environmental issues will be discused. Important topics are: demographic processes, environmetal concepts and problems, human basic needs and their influence on the environment, multicultural society, historical dimensions of civilizations, ethical issues in the discourse of sustainable development, science/technology			
English I - Language Skills		autumn	primary	A vital condition for effective language learning refers to language learning skills. It is for this reason that students first learn different learning styles and intelligences, discover their own idiosyncratic features and then become aware of the strategies for acquiring, recalling and using vocabulary and grammatical structures and other language and intercultural information. Simultaneously, they upgrade their language skills and relate to teaching children topics. The students develop: their metacognitive techniques for organising, addressing and assessing their own learning, affective strategies for creating positive emotions and attitudes, social strategies for cooperating with other students in the learning process, cognitive strategies for linking new information with the existing ones and memory and compensation strategies to be able to analyze and classify. Simultaneously , they develop their vocabulary and acquire the fundamental skills of public presentation.			
English II – English Pronunciation for Teachers		autumn	primary	Students get acquainted with the basic principles of the English phonology, and learning and teaching strategies of English pronunciation for young learners. Students get to know the main characteristics of the individual sounds in English and their production in speech (pronunciation and activities for learning and teaching the pronunciation of consonants, vowels, and consonant/vowel clusters), phonemic transcript and its use in the classroom, the characteristics of syllables, word stress and sentence stress. Students improve their pronunciation of English sounds, especially those that are different from the Slovene ones. They compare English sounds to the Slovene ones and learn how to correct pupils' and their own mistakes.			
Early learning of robotics		autmn	primary	1. What is robotics, branches of robotics, the role if robotics in education. 2. Open electronic platforms suitable for learning robotics (eg Arduino, raspberry, etc.). 3. Operation of the basic input and output functions of the robot controller with examples of use. 4. An overview of the various programming environments for school projects on robotics. 5. Using analogue to digital in digital to analogue conversion. 6. Controlling various motors and other power systems. 7. A review of basic electronic sensors important for robotics. 8. S-R-A loop (sensing - reasoning - actingloop). 9. Communication protocols between robotic systems. 10. Assembly of programming devices (for example, mobile robot, lockable ...) in conjunction with the controller, programming of operation. 11. Planning, implementation and documentation of the project from robotics. 12. The importance of robotics in motivating young people for science in technology, robotics competitions. 13. Robotics as the starting point for an integrated approach to teaching science, technology, engineering and math (STEM).	Digital Applications in Early Childhood	KIDE03B02	V
Creative Movement and Dance Pedagogy		spring	primary	Holistic learning, social learning, holistic communication, integration of physical and spiritual, holistic game, movement, creativity and learning. Neuroscience and learning through movement/ dance. Creation through movement and dance – types of creative activities and integration with all educational areas. Art as a form of interpersonal and intrapersonal communication as well as help through arts with the emphasis on communication through creative movement and dancing. Cultural education, children's artistic creativity, capability of children's perception and their expression. Learning and teaching with art and through art, encouraging creativity, developing imagination through creative movement and dancing. Creative movement in kindergarten/school: aims, methods, forms, methodological instructions, incentives for moving - dancing creativity, integration with all educational areas, creative movement as educational method in kindergarten, in the first triennium and in further stages of primary schools, planning and analysis of educational work, relaxation function of movement and movement creativity, team dynamics, communication and creativity throughmovement and dancing as well as education for peace.			
Pedagogy and Didactics		spring	primary	Educational system structure, Formal education/Non Formal Education, Pedagogical models/ developmental psychology (Janusz Korczak, Montessori, Rogers, Vygotsky, Jena Plan, Freinet, Paulo Freire, Dewey, Decroly, Bronfenbrenner etc); Curricula development: aims, contents, outcomes; Learning environment: time, space, resources, group of children, their relationships Processes of learning and teaching: Methodologies/strategies, Pedagogic differentiation; Levels of curriculum design: macro/supranational/national, mezzo/local/school, micro/class; Key elements to build a plan: goals, learning outcomes, contents, time, space, actors, strategies, activities, resources and evaluation tools; Cooperation: Team work,Team teaching, Pedagogical team, Leadership styles, Cooperative learning,Teacher as an education professional; Professional competences (comparative approach): Interpersonal competent, Pedagogic competent, Didactics competent, competent in professional content, competent in organization, cooperation with colleagues and cooperation with environment; Personal development and reflection; Reflexive thinking, reflection before/in action/over action, open mind, accept different points of view			
Inquiry Based Science Learning		spring	primary	1. Characteristics, structure and specifics of IBSE (inquiry-based science education). 2. Organisation and guiding science learning which enables gradual construction of knowledge and understanding of the surroundings with one's own activity. 3. Control of variables and fair testing. 4. Development of skills, typical for scientists (question – forming, experimenting, measuring, data management, inferring, argumentation and presenting the findings). 5. Work will be organised on concrete examples of teaching motion, properties of matter, light, temperature, weather and electricity.			
Creative technical workshops		spring	primary	1. Importance of creativity in design and technology; 2. Creativity and inventiveness; 3. Creative thinking in design and technology; 4. Creative work and adaptations for kindergarten/school; 5. Techniques, methods and strategies of creative thinking in design and technology; 6. Technology-based problem-finding and – solving in design and technology; 7. Design thinking in education; 8. Evaluation and decision making.			

English Through Primary School Curriculum		spring	primary	The students read, listen, watch, write, analyze and evaluate texts related to the Primary School curriculum with the main emphasis on the texts which refer to the instruction in the first and second triad of the primary school. The students acquire, notice and use the terms that are characteristic of the texts and teaching materials in English language of the following school subjects/areas: Mathematics, Human and Natural Sciences, Sport, Arts, Music etc. The students use different kinds of texts, for example, teaching materials, textbooks, journal articles, newspaper articles, audio and video recordings etc. Furthermore, they acquire and use a selected set of academic vocabulary typical of abstracts in journal articles.			
ICT in education of persons with special needs		spring	primary	Basics of information and communication technology (ICT); ICT tools for communication, distance collaboration and access to inf. services and resources; ICT for teaching and learning: cognitive aspects and models for integration; Design and production of ICT-assisted learning materials; ICT-based tools for assessment and evaluation; Social, ethical, medical and legal aspects of the use of ICT in education; ICT as multimedia support for active learning; Information and communication technology (ICT) in the field of special needs; Standard and customized ancillary ICT for various types of special needs; Using ICT as a rehabilitation tool in the learning process; Computer science subjects in customized education programmes			
English III - C1 Exam Preparation		spring	primary	Students develop the four language skills (listening, reading, speaking and writing) with the use of various learning strategies, they broaden their vocabulary, become more aware of the language system and acquire public speaking skills. They read and listen to authentic texts and develop creativity by changing the texts or writing their own ones. They set learning aims, follow their own progress, and evaluate and assess their own work. Students get acquainted with the content of international exams (e.g. CAE, IELTS) and develop strategies for taking international language exams.			
Eneregetics		spring	primary	Overview of energy sources, classification in terms of energy renewable sources, classification in terms of greenhouse gas emissions. Specific heat capacity, latent heat (melting and vaporisation), heat storage concepts. Heat of combustion in fossil fuels and biomass. Heat transfer processes: flow of liquids and gases, thermal radiation, heat transfer in solid substances, convection. Energy of running water, water turbines, optimization of the water turbine didactical model regarding energy efficiency. Wind energy, wind turbines, optimization of the wind turbine didactical model with regard to energy efficiency. Light energy, photothermal conversion, solar collectors, solar power plants, optimization of the solar collector didactical model regarding energy efficiency. Photoelectric conversion, solar cells, didactical models of practical use of solar cells. Photosynthesis as biochemical energy conversion, optimization of the biomass production model. Nuclear reactions as a source of energy, the principle of operation of nuclear power plants. Principles of operation of heat engines: motors, refrigerators, air conditioners and heat pumps. Seminar work on the topics of current energetics challenges, for example: introducing electric cars, passive heating of dwellings, energy efficiency of "smart" houses, etc. Energetics as an interdisciplinary challenge for inductive teaching approaches.			