

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

<b>Predmet:</b>	Znanje in sodobne družbe
<b>Course title:</b>	Knowledge and contemporary societies

<b>Študijski program in stopnja</b> Study programme and level	<b>Študijska smer</b> Study field	<b>Letnik</b> Academic year	<b>Semester</b> Semester
Humanistične znanosti, 3. stopnja			
Humanities (PhD)			

**Vrsta predmeta / Course type**

**Univerzitetna koda predmeta / University course code:**

<b>Predavanja</b> Lectures	<b>Seminar</b> Seminar	<b>Vaje</b> Tutorial	<b>Klinične vaje</b> work	<b>Druge oblike študija</b>	<b>Samost. delo</b> Individ. work	<b>ECTS</b>
20	20			20	90	5

**Nosilec predmeta / Lecturer:**

<b>Jeziki / Languages:</b>	<b>Predavanja / Lectures:</b>	Slovensko in/ali Angleško / Slovenian and/or English
	<b>Vaje / Tutorial:</b>	Slovensko in/ali Angleško / Slovenian and/or English

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

**Prerequisites:**

**Vsebina:**

**Content (Syllabus outline):**

- teorije znanja;
- globalizacija in globalizacija izobraževanja;
- distribucija vednosti v sodobnih družbah: sredstva, postopki in učinki;
- znanstvena vednost in šolska vednost;
- vulgarizacija in skolarizacija znanstvene vednosti;
- globalna, lokalna in domorodna vednost;
- vpliv merjenj šolskega znanja na izobraževalne politike v sodobnem svetu in na razmerje med globalno ter lokalno vednostjo;
- družbe znanja kot ideološki konstrukt.

- theories of knowledge
- globalization, globalization of education;
- distribution of knowledge in today's societies: means, procedures and effects
- scientific knowledge and school knowledge
- vulgarization and scholarization of scientific knowledge
- global, local and indigenous knowledge
- effect of international large-scale student assessments on educational policies as well as on the global-local knowledge relationship
- knowledge-based societies as ideological construct

### Temeljni literatura in viri / Readings:

- Barle, A. Trunk-Širca, N. Lesjak, D. (2008). *Družba znanja: izzivi izobraževanja v 21. stoletju*. Koper: Fakulteta za management.
- Beck, U. (2003). Kaj je globalizacija? *Zmote globalizma – odgovori na globalizacijo*. Ljubljana: Krtina (knjižna zbirka Krt).
- Ben-Peretz, M. (2009). *Policy-Making in Education: A Holistic Approach in Response to Global Changes*. Lanham, New York, Toronto, Plymouth: Rowman & Littlefield Education.
- Ben-Ze'ev, A. (1995). Is There a Problem in explaining Cognitive Progress? V: Goodman, F.R., Fisher, R.W. (ur), *Rethinking Knowledge: Reflection Across the Disciplines*. New York: State University of New York, 41–56.
- Berger, L.P. Luckmann, T. (1988). *Družbena konstrukcija realnosti : razprava iz sociologije znanja*. Ljubljana: Cankarjeva založba.
- Bereiter, C. (2009). *Education and Mind in the Knowledge Age*. New York, London: Routledge.
- Burbules, C.N. Torres A.C. (2000). *Globalization and Education: Critical Perspectives*. New York, Routledge.
- Carnoy, M. (1999). *Globalization and educational reform: what planners need to know*. Paris: UNESCO: International Institute for Educational Planning.
- Christis, L. (2001). Luhmann's theory of knowledge: beyond realism and constructivism. V: *Soziale Systeme* 7, št. 2, 328–349.
- Clarkson, J. (2009). What is comparative education? V: Bignold, W. Gayton, L. (ur.), *Global Issues and Comparative Education*, str. 4–17. Exeter: Learning Matters.
- Coatsworth, J.H. (2004). Globalization, Growth and Welfare in History. V: Suárez-Orozco, M.M. Qin-Hilliard, B.D. (ur.) (2004), *Globalization: culture and education in the new millennium*, 38–55. Berkeley, Los Angeles, London: University of California Press.
- Delanty, G. (2005). *Social Science: Philosophical and Methodological Foundations*. Berkshire, New York: Open University Press.
- Evers, D. H., & Gerke, S. (2003). *Local and Global Knowledge: Social Science Research on Southeast Asia*. Paper read at the international conference, Kuching, September 2003.

Gettier, L.E. (2000). Is justified true belief knowledge? V: Bernecker, S. Dretske, F. (ur.), *Knowledge: Readings in Contemporary Epistemology*. Oxford, New York: Oxford University Press, 13-15.

Greaney, V., & Kellaghan T. (1996). *Monitoring the Learning Outcomes*. Washington: The World Bank.

Hallak, J. (1998). *Education and globalization*. Paris: Unesco.

Hines, C. (2003). Time to replace globalization with localization. V: Michie, J. (ur.), *The handbook of globalization*, 395–401. Cheltenham, Northampton: Edward Elgar Publishing.

Hollis, M. (2002). *Filozofija družbene vede: uvod*. Maribor: Založba Aristej.

Justin, J. (2007). Faktografsko znanje. V: *Šolsko polje*, let. 18, št. 7/8, 99–119.

Klemenčič, E. (2013). Protirealistične teorije znanja. *Šolsko polje*, letn. 24, št. 3/4, str. 167–181.

Klemenčič, E. (2012). *Globalizacija edukacije*. Ljubljana: i2.

Klemenčič, E. (2012). Realistične teorije znanja. *Šolsko polje*, letn. 23, št. 5/6, str. 37–61.

Klemenčič, E. (2011). *Mednarodne raziskave znanja, kurikularne politike in globalno/lokalno znanje : doktorska disertacija*. Ljubljana: ISH.

Kuhn, S.T. (1998). *Struktura znanstvenih revolucij*. Ljubljana: Krtina.

Larochelle, M. (ur.) (2007). *Key Works in Radical Constructivism: Ernst von Glaserfeld*. Rotterdam, Taipei: Sense Publishers.

Laval, C. (2005). *Šola ni podjetje. Neoliberalni napad na javno šolstvo*. Ljubljana: Krtina.

Novak, B. (1982). Russell o pojmu znanja. V: *Anthropos*, št. 3, 29–37.

Okasha, S. (2008). *Filozofija znanosti: zelo kratek uvod*. Ljubljana: Krtina.

Pritchard, D. (2010). *What is this thing called knowledge?* London, New York: Routledge.

Sayer, A. (2008). *Realism and Social Science*. Los Angeles, London, New Delhi, Singapore, Washington DC: Sage.

Spring, J. (2009). *Globalization of Education: An Introduction*. New York, London: Routledge.

#### Cilji in kompetence:

- Študente opremiti s konceptualnim aparatom za kritično analizo in refleksijo.
- Angažirati teorijo v praksi in obratno.
- Razviti motivacijo za zgodovinske raziskave, ki lahko prispevajo k razumevanju procesov v sodobnih družbah.
- Seznaniti študente z epistemološkimi in metodološkimi problemi v raziskovanju znanja in izobraževalnih dosežkov.
- Osvojiti aparat za reflektivno branje, razmišljanje, razumevanje in praktično delo.

#### Objectives and competences:

- To provide students with conceptual framework for critical analysis and the reflection.
- To engage theory in practice and vice versa.
- To develop motivation for the kind of historical research that can contribute to our understanding the processes going on in contemporary societies.
- To provide the students with insight into epistemological and methodological problems encountered in research on knowledge and education.
- To adopt reflective tools for

- Uporabiti znanje v praksi: odkrivati prostore delovanja, prenosa znanja, možnosti družbenih transformacij.
- Vzpostavitev zgodovinske perspektive ob vsaki problematizaciji procesov v sodobnih družbah.

- reading, thinking, understanding and working in practice.
- To apply knowledge in practice: to explore spaces for agency, transmission of knowledge, trajectories of changes and possibilities of social transformation.
  - To add a historical perspective when dealing with processes in contemporary societies.

#### **Predvideni študijski rezultati:**

- Kritično, analitičen, teoretični pristop k družbenim problemom in vprašanjem;
- Prepoznavanje povezave med procesi produkcije vednosti, izobraževanja, praks, aplikacij;
- Angažiranje in aplikacija kritičnih konceptov pri reševanju družbenih problemov in oblikovanju emancipatornih politik na področju vednost in izobraževanja.

#### **Intended learning outcomes:**

- Obtained strong critical, analytical and theoretical approach to social problems and issues;
- Recognized interfaces between processes of knowledge production and education, practices and applications;
- Engagement and application of critical concepts in solving social problems and creating emancipatory politics in the field of knowledge and education.

#### **Metode poučevanja in učenja:**

Predavanja, seminarji (razprave), terensko delo/praktično delo.

#### **Learning and teaching methods:**

Lectures, seminars (discussions), field work/work in practice.

#### **Načini ocenjevanja:**

Delež (v %) /

Weight (in %)

#### **Assessment:**

Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:

#### **Reference nosilca / Lecturer's references:**

Doc. dr. Eva Klemenčič

KLEMENČIČ, Eva. Mednarodne raziskave znanja in (nacionalno) oblikovanje politik : era delovanja Pedagoškega inštituta. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2015, letn. 26, št. 3/4, str. 71-100, 230-232.

KLEMENČIČ, Eva. Protirealistične teorije znanja. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2013, letn. 24, št. 3/4, str. 167-181, 207-208.

KLEMENČIČ, Eva. Realistične teorije znanja. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2012,

letn. 23, št. 5/6, str. 37-61, 136-137. [COBISS.SI-ID 2531927]

MIRAZCHIYSKI, Plamen, KLEMENČIČ, Eva. Evidence-based policy-making in education : can we take the horses back in the stable, please?. V: ECER 2015 : education and transition - contributions from educational research : programme by network. Budapest: European Educational Research Association, 2015, 1 str. <http://www.eera-ecer.de/ecer-programmes/conference/20/contribution/36604/>.

KLEMENČIČ, Eva. International comparisons as a process of education and knowledge globalization. V: The Clute Institute International Academic Conferences : 2011 Las Vegas International Academic Conference, 10.-12.10.2011. Las Vegas: The Clute Institute, 2011, str. 431-440.

KLEMENČIČ, Eva. The impact of globalization on knowledge and education through international studies and assessments. V: European society or European societies? : full papers. Lisboa: ISCTE-IUL, 2009, 16 str.

KLEMENČIČ, Eva, JOŠT LEŠER, Valentina. Perception of knowledge in a knowledge base society : a case study. V: DERMOL, Valerij (ur.), et al. Managing intellectual capital and innovation for sustainable and inclusive society : proceedings of the MakeLearn and TIIM Joint International Conference, 27-29 May 2015, Bari, Italy, (MakeLearn, ISSN 2232-3309). Bangkok; Celje; Lublin: ToKnowPress, 2015, str. 1723.

KLEMENČIČ, Eva. Large-scale student assessments and learning taxonomies. V: The worldwide education revolution : [56th annual conference of the Comparative and International Education Society, University of Puerto Rico, San Juan, 22-27 April, 2012]. San Juan: The Pennsylvania state univeristy, 2012.

KLEMENČIČ, Eva. Global Knowledge in a Global Society? : an attempt at definition - large-scale student assessments as a catalyst in processes of globalisation of knowledge. V: The Eighteenth International Conference on Learning : University of Mauritius, Mauritius, 5-8 July 2011. Mauritius: University of Mauritius, 2011.

KLEMENČIČ, Eva. International Comparative Education Studies : re-conceptualization of knowledge?. V: The International Society for the Social Studies : annunal conference of The International Society for the Social Studies, University of Central Florida, February 25th - 26th, 2010. Orlando: University of Central Florida, 2010, str. 31

KLEMENČIČ, Eva. The impact of international achievement studies on national education policymaking : the case of Slovenia - how many watches do we need?. V: WISEMAN, Alexander W. (ur.). The impact of international achievement studies on national education policymaking, (International perspectives on education and society, ISSN 1479-3679, vol. 13). 1st ed. Bingley: Emerald, 2010, str. 239-266.

KLEMENČIČ, Eva. Andreja Barle, Nada Trunk Širca, Dušan Lesjak - Družba znanja: izzivi izobraževanja v 21. stoletju, Koper, Fakulteta za management, 2008, Znanstvene monografije Fakultete za management, 217 str. Šolsko polje, ISSN 1581-6036. [Tiskana izd.], 2010, letn. 21, št. 1/2, str. 220-226.

KLEMENČIČ, Eva. Globalizacija edukacije. 1. izd. Ljubljana: i2, 2012.

KLEMENČIČ, Eva. Mednarodne raziskave znanja, kurikularne politike in globalno/lokalno znanje : doktorska disertacija. Ljubljana: [E. Klemenčič], 2011.