

PUBLIC UNIVERSITIES IN POST-SOCIALIST STATES COULD BECOME 'UN-ACADEMIC' AFTER THE 2020 PANDEMIC

Firm and verifiable signs give reason for legitimate concern and criticism of the path taken by public universities in European post-socialist states in the last two decades. Not fulfilling their social role and function, as guardians of knowledge, thought, critical reflection and open-mindedness, is a cause for serious concern. Universities have bowed to the aggressive logic of the market. Instead of resisting the purely bureaucratic and brutal administrative conditions and criteria imposed by the state, universities have completely and uncritically subjected themselves to the dictates of authorities and committees controlled by the state. Academics have become passive and apathetic slaves of robotised technocratic dehumanisation. These phenomena have led universities to considerably fail to take care of the education of critically thinking citizens, of moral personalities and courageous civil intellectuals equipped with authentic and high-quality knowledge, and with self-respect, combined with an appropriate ethical self-understanding of their systemic and social role. Academics have lost awareness of their most important public role in the maintenance and progress of genuine democracy and the political system's legitimacy. It seems that these universities have become almost non-academic. And they could finally become 'un-academic' due to the 2020 pandemic.

Keywords: university, knowledge (as value), education, ethics, democracy

Janez Drobnič

POKLICNE ODLOČITVE IN VODENJE KARIERE V KONTEKSTU AVTONOMNOSTI IN SAMOODLOČANJA

Avtor obravnava spremembe v upravljanju kariere, ki so se zgodile v zadnjih letih zaradi dinamičnih sprememb v gospodarstvu in na trgu dela ter vplivov sodobnih pristopov, ki izhajajo iz teorij razvoja kariere. Očitno je, da je sedanje karierno vodenje kompleksno in se naslanja na psihološke teorije, ki se ukvarjajo s strukturo posameznika in njegovimi razvojnimi fazami, v zadnjem času predvsem tiste, ki se osredotočajo na identiteto ter kreiranje individualnosti. V tem kontekstu smo priča razvoju inovacij, ki se kažejo v zahtevah po avtonomnem vodenju kariere in kariernem konstruiranju, lastnem upravljanju učnih procesov, samoodločanju in drugih prvinah. Vse te inovacije avtor uporablja tudi pri osebah s posebnimi potrebami, kjer predstavi sintetizirani model kompetenčne kariere za to populacijo.

Ključne besede: kariera, samoodločanje, osebe s posebnimi potrebami, karierno konstruiranje, avtonomija

VOCATIONAL DECISIONS AND CAREER GUIDANCE IN THE CONTEXT OF AUTONOMY AND SELF-DETERMINATION

The author reviews changes in career management that have occurred in recent years due to a dynamic economy and labour market, as well as the influences of modern approaches deriving from career development theories. It is obvious that the current career guidance is complex and relies on psychological theories dealing with the structure of an individual, with developmental phases and, more recently, those focusing on identity and creating individuality.

In this context, the emphasis is on the requirements for autonomous management and career construction, the own management of learning processes rather than passive education and other innovations. The author applies all of these innovations to persons with special needs, where he also presents a synthesised competence career model for this population.

Keywords: career, self-determination, people with special needs, career construction, autonomy

Andreja Drobnič Vidic

PRIMERJAVA DVEH INTERDISCIPLINARNIH NA UČENCA USMERJENIH UČNIH PRISTOPOV ZA VPELJAVO NA PODROČJE MATEMATIKE

V prispevku primerjamo učenje s preiskovanjem (ang. *inquiry-based learning* – IBL), ki je novo vpeljani pojem v slovensko matematično izobraževanje, in problemsko naravnano učenje (ang. *problem-based learning* – PBL), ki v tem izobraževanju do sedaj ni bilo pogosto uporabljeno. Analiziramo skupne karakteristike in razlike obeh aktivnih interdisciplinarnih učnih pristopov, osredotočenih na učence. S kratko analizo prispevkov na slovenskem področju z omenjenima učnima pristopoma podamo kritiko neenotnega poimenovanja in vpeljevanja danih učnih pristopov v slovenskem prostoru. S specifično študijo tuje literature ugotovimo, kako pogosto posamezni učni pristop uporabljajo pri matematiki glede na naravoslovje, kako pogosto z njima interdisciplinarno povezujejo obe področji in kakšen je trend po 5-letnih obdobjih. Spoznamo, na katerem izobraževalnem nivoju se posamezni pristop uporablja, s katerimi vrstami raziskav pristopa preučujejo v svetu in katere osebe so najpogostejše preučevane v prispevkih. Podamo nekatere omejitve raziskave, ki bodo morebiti spodbudile raziskovalce in učitelje k nadaljnjemu preučevanju te tematike. Kvalitativna analiza prispevkov PBL in IBL pristopa nam kaže, kje so pomanjkljivosti pri vpeljavi pristopov na področje matematike in smernice za njeno interdisciplinarno poučevanje.