

UČNI NAČRT PREDMETA / COURSE SYLLABUS**Predmet:** PEDAGOGIKA Z ANDRAGOGIKO**Course title:** PEDAGOGY WITH ANDRAGOGY

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
UŠP Kemijsko izobraževanje, 2. stopnja	/	1.	1. in 2.
USP Chemical Education, 2 nd Cycle	/	1 st	1 st and 2 nd

Vrsta predmeta / Course type

obvezni / Mandatory

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminars	Vaje Tutorials	Klinične vaje	Druge oblike študija	Samost. delo Individ. work	ECTS
60	15	/	/	/	50	5

Nosilec predmeta / Lecturer:red. prof. dr. Monika Govekar-Okoliš /
Dr. Monika Govekar-Okoliš, PhD Professor**Jeziki /****Languages:****Predavanja / Lectures:** slovensko / Slovene**Vaje / Tutorial:** /**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Pogoj za vključitev: vpis v ustrezni letnik študijskega programa.
Študent mora imeti predmet vpisan v VIS sistem.

Course requirements:

Conditions for inclusion: enrolment in the relevant year of the study programme.
The course has to be assigned to the student in the VIS system.

Vsebina:

Predmet je deljen na dva vsebinska področja. Študenti poslušajo najprej vsebine s področja pedagogike, nato z andragogike. Ločeno opravljajo dva delna izpita, izpit iz pedagogike in izpit iz andragogike, skupna ocena obeh delnih izpitov je zaključna ocena predmeta Pedagogika z andragogiko.

Področje pedagogike:

- Opredelitev pedagogike kot znanosti in njenih temeljnih pojmov. Družbena pogojenost vzgoje in izobraževanja (šola kot družbena ustanova, kot ideološki aparat države...).

Content (Syllabus outline):

The subject is divided into two thematic areas: pedagogy and andragogy. Students take two separate examinations, one in pedagogy and one in andragogy, and the joint grade from these two exams constitutes the final grade for the subject Pedagogy with Andragogy.

Pedagogy

- The definition of andragogy as an academic field and its basic concepts. Social nature of education (school as a social institution, school as an ideological apparatus of the society...).

- Vzgoja kot intencionalni dejavnik razvoja posameznika, kulture in družbe. Legitimnost vzgoje in njena povezanost s socializacijo. Vrste socializacije in modeli šolske (vzgojne) socializacije.
- Vzgojno izobraževalni (pedagoški) proces v šoli. Odnos med vzgojo in izobraževanjem. Vrste vzgoje (intencionalna, ...). Vzgojni stili (represivni,...) in vzgojni koncepti (duhoslovni, pedocentrični,...).
- Objekt in subjekt vzgoje in izobraževanja. Vzgojni in izobraževalni cilji ter smotri. Dejavniki vzgoje in izobraževanja (učitelj, učni predmeti, disciplina, kulturna in organizacijska razvitost šole).
- Sodobna načela oblikovanja šolske skupnosti (koncept inkluzivne šole utemeljene na načelih: pravičnosti, enakosti možnosti, solidarnosti, integracije, pluralizma in interkulturalnosti). Upoštevanje temeljnih človekovih pravic v sodobni šoli. Etična načela in zakonska določila.
- Učitelj v sodobni šoli kot strokovnjak za nove pristope dela v razredu (glede na socialno, etično, jezikovno, idr. različnost učencev, spodbuja učno okolje), strokovnjak za vključevanje učencev v projekte za raziskovanje in pridobivanje znanja. Oseba in osebnost (učiteljeva avtoriteta, učiteljeva vrednostna orientacija in temeljna načela moralnega razsojanja).

Področje andragogike:

- Opredelitev andragogike kot znanosti in njenih temeljnih pojmov. Pojem odraslosti in življenjska obdobja. Učenje/izobraževanje odraslih in razlike v učenju/izobraževanju odraslih od učenja/izobraževanja otrok in mladine. Vrste izobraževanja odraslih (formalno,...). Ovire, motivi in motivacija za izobraževanje odraslih. Vzgoja in vrste vzgoje ter prevzgoja odraslih. Socializacija odraslih. Teorija

- Education as an intentional factor of the development of individual, culture and society. Legitimacy of education and its connection with socialization. Types of socialization and models of school socialization.
- Pedagogical process in a school. The relation between instruction and moral education. Types of education (intentional, functional education). Educational styles (repressive,...) and concepts (herbartianism, pedocentrism,...)
- Subject and object of education. Goals and aims of education. Factors of educational impact (a teacher, subjects of instruction, discipline, cultural and organisational climate of school).
- Contemporary principles of the development of a school community (concept of inclusive school, based on the principles of justice, equal opportunities, solidarity, integration, pluralism and interculturality). Consideration of human's rights in the contemporary school. Ethical and legal principles.
- Teacher in the contemporary school as an expert for new approaches in the classroom (concerning social, ethnical, linguistic etc. differences of pupils); as an expert for research and instruction. Personality of the teacher (authority, value orientation, basic principles of moral reasoning).

Andragogy:

- The definition of andragogy as an academic field and its basic concepts. The concept of adulthood and life stages. Adult learning/education and the differences in relation to learning/education for children and young adults. Types of adult education (formal, etc.). Obstacles, motives and motivation for adult education. Re-education of adults. Socialisation of adults. The theory of permanent

permanentnega izobraževanja ter vseživljenjsko učenje in izobraževanje odraslih.

- Izobraževanje odraslih kot potreba družbe, šole (drugih institucij) in potreba posameznika. Tough (učni projekti, samostojno izobraževanje odraslih), Titmus (pomen komunikacije), Kidd (znanje za preživetje)...
- Operativni učni načrt za delo in izobraževanje odraslih. Ugotavljanje potreb po izobraževanju odraslih in načini sestavljanja izobraževalnih programov za odrasle. Programiranje izobraževanja odraslih.
- Planiranje izobraževanja odraslih. Izbor virov znanja. Metode izobraževanja odraslih (predavanja, pogovora, diskusije, igranja vlog, supervizija, idr.). Oblike izobraževanja odraslih (organizacija in izvajanje seminarjev, tečajev, mentorstva, študijskih krožkov,...). Pogoji in izvajanje izobraževanja odraslih ter upoštevanje andragoških načel (prostovoljnost,... idr.). Vrednotenje izobraževanja odraslih. Vrste, načini in rezultati vrednotenja izobraževanja odraslih.
- Profesionalni razvoj učitelja in drugih odraslih. Oblikovanje osebnega vseživljenjskega izobraževanja in metoda izobraževalne biografije. Pomen izkustvenega učenja učiteljev in drugih odraslih.
- Spodbujanje vseživljenjskega izobraževanja in učenja odraslih v šoli in drugih izobraževalnih institucijah in učinkovita komunikacija (verbalna, neverbalna) med sodelavci, starši in drugimi odraslimi posamezniki in institucijami.

education and lifelong learning and education of adults.

- Adult education as an individual, social and institutional need (schools, other institutions). Tough (learning projects, independent education of adults), Titmus (the importance of communication), Kidd (knowledge for survival), etc.
- An operative syllabus for working with and educating adults. Ascertaining the needs for adult learning and the methods of creating educational programmes for adults. The programming of adult education.
- The planning of adult education. The selection of the sources of knowledge. Methods of adult education (lectures, discussion, role play, supervision, etc.). The forms of adult education (organisation and implementation of seminars, courses, mentorship, study circles, etc.). The conditions and implementation of adult education and the consideration of andragogical principles (voluntary nature, etc.).
- The professional development of teachers and other adults. The formulation of lifelong personal education and the method of a learning biography. The importance of experiential learning by teachers and other adults.
- The encouragement of lifelong education and adult learning in school and other educational institutions and effective communication (verbal, non-verbal) between staff, parents and other adults and institutions.

Temeljni literatura in viri / Basic literature:

Področje pedagogike/Pedagogy:

- Govekar-Okoliš, Monika (2018). Teacher education within Slovenian and Croatian regions from 1867 to 1914. Review of Croatian history, ISSN 1845-4380, 2018, vol. 14, br. 1, str. 173-198.
- Govekar-Okoliš, Monika (2017). The role of grammar schools in forming the national identity of the Slovenes within Austria from 1849 to 1914, (Erziehung - Unterricht - Bildung, Bd. 182). Hamburg: Verlag Dr. Kovač, 2017 (str. od 43 – 59).
- Jeznik, K., Kroflič, R. in Štirn Janota, P. (2017). O vzgojnih pristopih med permisivnostjo in otrokocentričnostjo. V: Generaciji navidezne svobode: otroci in starši v sodobni družbi. Str. 151-177.
- Kroflič, R. idr. (2011). Kazen v šoli? Izbrani teoretski pristopi k sankcioniranju prekrškov in podpori prosocialnega ter moralnega ravnanja, Ljubljana: Center RS za poklicno izobraževanje, 2011. (do str. 37).

Priporočena literature/Recommended literature:

- Kalin, J., Resman, M., Šteh, B., Mrvar, P., Govekar-Okoliš, M., Mažgon, J. (2009). *Izzivi in smernice kakovostnega sodelovanja med šolo in starši*. Razprave Filozofske fakultete, Ljubljana: Znanstveno raziskovalni inštitut Filozofske fakultete, (251 str.).
- Kalin, J. (2003). Pouk, ki spodbuja sodelovalno klimo in nenasilje. *Sodobna pedagogika*, let. 53, št. 4, str. 42-57.
- Kroflič, R. (2003). Etične in/ali pravne osnove vzgojnih konceptov javne šole/vrtca. *Sodobna pedagogika*, št. 4.

Področje andragogike/Andragogy:

- Bregar, L., Zagmajster, M., Radovan, M. (2010). *Osnove e-izobraževanja*: priročnik, Ljubljana: Andragoški center Slovenije, 328 str.
- Govekar-Okoliš, Monika (2018). Mentors' perceptions on effects of their mentoring with higher education students in companies after the adoption of the Bologna process. *European journal of higher education*, ISSN 2156-8235, 2018, vol. 8, no. 2, str. 185-200.
- GOVEKAR-OKOLIŠ, M. (2018). Effectiveness of school lessons from the past as living forms of museum education for university students. *Museum management and curatorship*, ISSN 1872-9185, 2018, vol. 33, no. 4, str. 382-397.
- Govekar-Okoliš, M. in Ličen, N. (2008). *Poglavja iz andragogike*, Ljubljana: Znanstvena založba Filozofske fakultete, Oddelek za pedagogiko in andragogiko, (140 str.).
- Velikonja, M., M. Svetina in T. Možina (2012). *Andragoško vodenje: za vodje izobraževanja odraslih in učitelje*, Ljubljana: Andragoški center Slovenije, (255 str.).

Priporočena literature/Recommended literature:

- Jelenc-Krašovec, S in Jelenc, Z. (2003). *Andragoško svetovalno delo*. Ljubljana: Filozofska fakulteta. (274 str.)

- Krajnc, A. (1976). Metode izobraževanja odraslih. Ljubljana: Delavska enotnost.
- Mijoč, N., Findeisen, D. in Krajnc A. (1993). Študijski krožki. Ljubljana: Andragoški center Slovenije.

Cilji in kompetence:

Področje pedagogike:

- Poznajo zakonitosti in pomen temeljnih pedagoških teoretskih usmeritev za oblikovanje vzgojnega koncepta javne šole.
- Poznajo zakonitosti delovanja vzgojno izobraževalnega procesa, oblikujejo jasna pravila za vedenje in disciplino v razredu ter upoštevajo etična načela in zakonska določila.
- Razvijajo kompetence za oblikovanje učnih programov za doseganje ustrezne vzgojne dimenzije pouka pri določenem predmetu in za vključevanje učencev v projekte za raziskovanje in pridobivanje znanj.
- Poznajo pedagoško vlogo učitelja v šoli, znajo reševati vzgojne in disciplinske probleme v razredu in šoli, ustvarjati ustrezno klimo, spodbujati pozitivne vrednote, stališča in vedenje.
- Razvijajo pozitiven odnos do učencev in uporabljajo ustrezne pristope glede na njihovo socialno, kulturno, etično, jezikovno in versko različnost.

Področje andragogike:

- Poznajo andragoške zakonitosti in sodelujejo pri vodenju izobraževalnih institucij. Načrtujejo in oblikujejo različne projekte. Vodijo in koordinirajo izobraževalno delo s širšim družbenim okoljem.
- Upoštevajo in uporabljajo različna andragoška načela, metode, oblike in tehnike za delo z odraslimi. Vodijo sestanke in diskusije s starši ter drugimi osebami.
- Oblikujejo operativni izobraževalni program za odrasle (starše, idr.), glede na njihove potrebe, za spodbujanje in v

Objectives and competences:

Pedagogy

- Students are familiar with basic principles and theories of the development of concept of moral and character education of public school.
- Students are familiar with the principles of educational processes, they are capable of the development of a clear set of discipline rules in the classroom considering ethical principles and legal rules.
- Students develop competences for curriculum planning for the achievement of the value dimension of the school subject and for students successful work in the research projects and acquiring knowledge.
- Students are familiar with the pedagogical role of the teacher in school, they are capable to solve discipline problems in the classroom/school, they can develop positive climate, they can stimulate positive values, views and behaviour.
- Students develop positive relationship to students and use proper approaches concerning students social, cultural, ethnic, linguistic and religious differences.

Andragogy:

- Students are familiar with andragogical principles and take part in the management of educational institutions. They plan and create various projects. They lead and coordinate educational work with the wider social environment
- Students take into account and use various andragogical principles, methods, formal approaches and techniques for working with adults. They lead meetings and discussions with

podporo pridobivanja znanja učencev (delavnice za starše, študijske krožke, šole za starše, različna izobraževanja,...).

- Načrtujejo, spremljajo, vrednotijo in uravnavajo lastni profesionalni razvoj. Oblikujejo program osebnega vseživljenjskega izobraževanja. Poznajo izkustveno učenje.
- Spodbujajo vseživljenjsko izobraževanje in učenje odraslih v šolah in drugih izobraževalnih institucijah in učinkovito komunicirajo z odraslimi.

parents and others.

- Students formulate an operative educational programme for adults (parents, etc.), in line with their needs, for the encouragement and in support of the acquisition of knowledge by pupils (workshops for parents, study circles, school for parents, various other forms of education, etc.).
- Students plan, follow, evaluate and manage their own professional development. They formulate a programme for personal lifelong learning. They are familiar with experiential learning.
- Students encourage permanent education and lifelong learning by adults in schools and other educational institutions and communicate effectively with adults.

Predvideni študijski rezultati:

Znanje in razumevanje

Področje pedagogike

Študenti poznajo:

- in razumejo zakonitosti pedagoških teoretskih usmeritev za oblikovanje vzgojnega koncepta javne šole,
- zakonitosti delovanja vzgojno izobraževalnega procesa in vlogo vzgoje ter socializacije za razvoj posameznika, kulture in družbe,
- vloge učitelja in učenca kot subjekta in objekta pri pouku,
- sodobna načela oblikovanja šolske skupnosti, etična načela in zakonska določila,
- značilnosti pedagoške vloge učitelja.

Andragoško področje

Študenti poznajo:

- in razumejo zakonitosti andragoških problemov in situacij v izobraževalnih institucijah (šolah...),
- oblike sodelovanja pri vodenju

Intended learning outcomes:

Knowledge and understanding:

Pedagoogy

Students are familiar with:

- basic principles and theories of the development of concept of moral and character education of public school,
- the principles of educational processes and their role in the socialization of the individual, culture and society,
- the role of a teacher and student as subjects and objects of education,
- contemporary principles of the development of school society, ethical principles and legal rules,
- characteristics of the teacher pedagogical role.

Andragogy

Students are familiar with:

- and understand the characteristics of andragogical problems and situations in educational institutions,
- ways of participating in managing

izobraževalnih institucij (načrtovanje in oblikovanje šolskih in drugih projektov),

- andragoška načela, metode, oblike, tehnike za delo/izobraževanje z odraslimi (starši, idr.) ter učinkovito komunikacijo,
- postopek oblikovanja izobraževalnega programa za odrasle in vrednotenje izobraževanja,
- metode za spremljanje, vrednotenje in uravnavanje lastnega profesionalnega razvoja in za vseživljenjsko učenje in izobraževanje.

Uporaba

Pedagoško področje

Študenti znajo:

- oblikovati programe za oblikovanje vzgojne dimenzije pouka pri posameznem predmetu,
- oblikovati programe za vključevanje učencev v projekte za raziskovanje in pridobivanje znanj,
- reševati vzgojne in disciplinske probleme v razredu in šoli,
- razvijati pozitiven odnos in ustrezne pristope do učencev glede na socialno, kulturno, etično, jezikovno in versko različnost učencev.

Andragoško področje

Študenti znajo:

- ugotavljati potrebe po izobraževanju odraslih v instituciji, voditi in koordinirati šolsko delo s starši, sodelavci in s širšim družbenim okoljem,
- oblikovati operativni izobraževalni program za odrasle, uporabljati andragoška načela, upoštevati pogoje dela, metode in različne tehnike dela z odraslimi,
- uporabiti ustrezne andragoške oblike dela z odraslimi, glede na njihove potrebe in ustrezne načine vrednotenja znanja odraslih,
- izdelati načrt lastnega profesionalnega razvoja in izobraževanja ter skrbeti za vseživljenjsko učenje in izobraževanje.

educational institutions (the planning and creation of school and other projects),

- andragogical principles, methods, formal approaches, techniques for working with/education of adults (parents, etc.) and effective communication,
- the procedure of the formulation of an educational programme for adults and the evaluation of learning, the methods of monitoring, assessing and managing their own professional development and permanent education and lifelong learning.

Application

Pedagogy

Students are able to:

- plan programmes of the value dimension of instruction,
- plan programmes for motivation of students engagement in research projects and achieving knowledge,
- solve moral and discipline conflicts in the classroom and school,
- develop positive relationship and approach to students with different social, cultural, ethnic, linguistic and religious background.

Andragogy

Students are able to:

- establish the needs for the education of adults in an institution, lead and coordinate the school's work with adults, staff and the wider social environment,
- formulate an operative educational programme for adults, use andragogical principles, take into account the working conditions, and methods and various techniques for working with adults,
- use the appropriate andragogical forms of working with adults with regard to their needs and the appropriate methods of evaluating the knowledge of adults,
- create a plan of their own professional development and learning and manage their own permanent education and lifelong learning.

Refleksija

Pedagoško področje:

- Povezujejo teoretična znanja z dejanskim pedagoškim (vzgojnim) delom na šoli.
- Znajo uporabiti znanja s področja etičnih načel in zakonskih določil pri izvajanju učnega procesa.
- Se zavedajo odgovornosti oblikovanja posameznikove osebnosti, pozitivnega odnosa do sočloveka in svoje vzgojne ter izobraževalne vloge v razredu in na šoli.

Andragoško področje:

- Povezujejo teoretična znanja z dejanskim andragoškim delom na šoli in drugih institucijah.
- Znajo na temelju teoretičnih spoznanj uporabiti ustrezne oblike, metode in tehnike dela z odraslimi (starši) ter glede na različne potrebe pripraviti operativni izobraževalni program oz. različne načine sodelovanja.
- Razvijajo pozitivna stališča do lastnega dela in dela z odraslimi (straši, sodelavci,...)

Prenosljive spretnosti – niso vezane le na en predmet

Pedagoško in andragoško področje:

- Znajo upoštevati razlike med otroki, mladostniki in odraslimi pri njihovem delu in izobraževanju ter z njimi na ustrezen način komunicirati.
- Znajo upoštevati razlike v pripravi izobraževalnih programov za otroke, kot za odrasle.
- Znajo spodbujati pozitivne vrednote, stališča in vseživljenjsko učenje in izobraževanje pri otrocih in odraslih.
- Znajo razvijati pozitiven odnos do učencev (otroci, mladina, odrasli), ne glede na njihove socialne, etične, kulturne, jezikovne in verske razlike.
- Skrb za lastni profesionalni razvoj in izobraževanje.

Reflection

Pedagogy

- Students connect theoretical knowledge with practical educational work in the school.
- Students know how to use ethical principles and legal rules during instruction.
- Students are aware of responsibility for the development of students personality, their positive relationship to fellow persons and roles in intellectual and moral education in school.

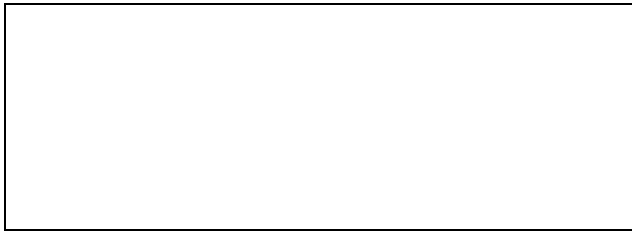
Andragogy:

- Students combine their theoretical knowledge with specific andragogical work at a school or other institution.
- On the basis of theoretical findings, students are able to use the suitable formal approaches, methods and techniques of working with adults (parents) and with regard to different needs, create an operative learning programme and organise various forms of cooperation.
- Students develop a positive attitude to their own work and to working with adults (parents, staff, etc.).

Transferable skills – non-subject specific

Pedagogy and andragogy:

- Students know how to take into account the differences between children, young adults and adults in their work and education and how to communicate with them in the most suitable way.
- Students know how to take into account the differences in the creation of educational programmes for children and adults.
- Students are able to encourage positive values, attitudes and permanent education and lifelong learning in children and adults.
- Students are able to develop a positive attitude to pupils and students (children, young adults, adults), irrespective of their social, ethical, cultural, linguistic and



- religious differences.
- Students know how to ensure their own professional development and education.

Metode poučevanja in učenja:

Predmet se izvaja v obliki predavanj in seminarjev, ki vključujejo pogovore, diskusije ter različne oblike aktivnega in izkustvenega učenja in izobraževanja. Po dogovoru študenti izdelajo v skupinski ali individualni obliki primer izobraževalnega programa ali projekta. Po dogovoru možen obisk zunanjih strokovnjakov s predstavitvijo primerov iz prakse. Po dogovoru možen obisk v določeni izobraževalni instituciji, zlasti za spodbujanje bodočih učiteljev k neformalnemu izobraževanju in vseživljenjskemu profesionalnemu razvoju.

Learning and teaching methods:

The subject is implemented in the form of lectures and seminars that include discussion and various forms of active and experiential learning and training. By agreement students, either individually or in a group, may produce an example of an educational programme or project. Visits can also be organised by experts who present practical examples, or by students to an educational institution, particularly with the aim of encouraging future teachers towards informal learning and lifelong professional development.

Načini ocenjevanja:

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

<p>Študenti opravijo delni izpit iz pedagogike in delni izpit iz andragogike. Skupna ocena obeh delnih izpitov je skupna ocena predmeta Pedagogika z andragogiko. Vsak delni izpit je najprej pisni, z esejskimi vprašanji. Vsak nadaljnji izpit pa je ustni izpit (popravljanje negativne ocene ali zviševanje ocene).</p> <p>Ocene v okviru ECTS ocenjevanja na UL. Ocenjevalna lestvica: od 1 do 5 negativno, 6 zadostno, 7 dobro, 8 prav dobro, 9 prav dobro, 10 odlično.</p>	<p>50% izpit iz pedagogike / 50% examination in pedagogy</p> <p>50% izpit iz andragogike / 50% examination in andragogy</p>	<p>Type: Students pass separate examinations in pedagogy and andragogy. The combined grade for the two examinations constitutes the final grade for the subject Pedagogy with Andragogy. Both examinations begin with a written part consisting of essay questions. Every subsequent attempt at the exam (to turn a negative grade into a positive one or to improve a grade) is taken orally.</p> <p>Grades within the ECTS evaluation in University of Ljubljana. Grading scale from 1 to 5 negative, 6 sufficient, 7 good, 8 very good, 9 very good, 10 excellent.</p>
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Reference nosilca / Lecturer's references:

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