

## 2021-2022 STUDY PROGRAMME INFORMATION – GESTALT PEDAGOGY

### Basic data

Programme name	<b>Gestalt Pedagogy</b>
Programme characteristics	
Type	Advanced
KLASIUS/SRV	Sublevel 6/2: Activities/Achievements, supplementary education
ISCED	• Humanities (22)
KLASIUS-P	• Theology (2211)
CLASSIUS-P-16	(no information)
Frascati	• Humanities (6)
SQF (SOK) Level	SQF (SOK) Level 7
EQF (EOK) Level	EQF (EOK) Level 6
EQ-EHEA (EOVK) Level	First cycle
Fields/modules/orientations	• No subdivision (study programme)
Members of the University of Ljubljana	• Faculty of Theology, Poljanska 4, 1000 Ljubljana, Slovenia
Duration (years)	1
Number of ECTS per year	32
Mode of study	Second

### Basic goals of the programme

Advanced education in Gestalt Pedagogy is primarily aimed at strengthening previously acquired pastoral and pedagogical skills and processing them in such a way that new methodological approaches will benefit all those involved in pastoral and educational process. As it is a holistic education, the basic goal of all training is to help and guide the process of reflection of pastoral pedagogical workers, so that they can become creators of new creative paradigms in the educational process. The ultimate goal is to form a pastoral pedagogical worker able to establish a stable personality image and face the challenges of concrete pastoral and educational work with responsibility and satisfaction. These are also core competences, which, in addition to the specific methodological ones, participants of the programme will acquire. Gestalt Anthropology and Psychology presuppose reflection and strengthening of the inner structure, which are the foundation of a successful and satisfied pastoral and pedagogical worker. Since pastoral and pedagogical workers are not only expected to perform routine work but also give a strong personal testimony, this strengthening of inner consciousness is required in the process of lifelong learning. In addition, the programme focuses on team learning, where the individual learns appropriate pedagogical communication and response in the group.

To summarize, the basic goals of the programme are:

- to prepare pedagogical and pastoral workers for better performance of their mission;
- to sensitize pedagogical and pastoral workers for a swift identification of educational problems and find creative solutions;
- to enable parents for a better performance of their educational mission.

### General competences

#### a) Personal competences:

- recognizing one's own life story as a starting point for pedagogical work;
- discovering and recognizing one's own personal limitations and resources;
- forming a positive self-image.

#### b) Pedagogical professional competences:

- recognizing the complexity of the pedagogical and didactic process;
- theoretical funding and practical application of integrated pedagogical and didactic methods;
- focusing pedagogical and didactic questions and creating appropriate professional answers;
- application of gestalt integrated principles in pedagogical work.

#### c) Social competences:

- formation of pedagogical groups as a community of diverse interpersonal relationships;
- implementation of group dynamics on the basis of heterogeneous socialization, where not only the quantitative but also the qualitative level of relations in the group is taken into account;
- sensitivity for relationships in a group by taking into account weaker individuals;
- the ability to resolve conflicts and conflict situations in a group.

d) Religious competences:

- recognizing and accepting one's own religious background and the ability to learn from it;
- ability of critical theological, psychological and pedagogical reflection of one's own religiosity;
- respectful articulation of religious and theological life issues and the formation of open religious pedagogical visions.

e) Counselling competences:

- the ability to listen;
- creative counselling, not in the sense of directiveness, but at the level of opening up new opportunities;
- provide individuals with opportunities to make their own decisions;
- motivate the group to give individuals the necessary support in implementing their decisions.

## Course-specific competences

### Students:

- are able to distinguish Gestalt Pedagogy from other gestalt work forms;
- know how to apply the principles of Gestalt Pedagogy;
- recognise and apply resources for self-help in pedagogical work;
- build the character of a pastoral worker, teacher and educator through the narration of their own story;
- prepare and use various aids in pastoral care, learning and teaching by narrative methods;
- learn about the connection between the anthropological foundation of narrative and education;
- master hermeneutic laws and integrate them in the process of analysing the narrative of one's own life and the lives of others;
- perceive the basic features and reactions of individual characters;
- recognize the impact of mental pain on physical well-being;
- know how to involve the body in the processing of mental pain and advise in overcoming psychological distress;
- learn about the possibilities for empathic and creative openness to the roles of others through interactivity and group work;
- discover their own role and its stratification through C. G. Jung and his image of person (mask, shadow, animus, anima);
- learn about the relationship between role and identity through understanding the concepts of empathy, detachment from the role, ambiguous tolerance and expression of identity;
- read the Bible biographically and to actualize biblical narratives;
- recognize key biblical characters as those who serve others through open anthropological and religious communication;
- understand the concepts of corporeality, sensuality and sexuality;
- understand and positively evaluate the body and corporeality;
- recognize through the body the possibilities for establishing their own personality;
- recognize the body in a social role and not just on an individual level;
- understand and meaningfully transform parents' messages and patterns of behaviour;
- perceive the key dynamics of family relationships and apply them meaningfully in educational work;
- advise parents dealing with emotional tensions.
- recognize and creatively distance themselves from their own moments of crisis and draw strength from this for personal growth;
- learn from the crises of others and identify in them possible resources for solving the problems that have arisen;
- identify personal crises of individuals in the institutional educational process and successfully advise them in resolving them;
- understand the moments of crisis of others and advise them.

## Admission requirements

Enrolment in the Gestalt Pedagogy study programme is open to:

1. graduates of the Second cycle or a corresponding study programme in relevant professional fields (theology, educational sciences and teacher education, social work, social sciences, humanities, health);
2. graduates of the First cycle or a corresponding study programme in relevant professional fields (theology, education and teacher education, social work, social sciences, humanities, health) and have at least 3 years of work experience in the field of working with people;
3. graduates of Second cycle study or a corresponding study programme in other professional fields, if they complete the study obligations that are essential for inclusion in the programme before enrolment; these obligations are determined, if necessary, by the UL TEOF Study Affairs Committee and range from 10 to 15 ECTS;
4. graduates of First cycle or a corresponding study programme in other professional fields, if they have at least 3 years of work experience in the field of working with people and before enrolment they complete study obligations that are essential for inclusion in the programme; these obligations are determined, if necessary, by the UL TEOF Study Affairs Committee and range from 10 to 20 ECTS;
5. Applicants who have completed equivalent education abroad and also meet the other conditions listed.

## Selection criteria when enrolment is restricted

If the number of registered applicants is higher than the advertised positions, applicants for enrolment will have to meet additional conditions in addition to the general conditions. The following criteria shall be taken into account:

- average grade of graduate/master's degree (30%)
- assessment of diploma/master's thesis or graduation/master's exam (20%)
- grade in the elective exam (50%)

The elective exam consists of the grade:

- bibliography, awards, references (40%)
- professional work so far (40%)
- interview with the Commission (20%)

## Criteria for the recognition of knowledge and skills acquired prior to enrolment in the programme

Specific knowledge and skills acquired by students before enrolling in the programme can be used as part of study obligations, if they are acquired within the gestalt of pedagogical education in cooperation with ARGE and/or AHG. The knowledge content must correspond to the learning content of the courses of the Gestalt pedagogy programme. The TEOF UL Study Commission in cooperation with ARGE and AHG decides on the recognition of knowledge and skills acquired before enrolment. The following criteria will be taken into account when recognizing knowledge acquired before enrolment: • comparability of the scope of education with the scope of the course in which the obligation is recognized, • the adequacy of the content of education in relation to the content of the course in which the obligation is recognized. that the acquired knowledge can be recognized, it is evaluated with the same number of points according to ECTS as the number of credit points for the course.

## Modes of assessment

Modes of assessment are consistent with [the UL Statute](#) and listed in the curricula.

## Programme progression requirements

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## Requirements for the completion of studies

Completion of all obligations envisaged under the programme, acquisition of 32 ECTS and positively assessed and defended final work.

## GESTALT PEDAGOGY - STUDY PROGRAMME SYLLABUS WITH PLANNED COURSE COORDINATORS

No subdivision (study programme)

### First Year, Obligatory Subjects

	Code	Subject Title	Lecturer	Contact hours					Individual Work	Total Hours	ECTS	Semester	Elective
				Lectures	Seminars	Tutorials	Clinical Tutorials	Other Forms of Study					
1.	CUPPGP	Holistic learning according to the principles of Gestalt Pedagogy	Stanko Gerjolj	10	10	10			60	90	3	Year-round	no
2.	ND	Narrative Didactics	Janez Vodičar	10	10	10			60	90	3	Year-round	no
3.	OII	Personality and Identity	Janez Vodičar	10	10	10			60	90	3	Year-round	no
4.	UVPZIOF	Introduction to the Psychology of Characters and the Basics of Psychodiagnostics	Stanko Gerjolj	10	10	10			60	90	3	Year-round	no
5.	SWIP	Social Roles and Profession	Andrej Šegula	10	10	10			60	90	3	Year-round	no
6.	BD	Biblical didactics	Stanko Gerjolj	10	10	10			60	90	3	Year-round	no
7.	TIS	Physicality and sexuality	Janez Vodičar	10	10	10			60	90	3	Year-round	no
8.	DSISS	Family Systems and Parental Messages	Stanko Gerjolj	10	10	10			60	90	3	Year-round	no
9.	KRINZ	Crisis, Resources and the "New Beginning"	Janez Vodičar	10	10	10			60	90	3	Year-round	no
10.	ZD	Final work							150	150	5	Year-round	no
Total				90	90	90	0	0	690	960	32		

Holistic Learning According to the Principles of Gestalt Pedagogy

Narrative Didactics

Personality and Identity

Introduction to the Psychology of Characters and the Basics of Psychodiagnostics

Social Roles and Profession

Biblical Didactics

Physicality and Sexuality

Family Systems and Parental Messages

Crisis, Resources and the "New Beginning"

Final work