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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Pedagogy** | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | School System | | |
| Level of study | | | | ☒Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☒ Obligatory☐ Elective | | |
| Semester | | | | ☐ Autumn ☒Spring | | |
| Year of study | | | | 4 | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Marija R. Marković | | |
| Teaching mode | | | | ☒Lectures ☒Group tutorials ☒ Individual tutorials  ☐Laboratory work ☐ Project work ☒ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *The objectives of the course are: introduction to the basic concepts of the theory of school system; understanding and interpretation of the interconnectedness of the structural elements of the system; understanding of functioning of the school system as a whole, as well as its subsystems; identifying the need for the existence of vertical and horizontal continuity; understanding school systems in other countries and its organization at the primary, secondary and higher level. Expected outcomes of the course are: acquisition of theoretical knowledge about the school system and ways of its functioning in practice; training for critical analysis and reflection on the current problems of the school system and considering the possibilities of solving them; acquisition of knowledge about the organization of school systems in other countries, development of the ability for comparative analysis, reasoned discussions and presentations.* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| **The connection and interaction between elements of the system of education, the problems of discontinuity in the system; the constitution of the school system; determinants of the system and its main factors; the structure of school systems; the different starting points in the classification of types of educational institutions (students, teachers, and programs); elementary schools in our country and in the world – characteristics, differences and similarities; secondary schools in our country and in the world – the main characteristics and typology; special schools – basic characteristics, organization of educational work; the inclusion and integration of children with disabilities – the tendency of opening of schools; higher education, innovation in higher education; critiques of the school system; reforms in the school system of Serbia.** | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| ☒Serbian (complete course) ☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  ☒Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | | **Final exam** | | | **points** |
| **Activity during lectures** | **5** | | **Written examination** | | | **30** |
| **Practical teaching** | **20** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **15** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |