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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 | | | | **Theories of intellectual education** | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | second | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Marina Matejević | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *At the end of the course, students should be able to: Interpret and discuss the differences that exist between formal and material approach in relation to the choice of content of education. Explain and present contemporary problems of intellectual education in relation to different theoretical concepts. He analyzes the differences between the theoretical concepts of Piaget, Vigotsky and Bruner and the pedagogical implications of these concepts. It reconstructs the importance of education for the process of forming scientific concepts and the development of students' metacognitive abilities. Explain* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| **1. The essence and importance of intellectual education;**  **2. Intellectual education tasks;**  **3. Traditional theories and the choice of teaching content (materialism, formalism, utilitarianism).**  **4. Contemporary understanding of the choice of teaching contents (egzemplarism, complex problem approach, functional materialism, structuralism).**  **5. Theoretical concept Ž. Pianos and phases of intellectual development.**  **6. Pedagogical Applications of the Theoretical Concept J. Pieza**  **7. The theoretical concept of Lava Vigotsky and the process of forming scientific concepts.**  **8. Pedagogical implications of theoretical concept L. Vigotsky.**  **9. Models of reality representation according to the theoretical concept of J. Bruner.**  **10. Pedagogical implications of the theoretical concept of J. Bruner.** | | | | | | |
| **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** | **10** | | **Written examination** | | | **50** |
| **Practical teaching** | **20** | | **Oral examination** | | |  |
| **Teaching colloquia** | **20** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |