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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | Pedagogical faculty in Vranje | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | Primary School Teaching | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | **Innovations in the evaluation of students knowledge in mathematics** | | |
| Level of study | | | | ☒Bachelor☐Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory☒Elective | | |
| Semester | | | | ☐ Autumn ☒Spring | | |
| Year of study | | | | III | | |
| Number of ECTS allocated | | | | 3 | | |
| Name of lecturer/lecturers | | | | Prof. dr Nela Malinović-Jovanović, associate professor | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☒Individual tutorials  ☐Laboratory work ☒ Project work☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| ***Acquiring knowledge necessary for understanding:*** *monitoring, assessment and evaluation of student achievements in teaching mathematics, aims and objectives of teaching mathematics in primary school, contemporary taxonomies of aims and objectives of teaching, educational standards and criterion-referenced tests for assessing the level of student achievement in mathematics.*  ***By the and of the course students are expected to have following knowledge, skills and understanding:*** *make a difference among monitoring, assessment and evaluation of teaching; know the weaknesses of traditional assessment and are familiar with the complex system of evaluation and assessment of student achievement based on aims and standards; are familiar with the aims and objectives of teaching mathematics in primary school, contemporary taxonomies of aims and objectives of teaching in cognitive domain and taxonomic model of operationalization of aims and objectives of teaching math in first four grades of primary school and appropriate educational standards; are familiar with the concept and forms of achievement verification in teaching mathematics, role, components, criteria and norms of assessment in teaching mathematics;were able to formulate mathematical tasks (such indicators to measure the quality of knowledge) in accordance with the categories of taxonomic model and educational levels and, based on that,construct criterion-referenced tests.* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. **Monitoring, assessment and evaluation of teaching** 2. **Historical development of evaluation** 3. **Weaknesses of traditional evaluation** 4. **Evaluation based on the aims and educational standards** 5. **Aims and objectives of teaching mathematics** 6. **Taxonomy of the aims and objectives of teachingand preparation of programmes of study in mathematics in primary school** 7. **Taxonomic model of operationalization of aim and objectives of teaching math and educational standards** 8. **Mathematics curriculum for first four grades of primary school and educational standards for the first cycle of compulsory education** 9. **Educational standards and criterion-referenced tests** 10. **Taxonomy and educational standards in the function of constructing criterion-referenced tests for examining the level of student achievement** | | | | | | |
| **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** | | | **30\*** |
| **Constructing criterion-referenced tests** | **30** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **30\*** | | **OVERALL SUM** | | | **100** |
| **\*Passing the teaching colloquia released students of the written examination** | | | | | | |