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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | Pedagogical Faculty in Vranje | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | Technical Education and Informatics | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | Pedagogy in schools | | |
| 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 | | | | Aleksandra Anđelković | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Preparing students for active research approach to their profession, with special emphasis on work organization of the school, its activities, the characteristics of the teaching profession and position of students.   * 1. Students are expected, after completion of the course, to understand the essence of school pedagogy as a study discipline. They are also expected to understand the mutual functional connectivity of educational activities in school. They are prepared for the proper pedagogical actions in the areas of work that come from the occupational demands. They evaluate positively the need for continuous professional development of teachers. They understand the meaning of planning process, programming and evaluation of work in school. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. School pedagogy as a scientific discipline. School pedagogy in the system of scientific discipline 2. Student (The position and role of students in the school, Gifted students, Students with maladjusted behavior, The preservation and strengthening of students mental health, Preparation of a child for school); 3. Teachers (Characteristics of profession and personality of teachers, Teacher in the function of classroom, Education and professional development of teachers. 4. The school and the school system (origin and development of schools, development of schools in our country, types of schools, alternative schools). 5. The structure and organization of school work (material and technical basis of school work, time aspect of the work organization at school, Forming of classes).6. The structure of educational activities (student organization activities, specific forms of work organization in the school, school in nature, school with the extended stay, work at schools with combined clasese). 7. The planning and programming of school work. 8.Education diagnostic. 9. Advisory and educational work 10. The school and family. | | | | | | |
| **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** | | | **40** |
| **Practical teaching** | **20** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **40** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |

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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | |  | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | Integrated academic studies- engineering and informatics master teacher | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Evaluation of pedagogical work at school | | |
| Level of study | | | | ☐Bachelor ☒ Master’s ☐ Doctoral | | |
| Type of course | | | | ☒ Obligatory ☒ Elective | | |
| Semester | | | | ☒ Autumn ☐Spring | | |
| Year of study | | | | V | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Aleksandra Anđelković | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Introducing students with the importance of the evaluation process of work in school. Gaining and developing of students competencies to participate in the school self-evaluation. Developing team spirit in the works of evaluation and self-evaluation. Students are able to: understand the role of the team in the process of evaluation of school work, identify priority areas for evaluation of school work and self-made instruments for self- assessment of school environment. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. The significance and purpose of the evaluation. Monitoring, measurement and evaluation. Historical development of evaluation. 2. Evaluation- as part of valuation. Techniques objective evaluation. Complex evaluation. 3. Evaluation of schools, teachers and students. 4. The school self-evaluation. The concept of self-evaluation of school. 5. Methodology of self-evaluation.6. Self-evaluation and professional achievements of teachers 7. Reflexive practice of teachers 8. Self-evaluation and school development planning. 8. The areas of evaluation, the indicators, the level of achievement. 10. Key areas of evaluation at school, indicators and evaluation instruments. | | | | | | |
| **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** | | | **40** |
| **Practical teaching** | **20** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **40** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |

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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | |  | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | Integrated academic studies- engineering and informatics master teacher | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Interdisciplinary education of teachers | | |
| Level of study | | | | ☐Bachelor ☒ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory ☒ Elective | | |
| Semester | | | | ☒ Autumn ☐Spring | | |
| Year of study | | | | V | | |
| Number of ECTS allocated | | | | 7 | | |
| Name of lecturer/lecturers | | | | Aleksandra Anđelković | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The aim of the course is to show the importance of the teachers’ role in the educational work. Byanalyzing provided literature students gain insight into different theoretical consideration of these problems, which forms the basis for further independent work and a better understanding the same. Also, the course is aimed to develop skills for monitoring and evaluation of the numerous models of education and develpment of teachers.  The course should develop students' awareness of the need for professional development of teachers; this develops awareness of their own professional advancement. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1 The school and the teacher. Education of teachers now and then. 2. Historical development of the teaching profession. Various models of teachers’ education. 3. Professional development of teachers. 4. Evaluation of teachers’ work. Work styles of teachers. 5. The competences of teachers in our school system. 6. Reflection and the teacher as a reflective practitioner. 7. The limitations of professional development of teachers. 8. The opportunities and perspective of teaching profession. How to be a successful teacher? 9. The prospects for interdisciplinary education and training of teachers. | | | | | | |
| **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** | | | **40** |
| **Practical teaching** | **20** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **40** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |

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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | |  | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | Integrated academic studies- engineering and informatics master teacher | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Cooperation between parents and school | | |
| Level of study | | | | ☒Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory ☒ Elective | | |
| Semester | | | | ☒ Autumn ☐Spring | | |
| Year of study | | | | I | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Aleksandra Anđelković | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| * 1. The aim of the course is that students understand the significance of the collaboration between family and school. Focusing on the theoretical understanding and research related to functioning between parents and schools. Researching and understanding of the impact of collaboration between the school and parents on the development and success of students.   2. Students are able to recognize and apply the most appropriate forms of collaboration with parents in school practice. They know how to apply theoretical knowledge in area of collaboration in practice. They have developed the ability to identify and understand the different behaviors of students and parents. They successfully recognize the most successful forms of conflict resolution in educational work. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Families and school. Three types of families (Koloroso). The individual collaboration of educational institutions with family. Types of parents (Prodanović). 2. Forms and methods of individual collaboration. 3. The parents meeting4. The catalogue of effects of typical reaction from parents on a child (Thomas Gordon) 5. Theses for the first of classroom discussions with students on admission of class6. Reflective practice 7. Positive effects of reflective practice 8. The family and school in prevention undesirable behaviours. 9. The philosophy of parenting: 10. Discipline without anger. | | | | | | |
| **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** | | | **40** |
| **Practical teaching** | **20** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **40** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |

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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | |  | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | Integrated academic studies- engineering and informatics master teacher | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Methods of communication | | |
| Level of study | | | | ☒Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory ☒ Elective | | |
| Semester | | | | ☐ Autumn ☒Spring | | |
| Year of study | | | | I | | |
| Number of ECTS allocated | | | | **5** | | |
| Name of lecturer/lecturers | | | | Aleksandra Anđelković | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The course aims to give students necessary theoretical and practical knowledge in the area of educational communication. The course program is aimed at gaining knowledge about different types of educational communication and the real possibilities of their use in the area of educational work and school practice. The course should also contribute to developing a positive attitude towards non-violent communication and recognition model for its implementation in educational work.  After completing the course, students are successful in identifying problems and obstacles that arise in the process of communication. They successfully find strategies intended to overcome communication barriers. They recognize the strenght and importance of teamwork in school. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. The concept of pedagogical communication; 2. Understanding of human nature. The subject and the importance of educational communication 3. Communication through historical epoch. The characteristics of communication in modern teaching. Communication and interaction in the classroom. 4. Efficient educational communication, pedagogical communication functions 5. Verbal and nonverbal communication, violent and non-violent communication 6. The selection and use of adequately types of pedagogical communication in teaching 7. Pedagogical communication as a factor of successful teaching. 8. The art of careful listening. 9. Conflicts in the school environment and what to do with them? Alternative ways of resolving conflicts. | | | | | | |
| **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** | | | **40** |
| **Practical teaching** | **20** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **40** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |

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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | |  | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | Basic academic studies for teachers | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Work with the gifted | | |
| Level of study | | | | ☒Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory ☒ Elective | | |
| Semester | | | | ☐ Autumn ☒Spring | | |
| Year of study | | | | V | | |
| Number of ECTS allocated | | | | 7 | | |
| Name of lecturer/lecturers | | | | Aleksandra Anđelković | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☐ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Introducing students with the concepts of giftedness and various aspects of the phenomenon of giftedness. Identifying the procedure of talent identification and making programs of education. Understanding the importance of collaboration between schools and parents when working with gifted students. Focus on teachers’ possibilities in work with gifted students.  The students can successfully apply the specific forms and methods of work that are appropriate for gifted students. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. The concept of giftedness-different theoretical approaches to the gifted children; 2. Characteristics of gifted children; 3. The role of teachers and schools in identifying, encouraging and satisfying the needs of gifted children; 4. Planning and programming of work with gifted children in school; 6. Collaboration with family in order to tend and develop of giftedness; 7. Teaching with gifted students (methods, forms and possibilities); 8. Gardiner's understanding of intelligence; 9. The relation between school environment and environment toward gifted. 10. Individual Education Plan (IOP 3). | | | | | | |
| **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** | | | **40** |
| **Practical teaching** | **20** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **40** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |