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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 | | | | **Conceptions and Models of Alternative Schools** | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1st and 2nd | | |
| Number of ECTS allocated | | | | 10 | | |
| Name of lecturer/lecturers | | | | Jelena S. Petrović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The goal of the course is to introduce students to theoretical conceptions and practical models of alternative schools in the world. Opening the discussion about pedagogic solutions the alternative schools offer and estimating the possibility of using those solutions in the main stream schools. Critically discuss the cultural, socio-political, economic and ideological backgrounds of alternative schools. Toward the end of the course students are expected to be able to estimate and evaluate the importance, and the significance of different conceptions and models of alternative schools and their potential for improving the educational practice. Students are expected to be able to formulate the relevant research themes in the realm of alternative schools. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Alternative schools as historical, anthropological and cultural phenomenon. Theoretical and philosophical background of alternative schools; 2. Overview of the most prominent concepts of alternative schools; 3. Global networks of alternative schools; 4. „Fundamental” or „back-to-basics” schools; Open schools; Free and democratic schools; „Round Square” schools; 5. Spiritual education; 6. Home schooling movement; 7. Critical pedagogy; 8. Constructivism as the base of alternative schools (Institute Beatenberg, PROTIC); 9. The culture of teaching and learning in alternative schools, educational outcomes and the problems of evaluation; 10. Alternative schools and pluralism in education, educational policy and the problem of choice; 1. Contribution of alternative schools to the development of educational theory and practice. | | | | | | |
| **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** | | | | **/** |
| **Individual students’ work** | **60** | **Oral examination** | | | | **30** |
| **Teaching colloquia** | **/** | **OVERALL SUM** | | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |