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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 | | | | Educational Leadership and Quality Learning | | |
| 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 | | | | Gordana Đigić | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☒ Project work ☒ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *Understanding educational leadership as a management tool in education and areas of operation in the realization of educational objectives; Training for critical analysis and application of ideas, theoretical approaches and models of educational leadership, training for research work in the field of leadership in the educational process and for implementation of research results in teaching practice in order to improve the quality of learning.* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Historical development of leadership and theoretical paradigms; Fundamental determinants of leadership; Specifics of leadership in educational institutions; Pluralism in determining the leadership and management in education; Traditional and modern approaches to leadership;  The specificity of teachers’ leadership and management; Theoretical approaches to creating and maintaining stimulative environment for learning; Leadership styles of teachers (nature and dimensions) and the development of students' social competence; Terms and dimensions of teachers’ effectiveness; Learning as the basic functions of pedagogical interactions; Social context of education and the relationship between students and teachers;  Involvement of students in the learning (social, academic and intellectual); Research trends in the field of teachers’ leadership in relation to the quality of learning. | | | | | | |
| **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** | **/** | | **Written examination** | | | **/** |
| **Practical teaching** | **30+10+10** | | **Oral examination** | | | **50** |
| **Teaching colloquia** | **/** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |