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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | Pedagogy | | |
| Study Module (if applicable) | | | | Module I - Pedagogy | | |
| Course title | | | | **EDUCATING FOR REFLECTIVE PRACTICE** | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1 | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Jelena Ž. Maksimović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other\*  \* Lectures, exercises, individual and group consultations, discussions, tutorials and students’ research work (realization of certain research tasks and presentation of research results). In addition to the analysis of literature and discussions of certain methodological issues, students analyse and solve methodological problems on specific examples of practical research (individual and group work). | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| **The aim of the course**  Understanding the pedagogical and epistemological basis of the current approaches to professional teacher education and training for independent noticing and studying the problems in educating and professional developing of teachers - reflective practitioners; Introducing students to specific characteristics, principles and procedures of pedagogical research on practical technical and methodological and epistemological plan; Training students for independent determining of epistemological presumptions of a specific research on the basis of which students will know how to conduct empirical analytical research, design a project and research instruments; Training for understanding the function and importance of systematic monitoring, process analysis and results of educational work; Developing abilities and skills necessary for the implementation of methodological and methodical knowledge in solving practical problems; Training students to further deepen their methodological knowledge and continue their studies at higher levels of education.  **Course Outcomes**  Linking pedagogical theoretical knowledge and teaching in practice; Knowing and understanding the goals, basic principles and characteristics of different conceptions of teacher education for reflexive practice; The research approach on the problems of reflexive practice teacher education; Developing reflective approach for personal professional growth. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| **Contents**  *Theory study*  Different approaches and relevant search in the theory and practice of initial education and professional development of teachers (academic type of education, training as the acquisition of skills, eclectic linking of theoretical education and practical training, educating for performing research and reflective practice); selection of strategies, principles, contents and methods in reflective practice teacher education (the relationship between the subject - academic and pedagogical-psychological, theoretical - practical and experiential - research education of teachers: Methodological education and teacher competence; educational research and improvement of reflective teachers’ school practice; Evaluation of reflective practitioners’ teaching performance; researches of a teacher - reflexive practitioner; Characteristics of the teachers - practitioners’ research; typology of the practitioners’ research; conditions for the teachers - practitioners research work.  *Practical teaching:*  The exercises are performed in the form of discussions, analysis of scientific papers and professional literature, individual and group presentations of students, and designing a research project. In addition to carrying out individual exercises, students choose a research problem for which they design a research project; they participate in the realization of this study, the collection and processing of data, and in the preparation of the report. | | | | | | |
| **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** | | | **40** |
| **Practical teaching** | **/** | | **Oral examination** | | | **30** |
| **Teaching colloquia** | **/** | | **Research project** | | | **30** |
|  |  | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |