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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 | **Practicum of Teaching Mathematics** |
| Level of study | ☒Bachelor ☐ Master’s ☐ Doctoral |
| Type of course | ☒ Obligatory ☐ Elective |
| Semester  |  ☒ Autumn ☒Spring |
| Year of study  | IV |
| Number of ECTS allocated | 5 |
| 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:*** *innovative teaching methods and models for performing initial mathematics teaching as well as contemporary traditional oriented teaching; components of methodical analysis of math class; components, criteria and standards for evaluation; problem solving and strategies for his solution.****By the and of the course students are expected to have following knowledge, skills and understanding:*** *apply innovative teaching methods in the classroom; comprehend problem solving tasks and their significance for the initial mathematics teaching, as well as strategies for their solution; are competent for professional, didactically-methodical and technical preparation for teaching mathematics; concretization of didactically-methodical requirements through the writing lesson plan in initial mathematics teaching and practical implementation of mathematics in the classrooms as well as didactically-methodical, pedagogically-psychological and methodical analysis of math class, know how to formulate mathematical issues in accordance with one of the contemporary taxonomy of aims and objectives of teaching.* |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| 1. **Innovative teaching methods (Individualized teaching, individual teacher instructions, teaching on three levels of complexity, programmed teaching, problem solving, contemporary traditional subject-centered teaching, exemplary teaching,)**
2. **Differentiated homework**
3. **Methodical analysis of math class**
4. **Components, criteria and standards for evaluation students knowledge**
5. **The curriculum of mathematics for primary school and educational standards for the end of the first cycle of compulsory education**
6. **Contemporary taxonomies of aims and objectives of teaching mathematics**
7. **The concept and importance of problem solving in teaching mathematics**
8. **Direct strategies for problem solving**
9. **Geometrical approach for problem solving (method of line-segment, method of rectangles)**
10. **Logical-arithmetical approach for problem solving (the inversion method, method of false assumptions, method of logic)**
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| **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** |
| **Students practical teaching math in the classroom** | **50** | **Written examination** | **20\*** |
| **Methodical analysis of math class** | **10** | **Oral examination** | **10** |
| **Problem solving tasks** | **10** |  |  |
| **Teaching colloquia** | **20\*** | **OVERALL SUM** | **100** |
| **\*Passing the teaching colloquia released students of the written examination** |