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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | Pedagogical Faculty in Vranje | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Methods of Class Teaching** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | Integrative teaching of Nature and Society | | |
| Level of study | | | | ☐Bachelor ☐ Master’s \* Doctoral | | |
| Type of course | | | | ☐ Obligatory \* Elective | | |
| Semester | | | | \* Autumn ☐Spring | | |
| Year of study | | | | II | | |
| Number of ECTS allocated | | | | 15 | | |
| Name of lecturer/lecturers | | | | Srboljub Đorđević PhD | | |
| Teaching mode | | | | \*Lectures \*Group tutorials \* Individual tutorials  ☐Laboratory work \* Project work \* Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| *Understanding and creative application of scientific knowledge about the dialectical connection between natural and social phenomena, the importance of their comprehensive understanding of the students' primary school age and necessity of interdisciplinary approach to structuring content in teaching primary school students like integrated approach to the study of natural and social phenomena;*  *Training for self-identification and problem solving in the field of teaching Nature and Society by using scientific methods and procedures; the use of modern technology in the development of knowledge in the field of teaching Nature and Society; preparing students for critical analysis and evaluation of literature in teaching Nature and Society.* | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. The historical development of the idea of ​​introducing the courses of Nature and Societyin primary school. 2. Natural and Social Sciences in the curriculum of classroom teaching (interdisciplinary foundation school teachers). 3. Specifics of integrated study of natural and social phenomena in classroom instruction. Educational Implications of integrative approach amenities in Nature and Society. 4. An integrative approach to the development of concepts of nature and society in children. Integrative classes of Nature and Societyas a function of developing new competencies required for different life roles. 5. Comparative analyses of classes of Nature and Societyin the national curriculum and tendencies in European countries. Curriculum classes planning of Nature and Society. 6. Dynamics of integrative classes of Nature and Society. The role of teaching in methodical design of integrated day and week classes of Nature and Society. 7. Curriculum content analyses of Nature and Society with comparative analyses of textbook content representation (textbooks Nature and Societyin the function of integrated teaching). 8. School in Nature as an integrative form of extracurricular classes. 9. Options of vertical integration classes of Nature and Societyin combined classes. 10. Student presentations of thematic planning in class teaching. | | | | | | |
| **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** | **50** | | **Oral examination** | | | **50** |
| **Teaching colloquia** |  | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |