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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 | **Current Issues in Education** |
| Level of study | [ ] Bachelor [x]  Master’s [ ]  Doctoral |
| Type of course | [x]  Obligatory [ ]  Elective |
| Semester  |  [ ]  Autumn [ ] Spring |
| Year of study  | 1 |
| Number of ECTS allocated | 9 |
| Name of lecturer/lecturers | Marina D. Matejević, Bisera S. Jevtić, Jelena Ž. Maksimović, Zorica Č. Stanisavljević Petrović, Marija M. Jovanović |
| Teaching mode |  [x] Lectures [ ] Group tutorials [x]  Individual tutorials [ ] Laboratory work [x]  Project work [x]  Seminar [ ] Distance learning [ ]  Blended learning [x]  Other\*\* Monologue, dialogue and text methods, interactive approach. |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| **The aim of the course** is to introduce students to the specifics of qualitative and quantitative approaches in the research of issues in education, namely in the field of moral education, family education, and within the school system as an open education system comprising modern requirements in modeling the teaching process.**Course Outcomes**At the end of the course students should be able to: Interpret, connect and discuss the methodological problems of qualitative and quantitative approaches in the analysis of education. Explain the specifics of moral education within the family context and school as an open system in teaching processes. Analyze the problems arising from different positions of an educator and a pupil in relation to family upbringing process and school educational process. Critically evaluate problems in pedagogical reality from the perspective of system approach, positivist, post-positivist, and constructivist approach. |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| **Contents****Theory classes:**1. The opposing paradigms in qualitative and quantitative approach: positivist, post-positivist, constructivist, and critical theory; The importance of research of education and upbringing: the relationship between theory and hypothesis; 2. Methodological education for reflective practice; 3. System approach and family upbringing; 4. Patterns of family functioning and the family upbringing; 5. Competent parenting - influences of the culture and parents’ beliefs; 6. Values and value orientations in the moral education; 7. Pedagogical influence in encouraging positive discipline; 8. The prevention of disorders in the social behavior of young people; 9. School as an open system; 10. Reforms of the school system; 11. The continuity in education between the preschooling and schooling period; 12. The demands of modern teaching; 13. Modelling as a teaching/learning plan; 14. Modern modelling of the teaching process.***Practical teaching:*** *The exercises are performed in the form of discussions, analyses of certain pedagogical issues and presentation of seminar papers and professional literature.* |
| **LANGUAGE OF INSTRUCTION** |
| [x] 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** | **70** |
| **Practical teaching** | **/** | **Oral examination** | **/** |
| **Seminars; projects** | **20** |  |  |
| **Teaching colloquia** | **/** | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |