|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Graduate studies in Pedagogy** | | |
| Study Module (if applicable) | | | | Module I - Pedagogy | | |
| Course title | | | | Differential Didactics | | |
| Level of study | | | | ☐Bachelor ☒ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory ☒ Elective | | |
| Semester | | | | ☒ Autumn ☐Spring | | |
| Year of study | | | | 1 | | |
| Number of ECTS allocated | | | | 6 | | |
| Name of lecturer/lecturers | | | | Marija Jovanović | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☐ Individual tutorials  ☐Laboratory work ☒ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The purpose of the course is to acquire basic knowledge of categorical concepts of differential didactics, to develop critical thinking in students as well as the ability to solve professional problems of education in diverse conditions whilst honoring diversity. The course should enable students to recognize theoretical and practical implications of diversity, of different types and levels of abilities of each individual that are respected by the modern didactics. Introduce students with the disciplinary field and provide them with insight and recognition of professional consequences of differentiated approach and develop in them the ability to evaluate the effectiveness of an increasing number of various didactic theories and practical axioms that get offered to modern didactic practice without being checked or critiqued previously. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| Features of individualization in modern didactics, and teaching and learning based on personal needs; development of abilities and preferences of individuals; Motivation and mutations of personal predispositions, disposition capacity; Basic elements of differential didactics; Models of differential didactics; Individual strategies skills development and learning; The characteristics of the differential curriculum model and methods to use it; Differential didactics and educational role of teaching; The variables and methods of differential didactics actions in the classroom; Continuous team work and teacher work methods - differential synergy. | | | | | | |
| **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** | **20** | | **Written examination** | | | **/** |
| **Practical teaching** | **/** | | **Oral examination** | | | **80** |
| **Teaching colloquia** | **/** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |