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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Sociology, Social work** | | |
| Study Module (if applicable) | | | |  | | |
| Course title | | | | School violence prevention | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1st | | |
| Number of ECTS allocated | | | | 6 | | |
| Name of lecturer/lecturers | | | | Natalija 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 aim of the subject  Introducing students to the basic forms of school violence and possibilities for prevention and intervention; social inequalities in education and the cases of social exclusion; introduction to the social context of educational development in Serbia. Learning about social factors of juvenile delinquency, school violence and school prevention measures, and the characteristics of work with special categories of students.  Outcome of the subject  After completing the course students will be able to:  1. List, explain and compare the important theories of school violence  2. Explain the causes and consequences of social inequalities in education and compare the different mechanisms of social selection in education  3. Indicate the forms of school violence  4. Indicate measures to decrease violence in school  5. To demonstrate knowledge of the stages and processes of creating, implementing and evaluating violence prevention programs in schools  6. Implement procedures for intervention in the cases of school violence  7. To design personal records of the students, create, implement and evaluate the program of school assistant work in preschool, elementary and secondary schools, the prevention and intervention of school violence  8. Explain the characteristics of work with special categories of students: talented, students in the need for social help and students with special needs | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| The Content of the subject  Theoretical classes  1. Social crisis in Serbia and problems in socialization School violence: fights, the group functioning as a bully, children-witnesses of violence, the violence is learned, the role of teachers  2. Antisocial behaviour; Violence in video games  3. Prejudices, stereotypes, discrimination  4. Children victims of violence; how to identify a child victim of violence  5. Ethnicity, class, sex and school violence  6. Hyperactive children and school violence  7. Social factors of juvenile deviations: family and school factors  8. National and international documents on the children protection from violence  9. Measures against school violence, school programs for violence decrease  10. Social and socio-preventive role of schools, keeping personal records of students  11. Inclusive education, possibilities and difficulties; work with talented children and work with children with special needs  12. Students in the need for social help, victims of school violence,  13. Social inclusion and the role of the school; cooperation between family, school, community, and social care institutions  14. Instructions for dialogue and tolerance – prevention measures  15. Work program for assistants in preschool, primary and secondary schools for identifying children victims of violence  Practical work: Exercises, Individual students work: preparations for the debates, seminar papers, individual and group presentations, bibliography, visits to the schools and introducing with the assistant work: creation of students' personal records. Introducing with the work of services for the prevention of violence among children in the local self- government and introducing with the prevention and rehabilitation of juvenile delinquency. Students learn to observe the problems of violence against children in the context of the social surrounding, to detect different forms of socio-pathological behaviour in education, their causes and ways of prevention. | | | | | | |
| **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** | **10** | | **Written examination** | | |  |
| **Seminar paper** | **20** | | **Oral examination** | | | **10** |
| **Teaching colloquia** | **30** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |