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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | | **Faculty** | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Pedagogy** | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | **Contemporary Educational Trends** | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 4 | | |
| Number of ECTS allocated | | | | 5 | | |
| Name of lecturer/lecturers | | | | Jelena S. Petrović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| The goal of this course is to introduce students to the most prominent and important educational theories and trends in the 20th century. It aims at studying the roots and developmental trends of the main streams, as well as tendencies of their future development. The main aim of the course is to enable students to take a comprehensive and critical view of the 20th century educational trends. At the end of the course the students are expected to be able to group and classify the trends, to connect the basic ideas and to compare them and to estimate their attribution to the development of contemporary pedagogy. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Different classifications of educational trends (the aim, criteria and difficulties in classification); 2. The trends of individual orientation (variants of individual pedagogy, and influences); 3. Pragmatism in education (Main representatives; its influences on educational thought and practice) 4. Education and its aims in the educational theory of John Dewey; 5. Existentialism and education; 6. Neo-Thomism in education; 7. Social pedagogy (development and different variants; education in theories of Paul Nathorp and Emile Durkheim; 8. Experimental pedagogy; 9. Deschooling movements; 10. Other reform pedagogy representatives and their practical work, influences and theoretical backgrounds | | | | | | |
| **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** | | | | **30** |
| **Practical teaching** | **10** | **Oral examination** | | | | **30** |
| **Teaching colloquia** | **20** | **OVERALL SUM** | | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |