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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 | | | | **Approaches to educating teachers – the reflective practitioners** | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1st and 2nd | | |
| Number of ECTS allocated | | | | 10 | | |
| Name of lecturer/lecturers | | | | Jelena Ž. Maksimović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| **Course requirements:** /  **The aim of the course:** Understanding the pedagogical and epistemological basis of the current approaches to professional teacher education and training for independent work on identification and analysis of the current educational issues and professional development of a teacher – reflective practitioner; Training for understanding the function and importance of systematic monitoring and analysis of the processes and results of educational work; Enabling students for independent assessment of epistemological settings of a specific research, Training for independent implementation of empirical-analytical research; Training for designing research instruments; Preparing students to further deepen their methodological skills and continue their studies at higher levels of education.  **Course Outcomes**  Competences for planning, programming and research in the field of education, competences for implementing and creative application of research results into practice, the ability of critical and ethical monitoring of scientific and professional literature; Use of methodological knowledge in designing and conducting empirical analytical research; Introduction to the basic epistemological and methodological orientations in pedagogy; Knowing and understanding the goals, basic principles and characteristics of different conceptions of educating teachers for reflective practice; Research approach in problems of reflective practice in teachers’ education ; Developing reflective approach towards personal professional development; Developing abilities and skills necessary for the implementation of methodological and methodical knowledge in solving practical problems. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| **Contents**  **Theory classes:**  1. Different approaches to theory and practice of the initial teacher education; their theoretical and epistemological bases. 2. Critical study and research of problems that define the different approaches to teacher education: the way of understanding the goals of teacher education, selection strategies, principles, contents and methods of teacher education. 3. Different approaches to defining the competencies of teachers. 4. The role and competence of teachers - reflective practitioners in the teaching process and their theoretical and epistemological bases. 5. Educational Research and Improvement of school practice of reflective teachers. 6. Studies teacher - practitioners; The characteristics of the research teacher-practitioners; 7. Typology of research practitioners; 8. Conditions for research work of teachers - practitioners. 9. Evaluation of teachers - reflective practitioners; 10. Action research in the function of professional development and teacher education. 11. The choice of strategies, principles, contents and methods of education for teachers reflective practice (relationship-relevant academic and pedagogical-psychological, theoretical and practical, experiential research and teacher education. 12. Methodological education and teacher competence; 13. Different approaches and topical search in theory and practice of initial education and professional development of teachers; 14. types of academic education, training, and the acquisition of skills; eclectic connection of theoretical education and practical training 15. Educating for research and reflective practice.  *Practical teaching:*  The exercises are performed in the form of discussions, analysis of scientific work and professional literature, individual and group presentations of students, designing a research project. Examination and review of the literature on different notions of teaching as a profession. Examination and review of the literature on the different approaches to theory and practice and professional development of teachers. The analysis of the theoretical and epistemological basis of different perceptions of teacher education. After completing individual exercises, students choose a research problem for designing a research project, participate in its realization, collection and processing of data, and in preparing the report. | | | | | | |
| **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** | | | **40** |
| **Practical teaching** | **/** | | **Oral examination** | | | **20** |
| **Translation of scientific work excerpts** | **/** | |  | | | **20** |
| **Research project** | **/** | |  | | | **20** |
| **Teaching colloquia** | **/** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |