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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 | | | | Strategies for creating a modern curriculum | | |
| 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 | | | | Marija M. Jovanović | | |
| Teaching mode | | | | ☒Lectures ☐Group tutorials ☒ Individual tutorials  ☐Laboratory work ☒ Project work ☐ Seminar  ☐Distance learning ☐ Blended learning ☐ Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Through this course, pedagogy doctoral students should acquire the basic knowledge of modern organization and execution of the teaching process, embodied in the didactic determinant - curriculum; acquire basic knowledge about the key issues of curriculum development and potential applications in the immediate practice; be enabled to implement modern curriculum in educational institutions; to independently research, analyze and critically examine the curriculum. Upon the completion of this course, the doctoral students will be able to: master the scientific knowledge of this branch of science and apply it properly; thoroughly master the methodology of modern curriculum; build skills for creating certain types of curriculum; provide guidance, instruction, and actively participate in planning, implementation and evaluation of modern curriculum; carry out scientific research of modern curriculum; critically analyze research results and implement them accordingly in immediate pedagogical practice. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Theoretical and methodological approach to the development of modern curriculum, and Theoretical basis of curriculum design; 2. Curriculum planning techniques: Real and hidden curriculum; Traditional lesson-orientated curriculum planning; 3. Contemporary scientific and developmental curriculum planning; 4. Requirements for the design of an “ideal” curriculum; 5. Key components of curriculum- Analysis of the basic elements of curriculum; 6. Curriculum as experience and realization of the target situation; 7. Teaching contents as an element of curriculum- Scope, depth and sequence of the content to be studied; Strategies and methodical actions as an element of curriculum; 8. Evaluation as an integral component of curriculum and the implementation of curriculum; 9.Curriculum theory and reform process; 10. Teachers and their role in developing and implementing curriculum- Constant innovation, that is, curriculum development in response to the new trends in society. | | | | | | |
| **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** | **30** | | **Written examination** | | | **/** |
| **Practical teaching** | **/** | | **Oral examination** | | | **70** |
| **Teaching colloquia** | **/** | | **OVERALL SUM** | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |