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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | **Faculty** | | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| **Study program** | | | | PhD Pedagogy | | |
| **Study Module (if applicable)** | | | | / | | |
| **Course title** | | | | Teaching Process Modeling | | |
| Level of study | | | | ☐Bachelor ☐ Master’s ☐ Doctoral | | |
| Type of course | | | | ☐ Obligatory ☐ Elective | | |
| Semester | | | | ☐ Autumn ☐Spring | | |
| Year of study | | | | 1,2 | | |
| Number of ECTS allocated | | | | 10 | | |
| 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)** | | | | | | |
| Acquisition of basic knowledge about the models of the teaching process and their innovation possibilities; training for critical and creative modeling of the teaching process; development of specific didactic skills for the design and implementation of modern teaching models, as well as training for scientific work during the education and training process. Upon the completion of this course, doctoral students will be able to: understand the didactic concept of teaching process modeling; make the right choice of a didactic model; properly model the lectures; use the critical approach to problem- solving based on didactic modeling of lectures; organize and carry out scientific work for this specific area; use the obtained results to improve and innovate the existing teaching process. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Teaching process modeling-main features; 2. Didactic skills required for modern modeling of lectures; 3. Didactic models of teaching; 4. Models of developmental teaching; 5. Integrated teaching; Cooperative teaching; 6. Team/Collaborative teaching; Interactive teaching; 7. Project-based learning; Problem-solving teaching; 8. Programmed learning; 9. Teaching; 10. Individualization and differentiation of the teaching process with a special focus on the development of individualized lessons | | | | | | |
| **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** | | | | | | |