|  |
| --- |
|  **UNIVERSITY OF NIŠ** |
| **Course Unit Descriptor** | **Faculty** | **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program  | **Master Program for Subject Teachers** |
| Study Module (if applicable) | - |
| Course title | Moral development and moral education |
| Level of study | ☐Bachelor X Master’s ☐ Doctoral |
| Type of course | ☐ Obligatory X Elective |
| Semester  | ☐ Autumn X Spring |
| Year of study  | first |
| Number of ECTS allocated | 4 |
| Name of lecturer/lecturers | Snežana Stojiljković, PhD, Full Professor |
| Teaching mode | X Lectures ☐Group tutorials ☐ Individual tutorials☐Laboratory work X Project work X Seminar☐Distance learning ☐ Blended learning ☐ Other |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| *Gaining knowledge about contemporary explanations of moralization process. Understanding of moral development from the perspective of psychoanalysis, learning theory, humanistic psychology, and cognitive-developmental approach. Understanding the importance of psychological factors and social context on moral development and moral behaviour. Understanding the implications of certain conceptions of morality on the educational practice. Acquiring the skills of putting in the place of another person and empathizing with others. Developing teachers’ competences for supporting development of students’ personality, communication and collaboration with students, colleagues, parents and local community.* |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| 1. Basic issues in studying of morality. 2. Process of moralization from the perspective of psychoanalysis and social learning theory: the model of acquiring the values and social norms. 3. Moral education as an “inhibiting and molding pedagogy”. 4. Humanistic psychology: the model of up-growing and realization of the potential for love and cooperation with others. 5. Cognitive-developmental approach: parallelism of cognitive and moral development. 6. Piaget's view of moral heteronomy and moral autonomy. 7. Kohlberg’s stage theory of development of moral reasoning. 8. The aim of moral education: encouraging the development of moral reasoning. School as a just community. 9. Hoffman’s theory: Empathy as the basis of altruistic motivation. 10. Moral education in the school. Educational goals and upbringing styles. |
| **LANGUAGE OF INSTRUCTION** |
| X Serbian (complete course) ☐ English (complete course) ☐ Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)X Serbian with English mentoring ☐Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **ASSESSMENT METHODS AND CRITERIA** |
| **Pre exam duties** | **Points** | **Final exam** | **points** |
| **Activity during lectures** | **20** | **Written examination** | **30** |
| **Practical teaching** | **-** | **Oral examination** | **20** |
| **Teaching colloquia** | **30** | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |