Course: Quality Assurance in Teaching and Learning

Type and level of studies: MAS

Study program: Leadership in Education

Teacher(s): Jelena Joksimović

Language of instruction: English

ECTS: 6

Prerequisites: /

Semester: Winter semester

Course unit objective

Enabling students to understand the fundamental concepts related to cognitive and non-cognitive processes that affect educational achievement; equipping them to analyze and improve the teaching/learning process from the perspective of cognitive stimulation and motivation for learning; developing attitudes that recognize the importance of an optimal context for learning and development; preparing students to critically evaluate the quality of teaching from the standpoint of promoting higher-order cognitive processes and the development of students' scientific concepts; preparing them to provide meaningful guidance in the enhancement of teaching and learning quality.

Learning outcomes

Students will be able to:

- Explain the basic principles/teaching techniques for the development of scientific concepts and apply them across different scientific fields, i.e., school subjects.
- Distinguish the defining characteristics of cognitive processes involved in learning and apply their knowledge (e.g., create questions or tasks that engage appropriate cognitive processes, evaluate lesson plans in terms of alignment of activities with intended objectives).
- Analyze teaching and learning from the perspective of promoting higher-order cognitive processes (understanding, applying, analysing, evaluating, creating) and improving the quality of instruction.
- Offer recommendations for enhancing the teaching process by taking individual differences into account, as well as for improving the context in which learning takes place.
- Reproduce the main features of motivation theories and distinguish their core similarities and differences; recognize important phenomena related to student motivation (learned helplessness, locus of control, etc.), and develop strategies to foster motivation for learning.

Course unit contents

Theoretical Instruction

- Analysis of students' implicit beliefs about teaching and learning based on questionnaire responses; Introduction to the concept of key principles for learning and instruction (APA, 2015).
- Constructivist and social-constructivist approaches to teaching/learning: practical implications for instruction.
- Bloom's taxonomy of learning, teaching, and assessment: Dimensions of different types of knowledge; Dimensions of different types of cognitive processes.
- Active learning and instruction: Learning objectives; Forms and methods of teaching from the perspective of the ATL (Active Teaching/Learning) approach.
- Motivation for learning: Socio-cognitive theories of motivation (differences from classical motivation theories); Approaches to enhancing motivation for learning based on recognition of students' basic needs (children and adolescents); Socio-emotional aspects of school learning.
- Assessment of student achievement: Introduction to the concept of educational outcomes; Purpose of assessing student achievement; Methods of assessment; Norm-referenced and criterion-referenced tests; Formative and summative assessment; Students self-assessment.

- Establishing an adequate learning context: Managing student behavior and building a community of learners.

Practical Instruction

- Application of constructivist and social-constructivist principles in the teaching/learning process; Creation and application of (socio-)cognitive conflict techniques in teaching; Application of various techniques for developing scientific concepts in teaching, working with concrete content from school subjects.
- Bloom's taxonomy of learning, teaching, and assessment: Lesson planning (objectives, outcomes, activities, and achievement assessment) in accordance with the principles of Bloom's taxonomy; Working on examples of tasks and questions (classification according to cognitive processes and subprocesses, providing new examples, comparing processes and subprocesses).
- Active teaching/learning: Working on examples of learning objectives (linking knowledge in relation to Taxonomy and ATL); Analysis of lesson scenarios: relations between objectives on one side and forms, methods, and tasks for student work on the other; Sequential analysis of observed lessons technique.
- Motivation for learning: Developing motivation for learning from the perspective of socio-cognitive theories; Student strategies for coping with academic failure and teacher interventions; Procrastination; Working on vignettes describing specific educational situations.
- Assessment of student achievement: Types of assessment for achieving educational outcomes; Designing tasks in accordance with outcomes (working on examples of educational outcomes); Formulating clear criteria for achievement assessment in line with Taxonomy and course outcomes.
- Managing student behavior and building a community of learners: Working on vignettes describing hypothetically challenging educational situations.

Literature

- Anderson, L. W. (Ed.). (2013). *Learning-Oriented Teaching – For Achievement-Oriented Teachers*. Center for Democracy and Reconciliation in Southeast Europe.
- Anderson, L.W., & Krathwohl, D.R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing.* Longman.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World.* Jossey-Bass.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom.* New York, NY: Routledge.
- Ivić, I. D., Pešikan, A. Ž., & Janković-Antić, S. V. (2001). *Active Learning 2: A Handbook for the Application of Active Learning Methods in Teaching*. Institute of Psychology.
- Noddings, N. (2003). *Happiness and Education.* Cambridge: Cambridge University Press.

Number of active teaching hours:				**Other classes**
Lectures: 15	Seminar: 30		Independent work:	

- Meaningful verbal-receptive learning;
- Problem solving;
- Cocreation;
- Frontal (whole-class) work, individual work, work in small groups/cooperative learning.

Examination methods (maximum 100 points)

Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	10	oral examination	50
practical classes/tests		written examination	
Seminars/homework	40	tests	
Project		Portfolio	
Other			

Grading system

Grade	Number of points	Description
10	91 – 100	Excellent
9	81 – 90	Exceptionally good
8	71 – 80	Very good
7	61 – 70	Good
6	51 – 60	Passing
5	≤50	Failing