


|   |   |
|---|---|
| <b>Course: Theories and Practices in Contemporary Education</b> |  |
| <b>Type and level of studies:</b> MAS                           |   |
| <b>Study program:</b> International Teacher Education Programme |   |
| <b>Teacher(s):</b> Nenad Stevanović, Jelena Josijević Mitić     |   |
| <b>Language of instruction:</b> English                         |   |
| <b>ECTS:</b> 6  |   |
| <b>Prerequisites:</b> /   |   |
| <b>Semester:</b> Fall semester                                  |   |

**Course objectives:**  
During this course, students will be introduced to:

- the theories and practices of contemporary education are seen as an essential social practice in the modern world;
- historical, cultural, and philosophical foundations of education and its roles in societies;
- the process of critical thinking, reflective analysis, and problem-solving methods regarding contemporary issues in education;
- ethical principles in education, global citizenship, inclusive and holistic education;
- importance of life-long learning and continuous professional development;
- the concept of English as a *lingua franca* and global language of instruction in the multinational setting;
- the features of Global English;
- the methods and strategies for overcoming the challenges of providing instruction in multilingual classrooms: CLIL (*Content and Language Integrated Learning*) and EMI (*English as a Medium of Instruction*)

**Learning outcomes:**  
Upon completion of the course, students will be able to:

- critically evaluate the theoretical knowledge on education (importance, goals, basic principles, methods and modern challenges);
- analyze historical, cultural and philosophical background of contemporary theories and practices in education;
- use effective teaching methods and practices in their work;
- use critical thinking and reflective analysis in their teaching practice;
- use their problem-solving knowledge, skills, and methods;
- apply ethical principles in education, promote global citizenship, and create conditions for inclusive and holistic education
- use Global English effectively in their classrooms;
- plan a CLIL and EMI course;
- apply CLIL and EMI strategies and techniques;
- prepare materials for their CLIL and EMI lessons.

**Course contents:**  
A brief history of education as a social practice and the philosophical foundations of education. The importance of education for society and human development. The concepts of education in different cultures. The connection between education and other scientific and social fields. The goals of contemporary education. Ethical background and principles of contemporary education. Basic methods of education. Educational effectiveness and the role of a teacher. Global citizenship, an inclusive and holistic approach in education. Life-long learning and professional development. Problems and challenges in contemporary education. English as a *lingua franca* and global language of instruction in the multinational setting. Global English. The methods and strategies for overcoming the challenges of providing instruction in multilingual classrooms. Content and Language Integrated Learning. CLIL as a European Union initiative. Curricular variation in CLIL. CLIL in theory and practice. Materials and tasks in CLIL classrooms. Assessment issues in CLIL. English as a Medium of Instruction. Foundations in teaching content in English. Planning an EMI course. Language support to students while learning in English. Student participation in English. Assessment in EMI classrooms. EMI lessons and materials.

**References:**

1. Richard C. Culyer III Coker College. (2011). An Introduction to Education, Second Edition, Edward S. Ebert II Coker College
2. Bert P. M. Creemers, Leonidas Kyriakides (2008). The Dynamics of Educational Effectiveness, London and New York: Routledge.
3. Barak Rosenshine (2010). Principles of instruction, The International Academy of Education, United Nations.
4. Gershon, M. (2018). How to Use Bloom's Taxonomy in the Classroom, Learning Sciences International.
5. Bikowski, D. and T. Philips (2018). Teaching with a Global Perspective: Practical Strategies from Course Design to Assessment, London and New York: Routledge.
6. Brookfield, S. (1987). Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting. San Francisco: Jossey Bass.
7. Barkley, E. F. and C. H. Mayor (2018). Interactive Lecturing: A Handbook for College Faculty, San Francisco: Jossey-Bass.
8. Coyle, D., Hood, P., and Marsh D (2010). CLIL: Content and Language Integrated Learning, Cambridge: Cambridge University Press.
9. Richards, J. C. and Jack Pun (2022). Teaching and Learning in English Medium Instruction, London and New York: Routledge.
10. Dearden, J. (2014). English as a medium of instruction-a growing global phenomenon, British Council.
11. Arizona State University (2023), English as a Medium of Instruction, Arizona State University, Online Professional English Network, State Department.
12. Kočović, M. and Josijević, J. (2022), Students' perspective of ESP in IT classroom: challenges and opinions, Proceedings TIE 2022, Technics and Informatics in Education, Čačak: Faculty of Technical Sciences.
13. Josijević, J. and Danilović Jeremić, J. (2021), Should we analyse or analyze British and American spelling doublets in contemporary Canadian English?, In: J. Novaković and S. Macura (eds.), POSTMODERN MIGRATIONS: CANADA, Beograd: Filološki fakultet / Srpska asocijacija za kanadske studije, 301–318.
14. Josijević, J. (2015), Американизација ортографије у бившим британским колонијама: Корпус анализа ортографских дублета са -our/-or и -re/-er, У: И. Ж. Секеруш (ур.), Контексти 2, Зборник радова II међународног интердисциплинарног скупа младих научника друштвених и хуманистичких наука, Нови Сад: Универзитет у Новом Саду, 285–293.
15. Видановић, Н. и Јосијевић, Ј. (2014), Ставови наставника према употреби литерарних текстова у ЕФЛ учионици, У: М. Ковачевић (ур.), Савремена проучавања језика и књижевности, Зборник са V научног скупа младих филолога Србије, V/1, Крагујевац: ФИЛУМ, 457–466.
16. Јосијевић, Ј. (2018), Савремене тенденције у парадигми неправилних глагола у енглеском језику и импликације за савремену наставу, У: С. Маринковић (ур.), Језик, култура, образовање, Ужице: Педагошки факултет, 99–114.

**Number of active teaching hours**

|              |              |                  |                   |                      |
|--------------|--------------|------------------|-------------------|----------------------|
| Lectures: 30 | Seminars: 15 | Project work: 30 | Independent work: | <b>Other classes</b> |
|              |              |                  |                   |                      |

**Teaching methods:**

Lectures; literature analysis and group discussion: written assignments and presentations.

**Examination methods  
(maximum 100 points)**

| Exam prerequisites                 | No. of points: | Exam prerequisites   | No. of points: |
|------------------------------------|----------------|----------------------|----------------|
| student's activity during lectures | 10             | oral examination     | 30             |
| practical classes/tests            | 20             | written examination  |                |
| seminars/homework                  | 10             | project presentation |                |
| project                            |                | portfolio            | 30             |
| other                              |                | 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 | $\leq 50$ | Failing |