(Table 5.2) Course unit description

Study program: Pedagogy

Type and level of studies: Bachelor Studies

Course unit: Contemporary Concepts of Teaching

Teacher in charge: Dragana Radenović, Ph.D., Assistant Professor
Đurđa Maksimović, M.Ed., Teaching Assistant

Language of instruction: English

ECTS: 7

Prerequisites: /

Semester: Winter Semester (V) and Summer Semester (VI) – compulsory course

Course unit objective
Acquiring knowledge and developing conceptual and cognitive competencies in the field of contemporary approaches to teaching in educational practice.

Learning outcomes of Course unit
By the end of the course, students will be able to:

- demonstrate command of contemporary concepts of teaching;
- design the educational process and teaching content effectively;
- implement contemporary teaching concepts in practice;
- monitor the effects of teaching and evaluate the teaching process.

Course unit contents

Theoretical Classes

1. The concept, subject, aims and tasks of contemporary concepts of teaching
2. Teaching and learning in the contemporary educational context: from teaching-centered to learning-centered approaches
3. A holistic approach to teaching
4. Knowledge management in teaching: possibilities and limitations
5. Different approaches to determining teaching goals
6. Different approaches to determining teaching strategies
7. The concept of mapping in the teaching process
8. Concept mapping in organizing teaching activities
9. Concept mapping in evaluating teaching activities
10. Designing complex content structures
11. Integrating complex content structures
12. Possibilities for curriculum development
13. Curriculum development based on the game model
14. Effective communication in the classroom
15. Monitoring the effects of teaching and evaluating the teaching process

Practical Classes

1. Collecting, analyzing and presenting literature on contemporary concepts of teaching
2. Developing a research project on the effectiveness of contemporary teaching concepts
3. Presentation and defense of the research project

References

Mirkov, S. (2013). *Učenje – zašto i kako: pristupi u proučavanju činilaca koji deluju na učenje*. Beograd: Institut za pedagoška istraživanja.

Mirkov, S. (2014). Uloga samoregulacije u različitim pristupima učenju. *Zbornik Instituta za pedagoška istraživanja*, 46(2), 251–276.

Mihajlović, M. Lj., Mihajlović, Lj. M., & Mihajlović, K. N. (2014). Holistički pristup vaspitno-obrazovnom procesu – kontradiktornost sa opštom postavkom života. *Sinteze*, 6, 37–47.

Kopas-Vukašinović, E. (2006). Uloga igre u razvoju dece predškolskog i mlađeg školskog uzrasta. *Zbornik Instituta za pedagoška istraživanja*, XXXVIII(1), 174–189.

Stoicai, I., Morarui, S., & Mironi, C. (2011). Concept maps, a must for the modern teaching-learning process. *Romanian Reports in Physics*, 63(2), 567–576.

Theobald, M., Danb, S., Einarsdóttir, J., Bourne, J., Jones, D., Ross, S., Knaggs, H., & Carter-Jones, C. (2015). Children's perspectives of play and learning for educational practice. *Education Sciences*, 5, 345–362.

Number of active teaching hours	Lectures: 2	Practice: 1	Other forms of classes: /	Independent work: /	Other classes: /

Teaching methods
Verbal-textual methods (oral presentation, verbal engagement, conversation, debate, text method) and demonstration.

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
student's activity during lectures	10	oral examination	40

practical classes/tests (colloquia)	20	written examination	
seminars/homework		project (research project)	20
project		project defense	10
other			

Grading system		
Grade	**No. 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	**Less than 51**	**Failing**