

**(Table 5.2) Course unit description**

<b>Study program: Teacher and Pre-School Teacher</b>
<b>Type and level of studies: Bachelor Studies</b>
<b>Course unit: Informatics</b>
<b>Teacher in charge: Ass. Prof. Phd Nenad Stefanovic</b>
<b>Language of instruction: English</b>
<b>ECTS: 4</b>
<b>Prerequisites: none</b>
<b>Semester (Winter or Summer Semester): Summer Semester (SS)</b>
<b>Course unit objective</b> Through this course students develop and acquire ICT awareness and literacy, which will be used in future vocation. The aim is specified through given goals: <ul style="list-style-type: none"><li>- acquiring theoretical and practical knowledge from ICT</li><li>- adopting and mastering basic ICT concepts.</li><li>- acquiring experience and mastering the work with certain software tools.</li><li>- acquiring knowledge from the most frequently used software tools, as well as understanding their application in the context of education and teaching.</li><li>- training for independent work on the computer, and in the context of the ICT application in education.</li><li>- development of multimedia, communication, ICT competences.</li><li>- training students to apply ICT knowledge in planning, programming, organizing, realizing and evaluating the entire educational process in different education environments; and education in accordance with the personal, developmental and social characteristics of students.</li><li>- mastering ICT knowledge and skills necessary for monitoring innovation in the field of science and profession, for continuous professional development and continuation of studies.</li><li>- training students for lifelong learning and self-improvement in the field of ICT.</li></ul>
<b>Learning outcomes of Course unit</b> At the end of the course students will understand and know the architecture of the computer and the principle of computer work. They will know the historical development of information-computer technology and software-program support. Students will know the possibilities of using ICT in the characteristic requirements of their future vocation and will be able to use it in a future practice. They will gain practical knowledge of working in Windows; will be able to independently process and edit the text and prepare for printing; they will do the processing of tabular data and perform cross-calculations, as well as create tables in the proper application; they will create multimedia presentations and other multimedia education material. Students will acquire knowledge and skills in working in the web environment, to search the Internet for specific data, as well as to use numerous web services (www, email, web search & web browsers, blog, Google classroom ...); they will create a material suitable for publishing on the Internet. Students will adopt the habit of using ICT and technological resources in everyday life and learning, which will later be transferred to instruction and teaching activity.
<b>Course unit contents</b> The curriculum includes lectures and exercises in informatics. Theoretical classes The lecture module includes the following thematic units: Introduction to basic computer and computer concepts; Getting to know basic computer work; Familiarization with the possibilities of applying ICT in other fields (education and teaching process); Familiarization with the possibilities of using ICT in teaching in elementary school; Trends in the development and application of ICT. Understanding and use of IT and Web 2.0 technology to improve teaching/learning quality. Use of web platforms and tools in educational environment. Selecting, editing and producing of appropriate

digital educational materials (online and offline).

**Practical classes**

The module of the exercise includes the following thematic units: Introduction to the basics of work in Windows; getting acquainted with the MS Office application package; getting acquainted with the text editor tool and the possibilities for its application in the future student call; learning about the work with the spreadsheet tool and the possibilities for its application in the future work environment; getting to know the creation of multimedia presentations and the ability to customize presentations for educational needs; familiarization with the web environment, the basics of working on the Internet (sending / receiving e-mail, searching the data on the Internet, working in some educational platforms); learning about the work in the web editor tool and creating materials suitable for publishing on the Internet (creating a site and web sites), as well as the opportunities for their educational application. The use of Web 2.0 tools in education - Blog, Google Classroom, and social networking tools to assist teaching/learning process and student administration.

**References**

1. Joke Voogt, Gerald Knezek (2008). **International Handbook of Information Technology in Primary and Secondary Education**. Springer Science & Business Media.
2. Anne McDougall, John Murnane, Anthony Jones, Nick Reynolds (2010). **Researching IT in Education: Theory, Practice and Future Directions**. Routledge.
3. Marilyn Leask, John Meadows (2000). **Teaching and Learning with ICT in the Primary School**. Psychology Press.
4. Sarah Younie, Marilyn Leask, Kevin Burden (2014). **Teaching and Learning with ICT in the Primary School**. Routledge.

<b>Number of active teaching hours</b>				Other classes
Lectures: 2	Practice: 1	Other forms of classes: <i>mentoring system</i>	Independent work	

**Teaching methods**  
Interactive classes, method of practical activities, workshops, e-teaching, presentations and mentoring.

**Examination methods** (maximum 100 points)

<b>Exam prerequisites</b>	<b>No. of points:</b>	<b>Final exam</b>	<b>No. of points:</b>
Student's activity during lectures	5	oral examination	10
practical classes/tests	20	written /practical examination	40
seminars/homework	5	.....	
Project	20		
Other			

**Grading system**

<b>Grade</b>	<b>No. of points</b>	<b>Description</b>
<b>10</b>	<b>91–100</b>	<b>Excellent</b>
<b>9</b>	<b>81–90</b>	<b>Exceptionally good</b>
<b>8</b>	<b>71–80</b>	<b>Very good</b>
<b>7</b>	<b>61–70</b>	<b>Good</b>
<b>6</b>	<b>51–60</b>	<b>Passing</b>
<b>5</b>	<b>Less than 51</b>	<b>Failing</b>