

**(Table 5.2) Course unit description**

<b>Study program: Teacher</b>	
<b>Type and level of studies: Bachelor Studies</b>	
<b>Course unit: Methodology of Science and Social Studies Teaching 1</b>	
<b>Teacher in charge: Snezana Marinkovic, PhD, Full Professor</b>	
<b>Language of instruction: English</b>	
<b>ECTS: 5</b>	
<b>Prerequisites: /</b>	
<b>Semester (Winter or Summer Semester)</b>	
<b>Course unit objective</b> The goal is to help all students learn and understand the theory and teaching methods of Science and Social Studies, to master the development of conceptual thinking in students (social and nature-related concepts), to help them design Science and Social Studies and World Around Us classes on their own, to understand and practice the skill of class analysis (constructive critical analysis and sequential analysis of classes realised).	
<b>Learning outcomes of Course unit</b> Students should observe the teaching process from the standpoint of learning/teaching; they are required to raise their awareness of all methods and procedures for engaging students in the teaching process; to think up as many solutions for engaging students in the teaching process as possible; to make students realise the concept of participation and engagement in Science and Social Studies classes; to be able to analyse different types of questions and assignments from the standpoint of relevant student participation and cognitive activation; to know all teacher roles in Science and Social Studies classes; to master different methods/forms of teaching/instruction; to understand emergence and development of a concept and conceptual thinking; to understand the meaning of superordinate, subordinate and related concept and to differentiate between a concept and non-concept; to learn different techniques of conceptual representation (semantic feature table, conceptual diagrams, concept maps and conceptual schema); to practice and learn how to make an idea sketch for class, and class scenario; to understand and implement techniques of constructive critical analysis and sequential analysis of classes realised.	
<b>Course unit contents</b> Theoretical classes Relationship between teaching and learning, Student's position in the classroom, Teacher's roles, Content of the Science and Social Studies course, engaging and unengaging assignments, Methods/forms of teaching/instruction; Material and technical basis of Science and Social Studies classes/ natural, technical and social resources; Concept development in Science and Social Studies; Teaching goals of Science and Social Studies; Course evaluation. Practical classes Analysing questions and assignments in Science and Social Studies textbooks from the standpoint of student engagement; Writing scenarios; Learning the techniques of constructive-critical analysis with sequential analysis; Scenario analysis.	
<b>References</b> Ivic, I., Pesikan, A., Antic, S. (2002). <i>Active Learning: Manual for implementation of active learning/teaching methods 2</i> . Belgrade: Institute for psychology & UNICEF.	
<b>Number of active teaching hours</b>	<b>Other</b>

Lectures:	Practice:	Other forms of classes:	Independent work	classes
<b>Teaching methods</b>				
Lectures, cooperative method, problem solving, individual student work, model learning, cooperative learning in groups, method of practical activities.				
<b>Examination methods</b> (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	<b>10</b>	oral examination		
practical classes/tests	<b>10</b>	written examination	<b>60</b>	
seminars/homework		.....		
Project				
Other – colloquium	<b>20</b>			
<b>Grading system</b>				
Grade	No. of points		Description	
<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>	