

## Course SYLLABUS form

Basic data of the subject	
<b>Academic Unit:</b>	<b>Faculty of Education (Classroom Teacher)</b>
<b>Course title:</b>	<b>Pedagogical Practice II</b>
<b>Level:</b>	Bachelor
<b>Course status:</b>	Obligatory
<b>Study year:</b>	II (sem 4)
<b>Number of hours per week:</b>	2+1
<b>Credit value - ECTS:</b>	6 ECTS
<b>Time / location:</b>	09:00-10:30 / Salon: 140
<b>Lecturer:</b>	<b>PhD. Cand. Nuri Brina</b>
<b>Contact details:</b>	<b>044-717-147 / nuri.brina@uni-prizren.com</b>
<b>Course description:</b>	
	This course at undergraduate level Faculty of Education will be a teacher candidates will be practitioner and tutorial the aim of this course is to provide the students with the necessary experience. In this course; internship-practice tasks, teacher candidates should be aware of the issues, plan, observation, teacher and student's day in a school, etc. topics such as.
<b>Course objectives:</b>	
	Teacher candidates who choose the profession of teaching; One of the objectives of this introductory course, which aims to introduce the concepts of teaching practice and school experience and to prepare them for vocational courses, is to gain necessary knowledge, skills, attitudes and behaviors in pedagogical practice. In addition, the transfer of knowledge in problem solving and decision-making to the student, to guide the way to access information, how to use the information in the field to guide the development of the skills to follow, to follow the scientific developments and to increase the communication ability, to follow the changes and innovations in this process to contribute to the student's professional life by creating awareness about the learning styles.
<b>Learning outcomes:</b>	
	<ul style="list-style-type: none"> <li>- At the end of this course, students will be able to plan, develop, implement and coordinate the learning activities required in the teaching profession.</li> <li>- Contributes to the physical, cognitive, healthy development of children and communicates.</li> <li>- To be able to organize learning according to individual and cultural differences, to use and develop different methods and techniques according to learning needs, gain communication, interaction</li> </ul>

	and problem solving skills - Also understands the research processes.		
<b>Contribution on student load (must correspond with learning outcomes)</b>			
<b>Activity</b>	<b>Hours</b>	<b>Week/Day</b>	<b>Total</b>
Lectures	2	1/15	30
Exercise theoretical/laboratory	1	1/15	15
Contact with lecturer/consultations	1	1/15	15
Mid-terms, seminars	21 Day	21 Day	21 Day
Homework	1	1/15	15
Individual time spent studying (at the library or home)	1	1	1
Final preparation for the exam	1	1/15	15
Time spent in evaluation (tests, quiz, final exam)	1	1/15	15
Projects, presentations, etc.	1	1/15	15
<b>Teaching methods:</b>			
	The techniques and methods applicable in the course include lecturing, explanations, discussion on topics questions and answers, research, pair work, group work, assignments, and projects the student analyzing the subjects and telling their ideas.		
<b>Evaluation methods:</b>			
	<p>At the beginning of the semester, students are given written exams by using textbooks, lecture notes and other ancillary materials and verbal examinations are also possible. Also in this course, student performance, attendance to the course, participation in the activities in the course, preparation of the topics in the semester, presentation and the final exam will be evaluated together with the grade. The assessment will be 100 points.</p> <p><i>The evaluation is based on the following activities:</i>  Homework: % 10  Practice / Internship: % 40  Finally: % 50</p> <p><i>Final points:</i>  Score (%) Note  95-100 10  85-90 9  75-80 8  65-70 7  55-60 6</p>		

<b>Literature</b>	
<b>Basic Literature:</b>	<ol style="list-style-type: none"> <li>1. Rıfat, E. (2012). Okul Deneyimi ve Öğretmenlik Uygulaması. Ankara.</li> <li>2. Hacıoğlu, F. &amp; Alkan, C. (1997). Öğretmenlik Uygulaması. İstanbul.</li> <li>3. Zabeli, N. (2004). Priştine Üniversitesi Eğitim Fakültesi Uygulama Eğitimi El Kitabı. Priştine.</li> <li>4. Demirel, Ö. (2009). Öğretme Sanatı. Ankara.</li> <li>5. Şişman, M. (2005). Öğretmenliğe Giriş. Ankara.</li> </ol>
<b>Additional Literature:</b>	<ol style="list-style-type: none"> <li>1. Kutlu, O. (2001). Öğretimde 333 Etkili Yol, Ankara.</li> <li>2. Selected Articles (Research, Theses).</li> </ol>
<b>Designed study plan:</b>	
<b>Week</b>	<b>Lectures which will be held</b>
<b>First week:</b>	Period Plan, Overview of the Program and Work to be Done
<b>Second week:</b>	General Structure of Pedagogical Practice
<b>Third week:</b>	Instructions and Explanations in Pedagogical Practice
<b>Fourth week:</b>	Definitions, duties and responsibilities in Pedagogical Practice
<b>Fifth week:</b>	Candidate Teacher's Duties and Responsibilities
<b>Sixth week:</b>	Course Processing, File Preparation and Record Keeping
<b>Seventh week:</b>	Class Observation - Physical Observation
<b>Eighth week:</b>	Class Observation - Social Observation
<b>Ninth week:</b>	Course Management and Class Control
<b>Tenth week:</b>	Planning in Education
<b>Eleventh week:</b>	Course Plan Preparation and Application
<b>Twelfth week:</b>	Students One Day at the School
<b>Thirteenth week:</b>	Teacher's One Day at School
<b>Fourteenth week:</b>	Final Evaluation of Teacher Candidate
<b>Fifteenth week:</b>	General Evaluation of Subjects and Preparation for Measurement and Evaluation

<b>Academic policies and rules of conduct:</b>
<ul style="list-style-type: none"> <li>• Students are to obey the school regulations regarding the time and manners. They are not to over exceed the right of absentees.</li> <li>• 80% attendance is required during the semester.</li> <li>• In the course, discussion, asking questions, giving feedback, telling the subject - making an presentation, taking an active role in applications.</li> <li>• During the course: voice recorder, telephone, etc. Use of such devices is prohibited.</li> </ul>