



UNIVERSITY "UKSHIN HOTI" IN PRIZREN
FACULTY OF EDUCATION
DEPARTMENT IN BOSNIAN LANGUAGE

SYLLABUS							
Level of studies	BACHELOR	Department	Primary program	Academic year	2018/2019		
SUBJECT	COMMUNICATION SKILLS WITH A CHILD						
Year	II	Status of a subject	Elective	Code	Edu 121	ECTS credits	4
Semestar	III						
Teaching weeks	15		Teaching hours		Lectures	Exercises	
					2	1	
Teaching methodology	Lectures, exercises, tests, presentations, case studies, discussions within smaller groups, consultations.						
Consultations	One hour before/after lectures.						
Professor	Dr. sc. Suada A. Džogović			e-mail	s.dzogovic@hotmail.com		
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Assistant	/			e-mail	/		
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The aim of the subject and table of content	Benefits of student
<p>- This course is in the function of education of students in the field of pedagogical communication. The basic goal is to understand the role of communication as a professional competence of educators and teachers. The goal is, first of all, to develop generic and specialist competencies important for understanding interoperational communication as an instrument in working with children.</p> <p><i>Specific Course Objectives:</i></p> <ul style="list-style-type: none"> - recognition of communication models, - recognition and successful resolution of communication problem, - adoption of quality communication methods, - effective exchange of information in the educational environment, - accepting personal responsibility in communication. <p><i>The course contents include:</i></p> <ul style="list-style-type: none"> - The basic principles of the communication process - The nature and importance of interpersonal communication - Communication between parents and children - Communication of educators with children - Communication in the teaching process - How to improve communication at school - Prosocial behavior and communication - Thomas Gordon's model: communication and relationship with others - I-messages and You-messages - Communication of the participants in the educational 	<ul style="list-style-type: none"> - Awareness of the role and importance of communication as a professional teacher competencies. - Using all communication models for the purpose of successful business in educational institutions. - Distinguishing the specifics of communication processes given the roles and contexts. - Successful implementation of communication and pedagogy in the purpose of education of children. - Successful resolution of conflict situations among children. - Using communication negotiation with parents. - Understanding the need for continuous learning of communication skills. - Ability to participate in an interdisciplinary team and communicating with all subjects involved in pedagogical-educational process (with children, educators, members professional team, parents, local representatives communities etc.).

process in modern teaching systems - Communication disorders - Selective mutation - Conflicts and their resolution in communication	
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Methodology for the implementation of educational topics:

- Presentation of a teaching topic in Power Point
- Exercises
- Presentations and discussions
- Guests lecturers
- Students will participate in simulated communication situations to identify and analyze their own quality and weaknesses in communication. They will also participate in various exercises as well as role playing in order to gain communication competencies.

Conditions for realization of educational topics:

Teaching supporting tools, projector.

Ways of assessing of the student (in %)

<ul style="list-style-type: none"> • Partial test 0-35 % • Presentation / participation in discussions and teaching 0-20 % • Final test 0-35 % • Oral exam (+ validation of tests) 0-10 % 	Evaluation in %	Final grade
	95-100	10 (ten)
	85-94	9 (nine)
	75-84	8 (eight)
	65-74	7 (seven)
	55-64	6 (six)
0-54	5 (five)	

Obligations of students:

Lectures	Exercises
<ul style="list-style-type: none"> • Regular attendance in lectures • Active participation in discussions during lectures • Participation in tests during and at the end of the semester • Final (oral) examination 	<ul style="list-style-type: none"> • Regular attendance in exercises • Active participation in discussions during exercises • Presentation of seminar work at Power Point (individual and group work) • Since teaching is carried out in the form of group exercises and seminars, a large student activity is required, which involves the preparation and preparation of two seminar papers (essays), one of them independently and the other in a couple or a smaller group of students.

Obligations of student within subject:

Activities	Hour/Weeks	Days/Weeks	Total
Lectures	2	15	30
Exercises	1	15	15
Practical work	1	5	5
Contacts with lecturers / consultations	1	15	15
Exercises on the field	-	-	-
Mid-term exams, seminars	1	15	15
Homework	1	10	10
Independent work	1	5	5
Final exam preparation	1	15	15
Past period, success (tests, quiz, final exam, etc.)	1	5	5
Projects, presentations, etc.	1	5	5
Notice: 1 ECTS credits = 25 hour commitment, e. g. if the subject has 5		Total:	120

ECTS credits student must have 150 hours during the semester commitment.				
WAY OF ORGANIZING TEACHING				
	Thematic unit	Hour.	Exercises	Hour.
1.	The theme: Introduction to students with the program, obligations and way of working Syllabus of the subject	2	Instructions for preparing seminar papers, presentations, papers and essays	1
2.	The theme: Communication process Literature: Lectures and slides " <i>Communication skills with a child</i> ", dr. sc. Suada A. Džogović	2	Discussion and analysis of the teaching topic	1
3.	The theme: The nature and importance of interpersonal communication Literature: Lectures and slides " <i>Communication skills with a child</i> ", dr. sc. Suada A. Džogović	2	Discussion and analysis	1
4.	The theme: Communication between parent and child Literature: Lectures and slides " <i>Communication skills with a child</i> ", dr. sc. Suada A. Džogović	2	Discussion and analysis	1
5.	The theme: Communication of educators with children Literature: Lectures and slides " <i>Communication skills with a child</i> ", dr. sc. Suada A. Džogović	2	Discussion and analysis	1
6.	The theme: Communication in the teaching process Literature: Lectures and slides " <i>Communication skills with a child</i> ", dr. sc. Suada A. Džogović	2	- Preparation for Midterm - Students' presentations	1
7.	MIDTERM TEST	2	Previous material (1-6 weeks) // lectures and presentations + terms	1
8.	The theme: How to improve communication at school Literature: Lectures and slides " <i>Communication skills with a child</i> ", dr. sc. Suada A. Džogović	2	- Discussion and analysis - Presentations	1
9.	The theme: Prosocial behavior and communication Literature: Lectures and slides " <i>Communication skills with a child</i> ", dr. sc. Suada A. Džogović	2	- Discussion and analysis - Presentations	1
10.	The theme: - Thomas Gordon's model: communication and relationships with others Literature: Lectures and slides " <i>Communication skills with a child</i> ", dr. sc. Suada A. Džogović	2	- Discussion and analysis - Presentations	1
11.	Tema: I-messages and You-messages		- Discussion and analysis	

	Literature: Lectures and slides “ <i>Communication skills with a child</i> ”, dr. sc. Suada A. Džogović	2	- Presentations	1
12.	The theme: Communication of the participants in the educational process in modern teaching systems	2	- Discussion and analysis - Presentations	1
	Lectures and slides “ <i>Communication skills with a child</i> ”, dr. sc. Suada A. Džogović			
13.	The theme: - Communication disorders - Selective mutation	2	Discussion and analysis	1
	Literature: Lectures and slides “ <i>Communication skills with a child</i> ”, dr. sc. Suada A. Džogović			
14.	The theme: Conflicts and their resolution in communication	2	- Discussion and analysis - Preparation for final exam	1
	Literature: Lectures and slides “ <i>Communication skills with a child</i> ”, dr. sc. Suada A. Džogović			
15.	FINAL TEST	2	Previous material (8-14 weeks) // lectures and presentations + terms	1

List of literature required for study and for taking the exam:

OBLIGATORY LITERATURE

Antonija Žižak, Vlasta Vizek Vidović, Marina Ajduković (2012), *Interpersonalna komunikacija*, Sveučilište u Zagrebu, Edukacijsko-rehabilitacijski fakultet, Zagreb
D. Pavličević-Franić (2005), *Komunikacijom do gramatike*, Zagreb, Alfa d.d.
F. Schultz von Thun., (2002), *Kako međusobno razgovaramo 2*, Stilovi, vrijednosti i razvitak ličnosti, Zagreb, Erudita
J. Borg, (2008) , *Govor tijela*, Zagreb, Veble commerce
Langer, I., Schulz von Thun, F., Tausch, R., (2003.), *Kako se razumljivo izražavati?* Zagreb, Erudita
Neill, S. (1991): *Neverbalna komunikacija u razredu*, Educa, Zagreb
P. Brajša (1994), *Pedagoška komunikologija*, Zagreb, Školske novine
S. Leinert Novosel (2015), *Komunikacijski kompasi 2*, Zagreb, Plejada d.o.o.

LIST OF LITERATURE RECOMMENDED AS ADDITIONAL

A. Kappas and N. C. Kramer (2011), *Face-to-face communication over the Internet*, Cambridge, Cambridge University press
Ajduković, M., Pečnik, N. (1994), *Nenasilno rješavanje sukoba*. Zagreb: Alinea
H. Weeks (2008), *Failure to communicate*, Boston, Harvard business press
Kujundžić, N. (1986), *Komunikacija kao temeljna metapedagoška kategorija (Proceedings)*. Zagreb: Institut za pedagojska istraživanja Filozofskog fakulteta
L. Costigan Lederman (1992), *Communicationh pedagogy*, New Jersey, Ablex publishing corporation
Novosel, P. (1991), *Komuniciranje*. In: Kolesarić, V., Krizmanić, M., Petz, B. (edt.), *Uvod u psihologiju*, Zagreb: Grafički zavod, p. 305–333
P. Ekman (2009), *Telling lies*, New York, W. W. Norton & company
Reardon, K. K. (1998), *Interpersonalna komunikacija – gdje se misli susreću*, Zagreb: Alinea

NOTE:

- In accordance with the teaching process, students will also be referred to other relevant sources.
- Any deviation from the planned content of the work will be timely announced, as there is a possibility of changing the sequence of realization of planned teaching areas, depending on the needs of students.

Notice for the student:

- During lectures and exercises, students are obliged to keep notes on the basis of which they will begin writing essays in the course of the exercise, i.e the colloquium / exam from this course.
- Students achieve accomplished points with essay expression, clarity of language, structure of answers, critical thinking, and analysis and comparison of conceptual bases of different theories.