



# UNIVERSITY "UKSHIN HOTI" PRIZREN

Educational faculty

Primary program

## SYLLABUS

<b>Level of studies</b>	Bachelor	<b>Program</b>	EDU-Bos	<b>Academic year</b>	2018/2019	
<b>SUBJECT</b>	CHILDREN AND TEACHING IN NATURE					
<b>Year</b>	I <sup>rd</sup>	<b>Status Of the subject</b>	electoral	<b>Code</b>	<b>ECTS credits</b>	5
<b>Semester</b>	IV					
<b>Teaching weeks</b>	15	<b>Hours teaching</b>	45	<b>Lectures</b>	<b>Exercises</b>	
				2	1	
<b>Teaching Methodology</b>	Lectures, exercises, seminar papers, consultations, etc.					
<b>Consultations</b>	1 hr / week					
<b>Professor</b>	Prof. ass.Ajka Aljilji		<b>E-mail:</b>	<a href="mailto:ajka.aljilji@uni-prizren.com">ajka.aljilji@uni-prizren.com</a>		
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			<b>Tel.:</b>			

Study goal and table of content	Benefits of student
<p>Children and instruction in nature is an interdisciplinary teaching course that integrates natural sciences of socio-humanistic and technical-informatics areas. In the teaching course Children and Teaching in Nature, students enter the world of exploration and understanding of nature where:</p> <ol style="list-style-type: none"> <li>1. To learn the complexity of the world surrounding it, the connection between man, society, and nature in time and space.</li> <li>2. Develop research competencies important for learning about the world around you and competencies for lifelong learning.</li> <li>3. Respect and appreciate diversity, develop responsibility and empathy towards the environment, and critically think about issues from everyday life.</li> <li>4. Secure and accountable use of technology in life, as well as information communication technology for accessing, collecting, processing and presenting information.</li> <li>5. Link the knowledge of this subject with other teaching subjects to develop innovation, creativity and openness to new ideas to actively contribute to sustainable development, occurrence in the natural and social environment.</li> <li>6. Researching and caring for the world in which it lives.</li> <li>7. Recognizing live and non-living nature, measuring time, traffic signs.</li> </ol>	<p>Knowledge, skills and attitudes acquired in the subject.,</p> <ul style="list-style-type: none"> <li>▪ Children and nature education allow the student a better understanding of the surrounding world, making it easier to find new situations in the natural and social environment, and making decisions about personal well-being, community and nature well-being.</li> <li>▪ Learning and applying different strategies of active learning and teaching entails responsibility and strengthens integrity, making the student a reliable, moral and consistent individual who respects herself and others.</li> <li>▪ Observes and distinguishes the living from the inactive nature</li> <li>▪ It explains the importance of organizing and navigating in time, measuring time by hour and / or stopwatch, evaluating and measuring the duration of everyday and other life activities.</li> <li>▪ Explains the importance of energy in everyday life.</li> </ul>
<b>ethodology for the implementation of educational topics:</b>	
<ul style="list-style-type: none"> <li>▪ Presentation of a teaching topic in Power Point (the student can download the presentation .</li> <li>▪ A student case or task (during exercise) is associated with a lecture topic.</li> <li>▪ Practical work with students in schools. Analysis talk time.</li> </ul>	
<b>Conditions for realization of educational topics:</b>	
Adequate literature, tables, projectors.	

Ways of assessing of the student (in %) :		Evaluation in%	Final grade	
<ul style="list-style-type: none"> <li>• Correctness in lectures 0-5%</li> <li>• Activity 0-5%</li> <li>• Seminar paper 0-10%</li> <li>• Test I 0-10%</li> <li>• Laboratory exercises 0-10%</li> <li>• Final exam 0-50%</li> <li>• Participation in exercises 0 - 5%</li> <li>• Work on groups on tasks and case studies 0-5%</li> </ul>		91-100	10 (ten)	
		81-90	9 (nine)	
		71-80	8 (eight)	
		61-70	7 (seven)	
		51-60	6 (six)	
		0-50	5 (five)	
<b>Total</b>	<b>100.00 %</b>			
<b>Obligations of student:</b>				
<b>Lectures</b>		<b>Exercises</b>		
The student should be regular in lectures and especially in exercises, make use of all learning opportunities, use compulsory and broader literature, be active and respect the rules on high school ethics in courtesy and cooperation.		The student should be active in the exercises and reflect the readiness and knowledge of initiatives, ideas and demonstrations of the knowledge acquired in the lectures.		
<b>Activities</b>				
	<b>Hour/ weeks</b>	<b>Days/Weeks</b>	<b>Total</b>	
Lectures	2	15	30	
Laboratory exercises	2	15	30	
Contacts with teachers / consultations	1	15	15	
Practical work	1	15	15	
Projects, presentations, etc.	1	15	15	
Own study time	1	15	15	
Preparation for final exam	2	10	5	
Time spent in the assessment (tests, final exam, etc.)	4	0	0	
<b>Notice: 1 ECTS credits= 25 hour commitment, e.g. if the subject has 5ECTS credits student must have 150 hours during the semester commitment.</b>			<b>Total load: 125</b>	
<b>Week</b>	<b>Lectures</b>	<b>Hour</b>	<b>Exercises</b>	
	<b>Topic</b>		<b>Topic</b>	
1	<b>Middle</b> <ul style="list-style-type: none"> <li>▪ The notion of ecology.</li> <li>▪ Division of ecology.</li> <li>▪ Characteristics of ecology.</li> </ul>	2	<b>Characteristics of ecology</b> <ul style="list-style-type: none"> <li>▪ Ecology middle.</li> <li>▪ Watching slides.</li> </ul>	1
2	<b>Pollution and soil damage</b> <ul style="list-style-type: none"> <li>▪ Land.</li> <li>▪ Land contamination.</li> <li>▪ Preservation of land.</li> </ul>	2	<b>Pollution and soil damage</b> <ul style="list-style-type: none"> <li>▪ Excursion to nature.</li> <li>▪ Keeping a diary about nature.</li> </ul>	1
3	<b>The basic spheres of the earth</b> <ul style="list-style-type: none"> <li>▪ The division of the Earth</li> <li>▪ Earth Function.</li> </ul>	2	<b>The basic spheres of the earth</b> <ul style="list-style-type: none"> <li>▪ Presentation .</li> </ul>	1
4	<b>Environmental Protection Plan</b> <ul style="list-style-type: none"> <li>▪ Characteristics of plan.</li> </ul>	2	<b>Environmental Protection Plan</b>	1

	<ul style="list-style-type: none"> <li>▪ Application of plan.</li> <li>▪ Expected results.</li> </ul>		<ul style="list-style-type: none"> <li>▪ Expected results, discussion, dissenting opinions.</li> </ul>	
5	<b>Global warming</b> <ul style="list-style-type: none"> <li>▪ Features and the emergence of global warming.</li> <li>▪ Our share in the warming of the Earth.</li> </ul>	2	<b>Global warming</b> <ul style="list-style-type: none"> <li>▪ Thinking of students.</li> </ul>	1
6	<b>First intermedial evaluation</b>	2	<ul style="list-style-type: none"> <li>▪ Stop storming the Earth.</li> <li>▪ Slides on Soil Pollution.</li> </ul>	1
7	<b>Renewable and non-renewable energy sources</b> <ul style="list-style-type: none"> <li>▪ What are respectable resources.</li> <li>▪ What are non-renewable resources.</li> <li>▪ Resource protection.</li> </ul>	2	<b>Renewable and non-renewable energy sources</b> <ul style="list-style-type: none"> <li>▪ Resource protection.</li> <li>▪ Student presentations.</li> </ul>	1
8	<b>Public transport</b> <ul style="list-style-type: none"> <li>▪ Division of public transport.</li> <li>▪ Protecting the population from gas emissions.</li> <li>▪ Modern means of transport.</li> </ul>	2	Public transport <ul style="list-style-type: none"> <li>▪ Opposites, discussion.</li> <li>▪ Student presentations, modern means of transport</li> </ul>	1
9	<b>Orientation in time and space</b> <ul style="list-style-type: none"> <li>▪ What is orientation.</li> <li>▪ Historical time measurement.</li> <li>▪ Methods of time measurement.</li> <li>▪ Modern measuring instruments.</li> </ul>	2	<b>Orientation in time and space</b> <ul style="list-style-type: none"> <li>▪ Presentation, time measuring instruments.</li> </ul>	1
10		2		1
11	<b>Other intermedial evaluation</b>	2	<b>Exercises</b> <ul style="list-style-type: none"> <li>▪ Presentation, time measuring instruments.</li> </ul>	1
12	<b>Measuring time</b> <ul style="list-style-type: none"> <li>▪ Methods of time measurement.</li> <li>▪ Time measuring devices.</li> <li>▪ European time measurement.</li> <li>▪ Unit for time.</li> </ul>	2	<b>Measuring time</b> <ul style="list-style-type: none"> <li>▪ Unit for time.</li> <li>▪ Drawing on hamer paper.</li> </ul>	1
13	<b>Materials</b> <ul style="list-style-type: none"> <li>▪ What are the materials.</li> <li>▪ Material properties.</li> <li>▪ Use of materials.</li> <li>▪ Harmful materials.</li> </ul>	2	<b>Materials</b> <ul style="list-style-type: none"> <li>▪ Making some models of different types of materials.</li> </ul>	1

14	<b>Why is it important to stay in nature?</b> <ul style="list-style-type: none"> <li>▪ What we get by breathing in nature and.....</li> <li>▪ What are the elements of air?</li> <li>▪ To whom, besides man, nature is needed.</li> </ul>	2	<b>Why is it important to stay in nature?</b> <ul style="list-style-type: none"> <li>▪ Drawing Nature and Nature Elements.</li> <li>▪ Presentations.</li> </ul>	1
15	<b>A knowledge test of nature</b> <ul style="list-style-type: none"> <li>▪ What is Nature.</li> <li>▪ Characteristics of nature.</li> <li>▪ The division of nature.</li> </ul>	2	<b>A knowledge test of nature</b> <ul style="list-style-type: none"> <li>▪ Exercises, the division of nature.</li> </ul>	1

#### LITERATURE:

*Mali kućni ogledi 1,2,3- Sećanski, Tomislav; Beograd, Kreativni centar, 2003.*

*Kretanje-Bojović, Vera; Beograd, Zavod za udžbenike i nastavna sredstva, 1995.*

*Priručnik za učitelje uz udžbenički komplet Priroda i društvo za 3. razred osnovne škole. Tetelj-Ralić, Radmila; Beograd, Klett, 2011.*

*Priroda i društvo za 3. razred osnovne škole- Marinković, Simeon; Beograd, Kreativni centar, 2009 .*

*Priručnik za učitelje za nastavu prirode i društva u 3. razredu osnovne škole-Vasiljević, Ivana; Beograd, Kreativni centar, 2007.*

*Priroda i društvo za 3. razred osnovne škole- Popović, Biljana; Beograd, 2005.*

#### Notice for the student:

Students are required to be regular in the lectures and exercises section.

The contribution of students in the form of conversation and cooperation with students will be evaluated.

Timely arrival in lectures and exercises is mandatory.