



# UNIVERSITY "UKSHIN HOTI" PRIZREN

Educational faculty

PROGRAM: Basic program

## SYLLABUS

|  |  |                              |  |  |                     |
|--|--|------------------------------|--|--|---------------------|
| <i>Level of studies</i>  | Bachelor   | <i>Program</i>               | EDU-Bos  | <i>Academic year</i>   | 2018/2019           |
| <i>SUBJECT</i>   | Contemporary tendencies in education                     |                              |  |  |                     |
| <i>Year</i>  | I <sup>rd</sup>  | <i>Status Of the subject</i> | electoral  | <i>Code</i>  | <i>ECTS credits</i> |
| <i>Semester</i>  | IV   |                              |  |  |                     |
| <i>Teaching weeks</i>  | 15   | <i>Hours teaching</i>        | 45   | <i>Lectures</i>  | <i>Exercises</i>    |
|  |  |                              |  | 2  | 1                   |
| <i>Teaching Methodology</i>  | Lectures, exercises, seminar papers, consultations, etc. |                              |  |  |                     |
| <i>Consultations</i>   | 1 hr / week  |                              |  |  |                     |
| <i>Professor</i>   | Prof. ass. Ajka Aljilji                                  |                              | <i>E-mail:</i>   | <a href="mailto:ajka.aljilji@uni-prizren.com">ajka.aljilji@uni-prizren.com</a> |                     |
|  |  |                              | <i>Tel.:</i>   | 045 438 378  |                     |
| <i>Assistant</i>   |  |                              | <i>E-mail:</i>   |  |                     |
|  |  |                              | <i>Tel.:</i>   |  |                     |
| <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>Methodology 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.   |  |                              |  |  |                     |
| <b>Ways of assessing of the student (in %) :</b>   |  | <b>Evaluation in%</b>        |  | <b>Final grade</b>   |                     |
| <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>Study goal and table of content</b>   |  |                              | <b>Benefits of student</b>   |  |                     |
| The preparation of young people for everyday life in a multicultural reality as well as their acceptance of  |  |                              | <ul style="list-style-type: none"> <li>▪ The central theme and student's profits in studying and research is the formation of an image of the amount of use of information technologies and</li> </ul> |  |                     |

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| <p>responsibility for future development are based on the definition and establishment of European education. Education should enable:</p> <p>Acquiring knowledge in your personal life, creating a positive and realistic picture of yourself. Knowledge will be realized on personal, community circumstances.</p> <p>The acquisition of knowledge to be applied in the workplace, will enable them to have a quality life.</p> | <p>modern educational techniques and teaching resources in education..Determining quality and quantity in the actual educational process.</p> <ul style="list-style-type: none"> <li>▪ Using deductive methods in research, which is based on the breakdown of the whole into several elements.</li> <li>▪ Our interest and curiosity in this area is fueled by the fact that science is rapidly developing on the one hand and activating new knowledge, and on the other hand, the practical application of these knowledge is difficult to implement and is not sufficiently used and applied.</li> <li>▪ This process and the wave of changes in education is a powerful motive for our further learning.</li> </ul> |
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| Activities   | Hour/ weeks | Days/Weeks | Total                  |
|--|-------------|------------|------------------------|
| 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         | 20                     |
| 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> |

| Week | Lectures   | Hour | Exercises   |   |
|------|--|------|---|---|
|      | Topic  |      | Topic   |   |
| 1    | <p><b>Individualistic and interactionist tendencies</b></p> <ul style="list-style-type: none"> <li>▪ The notion of tendency in education.</li> <li>▪ What is the basis for the tendency?</li> <li>▪ What are the rules of individualistic tendency.</li> </ul> | 2    | <p><b>Individualistic and interactionist tendencies</b></p> <ul style="list-style-type: none"> <li>▪ Presentin individualistic tendencies through written exercises.</li> </ul> | 1 |
| 2    | <p><b>Objectives of evaluation</b></p> <ul style="list-style-type: none"> <li>▪ What is evaluation?</li> <li>▪ Definition of evaluation.</li> <li>▪ Evaluation analysis.</li> </ul>  | 2    | <p><b>Objectives of evaluation</b></p> <ul style="list-style-type: none"> <li>▪ Evaluation analysis through written exercises.</li> </ul>                                       | 1 |
| 3    | <p><b>Evaluation components</b></p> <ul style="list-style-type: none"> <li>▪ What are the components of the evaluation.</li> <li>▪ Application of valuation.</li> <li>▪ Evaluation results.</li> </ul>   | 2    | <p><b>Evaluation components</b></p> <ul style="list-style-type: none"> <li>▪ Evaluation results, through written exercises.</li> </ul>  | 1 |

|    |  |   |   |   |
|----|--|---|---|---|
| 4  | <b>Effects of teaching work</b> <ul style="list-style-type: none"> <li>▪ How the teacher works during the lesson.</li> <li>▪ What are the parts of the lesson .</li> <li>▪ Evidence of time and auxiliary material.</li> </ul> | 2 | <b>Effects of teaching work</b> <ul style="list-style-type: none"> <li>▪ Written exercises, an explanation of the effects of teaching.</li> </ul> | 1 |
| 5  | <b>Rating</b> <ul style="list-style-type: none"> <li>▪ Evaluation as a document.</li> <li>▪ Values and characteristics of the rating.</li> <li>▪ Evaluation from one to five.</li> </ul>                                       | 2 | <b>Rating</b> <ul style="list-style-type: none"> <li>▪ Exerci, evaluation from one to five.</li> </ul>  | 1 |
| 6  | <b>First intermedial evaluation</b>  | 2 | <b>Exerci</b> <ul style="list-style-type: none"> <li>▪ Evaluation from one to five, through the quarter.</li> </ul>                               | 1 |
| 7  | <b>Valuation values</b> <ul style="list-style-type: none"> <li>▪ Primary characteristics of the assessment.</li> <li>▪ What makes the quality of the assessment.</li> <li>▪ Knowing through the assessment.</li> </ul>         | 2 | <b>Valuation values</b> <ul style="list-style-type: none"> <li>▪ Exerci, knowing through the assessment.</li> </ul>                               | 1 |
| 8  | <b>Errors teachers , factor of metric value</b> <ul style="list-style-type: none"> <li>▪ What are the metric values.</li> <li>▪ What components do they do?</li> </ul>   | 2 | <b>Errors teachers , factor of metric value</b> <ul style="list-style-type: none"> <li>▪ Evaluation, exercise.</li> </ul>                         | 1 |
| 9  | <b>Halo effect</b> <ul style="list-style-type: none"> <li>▪ Features of the halo effect.</li> <li>▪ Positivity of halo effect, negativity.</li> <li>▪ Applying halo effect, results.</li> </ul>                                | 2 | <b>Halo effect</b> <ul style="list-style-type: none"> <li>▪ Evaluation, applying halo effect, results.</li> </ul>                                 | 1 |
| 10 | <b>Pedagogical egocentrism</b> <ul style="list-style-type: none"> <li>▪ Egocentrism, the term explanation.</li> <li>▪ Where is egocentrism most present.</li> </ul>  | 2 | <b>Pedagogical egocentrism</b> <ul style="list-style-type: none"> <li>▪ Avoiding egocentrism.</li> </ul>  | 1 |
| 11 | <b>Other intermedial evaluation</b>  | 2 | <b>Exerci</b> <ul style="list-style-type: none"> <li>▪ Exerci, evaluation from one to five. Avoiding egocentrism.</li> </ul>                      | 1 |

|    |   |   |   |   |
|----|---|---|---|---|
| 12 | <b>The shape of the questions</b> <ul style="list-style-type: none"> <li>▪ Ways to ask questions.</li> <li>▪ Questions that teach students the answers.</li> </ul>  | 2 | <b>The shape of the questions</b> <ul style="list-style-type: none"> <li>▪ Questions and answers with yes or no.</li> </ul> | 1 |
| 13 | <b>Continuity in grading</b> <ul style="list-style-type: none"> <li>▪ How it is assessed.</li> <li>▪ Do we have to have continuity in monitoring students' work?</li> </ul>   | 2 | <b>Continuity in grading</b> <ul style="list-style-type: none"> <li>▪ Exercise, evaluations.</li> </ul>                     | 1 |
| 14 | <b>Standards and assessment standards</b> <ul style="list-style-type: none"> <li>▪ What are the standards in the evaluation?</li> <li>▪ Respecting the grading standards.</li> </ul>  | 2 | <b>Standards and assessment standards</b> <ul style="list-style-type: none"> <li>▪ Visit to schools.</li> </ul>             | 1 |
| 15 | <b>Evaluating knowledge and assessing students</b> <ul style="list-style-type: none"> <li>▪ Methods of evaluating pupils.</li> </ul> Rating. <ul style="list-style-type: none"> <li>▪ Competitions as a reward for a good grade.</li> </ul> | 2 | <b>Evaluating knowledge and assessing students</b> <ul style="list-style-type: none"> <li>▪ Visit to schools</li> </ul>     | 1 |

#### LITERATURE:

*Dravinc, N.: (1970). Provjeravanje znanja i ocjenjivanje učenika iz matematike u osnovnim školama. Zagreb: Zavod za unapređivanje osnovnog obrazovanja.*

*Furlan, I. : (1966), Upoznavanje, ispitivanje i ocjenjivanje učenika. Zagreb: Pedagoško– književni zbor.*

*Kadum S. Brajković D.: Praćenje, provjeravanje. Metodički obzori 2(2007)2 50.*

*Kadum–Bošnjak, S. – Kadum, V. (2006), Nastava različitih razina zahtjevanosti. U: Metodički obzori, časopis za odgojno–obrazovnu teoriju i praksu. Pula: Visoka učiteljska škola u Puli, str. 26 – 36.*

*Švajcer, V. (1987), Didaktika. Rijeka: Pedagoški fakultet Sveučilišta u Rijeci.*

#### 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.