

SYLLABUS

1. Course title:

Didactics II

2. Code:**3. Cycle of study:****4. ECTS credits:****5. Type of course:** Mandatory Elective**6. Prerequisites:**

none

7. Class restrictions:

none

8. Duration / semester:**9. Weekly contact hours:**

9.1. Lectures:

3

9.2. Seminars:

2

9.3. Laboratory/Practice classes:

0

10. Faculty:

Faculty of Humanities and Social Sciences

11. Department/study program:

Pedagogy-psychology

12. Lecturer:

Lejla Muratović, assistant professor

13. Lecturer's e-mail:

lejla.muratovic@untz.ba

14. Web site:

www.untz.ba

15. Course aims:

The aim of the subject is to introduce students with the basic didactic knowledge of the internal and external organization of teaching lessons and to train students for independent performing and evaluation of the teaching process. Also, the aim is to get to know the structure and meaning of NPP and the curriculum, as well as build critical attitude towards methods and forms of teaching, and use of modern teaching technology. Understood the essence of the preparation, implementation and evaluation in teaching lessons, and train students for making instruments for evaluating effectiveness of didactics at the classes.

16. Learning outcomes:

After successfully mastering this course students will be able to:

- Explain the relation between the content of science and the teaching subject
- Develop teaching plan, the curriculum, the curriculum of the subject
- Compare curricular approach to education and access focused on content
- Formulate aims and learning outcomes
- State and describe the stages of the teaching process
- Describe the stages, levels and aspects of their process of planning and programming classes
- Classify and explain the teaching methods and forms of teaching
- Successfully conceived and implement teaching unit
- Continuously monitor and evaluate achievement of the students

17. Course content:

The content of education in teaching
 The principles for selection of educational content
 Theories about selecting the teaching content
 The relation between the content of science and the teaching subject
 Curricular approach to education. Kinds or types of curriculum
 Levels of planning the curriculum. External and internal organization of teaching lessons
 Stages of the teaching process
 Teaching class. Stages of teaching class
 The typology of teaching classes
 The articulation of teaching
 The forms of teaching
 Teaching methods
 Material and technical bases of teaching
 Planning and preparing of teaching
 Evaluation of teaching
 The evaluation of effectiveness of didactics at the teaching class

18. Learning methods:

In the lectures and exercises will be used didactic methods:

- Method of oral presentation
- Method of demonstration and illustration
- Method of conversation
- Method of written paper works
- Method of reading and working on the text

19. Assessment methods:

In the seventh week of the semester, students in writing form, in the form of NZOT's take the first partial exam, which includes previously treated topics from lectures and exercises. The maximum number of points that students can achieve into NZOT is 15 points. In the last week of the semester, students in writing form take the second partial exam that includes learning material from lectures and exercises from the second part of the semester. The maximum number of points for the second partial test is again 15 points. All students take the both tests in the course at the same time, which is important for achieving the uniformity of the level of knowledge that is being tested, as well as the conditions under which the student takes the exam. As part of the pre-exam activities students are obligated to develop individual seminar paper that will cover specific topics from the content of the subject. Student delivers seminar paper in written form to the subject teacher for review and evaluation, and then student orally present his work during the exercises. For done and presented seminar paper student can achieve from 0 to 10 points. During the semester student is obliged to come to the teaching lessons (L), and exercises (AV). The teacher and the subject assistant will trough the semester, on a specially designed form, monitor the presence of students. For the presence in the lectures, student achieves 3 points, and for the presence at the exercises, also can achieve 3 points. For continuous activity in lectures and exercises trough the semester, the student can achieve form 0 to 4 points. The final exam is in oral form. The right to access to the final exam is given to students who accomplished 50% of the total number of points on first and second partial exam, who continuously executed their obligations and tasks provided for the curriculum, and who created and presented a seminar paper. The maximum number of points a student can achieve at the oral exam is 50. Examinations for all forms of knowledge are recognized as the cumulative exam if the achieved result is positive after every individual examination and if it is at least 50% of the scheduled and/or required knowledge and skills. In order to pass the subject, student must achieve a minimum 54 cumulative points which includes a minimum of 25 points at the final oral exam.

20. Assessment components:

The whole exam contains a maximum of 100 points, and the final grade is determined according to the following scale:

Presence in lectures	3
Presence at the exercises	3
Student activity	4
Seminar paper	10
Partial exam	30
The final exam	25-50

Calculating grades:

94 – 100 = 10, 84 – 93 = 9, 74 – 83 = 8, 64 – 73 = 7, 54 – 63 = 6; do 53 = 5

21. Required reading list:

Meyer, H. (2005). Što je dobra nastava? Zagreb: Erudita.

Poljak, V. (1990). Didaktika. Zagreb: Školska knjiga.

Vilotijević, M. (2001). Didaktika 3: Organizacija nastave. Sarajevo: BH MOST.

22. Web sources:**23. Applicable starting from the academic year:**

2015/16

24. Adopted in the Faculty/Academy session:

16 March 2015