

SYLLABUS

1. Course title:

TEACHING METHODS II

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

Attendance at least 70% of teaching hours, individual and team / group project

7. Class restrictions:

Only students from Pedagogy Department

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

9.1. Lectures:

3

9.2. Seminars:

2

9.3. Laboratory/Practice classes:

0

10. Faculty:

Humanities and social sciences

11. Department/study program:

PEDAGOGY

12. Lecturer:

prof.dr.Muhamed Omerović

13. Lecturer's e-mail:

muhamed.omerovic@unitz.ba

14. Web site:

www.untz.ba

15. Course aims:

- getting acquainted with the types of planning, programming and valorization of methodical organization of teaching time,
- training students for independent performance and practical mastering by articulation of teaching lessons,
- development of professional competencies of teachers for performing, monitoring and evaluating the teaching process,
- the application of multimedia and digital resources and tools through the introduction of innovations in the teaching process,
- training for self-evaluation and assessment of the quality of teaching time,
- Develop a sense of professionalism and

16. Learning outcomes:

Students will be trained for independent teaching, analysis of the quality of planning and teaching hours programming, identification of methodical problems in the organization of teaching lessons, assessment and evaluation of the success of achieving educational and functional goals and teaching tasks. Students will be able to recognize the role of methodology in teaching practice, critical analysis of opportunities and attainment through the emphasis on good and less good sides of traditional and modern didactic systems, forms and methods of teaching.

17. Course content:

External and internal organization of teaching,
 preparation and types of teaching planning,
 Bloom's taxonomy as a concept of teaching planning,
 Organization and structure of the class, the concept of written preparation for the class, observation of the class, teaching skills,
 Subject, goal and tasks of chemistry teaching methodology,
 Specificity of planning, programming, organization, realization, verification of chemistry teaching,
 Experiment in teaching, evaluation and assessment of student achievement,
 Working with gifted and students with disabilities, interactive creative teaching, responsible teaching,
 The subject of the goal and teaching methodology of My environment,
 Teaching methods, forms and teaching aids in teaching my environment, methods of environmental education, field teaching, environmental excursions and methodological concept of school organization in nature-Curriculum, Scalers, methodology of higher education teaching, pedagogical work in school, pedagogical communication - interactional aspect of teaching, inventories and instruments for methodical practice, diary of methodical practice.

18. Learning methods:

Activities of successful learning through concrete experience, observation and reflection, concepts creation and active demonstration, with the preference of visual, audible, verbal, social and independent learning style. The most important method of learning is oral presentation and presentation - lectures with the use of modern multimedia tools, with active learning and participation techniques, through discussion and critical review.

19. Assessment methods:

Students who have a contested attendance in teaching and activity during the semester can earn 20 points (20% of the total number of points). Of this, 15 points can be attained by attending lectures and exercises and 5 points for active participation through discussions and discussions. With a successful creation and presentation of an individual or group project, a student can win a maximum of 10 points (10% of the total score). A seminar work or a team project is submitted in written form to the subject teacher for review and evaluation, and then is presented verbally. In the preparation and presentation of group seminar work all students of the group participate, whose participation is valorized individually. During the semester students will have two partial (colloquial) knowledge tests in the areas that cover the content of the course that has been realized, which will be evaluated with 20 points (20% of the total score). The first written knowledge test (Test 1) is organized in the middle of the semester and is evaluated with 10 points, and the second written knowledge test (Test 2) is organized after the completion of the realization of the teaching contents in the last week of the semester and is evaluated with 10 points. The remaining 50 points (50%) are awarded at the final exam, which is written in writing or, and verbally. The final written exam consists of multi-choice assignments. A student in a written exam can achieve a maximum of 50 points (50% of the total score).

20. Assessment components:

- a) Presence and activity at the time: 20 (15 + 5)
- b) individual work / team project: 10
- c) partial / colloquial knowledge tests (T1, T2): 20 (10 + 10)
- d) Final exam: 50

TOTAL: 100 points

21. Required reading list:

- Bratanić, M. (1993.) Mikropedagogija, Zagreb, Školska knjiga
Glasser, W. (1994), Kvalitetna škola. Zagreb: Educa.
Muminović, H. (1998.), Mogućnosti efikasnije učenja u nastavi, Sarajevo
Omerović M. (2016). Metodika nastavnog rada, Tuzla

22. Web sources:

www.pztk.ba; www.monkstk.ba; www.aposo.gov.ba; www.pzzdk.gov.ba; www.fmoit.gov.ba;
www.fondeko.ba; http://tourism-tk.ba; www.fzofbih.org.ba;

23. Applicable starting from the academic year:

2022/23.

24. Adopted in the Faculty/Academy session: