SYLLABUS

1. Course title:

Teaching communication

2. Code:

3. Cycle of study:

1

4. ECTS credits:

3

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

7. Class restrictions:

8. Duration / semester:

1 3

9. Weekly contact hours:

9.1. Lectures:	2
9.2. Seminars:	1
9.3. Laboratory/Practice classes:	0

10. Faculty:

Faculty of Humanities & Social Sciences

11. Department/study program:

TEACHER EDUCATION

12. Lecturer:

dr.sc. Alma Malkić Aličković

13. Lecturer's e-mail:

alma.malkic@unitz.ba

14. Web site:

www.untz.ba

15. Course aims:

Introduce students with the specifics of communication in teaching, and with the basic methods of researching this phenomenon. Train students to understand the importance of communicative action in teaching and overcome barriers in their realization, and prepare them for a critical analysis of the role of teachers and students in this process.

16. Learning outcomes:

In accordance with the program contents and goals of this course, students will be able to: - assess the quality of communication in the teaching process, - identify the barriers to successful communication in the classroom, - differentiate the teacher's teaching and leadership styles that enhance the communicative action in the teaching process and the styles that this process disable - identify the communicative competencies of students that contribute to the creation of quality communication in teaching.

17. Course content:

Basic communication concepts; Nature and division of communication in teaching
- Methods of teaching communication in teaching
- Basic aspects of interpersonal communication
- Verbal aspect of communication in teaching
- Message form and type of messages
- Non-verbal communication in teaching
- Problems / barriers to successful communication in teaching
- Teacher's style of leadership and communication in teaching
- Role of Empathy in Teaching Communication
- Student's Communication Competencies and Quality of Interaction in Teaching
- Classroom as a Place of Learning and Developing Communication Competencies
- Cooperativity and Competence in a Classroom
- Access to and Management of Class Conflicts

18. Learning methods:

During lectures, teaching methods will be used:
- method of oral presentation, method of demonstration and illustration, method of conversation, method of written works, method of reading and working on text.

19. Assessment methods:

After half a semester, students take a written test, which includes until then, in lectures and exercises, the curriculum processed content. The test consists of multi-choice tasks, simple insight tasks or essay assignments and carries a total of 15 points. Upon completion of the semester students take a second written test, consisting of assignments related to lectures and exercises from the second part of the semester. The test consists of multi-choice tasks, simple insight tasks, or essay assignments. Students in this test can achieve a maximum of 15 points.
Both tests are given to students on the subject at the same time, thus achieving uniformity of the level of knowledge being tested, as well as the conditions under which the student takes the exam. Within the framework of pre-examination obligations, students are obliged to develop individual seminar work that will cover certain topics from the contents of the course. The seminar paper is submitted in written form to the subject teacher for review and evaluation, and then presented in oral form. For the done and presented seminar work, the student can achieve from 0 to 10 points. Also, for continuous activity in lectures and exercises throughout the semester students can achieve from 0 to 4 points. The final exam is oral. Only the students who have realized the prescribed pre-exam obligations have the right to participate on the final exam. At the oral exam, the student responds to three questions drawn from the curriculum of lectures and exercises. The maximum number of points a student can earn on an oral exam is 49. Checks on all forms of knowledge are recognized as cumulative exams if the result achieved is positive after each individual examination and amounts to at least 50% of the total anticipated and / or required knowledge and skills. In order for the student to pass the course, he must achieve a minimum of 54 cumulative points, of which a minimum of 25 points is at the final oral exam.

20. Assessment components:

Student Obligations Points
Attendance at lectures 3
Attendance at exercises 3
Student activity 4
Seminar paper 10
Partial tests 30
Total pre - examination obligations 50
Final exam 25-50

Assigning a score based on the number of points achieved: 94-100 = 10, 84-93 = 9, 74-83 = 8, 64 -73= 7, 54-63 = 6; 0-53=5.

21. Required reading list:

Brajša, P. (1994). Pedagoškakomunikologija-razgovor, problemiikonflikti u školi. Zagreb:Školske novine.
Osmić, I. (2001). Komunikacijeiinterakcije u nastavnomprocesu. Tuzla: GRIN

Preporučena proširena literatura:
1. Ajduković, M., Pečnik, N. (1998). Nenasilno rješavanje sukoba. Zagreb: Alinea.
2.Bratanić, M. (1993). Mikropedagogija. Zagreb: Školskaknjiga.
3.Janković, J. (1996). Sukob ili saradnja. Zagreb: Alinea.
4.Neill, S. (1994). Neverbalnakomunikacija u razredu. Zagreb: Educa.
5.Rot, N. (2004). Znakovi i značenja-verbalna i neverbalna komunikacija. Beograd: Plato

22. Web sources:

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: