SYLLABUS

1. Course title:

Leading the class

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 8

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 basic determinants of structuring and running a class. In doing so, emphasis will be placed on understanding the dynamics of relationships in the class, the need for respecting the individual characteristics of students and encouraging a socio-emotional climate that will be stimulating for the development of students with specific educational needs.

16. Learning outcomes:

On the basis of program contents and purposes, students will be trained to:
- successfully structure the class,
- understand and direct the dynamics of relationships in the class,
- inspect relationships in the class,
- promote the socio-emotional climate in the class,
- organize activities at the level of the class in the intra-class and extra-curricular environment,
- respect the individual characteristics of students in class,
- encourage relationships in the class that will be stimulating for the development of students with special needs,
- establish successful cooperation with parents, teachers, pedagogue - psychologist and principal.

17. Course content:

The concept and specifics of the class as a social group;
Structuring the class;
The dynamics of relations in a class;
Dimensions of the socio-emotional climate in the class;
Communication as a criterion for the quality of relationships in the class;
Social skills and competences of students and teachers in the context of quality of class relations;
Cooperative and competitiveness relationships in the class;
Styles of leading a class;
Specificity of keeping the class in which students with special needs are present;
Procedures for inspecting relationships in a class;
Establishing and maintaining discipline in the class;
Organization of the activities of the class in the intra-class and extra-curricular environment;
Collaboration of teachers with parents and other educational factors.

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:

- Jurčić, M. (2012). Pedagoške kompetencije savremenog učitelja. Zagreb: Recedo.
- Ljubetić, M. (2014). Od suradnje do partnerstva-obitelji, odgojno-obrazovne ustanove i zajednice. Zagreb: Element
- Armstrong, T. (2008). Višestruke inteligencije u razredu. Zagreb: Educa.
- Brajša, P. (1994). Pedagoška komunikologija – razgovor, problemi i konflikti u školi. Zagreb: Školske novine.
- Janković, J. (1996). Sukob ili saradnja. Zagreb: Alinea.
- Katz, L. G., McClellan, D. E. (1999). Poticanje razvoja dječje socijalne kompetencije. Zagreb: Educa.
- Petrović, J. (2007). Emocionalni temelji socijalne kompetencije. Beograd: Zadužbina Andrejević
- Gossen, D.C. (2011). Restitucija-preobrazba školske discipline. Zagreb: Alinea.

22. Web sources:

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: