

Specification of courses for the book of courses

Study program		Preaschool teacher	
Module		/	
Type and level of studies		Basic vocational studies - 1st level study program (professional bachelor degree)	
Name of the subject		General Pedagogy	
Teacher (for lectures)		Goran Vilotijević, PhD	
Teacher/associate (for practical classes)		Milijana Lazarević	
Teacher/associate (for other forms of teaching)			
Year of study when the component is delivered		1	
Semester/trimester when the component is delivered		1	
Number of ECTS		6	
Status of the course (compulsory/optional)		compulsory	
Condition	None		
Goal of the course	Students should adopt professional pedagogical terminology, get acquainted with basic pedagogical concepts and phenomena; become competent for critical reflection on the basic issues of education as a phenomenon and practice; get acquainted with the philosophical, social, psychological and other dimensions of education as an individual and social process. It is necessary to enable them to: Forming clear rules for maintaining the working atmosphere and appropriate behavior in a group based on the successful completion of the course, students should be able to: 1. understand pedagogical terminology; 2. critically consider the basic issues of education as a phenomenon and practice; 3. understand the philosophical, social, psychological and other dimensions of education as an individual and social process. 4. understand basic pedagogical concepts and phenomena. 5. apply the achievements of pedagogical science. 6. understand ways to monitor the development of children, 7. use acquired knowledge in the process of solving educational problems.		
The outcome of the course	1. understand pedagogical terminology; 2. critically consider the basic issues of education as a phenomenon and practice; 3. understand the philosophical, social, psychological and other dimensions of education as an individual and social process. 4. understand basic pedagogical concepts and phenomena. 5. apply the achievements of pedagogical science. 6. understand ways to monitor the development of children, 7. use acquired knowledge in the process of solving educational problems.		
Course content			
Theory classes	Pedagogy as a science of education. The concept, significance and manifestations of education. Development of education. Education in the function of developing the human essence and preparing for life in the community. Basic pedagogical categories and concepts. Goals and tasks of education. Education in the function of complete personality development, types of education. Principles and methods of education.		
Practical classes (other forms of teaching, research work during the studies)	Creation and use of instruments for the research of pedagogical problems. Creating a research project. Adoption of conceptual-terminological apparatus of methodology of pedagogical research.		
Bibliography			
1 Антонијевић, Р. (2013). Општа педагогија. Филозофски факултет, Институт за педагогију и			
2 Влаховић, Б. Ђорђевић Ј. Поткоњак, Н. Трнавац Н. (1996). Општа педагогија. Учитељски			
3 Поткоњак, Н. (2003). XX век: ни «век детета» ни век педагогије. СПДВ, Нови Сад (одабрана			
4 Ђорђевић, Ј. Ђорђевић, Б. (2008). Савремени проблеми друштвено-моралног васпитања. СПДВ,			
5 Грандић, Р., Гајић, О. (2001). Теорије интелектуалног васпитања, СПДВ, Нови Сад, (одабрана			
Number of active classes per week during a semester/trimester/ year			
Lectures	Practical classes	Research work during the course	Other classes
4	2		
Teaching methods	Academic presentation, explanation with rhetorical questions, schematic presentation of content structure, self-organized and interactive learning; Discussion on a pre-announced topic; explanation of the positions in the discussion. Exercises - practical work (research plan, instruments ...).		
Mode of delivery		face-to-face	
Knowledge assessment (maximum number of points 100)			
Pre-exam obligations	Points	Final exam	Points
In class activity	10	Written exam	/
Practical classes	10	Oral exam	50
Colloquium	30		
Seminar papers	/		
Language of instruction	Serbian/English		

Explorer Courses. Functional Skills. GCSEs. Select your subject from the box on the right or scroll down to find our latest newly accredited specifications, sample assessment materials and teacher support. Read more. Share Buy books, online resources and professional development training. Resits for legacy AS and A levels. Read a summary of the latest Ofqual decisions. Training and events. We offer face-to-face and online training for those who are teaching or interested in teaching our qualifications. Ordering online is easy. Read more about resits. Book your place now. Tweets from Pearson. Qualifications. courses and course books ever since. The communicative language teaching movement. in the 1980s prompted attempts to shift from grammar and lexis as the primary component. This is particularly important in the design of courses. in English for Special Purposes where the identification of the lexical, syntactic and. textual structures of different genres is a pre-requisite to teaching specialized genres. ESP curricula generally focus strongly on the description and illustration of communication and. language use in the specialist field. Thus the language content of ESP courses is pivotal in ESP. Richards 11. course design. elaboration of a detailed language syllabus or specification of learning outcomes. Issues. related to input and output are dealt with after a methodology has been chosen or developed. Course specifications provide information on each course approved for the University's teaching program. Course fee information is available from the course fee finder. Fees are determined by the course's field of education which is specified through an ASCED code on the course specification. All students must ensure that courses selected are appropriate to their level of study. Students should also ensure they have satisfied the pre-requisite, co-requisite and other requisite requirements for each course. If in doubt, contact the appropriate Faculty for the course. USQ Course specif... 3.1. Specification of course aims The present paper mainly deals with the design of a three-series course book for ME I, ME II and ME III. By using the course book, students should be able to achieve the following aims: i. To demonstrate understanding of nautical English written and oral texts ii. To use technical and semi-technical single/multi-word lexis iii. To be familiar with common Standard Marine Communication Phrases (SMCP) iv. To use key grammatical structures accurately and meaningfully v. To complete nautical checklists and relatively short reports vi. To write academic. For example, the Model Course specifies topics like crew roles, types of vessels, safety equipment, etc for the inclusion in ME programmes. List of awesome university courses for learning Computer Science! 36.5k stars. 7.2k forks. This course will cover abstractions and implementation techniques for the construction of distributed systems, including client server computing, the web, cloud computing, peer-to-peer systems, and distributed storage systems. Topics will include remote procedure call, maintaining consistency of distributed state, fault tolerance, high availability, and other topics. An introduction to the specification and implementation of modern compilers. Topics covered include lexical scanning, parsing, type checking, code generation and translation, an introduction to optimization, and compile-time and run-time support for modern programming languages.