

Faculty of Philosophy / PRE-SCHOOL EDUCATION / Evaluation of preschool institution

<b>Course:</b>	Evaluation of preschool institution			
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
4567	Mandatory	2	6	2+1+0
<b>Programs</b>	PRE-SCHOOL EDUCATION			
<b>Prerequisites</b>	No pre-conditions.			
<b>Aims</b>	Development of basic, professional and modern knowledge about the types and models of monitoring the quality of educational work and the connection between theory / philosophy and practice, known (and possible) docimological solutions, as well as all pedagogical aspects of these activities; understanding the importance of continuous evaluation, monitoring and application of consistent classification of educational goals as the most important areas of human development (cognitive, affective and psychometric)			
<b>Learning outcomes</b>	Acquaintance of students and training for the application of modern standards for quality assurance of kindergarten/school, curriculum-program/area of work. At the same time, personalization of students for self-evaluation procedures and verification of a set of instruments and standards for encouraging the quality of achievement of children/students, which can be applied in daily work in kindergarten/school.			
<b>Lecturer / Teaching assistant</b>	Biljana Maslovarić, PhD Jelena Ivanović Vukotić, MA			
<b>Methodology</b>	Lectures, debates, simulations, work on available evaluations instruments.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Evaluation in the education process .			
I week exercises	Debates, simulations, work on available evaluations instruments.			
II week lectures	The goal (s) of education as a starting point in evaluation.			
II week exercises	Debates, simulations, work on available evaluations instruments.			
III week lectures	Purpose and types of evaluation.			
III week exercises	Debates, simulations, work on available evaluations instruments.			
IV week lectures	Finnish evaluation model.			
IV week exercises	Debates, simulations, work on available evaluations instruments.			
V week lectures	Monitoring and evaluation: synthetic and analytical, portfolio.			
V week exercises	Debates, simulations, work on available evaluations instruments.			
VI week lectures	Monitoring and evaluation: synthetic and analytical, portfolio II			
VI week exercises	Debates, simulations, work on available evaluations instruments.			
VII week lectures	Monitoring and evaluation: synthetic and analytical, portfolio III.			
VII week exercises	Debates, simulations, work on available evaluations instruments.			
VIII week lectures	Educational practice research.			
VIII week exercises	Debates, simulations, work on available evaluations instruments.			
IX week lectures	Educational practice research II.			
IX week exercises	Debates, simulations, work on available evaluations instruments.			
X week lectures	Comparative evaluations: from competence to quality.			
X week exercises	Debates, simulations, work on available evaluations instruments.			
XI week lectures	Comparative evaluations: from competence to quality II.			
XI week exercises	Debates, simulations, work on available evaluations instruments.			
XII week lectures	Standards of the quality of work of educational institutions.			
XII week exercises	Debates, simulations, work on available evaluations instruments.			
XIII week lectures	Application of standards in self-assessment and evaluation of educational institutions.			

XIII week exercises	Debates, simulations, work on available evaluations instruments.					
XIV week lectures	Standards of the quality of work of educators (Indicators of quality and professional development).					
XIV week exercises	Debates, simulations, work on available evaluations instruments.					
XV week lectures	Developmentally appropriate pedagogical practice and reflection.					
XV week exercises	Debates, simulations, work on available evaluations instruments.					
<b>Student workload</b>	During semester Teaching practice and final exam: 6 hours 40 minutes x16 = 106 hours 40 minutes Preparations required before the semester starts (administration, enrollment, verification) 2 x (6 hours 40 minutes) = 13 hours 20 minutes Total workload for the subject 5x30 = 150 hours Additional work for preparing of make-up examination, including taking make-up exam from 0 to 30 (remaining time from item 1 till total workload Structure of the workload: 106 hours 40 minutes.(Teaching)+13 hours 20 minutes (Preparation)+30 hours (Additional work)					
<b>Per week</b>			<b>Per semester</b>			
<b>6 credits x 40/30=8 hours and 0 minuts</b> 2 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises <b>5 hour(s) i 0 minuts</b> of independent work, including consultations			Classes and final exam: <b>8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts</b> Total workload for the subject: <b>6 x 30=180 hour(s)</b> Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) <b>36 hour(s) i 0 minuts</b> Workload structure: <b>128 hour(s) i 0 minuts (cources), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)</b>			
<b>Student obligations</b>			5 credits x 40/30 = 6 hours 40 minutes Structure: 2 hours of teaching 2 hours of practice 2 hours 40 minutes of individual work including consultations			
<b>Consultations</b>			Wednesday 11.00 - 12.30 h (336)			
<b>Literature</b>			Posavac, E. J., & Carey, R. G. (2003) Program evaluation - methods and case studies. (6th edition). New Jersey: Prentice Hall. Havelka N. And co-workers (2002): System for monitoring and evaluating the quality of education - a proposal for changes and innovations (2002-2005) In: Quality education for all - the path to a developed society Jordan, A.M. (1953), Measurement in Education, New York: McGraw-Hill Matijević, M (2005) Evaluation in education, Pedagogical research, 2(2) W. Glasser (1999), Teacher in a quality school, EDUCA, Zagreb Konig, E. & Zedler, P: Theories of the science of education. - Zagreb: Educa, 2001. Pešić, M (1987).: Evaluation of preschool educational programs - Institute for textbooks and teaching aids, Belgrade			
<b>Examination methods</b>			Will be graded: - Two tests at 15 points (Total of 30 points), - Homework with 5 points - Preparation and work on the essay 10 points - Presence, active participation in lectures and debates 5 points,: Essay 15 points, - Final exam 50 points. Positive grade is awarded if the total of points is at least 51 points.			
<b>Special remarks</b>						
<b>Comment</b>						
<b>Grade:</b>	F	E	D	C	B	A
<b>Number of points</b>	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points