

**Faculty of Philosophy / PEDAGOGY / Contemporary didactic theories**

<b>Course:</b>	Contemporary didactic theories			
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
4591	Mandatory	1	5	3+1+0
<b>Programs</b>	PEDAGOGY			
<b>Prerequisites</b>	There are no pre-conditions for the attendance of this course.			
<b>Aims</b>	Introducing the students to traditional and contemporary didactic theories; development of critical thought and making reliable criteria for validation of certain theories; supervising and critical estimate of high-quality didactic sources.			
<b>Learning outcomes</b>	- After passing the exam, the student will be able to: - - Explain the relationship between teaching practice, teaching theory and metatheory; - - Compare the different didactic theories, schools, directions and models; - - Critically assesses traditional and modern didactic theory; - - Critically assesses the importance of teaching theory to improve the organization of teaching and learning.			
<b>Lecturer / Teaching assistant</b>	Nikola Mijanović, Ph.D, Milena Krtolica, MA			
<b>Methodology</b>	Lectures and debates. The preparation of an essay on a given topic from a field of the subject content. Study for the written form of assessment. Consultations.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Comprehension, understanding and classification of didactic theories.			
I week exercises	Giving the themes for students' presentations and determining the period of time for their realization.			
II week lectures	Didactic theories and metatheories.			
II week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
III week lectures	Didactic theories oriented toward learning.			
III week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
IV week lectures	Didactic theories oriented toward education.			
IV week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
V week lectures	Characteristics of the 'Klafki' and 'Heiman' didactic models.			
V week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
VI week lectures	Didactic theories oriented toward instruction and learning.			
VI week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
VII week lectures	Characteristics of the 'Berlin' and 'Hamburg' didactic models.			
VII week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion. The synthesis of the covered material in preparation for the mid-term exam.			
VIII week lectures	Mid-term exam 1			
VIII week exercises	Mid-term exam analysis			
IX week lectures	Didactics grounded in the information theory.			
IX week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
X week lectures	Theoretical and communicational specific qualities of didactics.			
X week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
XI week lectures	Systemic-structural didactics.			
XI week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
XII week lectures	Theory of didactic curriculum.			
XII week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			
XIII week lectures	Innovative didactic theories and directions.			
XIII week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion.			

XIV week lectures	Critique of contemporary didactic theories.					
XIV week exercises	Students' comments on a theme discussed followed by the group critical analysis and discussion. The synthesis of the covered material in preparation for the mid-term exam.					
XV week lectures	Mid-term exam 2					
XV week exercises	Mid-term exam analysis. The synthesis of the complete material in preparation for the exam.					
<b>Student workload</b>	Weekly 5 credits x 40/30 = 6 hours and 40 minutes Structure: 3 hours of lectures 1 hour exercise 2 hours and 20 minutes for individual work, including consultations During the semester Teaching and the final exam: (6 hours, 40 min) x 16 = 106 hours and 40 minutes Preparation before the beginning of the semester (before semester): 2 x (6 hours, 40 min) = 13 hours and 20 minutes Total hours for the course 5x30 = 150 hours Additional work for exams preparing for make-up exam, including the make-up exam is 30 hours Structure: 106 hours and 40 minutes (lectures) + 13 hours and 20 minutes (preparation) + 30 hours (additional work)					
<b>Per week</b>			<b>Per semester</b>			
<b>5 credits x 40/30=6 hours and 40 minuts</b> 3 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises <b>2 hour(s) i 40 minuts</b> of independent work, including consultations			Classes and final exam: <b>6 hour(s) i 40 minuts x 16 =106 hour(s) i 40 minuts</b> Necessary preparation before the beginning of the semester (administration, registration, certification): <b>6 hour(s) i 40 minuts x 2 =13 hour(s) i 20 minuts</b> Total workload for the subject: <b>5 x 30=150 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>30 hour(s) i 0 minuts</b> Workload structure: <b>106 hour(s) i 40 minuts (courses), 13 hour(s) i 20 minuts (preparation), 30 hour(s) i 0 minuts (additional work)</b>			
<b>Student obligations</b>			Students are obliged to attend the lectures, take part in debates and take two tests. Students are supposed to prepare an essay and participate in debates after its presentation.			
<b>Consultations</b>			Tuesday, 14.00.			
<b>Literature</b>			• Davidov, V.V. (1995): O shvatanjima razvijajuće nastave, Saznavanje i nastava, Institut za pedagoška istraživanja, Beograd; • Gudjons H. Teske R. I Winkel R. (1994): Didaktičke teorije, Educa, Zagreb; • Đukić M. (2003): Didaktičke inovacije kao izazov			
<b>Examination methods</b>			Forms of assessment: two tests – 20 points each (40 points total), regular attendance and making a point in debates – 3 points; preparation of a written assignment on a given topic – 7 points; final exam – 50 points. A passing grade is obtained if 51 points are accumulated cumulatively.			
<b>Special remarks</b>						
<b>Comment</b>			Students will be given the realization plan of the program of instruction including the thematic units and terms at the beginning of the semester.			
<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