

NAME OF THE COURSE		Classroom management				
Code	PMS160	Year of study				
Course teacher	doc.dr. sc. Morana Koludrović	Credits (ECTS)	2,0			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course		Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Course objectives are training students for high-quality decision-making in the learning process with special emphasis on creating quality teaching atmosphere and environment, acquiring knowledge and skills which can help them prevent and resolve conflicts in a variety of teaching situations and train them for high-quality classroom management as well as for conducting parent-teacher conferences and meetings.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, the student will be able to:</p> <ol style="list-style-type: none"> 1. recognize, differentiate and evaluate different teaching and educational styles 2. understand, analyze and evaluate determinants of quality teaching environment and communication, namely classroom environment 3. define, assess and evaluate characteristics of effective teaching process 4. understand, differentiate and evaluate causes of indiscipline in schools, and ways to motivate students depending on their developmental characteristics 5. understand, differentiate and evaluate ways of achieving discipline in the teaching process taking into account developmental characteristics of students, and improve competences in handling a variety of teaching situations 6. organize high-quality parent-teacher conferences and meetings. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The relationship between traditional and modern school with regard to the participants' role in the teaching process, methods of acquiring knowledge and skills; curricular, competence-based and co-constructivist approach to building modern school (2L) 2. features of effective teaching process in modern school (1L) 3. classroom management with respect to developmental characteristics of students (age, gender, social, emotional, health) (2L) 4. teacher's teaching and educational styles (1L) 5. motivation in modern education process (1L) 6. assessment impact on the quality of the classroom environment (1L) 7. characteristics of teaching atmosphere and environment in modern teaching process and in major reform pedagogies (2L) 8. effective teaching communication (1L) 9. Causes of school discipline and establishing discipline in the teaching process (2L) 10. organization of parent – teacher conference 11. parent-teacher meetings (1L) <p>Seminars are organized as workshops in which students prepare, critically cogitate and discuss issues, current events and problems important for</p>					

	classroom management and plan new strategies of prevention and resolution of detected problems. In the implementation of the seminar active participation, cooperative learning and teamwork are expected from students.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> homework assignments		
Student responsibilities	Students are, in accordance with the existing regulations, obliged to participate in all forms of instruction.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Name		Ects		Name	
Grading and evaluating student work in class and at the final exam	Assessment of knowledge, skills and competence is carried out during the semester by evaluating students' activities during lectures and seminars, including oral examination.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
				0		
Optional literature (at the time of submission of study programme proposal)	1. Jensen, E. (2003), Super nastava. Zagreb: Educa. 2. Glasser, W. (1995), Nastavnik u kvalitetnoj školi. Zagreb: Educa. 3. Ajduković, M.; Pečnik, N. (20029, Nenasilno rješavanje sukoba. Zagreb: Alinea. 4. Bičanić, J. (20019, Vježbanje životnih vještina. Priručnik za razrednike. Zagreb: Alinea 5. Matijević, M. (2001), Alternativne škole. Zagreb: Tipex. 6. Matijević, M.; Radovanović, D. (2011), Nastava usmjerena na učenika. Zagreb: Školske novine.					
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, conversation, active participation, evaluation conducted by the Quality Assurance Board					
Other (as the proposer wishes to add)	No.					