NAME OF THE COURSE	Advanced models of teaching					
Code	PMS201	Year of study				
Course teacher	izv. prof.dr. sc. Sonja Kovačević	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				

<div align="center">

COURSE DESCRIPTION

</div>

Course objectives	The aim of the course is to introduce students to different theories , systems and process models of teaching and learning with a critical and creative attitude towards educational theory and practice ; to get to know different theoretical and methodological points of educational process ; to learn about the developmental continuity of instruction ; to learn about the different concepts (theories)of development and education; to get to know the difference between traditional and modern systems and models of teaching and learning ; to see different systems and models of teaching and their characteristics; to be able to organize teaching in accordance with the different systems and models of teaching and learning ; to be able to transfer knowledge and interference on different situations of educational processes ; to be motivated to research systems and models of teaching and learning .
Course enrolment requirements and entry competences required for the course	Passed examination in Didactics
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students are expected to develop the following general competencies : - Identify and analyze the reasons for the existence of a number of theories , systems and models of teaching and learning - - Identify the complexity of the educational process - Explain and analyze the developmental continuity of instruction - Identify and compare the different paradigmatic bases and scientifically theoretical positions of science on e ducation - List traditional and modern systems and models of teaching and learning - Compare and analyze traditional and modern systems and models of teaching and learning - Analyze the fundamental elements of the teaching process in different systems and models of teaching and learning - Vary the basic structure and function of individual systems - Prepare , implement and evaluate the lessons according to the different models in the process of teaching and learning - Identify and describe the impact of the organization of teaching on students' development .
Course content broken down in detail by weekly class schedule (syllabus)	The reasons for the existence of multiple systems and models of teaching and learning . The complexity of teaching and learning . Diversity of approach in teaching and learning . Diversity of paradigmatic bases and scientifically - theoretical positions of science on education . The diversity of methodological starting points .

	The basic features of communication , purpose , objectives and tasks , relationship between participants . Models of teaching : Transmission model of teaching Transaction teaching model Transformation model of teaching Post-postmodern Maieutics Post-industrial society Company knowledge The concept of lifelong learning Socratic dialogue Theories of other modernization or post-postmodern Theory of McDonaldisation The theory of the society of risk The theory of fluid society The theory of the network society The theory of communicative action Critical Pedagogy Constructivism Experiential learning theory Critical thinking - Sapere Aude
Format of instruction	
Student responsibilities	Participants are required to attend all forms of instruction, and actively participate in class, which includes the performance of individual assignments, preparation of an e-portfolio, monitoring of relevant literature according to the suggestions of teachers and successfully passing the final exam.

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	Ects	Name	Ects

Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students will be defined by the implemented curriculum.

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)	* (1993), Didaktičke teorije. Zagreb: Educa. Bošnjak, B. (1998), Drugo lice škole. Zagreb: Alinea.
Quality assurance methods that ensure the acquisition of exit competences	Evaluation lists, exam accomplishments
Other (as the proposer wishes to add)	No.