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MA IN INTERNATIONAL TEACHER EDUCATION PROGRAMME

List of courses

Study program: International Teacher Education Programme
Type and level of studies: Master studies, second cycle degree program
Course: Research Methods in Education
Teacher(s): Slavica Ševkušić, Nenad Vulović
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Fall semester

Course objectives:

Introducing students to the basics of the qualitative and quantitative research tradition; to make students able to independently plan and design a simple draft of qualitative and quantitative research, to apply selected methods for collecting and analyzing qualitative and quantitative data in the context of teaching and to write qualitative and quantitative research report.

Learning outcomes:

Students will: understand general principles underpinning qualitative research design; know and apply the most widely-used qualitative and quantitative methods and techniques of data collection and data analyzing; be able to formulate a research questions and know how to match them with qualitative and quantitative research methods; be able to make simple qualitative and quantitative research designs and apply them to improve their own practice.

Course contents:

Theoretical part: Basic differences between quantitative and qualitative research traditions; defining characteristics of qualitative and quantitative research; research questions in qualitative and quantitative research; action research as an approach in studying and improving teaching; methods for collecting and analyzing qualitative data (interview, focus group; thematic and narrative analysis); quality standards of qualitative research reports; statistical processing of data in quantitative research.

Practical part: analysis of examples of qualitative and quantitative researches from the literature; planning and designing of a research draft.

References:

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology, *Qualitative Research in Psychology*, 3(2), 77-101.

Cohen, L., Manion. L, Morrison, K. (2007): *Research methods in education*. Routledge: Taylor & Francis Group.

Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). Handbook of qualitative research (3rd ed.). Thousand Oaks, CA: Sage.

Elliott, J. (1991). *Action Research for educational change*. Philadelphia: Open University Press.

Lalić Vučetić N. & Ševkušić S. (2023). Motivating students to learn is a creative act: a qualitative study on teachers' beliefs, *Croatian Journal of Education*, 25(2), 453-490. https://doi.org/10.15516/cje.v25i2.4701

Polkinghorne, D. E. (2005). Language and meaning: Data collection in qualitative research. *Journal of Counseling Psychology*, 52, 137-145. https://doi.org/10.1037/0022-0167.52.2.137

Villig, C. (2013). *Introducing qualitative research in psychology*. Open University Press.

Bacon-Shone, J. H. (2013). *Introduction to quantitative research methods*. Graduate School, The University of Hong Kong.

Number of active teaching hours				**Other classes**
Lectures: 30	Seminars: 15	Project work:15	Independent work:	

Teaching methods:
Lectures, presentations, discussion, exercises.

Examination methods **(maximum 100 points)**			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	15	oral examination	20
practical classes/tests		written examination	
seminars/homework	5	project presentation	20
Project	40	portfolio	
Other			

Study program: International Teacher Education Programme
Type and level of studies: Master's studies, second-cycle degree program
Course: Theories and Practices in Contemporary Education
Teacher(s): Nenad Stevanović, Jelena Josijević
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Fall semester

Course objectives:

During this course students will be introduced to:

- the theories and practices of contemporary education seen an essential social practice in the modern world;
- historical, cultural and philosophical foundations of education and its roles in societies;
- the process of critical thinking, reflective analysis and problem-solving methods regarding contemporary issues in education;
- ethical principles in education, global citizenship, inclusive and holistic education;
- importance of life-long learning and continuous professional development;
- the concept of English as a *lingua franca* and global language of instruction in the multinational setting;
- the features of Global English;
- the methods and strategies for overcoming the challenges of providing instruction in multilingual classrooms: CLIL (*Content and Language Integrated Learning*) and EMI (*English as a Medium of Instruction*)

Learning outcomes:

Upon completion of the course, students will be able to:

- critically evaluate the theoretical knowledge on education (importance, goals, basic principles, methods and modern challenges);
- analyze historical, cultural and philosophical background of contemporary theories and practices in education;
- use effective teaching methods and practices in their work;
- use critical thinking and reflective analysis in their teaching practice;
- use their problem-solving knowledge, skills, and methods;
- apply ethical principles in education, promote global citizenship and create conditions for inclusive and holistic education
- use Global English effectively in their classrooms;
- plan a CLIL and EMI course;
- apply CLIL and EMI strategies and techniques;
- prepare materials for their CLIL and EMI lessons.

Course contents:

Theoretical classes

A brief history of education as a social practice and philosophical foundations of education. The importance of education for society and human development. The concepts of education in different cultures. Connection between education and other scientific and social fields. The goals of contemporary education. Ethical background and principles of contemporary education. Basic methods of education. Educational effectiveness and role of a teacher. Global citizenship, inclusive and holistic approach in education. Life-long learning and professional development. Problems and challenges in contemporary education.

English as a *lingua franca* and global language of instruction in the multinational setting. Global English. The methods and strategies for overcoming the challenges of providing instruction in multilingual classrooms. *Content and Language Integrated Learning*. CLIL as a European Union initiative. Curricular variation in CLIL. CLIL in theory and practice. Materials and tasks in CLIL classrooms. Assessment issues in CLIL. *English as a Medium of Instruction*. Foundations in teaching content in English. Planning an EMI course. Language support to students while learning in English. Student participation in English. Assessment in EMI classrooms. EMI lessons and materials.

References:

1. Richard C. Culyer III Coker College. (2011). *An Introduction to Education*, Second Edition, Edward S. Ebert II Coker College
2. Bert P. M. Creemers, Leonidas Kyriakides (2008). *The Dynamics of Educational Effectiveness*, London and New York: Routledge.
3. Barak Rosenshine (2010). *Principles of instruction*, The International Academy of Education, United Nations.
4. Gershon, M. (2018). *How to Use Bloom's Taxonomy in the Classroom*, Learning Sciences International.
5. Bikowski, D. and T. Philips (2018). *Teaching with a Global Perspective: Practical Strategies from Course Design to Assessment*, London and New York: Routledge.
6. Brookfield, S. (1987). *Developing Critical Thinkers: Challenging Adults to Explore Alternative Ways of Thinking and Acting*. San Francison: Jossey Bass.
7. Barkley, E. F. and C. H. Mayor (2018). *Interactive Lecturing: A Handbook for College Faculty*, San Francisco: Jossey-Bass.

8. Coyle, D., Hood, P., and Marsh D (2010). *CLIL: Content and Language Integrated Learning*, Cambridge: Cambridge University Press.
9. Richards, J. C. and Jack Pun (2022). *Teaching and Learning in English Medium Instruction*, London and New York: Routledge.
10. Dearden, J. (2014). *English as a medium of instruction-a growing global phenomenon*, British Council.
11. Arizona State University (2023), *English as a Medium of Instruction*, Arizona State University, Online Professional English Network, State Department.
12. Kočović, M. and Josijević, J. (2022), Students' perspective of ESP in IT classroom: challenges and opinions, *Proceedings TIE 2022*, *Technics and Informatics in Education*, Čačak: Faculty of Technical Sciences.
13. Josijević, J.and Danilović Jeremić, J. (2021), Should we analyse or analyze British and American spelling doublets in contemporary Canadian English?, In: J. Novaković and S. Macura (eds.), *POSTMODERN MIGRATIONS: CANADA*, Beograd: Filološki fakultet / Srpska asocijacija za kanadske studije, 301–318.
14. Јосијевић, Ј. (2015), Американизација ортографије у бившим британским колонијама: Корпус анализа ортографских дублета са *-our/-or и -re/-er*, У: И. Ж. Секеруш (ур.), *Контексти 2*, Зборник радова II међународног интердисциплинарног скупа младих научника друштвених и хуманистичких наука, Нови Сад: Универзитет у Новом Саду, 285–293.
15. Видановић, Н. и Јосијевић, Ј. (2014), Ставови наставника према употреби литерарних текстова у ЕФЛ учионици, У: М. Ковачевић (ур.), *Савремена проучавања језика и књижевности*, Зборник са V научног скупа младих филолога Србије, V/1, Крагујевац: ФИЛУМ, 457–466.
16. Јосијевић, Ј. (2018), Савремене тенденције у парадигми неправилних глагола у енглеском језику и импликације за савремену наставу, У: С. Маринковић (ур.), *Језик, култура, образовање*, Ужице: Педагошки факултет, 99–114.

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 15	Project work: 30	Independent work:	

Teachingmethods:

Lecturing, presentations, focus groups, discussion, review and analysis of typical examples, independent research work.

Examinationmethods(maximum100points)			
Examprerequisites	**No.ofpoints:**	**Finalexam**	**No. of points:**
Class attendance and participation	10	Oral examination	30
Practical classes/tests	20	Written examination	
Seminars/homework	10	Project presentation	
Project		Portfolio	30
Other			

Study program: International Teacher Education Programme
Type and level of studies: Master studies, second cycle degree program
Course: Psychological principles for advancing teaching and learning
Teacher(s): Bojana Dimitrijević, Jelena Starčević, Jelena Joksimović
Language of instruction: English
ECTS: 6
Prerequisites:
Semester: Fall semester
Course objectives: Enabling teachers to understand and critically evaluate theoretical approaches in educational psychology and their contributions to the field of education; to understand basic concepts related to cognitive and non-cognitive processes influencing educational achievement; to analyze and improve teaching/learning processes and assessments from the standpoint of cognitive stimulation and enhancing motivation; fostering attitudes that contribute to readiness to individualize teaching approach while working with students who require additional support.
Learning outcomes: Students will be able to: • Reproduce the basic characteristics of theoretical approaches in educational psychology and their contributions to the teaching and learning; identify defining features and key differences among approaches; explain various phenomena in the domain of educational psychology using different theoretical frameworks; provide new examples for basic concepts and explanatory frameworks • Evaluate literature content from the standpoint of internal logical consistency • Distinguish defining characteristics of cognitive, motivational and emotional processes involved in learning, and apply their understanding to design tasks that engage relevant cognitive processes; evaluate lesson plans from the perspective of alignment of students' activities with intended objectives • Provide recommendations for improving the teaching process by considering individual differences • Reproduce the basic characteristics of motivation theories and identify their core similarities and differences, develop strategies for fostering motivation for learning • Apply scientifically founded strategies of classroom management
Course contents: Introduction: • Main principles from educational and developmental psychology for advancing teaching and learning • Basic dimensions of quality teaching practice: cognitive activation, student support and classroom management Cognitive activation: • Relationship between students' cognitive development and learning • Prior knowledge, understanding and learning in a zone of proximal development • Learning for the transfer to the new contexts • Taxonomy for learning, teaching, and assessment: Dimension of different types of knowledge; Dimensions of various cognitive processes; Planning of instruction (objectives, outcomes, activities, and assessment) in accordance with Revised taxonomy principles • Knowledge assessment: Formative and summative assessments; Standards of quality and fairness; Assessment interpretation; Psychologically appropriate feedback – clear, explanatory and timely Student support: • Socioemotional aspects of learning and motivation • Students' beliefs or perceptions about intelligence and ability that affect their cognitive functioning and learning • Intrinsic and extrinsic motivation • Mastery goals and performance goals • Setting proximal, specific, and moderately challenging goals • Teachers' expectations about their students affect students' learning outcomes and motivation – Pygmalion effect and self-fulfilling prophecy • Interpersonal relationships and teacher–student communication influences learning process and the social-emotional functioning of student Classroom management: • Enhancing students' self-regulation assists learning • Teaching appropriate classroom conduct and social interaction • Effective classroom management strategies

References:

1. Anderson, L.W., Krathwohl, D.R., Airasian, P.W., Cruikshank, K.A., Mayer, R.E., Pintrich, P.R., Raths, J., & Wittrock, M.C. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives* (Complete edition). Longman.
2. Coalition for Psychology in Schools and Education. (2015). *Top 20 principles from psychology for preK-12 teaching and learning*. American Psychological Association.
3. Daniels, H., & Edwards, A. (Eds.). (2004). *The RoutledgeFalmer reader in psychology of education*. Psychology Press. (selected chapters)
4. Praetorius, A. K., Klieme, E., Herbert, B., & Pinger, P. (2018). Generic dimensions of teaching quality: The German framework of three basic dimensions. *Zdm*, *50*, 407-426. doi: 10.1007/s11858-018-0918-4
5. Long, M., Wood, C., Littleton, K., Passenger, T., & Sheehy, K. (2010). *The psychology of education*. Routledge. (selected chapters)
6. Woolfolk, A. (2021). *Educational psychology* (14th ed.). Pearson Education Limited. (selected chapters)

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 15	Project work:	Independent work:	

Teaching methods:

Lectures; literature analysis and group discussion: written assignments and presentations.

Examination methods (maximum 100 points)				
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**	
Student's activity during lectures	10	oral examination	/	
practical classes/tests	10	written examination	50	
seminars/homework	30	project presentation		
Project		portfolio		
Other				

Study program: International Teacher Education Programme
Type and level of studies: Master studies, second cycle degree program
Course: STEAM Education
Teacher(s): Aleksandra Mihajlovic, Milan Milikic, Olivera Cekic-Jovanovic
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Fall semester

Course objectives:
- Familiarization with STEAM Education: Introduce students to the principles and framework of the STEAM educational approach, emphasizing its interdisciplinary nature and significance in modern education;
- Integration of Disciplines: Equip students with the skills to effectively blend content from Science, Technology, Engineering, Arts, and Mathematics to foster holistic learning experiences;
- Classroom Management and Environment: Develop students' abilities to organize and manage STEAM classrooms that promote inquiry, critical thinking, problem-solving, and creativity;
- Instructional Design and Practices: Train students in designing and implementing STEAM-based instructional strategies, including project-based and inquiry-based learning.

Learning outcomes:
- Demonstrate Understanding of STEAM Framework: Articulate the core concepts and components of the STEAM educational approach and its relevance to contemporary teaching;
- Integrate STEAM Disciplines: Effectively plan and implement lessons that incorporate and synthesize content from multiple STEAM disciplines to enhance student learning outcomes;
- Design STEAM Learning Experiences: Create and execute lesson plans that utilize project-based and inquiry-based learning methodologies, encouraging active student engagement and collaboration;
- Facilitate a STEAM Classroom: Develop strategies for managing a STEAM classroom environment that fosters creativity, critical thinking, and a culture of inquiry among students;
- Evaluate STEAM Instruction: Assess and refine STEAM teaching practices based on feedback and reflective practices to ensure effective learning experiences.

Course contents:

Introduction to STEAM (Science, Technology, Engineering, Arts, Mathematics) Education (Overview of STEAM principles and historical context; Comparison of STEAM with traditional STEM education; Importance of integrating the Arts in STEAM); **Understanding the STEAM Framework** (In-depth exploration of each discipline: Science, Technology, Engineering, Arts, and Mathematics; Interdisciplinary connections and real-world applications); **Designing STEAM Instruction** (Principles of instructional design for STEAM education; Development of STEAM curricula and lesson plans; Creating learning objectives that integrate multiple disciplines); **Effective Teaching Strategies for STEAM** (Project-based learning: principles and implementation; Inquiry-based learning: fostering curiosity and critical thinking; Student-centered active learning: strategies for engagement and collaboration); **Creating a STEAM Learning Environment** (Online tools and resources for facilitating STEAM education; Strategies for managing virtual classrooms and promoting collaboration; Techniques to encourage creativity and innovation in online settings); **Assessment and Evaluation in STEAM** (Formative and summative assessment methods for STEAM learning; Reflective practices for continuous improvement in STEAM teaching); **Capstone Project** (Design and present a comprehensive STEAM lesson plan; Peer review and feedback to enhance collaborative learning; Reflection on the integration of course content into practice).

References:
1. Khine, M. S., Areepattamannil, S. (2019). *STEAM Education: theory and practice*. Cham: Springer.
2. Sousa, D., Pilecki, T. (2018). *From STEM to STEAM: Brain-Compatible strategies and lessons that integrate the arts*, Thousand Oaks: Corwin a SAGE publishing company.
3. Johnson, C., Peters-Burton, E., Moore, J. T. (2016). *STEM road map: a framework for integrated STEM education*, New York, Oxon: Routledge.
4. Quigley, F. C., Herro, D. (2019). *An educator's guide to STEAM : engaging students using real-worlds problems*, New York: Teachers College Press.
5. Li, Y., Zeng, Z., Song, N. (eds.) (2024). *Disciplinary and Interdisciplinary Education in STEM*, Berlin: Springer.
6. Needles, T. (2020). STEAM Power: Infusing Art Into Your STEM Curriculum, USA: International Society for Technology in Education.
7. Chatterton, C. (2018). *Awesome Science Experiments for Kids: 100+ Fun STEM / STEAM Projects and Why They Work*, USA: Callisto Kids.

Number of active teaching hours				**Other classes**
Lectures: 30	Seminars: 30	Other forms of classes:	Independent work: Project work and presentation	

Teaching methods:

Lectures (including tutorials and seminars, class is a combination of theoretical and practical activities), independent study, project work and presentation.

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures		oral examination	
practical classes/tests		written examination	
seminars/homework		project presentation	30
Project	70	portfolio	
Other			

Study program: International Teacher Education Programme
Type and level of studies: Master studies, second cycle degree program
Course: Applied linguistics in international education
Teacher(s): Ilijana Čutura, Ivana Ćirković-Miladinović
Language of instruction: English
ECTS: 6
Prerequisites: English language knowledge in B2 level CEFR
Semester: Fall semester

Course objectives:

The course aims to familiarize student teachers with both the theory and practice of teaching foreign languages to diverse age groups and in different international contexts. This includes understanding the characteristics of various learners and their background, exploring effective approaches to teaching language skills, and emphasizing the significance of establishing meaningful contexts and providing comprehensible input to foster communication and interaction. Additionally, the course covers a range of topics such as traditional and contemporary teaching methodologies, the communicative approach, effective classroom language usage, and the importance of creative lesson planning for the purpose of applied linguistics. Integration of language instruction with other academic subjects, methods for evaluating both learning and teaching, as well as utilizing technology in teaching linguistics. The course emphasizes the importance of adapting the curriculum to meet the individual and special needs of learners in international surrounding.

Learning outcomes: The students will be able to:

- Exhibit a comprehensive understanding of the theoretical underpinnings of various approaches to teaching foreign language to diverse age groups, and proficiently apply suitable approaches, principles, methods, and techniques in their teaching practice.
- Skillfully adapt and create printed, audio, and visual teaching materials, using modern technology to enhance learning experiences in different international contexts.
- Develop learner profiles and devise contextually appropriate lesson plans tailored to meet the needs of their students from different background.
- Demonstrate proficiency in facilitating activities that foster the development of all four language skills—listening, speaking, reading, and writing—while effectively teaching grammar, vocabulary, pronunciation, and communication. This includes accommodating individual and special needs, respecting diverse learning styles and intelligences.
- Strategically plan for their own ongoing professional development, ensuring continuous growth and improvement in their teaching practice having in mind various cultural and international demands.

Course contents:

Principles of teaching foreign language and linguistics to diverse age groups; Communicative activities in teaching linguistics in international context; Creative activities in teaching a foreign language; Song, rhymes and stories in teaching different learners; Games in teaching linguistics; Literature for children (traditional songs, stories and fables; Drama activities and puppetry in teaching foreign language to young learners and older learners; Creative writing in teaching linguistics in international education; Creating projects in teaching linguistics and didactics; Integrating content and language learning (CLIL); Using technology/multimedia in teaching foreign language and linguistics. Development and further improvement of language knowledge, skills and competences (receptively and productively) necessary for preparing and organizing foreign language classes with young learners, older learners and adults, preparing different materials and activities in order to improve learners' language knowledge, use different types of teaching approaches and methods, oral presentations of the certain content, research work in the area of applied linguistics.

References:
1. Amrullah, A., Lail, H., & Sumayani, S. R. (2023). The EFL students' perspectives on the usefulness of ICT-based learning. Journal of Language and Pragmatics Studies, 2(1), 1–10. https://doi.org/10.58881/jlps.v2i1.6
2. Banegas, D.L. (2020). Teaching linguistics to low-level English language users in a teacher education program: an action research study. Language Learning Journal, 48(2), 148–161. https://doi.org/10.1080/09571736.2017.1370604.
3. Bustam, M., Nurfadillah, R., Tsaniya, F., Dewi, D., & Gaol, T. (2022). Virtual reality used in English proficiency test based on apps. Journal of Language and Pragmatics Studies, 1(1), 25–31. https://doi.org/10.58881/jlps.v1i1.4
4. Cirkovic-Miladinovic, I. (2017). English language teaching in innovative learning environment enriched by affective learning strategies. In: Bratož, S. (ed.) Rasežnosti sodobnih učnih okolij. Dimensions of Contemporary Learning Environments. (p. 99-111) ISSN: 2536-1937. ISBN: 978-961-6984-98-0. Koper: Univerza na Primorskem, Pedagoška fakulteta.
5. Ćirković-Miladinović, I. & Dimitrijević, M. (2020). Reflection in Action: Strategies for Teacher Self-evaluation (EFL Teacher Preparedness to Work with Young Learners). Technium Social Sciences Journal, Vol. 11(1), 46-58, ISSN: 2668-7798, https://doi.org/10.47577/tssj.v11i1.1501
   https://techniumscience.com/index.php/socialsciences/article/view/1501/573
6. Cirkovic-Miladinovic, I., Dimitrijevic, M., Ilic, B. (2021). Reflection on action: peer micro-teaching process of prospective EFL teachers and class teachers focusing on mother tongue teaching. Technium Social Sciences Journal, Vol. 25 (1), 9-19 https://doi.org/10.47577/tssj.v25i1.4992 ISSN: 2668-7798.
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8. Denham, Kristin and Lobeck, Anne. (2019). Why Study Linguistics? Routledge.

9. Oda, M. (2021). Positioning ELT in applied linguistics in Japan: A diachronic approach. Asian Englishes, 23(1), 79–89. https://doi.org/10.1080/13488678.2020.1867952
10. Susanto, B., Wajdi, M., Sariono, A., & Sudarmaningtyas, A. E. R. (2022). Observing English classroom in the digital era. Journal of Language and Pragmatics Studies, 1(1), 6–15. https://doi.org/10.58881/jlps.v1i1.1.
11. Vocroix, L. (2021). Morphology in micro linguistics and macro linguistics. Macrolinguistics and Microlinguistics, 2(1), 1–20. https://doi.org/10.21744/mami.v2n1.11

Number of active teaching hours				**Other classes**
Lectures: 30	Seminars: 30	Project work:	Independent work: Independent work: project work, presentations	

Teaching methods: Interactive lessons and practical application of knowledge acquired; individual, pair and group work, discussions,
presentations, mentoring, seminar paper and individual research.

Examination methods **(maximum 100 points)**			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	10	oral examination	
practical classes/tests		written examination	
seminars/homework	30	project presentation	40
Project	20	portfolio	
Other			

Study program: International Teacher Education Programme
Type and level of studies: Master studies, second cycle degree program
Course: Teaching Cultures through Art and Literature
Teacher(s): Violeta Jovanović, Mia Arsenijević, Branko Ilić, Miloš Đorđević
Language of instruction: English
ECTS: 6
Prerequisites:
Semester: Fall semester
Course objectives: This course explores the intersection of art and literature as tools for understanding and teaching diverse cultures. Through a range of artistic and literary works, students will examine how cultural values, traditions, and perspectives are expressed and transmitted. Emphasis will be placed on analyzing and interpreting art in its cultural context, and how it can be effectively used in educational settings to promote cultural understanding and appreciation.
Learning outcomes: By the end of the course, students will be able to: - Analyze and interpret works of art and literature from different cultures. - Understand the role of art and literature in shaping cultural identity. - Apply knowledge of art and literature to promote cultural understanding and empathy. - Develop lesson plans and educational activities using art and literature to teach cultural awareness.
Course contents: Week 1: Introduction to Art and Literature as Cultural Expression Overview of the course Understanding culture through art and literature Introduction to key concepts and terminology Week 2: Artistic Movements and Cultural Context Overview of major artistic movements and their cultural context Case studies: Impressionism, Surrealism, etc. Discussion: How cultural values influence artistic expression Week 3: Literature as a Reflection of Culture The role of literature in preserving cultural heritage Analyzing literary works from different cultures Guest speaker: Author or literature expert Week 4: Visual Culture and Identity Exploring how visual culture shapes identity Case studies: Cultural symbols and their meanings Hands-on activity: Creating a visual representation of cultural identity Week 5: Art and Literature in Education Strategies for using art and literature in teaching cultural awareness Lesson planning workshop: Designing a culturally themed lesson Sharing lesson plans and feedback Week 6: Contemporary Art and Globalization Examining how globalization impacts artistic expression Case studies: Contemporary artists working across cultures Group project: Creating a collaborative artwork inspired by global themes Week 7: Art, Literature, and Social Change The role of art and literature in promoting social change Discussion: Can art and literature be agents of cultural diplomacy? Reflection: How can we use art and literature to address cultural stereotypes? Week 8: Final Projects and Presentations Students present their final projects, which may include a lesson plan, research paper, or creative project Class discussion and reflection on the course themes Course wrap-up and feedback

References:
Terry Barrett, Criticizing Art: Understanding the Contemporary, McGraw-Hill, New York, 2011.
Benjamin R. Barber, Jihad vs. McWorld: How Globalism and Tribalism Are Reshaping the World, Ballantine Books, 1996.
John Berger, Ways of Seeing, Penguin Books, 2009.
Charles Harrison, Paul Wood (eds.), Art in Theory 1900 – 2000: An Anthology of Changing Ideas, Blackwell Publishing, 2003.
Zoya Kocur, Simon Leung (eds.), Theory in Contemporary Art since 1985. (second edition), Wiley-Blackwell Publishing, 2013.
Edward Said, Orientalism, Penguin Books, 2007.
Terry Smith, Contemporary Art: World Currents, Pearson, 2011.
Terry Smith, Okwui Enwezor, Nancy Condee (eds.), Antinomies of Art and Culture (Modernity, Postmodernity, Contemporaneity), Duke University Press, 2008.

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 30	Project work:	Independent work:	

Teaching methods:
Lectures: Introduction of key concepts and theories related to art, literature, and culture.
Discussions: Group discussions on readings, artworks, and cultural topics to encourage critical thinking and exchange of ideas.
Case Studies: Analysis of specific artworks and literary works to understand their cultural significance and context.
Guest Speakers: Experts in art, literature, and cultural studies to provide insights and perspectives.
Hands-on Activities: Creative projects and visual representations to engage students in experiential learning.
Workshops: Practical sessions on lesson planning and educational strategies for incorporating art and literature in teaching.
Group Projects: Collaborative projects to encourage teamwork and cross-cultural understanding.
Presentations: Student presentations of research projects and creative works to develop communication skills and share knowledge with peers.

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	10	oral examination	
practical classes/tests		written examination	
seminars/homework		project presentation	50
Project	20	portfolio	
Other	20		

Study program: International Teacher Education Programme
Type and level of studies: Master studies, second cycle degree program
Course: Teaching music through creative activities
Teachers: Vukicevic M. Natasa
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Fall semester

Course objectives:

Developing competencies of teachers to plan creative musical activities in all learning areas (listening, performing, creating music).

Developing competencies of teachers to identify children's musical abilities and to apply developmentally appropriate methodological approaches tailored to individual students' needs.

Teacher primary school teachers to design and implement innovative musical activities to support children's creative expression and enhance overall music learning experiences.

Learning outcomes:

At the end of the course, students will be able to:
- identify children's musical strengths and interests and support their development through creative musical activities
- design innovative musical activities to engage learners with various musical abilities
- understand and use diverse methodological approaches for teaching music in primary school and support music learning
- confidently lead primary school children through tasks of exploring and expressing musical ideas
- demonstrate strong subject and pedagogical content knowledge
- design interdisciplinary connections of music with different subject areas.

Course contents:

Musical development of children in primary school; Music curriculum in primary school (listening, performing, creating music); The Features of musical creativity and how to teach child to be creative; Aesthetic experience – the base for music learning; Listening to music as a creative activity (responding to music); The components of creative music performance; Interactive and engaging music games; Child as a musician; Lesson plans as a Creative Activity; Evaluation of musical growth of children.

References:
Selected chapters:
Spruce, G. (Ed.). (1995). *Teaching Music* (1st ed.). Routledge. https://doi.org/10.4324/9781003419495.
Sarazzin, N. (1996). *Music and the Child.* College of Brockport, SUNY. ISBN 13: 9781942341208

Articles:
Webster, P. (2002). Creative thinking in music: Advancing a Model. Creativity in Music Education in a series: Research to Practice.
Kratus, John. (2017). Music Listening Is Creative. *Music Educators Journal*. 103. 46-51. 10.1177/0027432116686843.
Vukicevic, N. & Stanojevic, K. (2020). Creative ability of students as a precondition for the successful development of children's musical creativity in teaching music in lower grades of primary school, In V. Savic and O. Cekic-Jovanovic (eds.), 222-235. *Professional competencies for teaching in 21st century,* Proceedings of the International Conference organised by the Faculty of Education in Jagodina on May 23−25, 2019, Jagodina: Faculty of Education, University of Kragujevac. DOI:10.46793/pctja.19.222V
Milić, I., Mladenović, J. (2022). From plant morphology to rhythmic patterns (of music): A STEAM approach to studying relations in mathematics. *Uzdanica, XIX – vanredni broj – decembar 2022,* 221–238.
DOI:10.46793/Uzdanica19.S.221M

Number of active teaching hours				
Lectures: 30	Seminars: 30	Other forms of classes:/	Independent work:	**Other classes**

Teaching methods:

Lecturing; presentations; discussions; simulations of real teaching situations; pair and group work; independent work.

Examination methods **(maximum 100 points)**

Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	10
practical classes/tests		written examination	30
seminars/homework		project presentation	10
Project	20	portfolio	
Other (simulations)	20		

Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	oral examination	10
practical classes/tests		written examination	30
seminars/homework		project presentation	10
Project	20	portfolio	
Other (simulations)	20		

Study program: International Teacher Education Programme
Type and level of studies: Master studies, second cycle degree program
Course: Teaching Mathematics and Science
Teacher(s): Aleksandra Mihajlovic, Nenad Vulovic, Jelena Mladenovic
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Fall semester

Course objectives:

Introducing student to methodology of teaching Mathematics and Science, building students skills and abilities to teach mathematics and science in lower grades of primary school; building students skills and abilities to organize and manage classroom, and use modern technologies in teaching mathematics and science.

Learning outcomes:

Upon completion of this course, students will be able to: know and understand how children learn primary mathematics and science and how they construct mathematical and basic scientific knowledge; know the content and how to teach it, plan and implement effective teaching and learning; create lesson plans.

Course contents:

Introduction to Methodology of teaching primary mathematics. Methodological approach to teaching primary mathematics contents: students will study how to teach contents about sets, natural numbers and arithmetical operations, spatial and number relations, fractions, equations and inequalities, geometry and measures. Problem solving methods and strategies.

Understanding of the nature of science. Teaching science by inquiry. Science concepts associated with selected science topics: a knowledge base in physical, chemical, earth, and biological sciences.

Lesson planning and design in primary mathematics and science teaching.

References:

Teaching student-centred mathematics : grades 3-5 / John A. Van de Wale ; Louann H. Lovin

Teaching student-centred mathematics : grades K-3 / John A. Van de Walle ; LouAnn H. Lovin

The Art of Teaching Primary School Science. Edited by Vaille Dawson and Grady Venville. Routledge, 2022.

The Really Useful Science Book: A framework of knowledge for primary teachers. Steve Farrow. Routledge, 3rd Ed.

Materials from lectures

Number of active teaching hours				**Other classes**
Lectures: 30	Seminars: 30	Project work:	Independent work: Project work and presentation	

Teaching methods:

Lectures (including tutorials and seminars, class is a combination of theoretical and practical activities), independent study, project work.

Examination methods **(maximum 100 points)**			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures		oral examination	
practical classes/tests		written examination	
seminars/homework	10	project presentation	30 (15+15)
Project	60 (35 + 35)	portfolio	
Other			

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Study program: International Teacher Education Programme
Type and level of studies: Master studies, second cycle degree program
Course: Teaching physical education
Teacher(s): Aleksandar Ignjatovic
Language of instruction: English
ECTS: 6
Prerequisites: /
Semester: Fall semester

Course objectives: Upon completing the International Teacher Education Programme's Teaching Physical Education course, students will have mastered advanced pedagogical theories and practices to create engaging and inclusive lessons. They will understand the critical role of physical education in promoting lifelong health and well-being. The course encourages the adoption of innovative teaching methods and technologies, ensuring students are well-versed in contemporary educational trends. Additionally, students will gain insights into global approaches to physical education, preparing them for teaching in diverse educational environments. They will also acquire skills in curriculum development and assessment, enabling them to design programs that meet educational standards and address student needs. Through these achievements, the course aims to produce educators who are not only skilled in teaching but also in fostering an environment that values physical health and innovation.

Learning outcomes:

Upon completion of the Teaching Physical Education course, students will have achieved a expand understanding and mastery over several key areas essential for their future roles as educators. They will be proficient in pedagogical theories and practices, enabling them to craft engaging and effective lessons in physical education. A significant part of their learning will involve appreciating the vital role of physical education in promoting lifelong health and well-being, especially strategies to fight against current obesity epidemic, ensuring they educators understand importance of active lifestyles and pass it to their students. Additionally, the course will prepare them to implement innovative teaching strategies, incorporating the new technologies to remain at the forefront of physical education trends and research. An understanding of global perspectives on physical education will be another critical outcome, as students will learn to navigate and teach within diverse educational environments effectively. Finally, the program emphasizes the development of strong curriculum planning and assessment skills, allowing graduates to design comprehensive physical education programs that adhere to educational standards while meeting the varied needs of their students.

Course contents:

Theme 1: Foundations of Physical Education Pedagogy: Introduction to pedagogical theories in physical education; Principles of engaging and effective lesson planning. **Theme 2: Health Promotion and Physical Well-Being:** Role of physical education in combating the obesity epidemic; Strategies for promoting lifelong physical activity and health; Nutritional education as a component of physical education.

Theme 3: Innovative Teaching Strategies in Physical Education: Integration of technology and digital resources in physical education; Integrative multidisciplinary approach; STEAM innovative physical education programs. **Theme 4: Global Perspectives on Physical Education:** Comparative studies of physical education curriculums around the world**;** International guidelines and policies in physical education. **Theme 5: Curriculum Development and Assessment:** Designing comprehensive physical education programs**,** Assessment strategies and tools for evaluating student progress. **Theme 6: Practical Applications and Capstone Project:** Practical teaching experiences in local schools or community centers, Development and presentation of a PE project: Designing a physical education program or intervention addressing a current issue in the field.

References:

Peters, J. & Quay, J. (2012). Creative Physical Education: Integrating Curriculum Through Innovative PE Projects. Champaign, IL: Human Kinetics. ISBN-10: 1-4504-2105-9 (print).

Cronin, M., Chandler, T., & Vamplew, W. (2007). Sport and Physical Education: the Key Concepts. London & New York: Routledge. ISBN 0-203-96169-2

Ignjatovic, A. 365 Games app.

https://play.google.com/store/apps/details?id=com.Games365.PhysicalEducation&hl=en&gl=US&pli=1

Green, K. & Hardman, K. (2005). Physical Education: Essential Issues. London, Thousand Oaks, New Delhi: SAGE Publications.

Number of active teaching hours				
Lectures: 30	Seminars: 30	Project work:/	Independent work:	**Other classes**

Teaching methods:

Lectures (including tutorials and seminars, class is a combination of theoretical and practical activities), independent study, project work.

Examination methods **(maximum 100 points)**			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**

Student's activity during lectures	10	oral examination	40
practical classes/tests	10	written examination	10
seminars/homework		project presentation	10
Project	20	portfolio	
Other			

Study program: MA in International Teacher Education Programme

Course: Pedagogical leadership

Teacher(s): Biljana Stojanović

ECTS: 5

Prerequisites: none

Semester: Fall semester

Course objectives

This course aims at providing the knowledge and skills needed for an educational leader to enhance quality of educational processes and the deep understanding of the models, theories, and conceptual frameworks of educational leadership, as well as the trends and issues about educational leadership; developing competencies needed to critically analyze educational leadership; comprehending the essence, the role, and the significance of leadership; comprehending the principles of team work; providing knowledge on interpersonal communication in leadership; understanding the role of communication in leadership and enhancing personal communicative competencies.

Learning outcomes

Students will be able:
- to identify the roles and effects of educational leadership on school's outcomes;
- to use conceptual and holistic way of thinking about educational leadership;
- to analytically and critically think about educational leadership;
- to comprehend the trends in educational leadership across the globe;
- to create the conditions for making favorable changes in education;
- to define key concepts in team leadership independently;
- to comprehend the essence and significance of leadership in educational systems;
- to critically estimate the personal leadership style independently and critically;
- to use recommendations for successful leadership;
- to demonstrate the application of certain team-work strategies in leadership and practical classroom situations.

Course contents:

Theoretical teaching

Positioning leadership with respect to other key school variables. Leadership definitions. Leadership elements (concept, leadership and power, contemporary approaches to leadership, types and functions of leaders; the concept of a team; communicative competencies of leaders). An overview of approaches and theories on educational leadership. Integrative leadership (creating a vision and development direction, developing an educational institution, pedagogical leadership, developing human resources within an organization. Conceptual models for educational leadership. Operationalization of leadership activities and behaviors (standards). Creating and evaluating leaders in education. Educational leadership across the globe. Leadership and a theory of change.

Practical teaching

Observing and evaluating the significance of leadership in educational institutions with respect to other elements of the educational system; social leadership competencies (self-promotion, self-monitoring, public appearances, managing meetings, leading conversations, mediation). Communication styles in leadership (assertive communication, active listening, communication skills for group problem solving, confrontations and managing groups, overcoming barriers in communication, mediation in conflict resolution).

References

1. European Commission/EACEA/Eurydice. (2013). *Key data on teachers and school leaders in Europe. Eurydice report*, Luxembourg: Publications Office of the European Union.
2. Fullan, M. (2001). *Leading in a Culture of Change*, San Francisco, CA: Jossey-Bass.
3. Hallinger, P. (2003). Leading educational change: Reflections on the practice of instructional and transformational leadership, *Cambridge Journal of Education*, Vol. 33(3), 329–351.
4. Stoll, L. & Temperley, J. (2008). *Improving School Leadership: The toolkit*, Paris, France: OECD
5. Malešević, D. (2020). *Veština rada u timu i veština rukovođenja*, Novi Sad: PROVENS.
6. Holpp, L. (2014). *Upravljanje timovima*, Zagreb: MATE D.O.O.
7. Миловановић, Р. (2010). *Интеракција и комуникација у васпитном раду*, Јагодина: Педагошки факултет.

Number of active teaching hours	Lectures: 30	Seminars: 30

Teaching methods:

Interactive lessons and practical application of the knowledge acquired; individual, pair and group work, discussions, focus group discussions, presentations, demonstrations, team teaching, projects, seminar paper, and individual research.

Examination methods (maximum 100 points)			
Exam prerequisites	No. of points:	Final exam	No. of points:
Student's activity during lectures	10	Written examination	
Practical classes/tests	10	Oral examination	30

Seminars/homework	30	Project presentation	
Project	20	Portfolio	
Other			

Study program: International Teacher Education Programme	
Type and level of studies: Master studies, second cycle degree program	
Course: Teacher as a team leader	
Teacher(s): Ivana Ćirković-Miladinović	
Language of instruction: English	
ECTS: 5	
Prerequisites: English language knowledge in B2 level CEFR	
Semester: Fall semester	

Course objectives: This course is designed to help new and experienced student teachers in cultivating the essential skills necessary for effectively guiding students across all levels of education, as well as adult teams. Participants will delve into understanding the learning processes of students at various educational levels and adults, exploring methods to engage and motivate them effectively. Moreover, they will learn to implement team leadership strategies grounded in theoretical frameworks, research findings, and professional insights. Students will examine models, theories and concepts in the area of educational leadership in the classroom, among groups of educators, in the school, local community and in the international context.

Learning outcomes: Student teacher will be able to
- Identify, understand, critically evaluate and apply models and theories in leadership in education;
- Explore current research on professional learning for teachers as team leaders;
- Examine common models of professional learning with a focus on team-based and collaborative approaches;
- Practice designing and facilitating team-based learning experiences and receive feedback from peers;
- Reflect on how one can improve the design and facilitation of teacher teams in one's own unique context.

Course contents:

An integral component of the curriculum involves examining team leadership strategies aimed at facilitating and empowering groups of students or educators. This entails developing a comprehensive understanding of individual and specialized learner needs while harnessing the power of collaboration to foster educator growth and advance one's own professional development. Throughout the course, students will analyze various models, theories, and concepts within the realm of educational leadership, encompassing classroom dynamics, educator groups, entire school environments, and the broader international educational landscape.

- Identify your leadership style; define areas of strength and areas for improvement
- Establishing teacher teams
- Exploring key teacher leadership skills (listening skills, critical thinking skills, emotional intelligence, problem-solving skills, IT skills, Teamwork skills, Organizational skills)
- Leading students' learning towards successful learning outcomes
- Facilitating effective meetings and facilitation protocols with colleagues
- Designing effective lesson plans in different contexts
- Facilitation protocols for solving common challenges
- Managing conflict or disagreement in teams
- Using strategies for balancing your team's role and fostering the professional growth of individuals on your team
- Establishing the structures and dynamics required for successful team collaboration

References:
1. Agasisti T, Bowers AJ and Soncin M (2019) School principals' leadership types and student achievement in the Italian context: Empirical results from a three-step latent class analysis. Educational Management Administration & Leadership 47(6): 860–886.
2. Agasisti T, Falzetti P and Soncin M (2020) School principals' managerial behaviours and students' achievement. International Journal of Educational Management 34(5): 937–951.
3. Cosenza, M. N. (2015). Affirming the teacher-leader model standards. Issues in Teacher Education, 24(2), 79–99.
4. Harris, A. (2005). Teacher leadership: More than just a feel-good factor? Leadership and Policy in Schools, 4(3), 201–219.
5. Harris A and Jones M (2021) Exploring the leadership knowledge base: Evidence, implications, and challenges for educational leadership in Wales. School Leadership & Management 41(1–2): 41–53.
6. Klein, M. (2020). Leadership Characteristics in the Era of Digital Transformation, BMIJ, (2020), 8(1), 883–902. http://dx.doi.org/10.15295/bmij.v8i1.1441
7. Leithwood, K., Day, C., Sammons, P., Harris, A., & Hopkins, D. (2006). Successful School Leadership: what it is and how it influences pupil learning. London: DfES Research Report 800. (18-43, 67-108).
8. Leithwood K, Sun J and Schumacker R (2020) How school leadership influences student learning: A test of "The Four Paths Model". Educational Administration Quarterly 56(4): 570–599.
9. Milanović, A., Anđelković, S., Stojadinović, A. (2023). Teacher as a leader in modern education system. Facta Universitatis, Series: Teaching, learning and teacher education. 7(1): 196-179. DOI: https://doi.org/10.22190/FUTLTE221115017M
10. Pont, B., Nusche, D., & Moorman, H. (2008). Improving school leadership: Policy and practice. Paris: OECD (9-35)
11. Shen, J., Wu, H., Reeves, P., Zheng, Y., Ryan, L., & Anderson, D. (2020). The association between teacher leadership and student achievement: A meta-analysis. Educational Research Review, 31:100357 (1-30).

Number of active teaching hours	

Lectures: 30	Seminars: 30	Project work:	Independent work:	**Other classes**
Teaching methods: Interactive lessons and practical application of knowledge acquired; individual, pair and group work, discussions, presentations, mentoring, seminar paper and individual research.				
Examination methods (maximum 100 points)				
Exam prerequisites	**No. of points:**		**Final exam**	**No. of points:**
Student's activity during lectures	10		oral examination	
practical classes/tests			written examination	
seminars/homework	30		project presentation	40
Project	20		portfolio	
Other				

Study program: International Teacher Education Programme

Type and level of studies: Master studies, second cycle degree program

Course: International Educational Leadership and Change

Teacher(s): Ivana Ćirković-Miladinović and Marija Stanojević-Veselinović

Language of instruction: English

ECTS: 5

Prerequisites: English language knowledge in B2 level CEFR

Semester: Fall semester

Course objectives:
- Analyzing the organization, structure, and culture of educational institutions through the lens of organizational theory, cultural analysis, and metaphorical understanding.
- Exploring the multifaceted nature of leadership in educational institutions, focusing on international, transformational, and constructivist leadership, as well as leadership for learning.
- Critically considering key issues in educational leadership and management, including the concept of learning organizations, leadership for professional development, and leading educational settings in challenging circumstances.

Learning outcomes: The student will be able to:
- Understand educational management and leadership in the international context, focusing on the organizational and operational facets of schools.
- Explore models and theories of change to comprehend the factors and dynamics influencing transformations at systemic and school levels.
- Master the skills essential for effective change management, including the ability to identify and analyze agents of change at the individual level, particularly among teachers and students.
- Acquire knowledge of available resources and project types in education and training to enhance the quality of contributions within educational institutions.

Course contents:
This course explores educational management and leadership with particular reference to the organizational and operational aspects of schools in international context. Students explore models and theories of change delving into the factors and dynamics that drive transformations at both the systemic and school levels. Mastering the skills necessary for effective change management is also part of the content. These encompasses identifying and analyzing agents of change at the individual level, specifically within the realms of teachers and students. Moreover, equipping students with knowledge of accessible resources and various project types in education and training enables them to improve the quality of their contributions.

References:
Beer, E., and Nohria, N. (Ed.). (2000). Breaking the code of change. Boston, MA: Harvard Business School Press.

Caldwell, R. (2005). Things fall apart? Discourses on agency and change in organizations. Human Relations,58, 83–114.

Caluwé, L. de, and Vermaak, H. (2016). Knowing yourself as a change agent: A validated test based on acolorful theory of change. In D. W. Jamieson, R. Barnett, and A. F. Buono (Eds.), Consultation fororganizational change revisited (Research in Management Consulting Vol. 23) (pp. 183–207).Charlotte, NC: Information Age Publishing.

Graetz, F., and Smith, A. C. T. (2010). Managing organizational change: A philosophies of change approach.Journal of Change Management, 10(2), 135–154.

Peurach, D. J., & Foster, A. T. (2020). The policy context of United States educational innovation and improvement. Education. https://doi.org/10.1093/obo/9780199756810-0249

Urbanová, E. (2021). Leader and innovator in the context of educational reforms. International Journal of Social Sciences, 10(2), 69-79. https://doi.org/10.52950/ss.2021.10.2.005

Vermaak, H., and Caluwé, L. de (2017). Creating a colorful model of change: Reflection on developing theoryas scholar-practitioners. Journal of Management Inquiry, 26(2), 225–239.

Wedell, M. (2022). Innovation in ELT revisited. ELT Journal. https://doi.org/10.1093/elt/ccac003

Woodman, R. W. (2016). The science of organizational change and the art of changing organizations. Journal of Applied Behavioral Science, 50(4), 463–477.

Number of active teaching hours				Other classes
Lectures: 30	Seminars: 30	Project work:	Independent work:	

Teaching methods: Interactive lessons and practical application of knowledge acquired; individual, pair and group work, discussions,presentations, mentoring, seminar paper and individual research.

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	10	oral examination	
practical classes/tests		written examination	
seminars/homework	30	project presentation	40
Project	20	portfolio	
Other			

Study program: International Teacher Education Programme	

Type and level of studies: Master studies, second cycle degree program

Course: Intercultural education

Teacher(s): Bojana M. Dimitrijević, Jelena S. Starčević

Language of instruction: English

ECTS: 5

Prerequisites:

Semester: Spring semester

Course objectives:

Development of knowledge, skills and attitudes which will contribute to intercultural understanding and intercultural sensitivity of teachers and to quality of teaching students from different cultures. Understanding the importance of social class and gender in education. Know how to build intercultural competencies of students in the classroom and to contribute to mutual understanding and respect between students from different cultures.

Learning outcomes:

Differentiate between old and new meanings of culture. Recognize the cultural heterogeneity of own local community and schools. Understand the barriers in intercultural communication. Explain how stereotypes, prejudices and discrimination affect learning and school achievement. Discuss how socioeconomic status relates to school achievement. Discuss the impact of gender stereotypes on teaching and on achievements of boys and girls. Analyze how to integrate intercultural education into the content of school subjects. Know how to build intercultural competencies of students and how to implement the strategies for creating culturally compatible classrooms.

Course contents:

The old and the new meanings of culture. The barriers in intercultural communication. Stereotypes, prejudices and discrimination. The social class and educational inequality. The impact of poverty on schooling. Gender bias in teaching. Developmental model of intercultural sensitivity. Dimensions of intercultural education. Culturally relevant pedagogy. DIE method for development of intercultural communication.

References:

1. Banks, J. A. & McGeeBanks, C. A. *(2010). Multicultural Education: Issues and Perspectives* (17th ed.). John Wiley & Sons, Inc. (selected chapters)
2. Barna, L.M. (1994). Stumbling Blocks in Intercultural Communication. In L. A. Samovar & R. E. Porter (Eds.), *Intercultural communication: A reader* (7th ed.) (pp. 337–346). Belmont, CA: Wadsworth Publishing Company.
3. Hollins, E. R., & Oliver, E. I. (Eds.). (1999). *Pathways to success in school: Culturally responsive teaching.* Lawrence Erlbaum Associates Publishers. (selected chapters)
4. Petrović, D. S., Leutwyler, B., Zlatković, B. M., Mantel, C. & Dimitrijević, B. (2013). *Teachers' Intercultural Sensitivity: An Approach for Teacher Education*. Institute for International Cooperation in Education, Zug, Institute of Psychology, University of Belgrade, Faculty of Teacher education, Vranje, University of Niš.

Number of active teaching hours				**Other classes**
Lectures: 30	Seminars: 30	Project work:	Independent work:	

Teaching methods:

Lectures; group discussions; written assignments and presentations.

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	10	oral examination	
practical classes/tests	10	written examination	50
seminars/homework	30	project presentation	
Project		portfolio	
Other			

Study program: International Teacher Education Programme	
Type and level of studies: Master studies, second cycle degree program	
Course: Participatory Approach to Educational Research	
Teacher(s): Jelena Joksimović	
Language of instruction: English	
ECTS: 5	
Prerequisites: no prerequisites needed for attending this course	
Semester: Spring semester	

Course objectives:
- Understand the principles and theoretical foundations of participatory research in education.
- Critically analyze different methodologies and approaches to participatory research.
- Develop competencies in designing and implementing participatory research projects.
- Explore ethical considerations and challenges in participatory research.
- Apply participatory research methods to address specific educational issues or questions.
- Reflect on personal experiences and perspectives as educators engaged in research.

Learning outcomes:
Upon completion of the course, students will:
- Understand the theoretical-conceptual frameworks of the participatory approach to educational research.
- Understand fundamental methods and designs of participatory research, with an awareness of the specific contexts in which research could be conducted.
- Be capable of comparing and critically evaluating different participatory research methodologies.
- Have the ability to independently select appropriate methods and techniques for their participatory research within the field of educational sciences.
- Understand the importance of ethics in participatory approach and be able to apply ethical principles in diverse research contexts.
- Be able to plan, implement and evaluate participatory research designs.
- Be able to reflect and evaluate their own role as a researcher.

Course contents:
1. **Introduction to Participatory Research**
   Overview of the historical and theoretical foundations: key concepts, participatory research principles and methodologies
   Empowerment and social justice in participatory research
2. **Collaborative Inquiry**
   Understanding the role of collaboration and participation in research
   Strategies for engaging the community in the research process
   Coresearch with children
   Types of participatory research in education: action research, art based research, practice based research…
   Case studies of successful participatory research projects
3. **Designing Participatory Research Projects**
   Steps in designing a participatory research project
   Developing research questions and objectives
   Planning participatory data collection methods (focus groups, mental mapping, diaries, reflexive logs, cocreation, questionnaires, observation protocols…)
   Implementing participatory research
   Analysis, interpretation and meaning-making in participatory action research
4. **Participatory Action Research (PAR)**
   Definition and principles of the participatory action research
   Designing action research projects in educational settings
   Practical considerations in implementing participatory action research projects
5. **Engaging Communities, addressing power dynamics and building trust in research relationships**
   Challenges and opportunities in community-engaged research
6. **Ethical guidelines for participatory research in education**
   Informed consent, confidentiality, and data sharing
   Addressing potential conflicts of interest and power differentials
7. **Educator as a reflective practitioner and a researcher**
   The Teacher-Researcher identity
   Reflection *about action* and *reflection in* action within educational practice

References:

- Alderson, P., & Morrow, V. (2011). *The ethics of research with children and young people: A practical handbook.* London: SAGE Publications. (selected chapters)
- Christensen, P., & James, A. (Eds.). (2008). *Research With Children: Perspectives and Practices* (2nd ed.). New York & London: Routledge. (selected chapters)
- Cochran-Smith, M., & Lytle, S. L. (2009). *Inquiry as Stance: Practitioner Research for the Next Generation.* New York: Teachers College Press. (selected chapters)
- Cochran-Smith, M., & Lytle, S. L. (1999). The Teacher Research Movement: A Decade Later. *Educational Researcher*, *28*(7), 15–25.
- Freire, P. (1982). Creating alternative research methods: Learning to do it by doing it. In B. Hall, A. Gillette & R. Tandon (Eds.), *Creating knowledge: A monopoly*, (29-37). New Delhi: Society for Participatory Research in Asia.
- Joksimović, J., Milić, P. & Utvić, M. (Eds.). (2019). *How We Build Škograd: Anatomy of the Infrastructure of Hope.* Belgrade: Institute for Pedagogy and Andragogy, Faculty of Philosophy, University in Belgrade, and Goethe-Institut Belgrad. (selected chapters)
- McNiff, J., & Whitehead, J. (2006). *All You Need To Know About Action Research.* London: Sage Publications. (selected chapters)
- Scott, Julie-Ann. (2018). *Embodied Performance as Applied Research, Art and Pedagogy.* Cham: Palgrave MacMillan. (selected chapters)
- Tay-Lim, J., & Lim, S. (2013). Privileging Younger Children's Voices in Research: Use of Drawings and a Co-Construction Process. *International Journal of Qualitative Methods*, 12(1), 65-83.

Number of active teaching hours				**Other classes**
Lectures: 30	Seminars: 30	Other forms of classes:	Independent work:	

Teaching methods:
Meaningful verbal receptive learning
Problem solving
Learning by discovery
Cocreation
Individual, group and team learning

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Student's activity during lectures	10	Project presentation	40
Seminars/homework	25		
Project	25		

Study program: MA in International Teacher Education Programme

Course: Research practice
Teacher(s): Teacher mentor
Status: Obligatory
ECTS: 6
Prerequisites: No prerequisits
Semester: Spring semester

Course objectives

Developing reflexivity in one's own teaching skills. Applying advanced instructional strategies to equip teachers for teaching in international schools. Building an international identity through specific subjects. Curriculum design for multicultural classrooms. Developing research competencies and preparing students to identify research problems in the school's educational practice. Training for planning and implementing research and development projects.

Learning outcomes

Students will be able to:
- Apply the concept of the teacher as a researcher and reflective practitioner.
- Take initiative in transforming school practices from normative and reproductive to interpretive and research-oriented.
- Participate in analyses, development projects, and research.
- Critically evaluate and utilize data and research results.

Course contents:

The research practice occurs within school institutions and, if necessary, in other educational institutions. It involves students engaging in research activities under the guidance of a professor-mentor.

References

Alexakos, K. (2015). *Being a Teacher/Researcher – A primer on Doing Autenthic Inquiry on Teaching and Learning*. Rotterdam: Sense Publishers (pp. 1-119).

Bibliography provided for obligatory and elective courses.

Number of active teaching hours	**Lectures: / Seminars: /**		**Other: 90**

Teaching methods:

Mentoring work, research activities in order to design a research project, conceptual sketches of practical actions and data collection; individual, pair and group work, discussions, focus group discussions, presentations, demonstrations, projects, seminar paper and individual research.

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Research project design	35	A reflexive review of students' research competencies	30
Design of a draft action plan for data collection	35		

Study program: MA International Teacher Education Programme	

Course: Master's thesis

Teacher(s): Teacher mentor

Status: Obligatory

ECTS: 20

Prerequisites: The student has passed all exams required by the study program

Semester: Spring semester

Course objectives
Training students to apply theoretical and empirical research approaches in the field of educational work conducted in schools.
Training students to critically reflect on and understand cause-and-effect relationships and various educational issues within international schools.
Developing abilities for complex evaluation and creative enhancement of educational practices within international schools.
Preparation for research endeavors and further education in doctoral studies.

Learning outcomes
Students are expected to develop the following competencies:
Planning and conducting research in the field of educational work in international schools;
Creative pedagogical reflection, expression and action;
Implementation of research results in educational practice;
Critically evaluate of scientific references.

Course contents:
The master's thesis is an independent project in which students apply knowledge from the field of educational work conducted in schools and research methodologies in education. Once the topic of the master's thesis is approved, students prepare a preliminary research project, which must be approved by their mentor teacher. Following approval, students conduct research and produce a report on their completed research in the form of a master's thesis.
The master thesis contains the following units:
Introduction (in which the explanation of the choice and importance of the topic of the Master's thesis is given), Theoretical Framework (in which the research paradigm is explained, the results of the relevant research so far are cited and critically discussed and the theoretical approach to the problem is elaborated), Methodological Framework (subject, goal, research questions, tasks, hypotheses, variables, sample, methods, techniques, instruments, statistical research procedures), Interpretation of results, Concluding remarks and recommendations, Literature review and Appendices. After completing the work, the student, in agreement and coordination with the mentor teacher, approaches the public defense of the master's thesis.

References
The student, in cooperation with his/her mentor, selects appropriate bibliography in accordance with the topic of the work.
Best, J. i Kahn, V. (1998). Research in Education. Allyin and Bacon: USA.
Cho, J. i Trent, A. (2006). Validity in qualitative research revisited. Qualitative Research, SAGE Publications (London, Thousand Oaks and New Delhi) Vol. 6(3) 319–340.
Cohen, L., Manion, L. and Morrison, K. (2000). Research Methods in Education. London and New York: Routledge.
Lazaraton, A. (2005). „Quantitative research methods" in E. Hinkel (ed.), Handbook of Research in Second Language Teaching and Learning. New Jersey: Lawrence Erlbaum.
Patton, M. Q. (2002). Qualitative Research & Evaluation Methods (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Number of active teaching hours: 240	**Project work: 240**	**Other: 60**

Teaching methods:

Work with the mentor, independent students' research work.

Examination methods (maximum 100 points)			
Exam prerequisites	**No. of points:**	**Final exam**	**No. of points:**
Final draft of the master thesis	70	Defending the master thesis	30