

### Faculty of Philosophy / PRE-SCHOOL EDUCATION /

<b>Course:</b>				
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
13349	Mandatory	3	6	2+2+0
<b>Programs</b>	PRE-SCHOOL EDUCATION			
<b>Prerequisites</b>	No pre-conditions.			
<b>Aims</b>	Develop basic, professional and contemporary knowledge about the types and models of monitoring the quality of educational work and the connection of theory/philosophy and practice with all pedagogical aspects of the mentioned 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 psychomotor).			
<b>Learning outcomes</b>	Getting to know students and their ability to apply modern standards to ensure the quality of kindergarten/school work, curriculum - programs/areas of work. At the same time, students will be trained in self-evaluation procedures and checking a set of instruments and standards for encouraging the quality of childrens achievement, 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 evaluation instruments.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Development of generic concept evaluation.			
I week exercises	Debates, simulations, work on available evaluation instruments.			
II week lectures	Quality standards for the evaluation of an educational institution.			
II week exercises	Debates, simulations, work on available evaluation instruments.			
III week lectures	Quality standards for evaluation of educational institutions II.			
III week exercises	Debates, simulations, work on available evaluation instruments.			
IV week lectures	Types of information necessary for a good evaluation of an educational institution.			
IV week exercises	Debates, simulations, work on available evaluation instruments.			
V week lectures	Perspectives of evaluation of school programs.			
V week exercises	Debates, simulations, work on available evaluation instruments.			
VI week lectures	Evaluation in relation to program objectives.			
VI week exercises	Debates, simulations, work on available evaluation instruments.			
VII week lectures	Application of different evaluative approaches: systems, investments - profit in education.			
VII week exercises	Debates, simulations, work on available evaluation instruments.			
VIII week lectures	Criteria, critical questions and evaluation of education programs.			
VIII week exercises	Debates, simulations, work on available evaluation instruments.			
IX week lectures	Criteria, critical issues and evaluation of education programs II.			
IX week exercises	Debates, simulations, work on available evaluation instruments.			
X week lectures	Interpretation of the obtained results. Evaluation as an interpretive process of evaluating school results.			
X week exercises	Debates, simulations, work on available evaluation instruments.			
XI week lectures	Cognitive and affective processes in evaluation.			
XI week exercises	Debates, simulations, work on available evaluation instruments.			
XII week lectures	Evaluation and improvement of the preschool institution/school.			
XII week exercises	Debates, simulations, work on available evaluation instruments.			
XIII week lectures	Evaluation and improvement of preschool institution/school work II.			
XIII week exercises	Debates, simulations, work on available evaluation instruments.			

XIV week lectures	National and international comparability of evaluation of educational institutions.					
XIV week exercises	Debates, simulations, work on available evaluation instruments.					
XV week lectures	National and international comparability of evaluation of educational institutions II.					
XV week exercises	Debates, simulations, work on available evaluation instruments.					
Student workload	Weekly: 3 credits x 40/30 = 4 hours Load structure: 2 hours of lectures 2 hours of independent work including consultations In the semester: Classes and final exam: 4 hours x 16 = 60 hours Necessary preparations before the beginning of the semester (administration, registration, certification) 2 x (4 hours) = 8 hours Total workload for the course 3x30 = 90 hours Supplementary work for exam preparation in the make-up exam period, including taking the make-up exam from 0 a.m. to 10 p.m. (remaining time from the first two items to the total workload for the subject) Load structure: 60 hours (teaching) + 8 hours (preparation) + 22 hours (additional work)					
Per week			Per semester			
6 credits x 40/30=8 hours and 0 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 2 excercises 4 hour(s) i 0 minuts of independent work, including consultations			Classes and final exam: 8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts Total workload for the subject: 6 x 30=180 hour(s) 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) 36 hour(s) i 0 minuts Workload structure: 128 hour(s) i 0 minuts (cources), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)			
Student obligations			Students are required to attend classes, participate in debates and take two tests. Students prepare one essay each and participate in a debate after the presentation of the essay.			
Consultations			Wednesday 12.30 pm (336)			
Literature			Gronlund, N.E.: measurement and evaluation in teaching .- New York: macmillan Pub. Co., 1981. Rado, P.: Transition in education. - Bihać: Pedagoški zavod, 2002. Konig, E. & Zedler, P: Theories of the science of education. - Zagreb: Educa, 2001. Pešić, M.: Evaluation of preschool educational programs - Institute for textbooks and teaching aids, Belgrade Posavac, E. J., & Carey, R. G. (2003) Program Evaluation - Methods and Case Studies. (6th ed.). 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 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 Improving the quality of work by applying the ISSA Pedagogical Standards - a manual for educators (2014) Podgorica, Pedagogical Center of Montenegro			
Examination methods			Two tests with 20 points (Total 40 points), Emphasis during lectures and participation in debates 5 points: Essay with 10 points, Final exam with 45 points. A passing grade is obtained if at least 55 points are accumulated cumulatively			
Special remarks						
Comment						
Grade:	F	E	D	C	B	A
Number of points	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