

**Faculty of Philosophy / PEDAGOGY / Staff Development and Education Planning**

<b>Course:</b>	Staff Development and Education Planning			
<b>Course ID</b>	<b>Course status</b>	<b>Semester</b>	<b>ECTS credits</b>	<b>Lessons</b> (Lessons+Exercises+Laboratory)
7029	Mandatory	2	5	3+1+0
<b>Programs</b>	PEDAGOGY			
<b>Prerequisites</b>	There are no conditions for applying for or listening to the subject.			
<b>Aims</b>	Enhancing and spreading of specialist and spiritual curiosity of students for the phenomena of culture and education and applying those skills in future teaching work.			
<b>Learning outcomes</b>	After passing the exam, the student will be able to: - Describe and explain the different models of curriculum development; - Explain the meaning and characteristics of education focused on competencies and education based on outcomes; - Define the concept, structure and characteristics of the outcome; - Recognize and compare the taxonomy of learning outcomes; - Analyze the specification of evaluation and assessment.			
<b>Lecturer / Teaching assistant</b>	Milica Jaramaz, M.A.			
<b>Methodology</b>	Teaching and debating. Preparation of one essay on a given topic from one segment of the subject. Studying for the tests and final exam. Consultations.			
<b>Plan and program of work</b>				
Preparing week	Preparation and registration of the semester			
I week lectures	Getting familiar with the curriculum.			
I week exercises	Specifying students obligations during the semester. Defining themes for essay writing and specifying the way of essay presentation.			
II week lectures	Planning of education in the system of science on education.			
II week exercises	Analysis of education planning within the system of education and upbringing sciences.			
III week lectures	Theories and models of planning of education.			
III week exercises	Introducing the basic models of curriculum development.			
IV week lectures	Technicistic model of planning.			
IV week exercises	Analysis of technicistic models of education planning.			
V week lectures	Political model of planning and education.			
V week exercises	Analysis of political models of education planning.			
VI week lectures	Consensual models of planning of education.			
VI week exercises	Analysis of consensual models of education planning.			
VII week lectures	Determination of successful implementation of plans and educational strategy.			
VII week exercises	Essay presentation. Synthesis of curriculum for the first mid-term exam.			
VIII week lectures	I test/exam.			
VIII week exercises	Analysis of the results achieved on the first mid-term exam. Essay presentation.			
IX week lectures	Relationship between politics and educational planning.			
IX week exercises	Analysis of both meaning and characteristics of competence-directed education and of education based on its results.			
X week lectures	Research of educational politics.			
X week exercises	Essay presentation.			
XI week lectures	Managing of educational system.			
XI week exercises	Essay presentation.			
XII week lectures	Reforming of educational system.			
XII week exercises	Analysis of defining the outcomes of learning and their characteristics.			
XIII week lectures	School in reform of education.			
XIII week exercises	Essay presentation.			

**ECTS catalog with learning outcomes**  
**University of Montenegro**

XIV week lectures	Infrastructure of educational system.					
XIV week exercises	Analysis of the structure of educational system in Montenegro. Synthesis of curriculum for the second mid-term exam.					
XV week lectures	II test /exam.					
XV week exercises	Analysis of the results achieved on the second mid-term exam. Essay presentation.					
<b>Student workload</b>	Per week 5 ects x 40/30 = 6 hours 40 min Structure: 3 hours of lectures 1 hours of the exercises 2 hours and 40 minutes of individual work and consultations					
<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 obligated to attend classes, participate in debates, and take two tests. Students are writing one essay and participate in a debate after the presentation of the essay.			
<b>Consultations</b>			On thursdays 14.00 a.m.			
<b>Literature</b>			Pastuović, N.,(1999) Edukologija, Znamen, • Kvalitetno obrazovanje za sve – put ka razvijenom društvu, (2002) Ministarstvo prosvete, Beograd; . Despotović, M., (2010): Razvoj kurikuluma u stručnom obrazovanju, Filozofski fakultet, Univerzitet u Beograd			
<b>Examination methods</b>			It is garded: - Two tests with 20 points (total 40 points) , - Activity during classes and participation in debates 3 points,,: Essay 8 points - Final Exam 49 points. - Passing grade is given if one collects minimum of 51 point.			
<b>Special remarks</b>						
<b>Comment</b>			The plan of accopmlishment of the curriculum by themes and segments will be given to students at the beginning of the term.			
<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