



SYLLABUS
SUBJECT INFORMATION FORM
MODERN TENDENCIES IN EDUCATION

Basic information about the subject	
Academic unit	FACULTY OF EDUCATION
Subject name	Modern tendencies in education
Name of the study program	Basic program
Level of study	Bachelor
Case status	Optional
Year of study	V semester
Weekly pool of hours	2+1
Number of ECTS points	4
Place and time of teaching	Friday 10am-12pm, room 148
Teacher:	Prof.Assoc.Dr. Soner YILDIRIM
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Description of the subject	The preparation of young people for everyday life in a multicultural reality as well as their acceptance of responsibility for future development are the foundations of defining and establishing European education. This kind of education should provide and enable: education of young people that will enable them to gain in their personal life, to create a positive and realistic image of themselves, which they will realize in personal, social and common situations; preparation for work, which should enable a broad view of work, including insight into the nature and forms of work and work experience.
Objective of the course	The central theme and the gain of students in studying and researching is the formation of an image of the amount of use of information technologies and modern educational techniques and teaching aids in education. Determining the quality and quantity in the teaching educational process. The use of deductive methods in research through which conclusions are drawn based on the breakdown of the whole into several elements. Our interest and curiosity in this area is stimulated by the fact that on the one hand science is rapidly developing and new knowledge is activated, and on the other on the other hand, the practical application of that knowledge is difficult and insufficiently used and



	applied. That process and wave of changes in education is a strong motive for our further studies.		
Learning outcomes	-Explains the fundamental concepts and theoretical foundations of contemporary trends in education (digitalization, student-centered learning, lifelong learning, etc.). -Describes the reasons for the emergence of contemporary approaches in education and their impact on educational systems. -Interprets current national and international developments in the field of education from a scientific perspective. -Analyzes and compares different theoretical and practical sources related to contemporary trends in education. -Develops solutions to educational problems based on contemporary approaches and trends. -Plans scientific or professional studies grounded in innovative approaches to education. -Applies contemporary trends effectively and consciously in professional practice. -Conducts research and project work in the field of education in accordance with scientific and ethical principles. -Contributes to the solution of social and pedagogical problems in the education system by drawing on contemporary approaches.		
Students ' workload for the course (aligned with the learning outcome)			
Activities	Classes	Days/Sundays	In total
Lectures	2	15	30
Theoretical/laboratory exercises	1	10	10
Practical work	1	10	10
Contacts with lecturers/consultations	1	5	5
Field exercises	2	5	5



Colloquiums/seminars	2	10	20	
Homework	2	5	10	
Independent student work (in the library, at home, etc.)	1	10	10	
Final preparations for the exam	1	5	5	
Past period, success (tests, quiz, final exam, etc.)	1	5	5	
Projects, presentations, etc.	2	10	15	
In total			125 hours (5 ECTS)	
Teaching methodology	Presentation of the teaching topic in Power Point Student case or assignment (during exercises) related to the taught topic Renewal of the intended topic from a specific group students, analysis and discussion			
Valuation methodology	Knowledge check - criteria			
	Criterion	Maximum number of points	Minimum points to pass	%
	Attendance and activity at lectures	5	3	5
	Presence and activity in the laboratory	5	3	5
	Knowledge tests – I colloquium	20	12	20
	Knowledge tests - II colloquium	20	12	20
	seminar paper,	10	6	10
	Final test	40	24	40
	In purchase	100	60	100
Literature				

Basic literature	<i>Beničić, K., Čižmar, T., Ivanović, M., Korenić, J., (2010). The role of mass media in raising children. University of Rijeka.</i> <i>Furlan, I. : (1966), Getting to know, examining and evaluating students. Zagreb: Pedagogical-literary choir</i> <i>Kadum S. Brajković D.: Monitoring, checking. Methodological horizons 2(2007)2 50</i> <i>M. Kadumović., Improving the quality system in education. Contemporary e-SCHOOL 2021.</i> <i>Danilović M. (1996), Contemporary Educational Technology, Institute for Pedagogical Research, Belgrade</i> <i>Vilotijević M. and Mandić D. (2015), Management of developmental changes in educational institutions, Faculty of Education, Belgrade</i>
Additional reading	<i>Vilotijević M. and Mandić D. (2016), Informatics - developing teaching in an efficient school, Faculty of Teachers, Belgrade</i> <i>L. Mađžar:, The role of knowledge and education in contemporary sustainable democratic and social trends. 2019.</i>

Plan of teaching work		
Sunday	Lectures/ Teaching unit	Exercises
<i>First Sunday:</i>	Individualist and interactionist tendencies _	Individualist and interactionist tendencies _
<i>Second Sunday:</i>	Evaluation objectives	Evaluation objectives
<i>Third Sunday :</i>	Evaluation components	Evaluation components
<i>Fourth Sunday:</i>	Effects of teaching work	Effects of teaching work
<i>Fifth Sunday:</i>	Grade	Grade
<i>Sixth Sunday :</i>	First intermediate assessment	Exercise
<i>Seventh Sunday:</i>	Organization of the value system	Organization of the value system
<i>Eighth Sunday:</i>	Perceptive abilities	Perceptive abilities
<i>Ninth Sunday:</i>	Knowledge and values	Knowledge and values



<i>Tenth Sunday:</i>	Teacher preparation for classes	Teacher preparation for classes
<i>Eleventh Sunday:</i>	Problem solving	Problem solving
<i>Twelfth Sunday:</i>	Second intermediate assessment	Test types
<i>Thirteenth Sunday:</i>	Evaluation of knowledge and assessment of students	Evaluation of knowledge and assessment of students
<i>Fourteenth Sunday:</i>	Grading	Grading
<i>Fifteenth Sunday:</i>	Evaluation of knowledge and assessment of students	Evaluation of knowledge and assessment of students
Academic policy and code of conduct		
Obligation of students: First of all, the student should be responsible and respect the institution and the rules of schooling. The schedule of lectures and exercises should be respected and be attentive in class. During the preparation of the seminar paper, the student should follow the instructions given by the lecturer on implementation, research and technical preparation. For each teaching topic, the material must be available to students.		