

## Specification of courses for the book of courses

<b>Study program</b>		Preschool Teacher	
<b>Module</b>		/	
<b>Type and level of studies</b>		Basic vocational studies - 1st level study program (professional bachelor degree)	
<b>Name of the subject</b>		Didactic Tools in the Preschool	
<b>Teacher (for lectures)</b>		/	
<b>Teacher/associate (for practical classes)</b>		Biljana Vujasin	
<b>Teacher/associate (for other forms of teaching)</b>		/	
<b>Year of study when the component is delivered</b>		1	
<b>Semester/trimester when the component is delivered</b>		1	
<b>Number of ECTS</b>	3	<b>Status of the course (compulsory/optional)</b>	optional
<b>Condition</b>		/	
<b>Goal of the course</b>	Introduce students with the pedagogical values of didactic resources and materials, the scope of modern educational technology and the importance of the Internet and social media suitable for educational work in preschool institutions. Media literacy and development of a critical attitude towards media production and analysis and interpretation of media messages.		
<b>The outcome of the course</b>	After the course, students will be able to: introduce the development and division of didactic means and other sources of knowledge; point out the advantages and disadvantages of using certain didactic tools; show the reach of modern IT; understand the importance of pedagogical values of didactic means, materials and various multimedia sources of knowledge; discuss media production, media messages and their impact on preschool children.		
<b>Course content</b>			
<b>Theory classes</b>	/		
<b>Practical classes (other forms of teaching, research work during the studies)</b>	Development and division of educational resources; Pedagogical values of didactic means and sources of knowledge; Sources of knowledge in children's activities; Didactic material; Didactic means; Visual means of communication and learning; Sound as a source of knowledge and instrument of play. Multimedia sources of knowledge; New information technology and modernization of educational work in kindergartens; Analysis and interpretation of media messages; Media education and media literacy.		
<b>Bibliography</b>			
1 Стевановић, М. (2004): <i>Предшколско дијете за будућност</i> (стр. 88-110). В. Топлице. Тонимир.			
2 Вујасин, Б. (2011): <i>Application of web portals in the spread of educational innovations</i> . Тим. Ром.			
3 Хабмаир, Х. и сар. (1997): <i>Васпитавање помоћу медија и руковање медијима</i> . БГД, <i>Инов. у наст.</i> , 2.			
4 Вилер, Л. Џо. (2008): <i>Даљински контролисани</i> . Београд: СГ-Вили.			
5 Маркоска, Д. (1998): <i>Аудио-визуелна средства у вртићу</i> . Шабац. ВШВ.			
<b>Number of active classes per week during a semester/trimester/ year</b>			
<b>Lectures</b>	<b>Practical classes</b>	<b>Research work during the course</b>	<b>Other classes</b>
0	2		
<b>Teaching methods</b>	Comparison, interactive learning, demonstration, interpretation, discussion on a predefined topic, practical work and search for information on the Internet.		
<b>Mode of delivery</b>		face-to-face	
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
<b>In class activity</b>	/	<b>Written exam</b>	/
<b>Practical classes</b>	30	<b>Oral exam</b>	40
<b>Colloquium</b>	10		
<b>Seminar papers</b>	20		
<b>Language of instruction</b>	Serbian/English		