



Report on group tasks of the participants of the workshop Strengthening pedagogical and teaching competencies in higher education institutions

The workshop was held at the Faculty of Philosophy in Niš, from December 20th until December 24th, 2021. It consisted of three major themes divided into subthemes. The participants were assigned **three tasks** with every task requiring practice in one of the main themes. The tasks with the detailed instructions and support materials were shared with the participants via shared google documents. The trainers were available for consultations during the scheduled online sessions in January and via email. The participants worked in pairs or groups of three as they were instructed, and they were free to choose with whom they would cooperate. All the groups did their tasks successfully and we had 25 participants divided into 17 groups or pairs. The list of participants is at the end of this Report.

The first task aimed at understanding the theoretical background of contemporary university teaching defined through constructivism, and at application of the theory in two realms of their teaching: defining goals and evaluation. The participants were expected to define their course outcomes in terms of competences and then to choose one or more evaluation techniques, instruments or tools that will best evaluate the students' achievement in the realm of the defined competences.

All the participants finished the task very successfully and could explain their definitions of outcomes and the choice of evaluation techniques and support them with valid arguments. In defining outcomes, the participants used Bloom's revised taxonomy and the list of verbs he recommends as a helping tool. The outcomes were always chosen in accordance with the level of study the courses were meant for. For evaluation they most often chose rubrics, but in some cases, they chose portfolio or other techniques and instruments typical of Constructivist approach. All the participants recognized how these forms of evaluation could help the students to improve their knowledge and competences, and their value for their own teaching process.

Trainer and consultant for this task was prof. Jelena Petrović.

The second task was aimed at practicing the teaching methods. In this case, the participants practiced implementation of the problem-solving method in teaching and using a mental mapping technique during the teaching process. They were expected to choose any teaching unit from their scientific area or their teaching subject and to make a complete lesson plan that will include problem-solving method. The participants could use the lesson plan template provided by the trainer. In the second part of the task, participants were asked to make a mental map or conceptual map on one of the key or most popular

topics in their teaching subject. They were instructed to use one of the online tools they were presented with during the workshop. The recommended tools were Coggle, Miro, MindMeister, Ayoa, Stormboard, Cacao, Xmind, Creately, Simplemind.

All the participants implemented the problem-solving method very successfully. They found it very useful and interesting to use and their overall impression was that they were inspired to use problem-solving in their further teaching. The presentations and discussions on the second part of the task were interesting and informative since the participants used different tools and shared their experiences on which tools were easier, which gave more possibilities and where they had found limitations. The best rated were MindMeister and Ayoa.

Trainer and consultant for this task was prof. Dragana Jovanović.

The third task was in the realm of developing good communication in classroom. The task aimed at creating a plan for the application of one of the active listening techniques on the selected topic from the syllabus of a certain subject. The participants were offered a template for creating a lesson plan that was supposed to include general information on the subject, topics and work methods. The main part of a lesson plan was to specify the content of the topic on which the active listening technique will be applied, including a detailed description of the procedures, tasks, questions, etc.

All the participants were very dedicated to the task and very efficiently answered the assignments. They made a very detailed plans and included adequate questions and behaviors that supported active listening in classroom. Quality of the completed assignments and creative approaches they used, proved that they completely mastered the techniques of active listening, and that they were ready to use them in their everyday teaching. The most popular techniques among the participants were: paraphrasing, summarizing, asking questions, encouraging and facilitating.

Trainer and consultant for this task was prof. Marija Jovanović.

The list of participants who successfully finished their tasks:

1. Tatjana Anđelković
2. Milica Dimitrijević
3. Aleksandra Kapešić
4. Marija Cvetković
5. Jelena Mitrović
6. Jelena Matejić
7. Jelena Ignjatović
8. Ivana Kostić Kokić
9. Emilija Pecev Marinković
10. Aleksandar Milenković



11. Ivana Stamenković
12. Dušan Stamenković
13. Dušan Aleksić
14. Milica Đorđević
15. Ljiljana Skrobić
16. Milan Jovanović
17. Nemanja Vučićević
18. Jelena Stevanić
19. Slađana Dimitrijević
20. Ana Kaplarević Mališić
21. Ivana Radojević
22. Nenad Stanojević
23. Bojana Pucarević
24. Dušica Ljubinković
25. Natalija Stevanović