

TRAINING REPORT

University of Niš, Faculty of Philosophy

December 2021 – January 2022

The pedagogical training for the teaching staff of Serbia and Albania was held from the 20th until the 24th of December 2021. The training was realized in-person for all the participants that had the ability to come to the University of Nis, Faculty of Philosophy. For those that were unable to visit Nis, the training was held online, as well, through the Lifesize video-conferencing system financed through the project funds. Trainees from Kragujevac followed the training via Lifesize purchased for their university, while the others (people from Belgrade, Novi Sad and Albania) followed the events online through the Lifesize application via a link. There was a slightly lower attendance of trainings by people from Albania, because the events took place during the week just before their Christmas holidays.

During the pedagogical training, we had a pleasure to engage with three teachers.

Prof. Jelena Petrovic held the first part of the training, titled: Constructivism – theory behind practice. The goals of this training were the adoption of constructivist-oriented way of working, techniques and learning in higher education. We have met with different methods of teaching in constructivist-oriented ways, talked about the importance of rubrics during both self-evaluation and the evaluation of students, learning competences and teaching competences in accordance with Blum's taxonomy. After the training, we have acquired the knowledge to identify the basic aspects of constructivist theory in higher education, to define the goals and which methods to use during self-evaluation in the teaching process. After the training, we were given a homework exercise which should accompany the work done during classes and show us the methods to apply the acquired knowledge in our everyday working conditions.

The second training was held by prof. Dragana Jovanovic over the span of two days, covering two themes. The first of them was: Combining traditional and contemporary methods in didactic and methodic modeling of teaching. We first got to realise the differences between traditional and innovative teaching techniques and methods and then talked about Psychological, epistemological, and didactic values of problem-solving. The lecturer had prepared for us many interesting examples by the usage of pictures, video material and films, which made the training even more interesting. As a second topic, the lecturer chose:



Modalities of mental mapping method in lecturing and teachers' preparatory work. We discussed about ways that mental maps could improve the process of finding a solution to a given problem when they are the most applicable and how to implement them in higher education. We learned about various tools which can help us to create mental maps, depending on the given problem. After the training, our homework was to create a mental map for a class unit of choice.

The third training, titled: Effective pedagogical communication in higher education, was held by prof. Marija Jovanovic. This outstandingly interactive training presented to us the techniques and flaws of the process of active listening. Exercises meant to help us realise which of the mentioned techniques should we use in each situation. After that, we discussed the interaction in lecturing communication. We were presented with various methods of communication, the advantages/disadvantages of which we then got to realise and comment on through playful conversations. The training seems to have been received well, since everyone was actively and happily participating in the exercises. For our homework, we analysed one of the courses we teach on and spotted each technique of communication and active listening we were using, as well as those that we should include in the future to further improve our quality of teaching.

In conclusion, all trainings provided an interesting and new experience for the participants. The lecturers gave their all to pay equal attention to those tuning in online as to the participants in the conference room. They have also prepared a great number of interesting examples and useful exercises which served to solidify the theoretical knowledge acquired by the participants. It seems that each participant left the training feeling warmed by positive energy, motivation and excitement to start improving their teaching competences.