

WP 3.2



Erasmus+ Programme

of the European Union

DECEMBER 20th - 24th, 2021 JANUARY 12th, 2022

PEDAGOGICAL TRAINING
University of Niš,
Faculty of Philosophy



of the European Union

Strengthening Teaching Competences in Higher Education in Natural and Mathematical Sciences

598434-EPP-1-2018-1-RS-EPPKA2-CBHE-JP (2018-2467)

Strengthening pedagogical and teaching competencies in higher education institutions

Jelena Petrović, Marija Jovanović and Dragana Jovanović



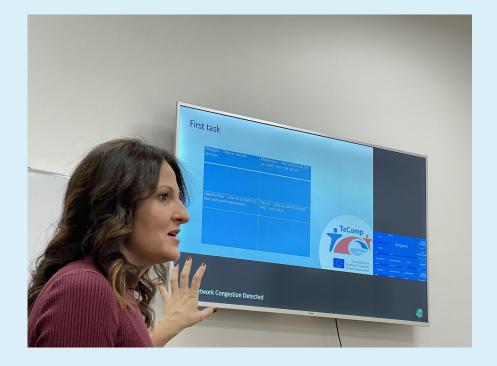
Pedagogical training for teaching staff of Serbia and Albania

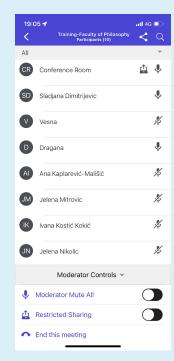
- held from the 20th until the 24th of December 2021
- in person and via Lifesize video-conferencing system financed by TeComp project.
- Trainees from Kragujevac followed the training through the Lifesize purchased for their university,
- others (from Belgrade, Novi Sad, Albania, even from Nis) followed the events online via the Lifesize application.





Slightly lower attendance – by people from Albania
REASON: the events took place just before their Christmas holidays
31 professors and assistants were following the training, 2 of which were from Albania







TEACHERS (TRAINERS)



JELENA PETROVIĆ

- Associate Professor, Department of Pedagogy, Faculty of Philosophy, University of Niš
- PhD thesis "Cognitive and Emotional Education in New Education Movement from the Beginning of the 20th century"
 - -gained at the Faculty of Philosophy, University of Novi Sad
- She made a six-month study visit in USA
 Her professional interests encompass following themes:
- History of education
- Leisure time education
- Contemporary educational theories



TEACHERS (TRAINERS)



MARIJA JOVANOVIĆ

- Associate Professor, Department of Pedagogy, Faculty of Philosophy, University of Niš
- PhD thesis "Characteristics of Descriptive Assessment and the Quality of Pedagogical Communication in Primary School Teaching"
 - -gained at the Faculty of Philosophy, University of Novi Sad

Her professional interests encompass following themes:

- Didactics
- Didactics for Gift students
- Docimology
- Pedagogical communication



TEACHERS (TRAINERS)



DRAGANA JOVANOVIĆ

- -Professor assistant, Department of Pedagogy, Faculty of Philosophy, University of Niš
- PhD thesis in Pedagogical and Andragogocal sciences
- "Teachers' leadership styles and teaching effectiveness"
 - -gained at the Faculty of Philosophy, University of Belgrade
- Her professional interests encompass following themes:
- Adult education
- Educational leadership and management
- Quality of teaching and learning





Constructivism – theory behind practice

was the first part of the training- Prof. Jelena Petrovic Main goals:

- adoption of constructivist-oriented way of working,
- techniques and learning in higher education

What was presented?

- Different methods of teaching in constructivist-oriented ways,
- Importance of rubrics during both self-evaluation and the evaluation of students' learning competences and teaching competences in accordance with Blum's taxonomy.



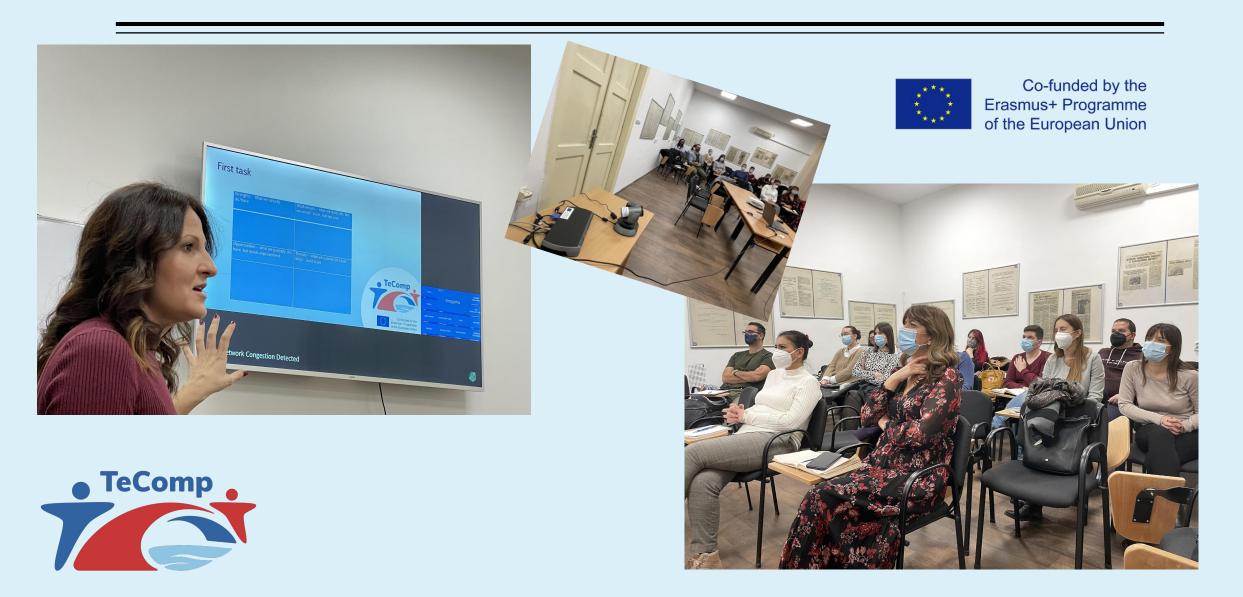
Constructivism – theory behind practice

Which is the expected knowledge that the participants should acquire?

- Identifing the basic aspects of constructivist theory in higher education,
- Defining the goals and type of methods to be used during self-evaluation in the teaching process.

After the training

- trainies were given a homework exercise which should accompany the work done during classes and show the application of the acquired knowledge in their everyday working conditions.

















Combining traditional and contemporary methods in didactic and methodic modeling of teaching

was the first topic- Prof. Dragana Jovanović

Main goals:

- realising the differences between traditional and innovative teaching techniques and methods,
- techniques for psychological, epistemological, and didactic values of problem-solving

What was presented?

 many interesting examples by the usage of pictures, video material and films



Modalities of mental mapping method in lecturing and teachers' preparatory work

was the second topic- Prof. Dragana Jovanović

Main goals:

- Improving the process of finding a solution to a given problem by usage of mental maps
- learning how to find themes where mind maps are the most applicable and how to implement them in own subjects

What was presented?

 various tools which can be of help in creation of mental maps, depending on the given problem



After the training

- trainies were given a homework to create a mental map for a class unit















Effective pedagogical communication in higher education

was the third part of the training- Prof. Marija Jovanović What was presented?

- techniques and flaws of the process of active listening
- various methods of communication
- simulations of advantages/disadvantages through different playful conversations helpful to realise and comment on through playful conversations



Main goals:

- exercises meant for realising which of the mentioned techniques should be used in each situation,
- discussion on the interaction in lecturing communication
- realising and comments on different communication types through playful conversations

After the training

- trainies were given a homework to analyse one of the courses they teach on and spot each technique of communication and active listening they learned



















Strengthening pedagogical and teaching competencies in higher education institutions

The participants were assigned three tasks – requiring practice in one of the main themes

Detailed instructions and support materials – shared with the participants via shared google documents

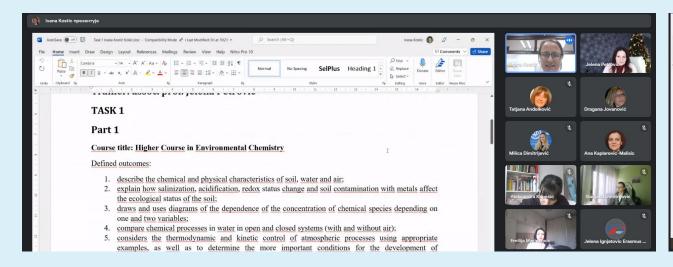
The trainers were available for consultations during the scheduled online sessions in January and via email.

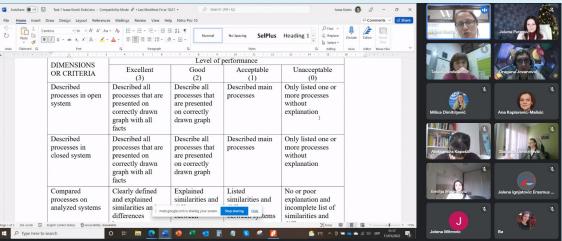
Trainies worked in pairs or groups of three as they were instructed 25 participants divided into 17 groups or pairs did their tasks successfully



The first task aimed at understanding the theoretical background of contemporary university teaching defined through constructivism

The trainies 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.



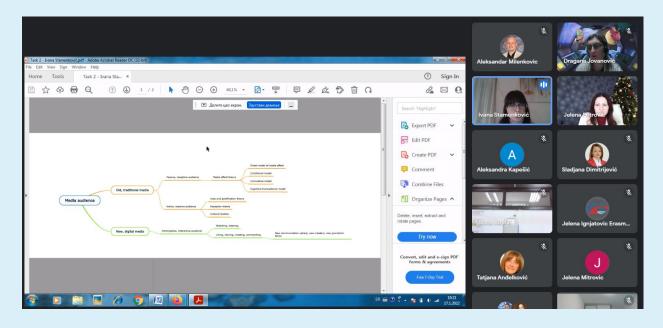




The second task was aimed at practicing the teaching methods.

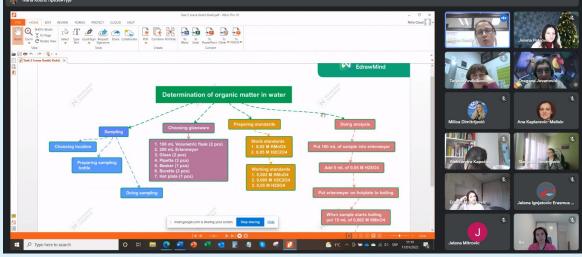
The trainies were expected to choose any teaching unit from their scientific area or their teaching subject and to make a complete lesson plan that will include problem-solving method.

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 by usage of some of recommended tools: Coggle, Miro, MindMeister, Ayoa, Stormboard, Cacoo, Xmind, Creately, Simplemind.







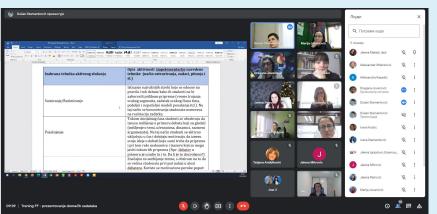




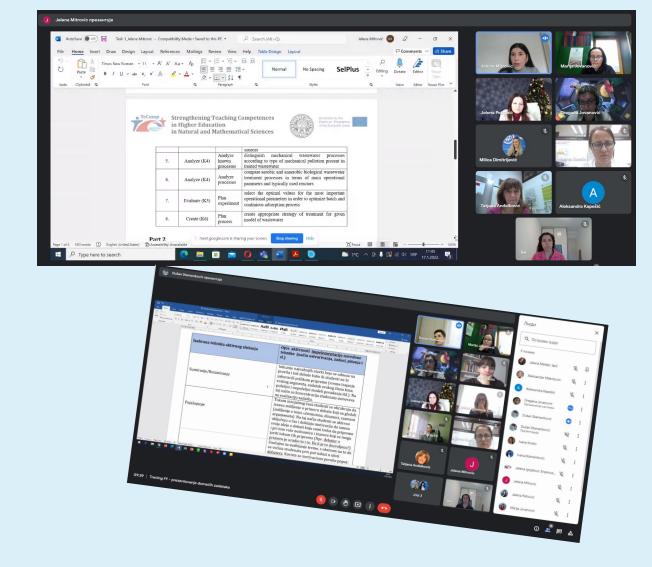
The *third task* was in the realm of developing good communication in classroom.

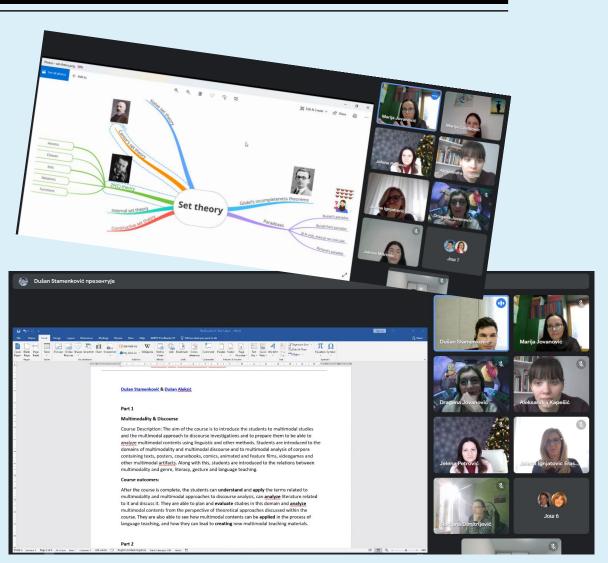
The task aimed at creating a plan for the application of one of the active listening techniques on the selected topic from the syllabus of a certain subject.

The main part of a lesson plan was to specify the content of the topic on which the active listening technique will be applied













All the participants finished the tasks successfully and could explain their definitions of outcomes and the choice of evaluation techniques and support

them with valid arguments, implemented the problem-solving method successfully, used different tools for mind map construction and made a very detailed plans and included adequate questions and behaviors that supported active listening in classroom.



All trainies who successfully finished the tasks received certificates.





It seems that each participant left the training feeling warmed by positive energy, motivation and excitement to start improving their teaching competences.