



UNIVERSITY OF SARAJEVO – FACULTY OF ISLAMIC STUDIES
Methodology of Religious Education II

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| Course code: INRP 2414 | Course name: Methodology of Religious Education II | | |
| Cycle: I | Study year: IV | Semester: VIII | ECTS: 5 |
| Study mode: Obligatory | | Total hrs. number: 60 Lectures: 2 Practical exercises: 1 Seminars: 1 | |
| Teaching participants | Assoc. Prof. Dina Sijamhodžić - Nadarević, PhD Ahmed Čolić, MA, asiss | | |
| Enrolment preconditions: | - | | |
| Course goal(s): | Mastering basic teaching skills. Training students to monitor and evaluate teaching. Enabling students for quality and creative preparation of teaching preparation. Enabling students for practical performance of classes within the methodical practice in preschool, primary and secondary school. | | |
| Thematic units: <i>(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)</i> Lectures and Exercises | <p>The course is designed in a way to provide students with knowledge of basic teaching skills in religious teaching (planning, articulation/performance, management and flow of the lesson, create a classroom atmosphere, management of discipline in the classroom, assessment of student progress) and the principles of methodical work of religious education in preschool institutions, primary and secondary schools. Within the course, students are preparing for the preparation of teaching preparation and conducting demonstration classes in the framework practicum.</p> <ol style="list-style-type: none"> Introduction to the program, mode of operation and responsibilities. Lesson planning and preparation (theoretical assumptions). <i>Introduction to the program, mode of operation and responsibilities. Analysis of appropriate teaching preparations.</i> Lesson planning and preparation (theoretical settings). <i>Work in groups with students within the workshop (analysis of appropriate teaching preparations).</i> | | |



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| | <ol style="list-style-type: none">3. Lesson planning and preparation (analysis of teaching preparations with students). <i>Work in groups with students within the workshop (analysis of appropriate teaching preparations).</i>4. Articulation / performance, guidance and course of the lesson and creating a class atmosphere. <i>Analysis of appropriate texts and practical illustrations.</i>5. Task / maintain student attention on the educational history. <i>Analysis of appropriate texts and practical illustrations.</i>6. Assessing student progress. <i>Analysis of knowledge tests (on examples knowledge tests).</i>7. Didactic-methodical design of textbooks and preparation of teaching preparations. Analysis of religious textbooks, textbooks of other subject areas and Fig.). <i>Working in groups with students in the workshop (analysis of textbooks, creation of group teaching prepares students about assigned topics and presentation).</i>8. Assessment of students' knowledge (preparation of teaching preparation).9. Methodology of preschool religious education (principles and settings). <i>Analysis of relevant texts.</i> <i>Reference-co-reference exercise.</i>10. Hospitation/Observation of the actual process of religious education and religious instruction in preschool institutions and conducting classes. Monitoring the performance of classes in schools. <i>Hospitality classes and monitoring the performance of classes in schools.</i>11. Methodology of primary religious education (principles and settings). <i>Analysis of relevant texts.</i> <i>Reference-co-reference exercise.</i> |
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| | <p>12. Hospitation/Observation of the actual process of religious education and religious instruction in primary school and conducting classes. Performance monitoring classes in schools.</p> <p><i>Hospitality and monitoring of classes in schools.</i></p> <p>13. Methodology of secondary religious education (principles and settings).</p> <p><i>Analysis of relevant texts.</i></p> <p><i>Reference-co-reference exercise.</i></p> <p>14. Hospitation/Observation of the actual process of religious education and religious instruction in high school and conducting classes. Tracking class performance in schools.</p> <p><i>Hospitality classes and monitoring the performance of classes in schools.</i></p> <p>15. Summarizing the achieved results, self-assessment and mutual evaluation. Final examination of students' knowledge (test and oral exam).</p> |
| <p>Learning outcomes:</p> | <p>Theoretically interpret basic teaching skills in religious teaching and the principles of methodical teaching work in pre-school, Primary and Secondary Education.</p> <p>Hospitate and evaluate the quality of performance of the teaching time (make a diary practice of class observation and observation hours in the performance of the teachers in the school).</p> <p>Develop quality and creative teaching preparation for the subject of religious education / religious instruction.</p> <p>Practically inform the classes within the methodical practice in the preschool institution, primary and secondary school.</p> <p>Demonstrate basic teaching skills in religious teaching in the course of their own performance trial hours.</p> |
| <p>Teaching methods:</p> | <p>Lectures, Seminars, Workshops, Exercises, Team work, Independent tasks, Internet, Consultations, Mentoring work, Research, Presentations, Practical work</p> |
| <p>Knowledge assessment methods with grading system¹:</p> | <p>1. Hospitality 5 hours in the mekteb and making a diary of methodical practice; Four written teaching preparations (individual) and</p> |

¹ The system of points and the grading criteria for each subject shall be defined by the organizational unit's Council prior to the commencement of the academic year in which the teaching activity is performed in accordance with the Article 64, paragraph 6 of the Sarajevo Canton Law on Higher Education.



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| | <p>performance of four hours within the methodological practices (mekteb, kindergarten, primary and secondary school) – 50%</p> <p>2. Final exam (written and oral) – 50%</p> |
| <p>Literature²:</p> | <p>Mandatory:</p> <ol style="list-style-type: none">1. Ćatić, R. & Pehlić, I. (2004). <i>Methodology of teaching Islamic religious education</i>. Islamic Pedagogical Academy in Pupils. (pp. 185-256.)2. Kyriacou, Chris (1995). <i>Basic teaching skills</i>. Educa, Zagreb. (whole book)3. Stevanovic, M. (2001). <i>Preschool pedagogy 1</i>. R&S, Tuzla. (pp. 121-227); <i>Preschool pedagogy 2</i>. R&S, Tuzla. (pp. 163-225.)4. Terhart, E. (2001). <i>Teaching and learning methods</i>. Educa, Zagreb. - (whole book) <p>Additional:</p> <ol style="list-style-type: none">1. Andrilović, V. (2001): <i>Independent learning</i>. Jastebarsko, Naklada Slap, Zagreb.2. Annette L. Breaux, Brandt L. Susan (2011). <i>101 "Answers" for New Teachers & Their Mentors: Effective Teaching Tips for Daily Classroom Use</i>. Eye on Education, Larchomnt NY.3. Bežen, Ante (2008): <i>Methodology science of teaching the subject</i>, Faculty of Teacher Education, Zagreb.4. Bognar L., Stumpf, B. (1998). <i>Elementary school model</i>. Parents' Association "Step by Step", Zagreb.5. Bognar, L. and Matijević M. (2005). <i>Didactics</i>. Školska knjiga, Zagreb.6. Bratanić, Marija (1997): <i>Encounters in teaching - micropedagogical approach</i>. Školska knjiga, Zagreb. |

² Acting on behalf of the higher education institution as a public institution, the Senate or organizational unit Council respectively, shall define the mandatory and recommended textbooks and manuals list as well as the other recommended literature as a basis for preparing and taking the examination by rendering a special Decision which is to be published on their websites before the start of the academic year in accordance with the Article 56, paragraph 3 of the Sarajevo Canton Law on Higher Education.



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7. Bunčić, K., Ivković, I. and others (1994): *Playing next to yourself - 102 games for group work*. Alinea, Zagreb.
8. Cowley, S. (2006). *Secrets of successful classroom work - Skills, techniques and ideas*. Školska knjiga, Zagreb.
9. Grgin, T. (2001). *School assessment of knowledge*. Jastrebarsko: Naklada Slap, Zagreb.
10. Ivancic, Dj. (2010). *Differentiated teaching in an inclusive school*. Alka script, Zagreb.
11. Jankovic, P., Rodic, R. (2002). *School pedagogy*. Faculty of Teacher Education, Sombor.
12. Jensen, E. (2004). *Different brains, different students: How to reach those who are hard to reach*. Educa, Zagreb.
13. Jensen, Eric (2003): *Super Teaching*. Educa, Zagreb.
14. Jurčić, M. (2012): *Pedagogical competencies of a modern teacher*. Recedo, Zagreb.
15. Juric, V. (1989). *Methodology of work of a school pedagogue*. Školska knjiga, Zagreb.
16. Kamenov E. (1982). *Experimental programs for early education*. Department of Textbooks and Teaching funds, Belgrade.
17. Kamenov, E. (1999). *Preschool pedagogy - another book*. Institute for Textbooks and Teaching Aids, Belgrade.
18. Kelly, Melissa (2004): *The Everything New Teacher Book: Increase Your Confidence, Connect with Your Students, and Deal with the Unexpected*. Adams Media Corporation, MA, USA.
19. Kuburić, Zorica and Dačić, Snežana (2004): *Methodology of Religious Teaching*. CEIR, Novi Sad, Chigoja Press, Belgrade.
20. Marzano, Robert J., Debra J. Pickering, Jane E. Pollock (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. ASCD, VA, USA.
21. Marzano, Robert J., Pickering, Debra J. and Pollock, Jane E. (2006): *Teaching Strategies. How to apply nine most successful teaching strategies*. Educa, Zagreb.



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| | <p>22. Matijevic, M. (2001). <i>Alternative schools, didactic and pedagogical conceptions</i>. Tipex, Zagreb.</p> <p>23. Matijević, Milan (2004): <i>Grading in primary school</i>. Tipex, Zagreb.</p> <p>24. Matte, W. (2007): <i>Teaching Methods. 75 compact reviews for teachers and students</i>. Naklada Ljevak, Zagreb.</p> <p>25. Muminovic, H. (2013). <i>Basics of didactics</i>. CNS, Sarajevo.</p> <p>26. Pjanić. R. (2004). <i>Methodology of work in preschool education</i>. Bihać.</p> <p>27. Poljak, V. (1990). <i>Didactics</i>. Školska knjiga, Zagreb.</p> |
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