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| **Course unit**  **Descriptor** | **Faculty of Education** | | logo_UNS.png |
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| **GENERAL INFORMATION** | | | |
| **Study program in which the course unit is offered** | | **Bachelor of Arts in Primary Teacher Education** | |
| **Course unit title** | | **Leadership and group development** | |
| **Course unit code** | | **ОЗ3183** | |
| **Type of course unit[[1]](#footnote-1)** | | **Optional** | |
| **Level of course unit[[2]](#footnote-2)** | | **Bachelor** | |
| **Semester when the course unit is offered** | | **Summer /4th** | |
| **Year of study (if applicable)** | | **Second year** | |
| **Number of ECTS allocated** | | **6 ECTS** | |
| **Name of lecturer/lecturers** | | **Assistant professor Mladen Subotic, PhD** | |
| **Mode of course unit delivery[[3]](#footnote-3)** | | **Face-to-face** | |
| **Course unit pre-requisites (if any)** | | **/** | |
| **PURPOSE AND OVERVIEW (max 5-10 sentences)** | | | |
| **The aim of the course is to provide students with opportunities to analyse the complexity of leadership and groups. Special emphasis will be placed on the experience inside and outside the classroom: group dynamics, roles, norms, authority, and cooperation. Students will develop awareness of the roles, behaviour, social identity of their personality and the personality of others. They will also learn how to be an effective group (team) member and how to practice group leadership.** | | | |
| **LEARNING OUTCOMES (knowledge and skills)** | | | |
| **Upon successful completion of the course, students are expected to:**  **- be able to cooperate effectively with others and groups,**  **- be aware of their relationships with others and show understanding and empathy of the cooperative,**  **- recognize the system and its role in it,**  **- recognize the value of diversity (social identity, personality, style, approach),**  **- seek and accept reciprocity and dependence.** | | | |
| **SYLLABUS (outline and summary of topics)** | | | |
| **This course analyses the role of a leadership personality in the modern educational institution. Combining symbiotic relations between leadership and emotional intelligence in order to develop the leadership style that is the most effective in modern educational surrounding. Emphasizing on the importance of empathy, communication skills, humour, decision making in and outside of the classroom. Focusing on the current studies and the mix of reading, discussion, case studies, team exercises, and reflective exercises in order to fully understand the importance of the main segments of leadership and group development.** | | | |
| **LEARNING AND TEACHING (**planned learning activities and teaching methods) | | | |
| **Lectures and exercises are performed by interactive methods of active involvement of students, which includes individual and group work, participation in activities and discussions. Within the exercises, practical tasks are performed - problem solving required.** | | | |
| **REQUIRED READING** | | | |
| **1. Margaret Preedy, Ron Glatter, Christine Wise (2003). Strategic Leadership and Educational Improvement, The Open University,Paul Chapman Publishing, SAGE Publications Company.**  **2. Nick Foskett, Jacky Lumby (2003). Leading and Managing Education: International dimensions, Paul Chapman Publishing, SAGE Publications Company** | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | |
| **Activities during lecture (10 points); practical work (15 points); group project (25 points); reflective exercise (15 points);oral exam (35 points)** | | | |
| **LANGUAGE OF INSTRUCTION** | | | |
| **English** | | | |

1. Compulsory, optional [↑](#footnote-ref-1)
2. First, second or third cycle (Bachelor, Master's, Doctoral) [↑](#footnote-ref-2)
3. Face-to-face, distance learning, etc. [↑](#footnote-ref-3)