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TEACHING

FROM METHODS TO METHODOLOGY



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ONCE UPON A TIME...



INTRODUCTION

- **Advancement of methodology in the process of teaching transformation:**
 - Pedagogical Academy: professional practice
 - Teachers Training College
 - College of Professional Studies: integrative practice
 - Plans for future development – moving towards integrated curriculum



METHODOLOGY vs METHODS

- Methodology of teaching rather than teaching methods
- Active teaching / consonance between theory and practice
- Developmental stages in the organisation of teaching processes at a micro level



THE BEGINNINGS

DISADVANTAGES OF THE TWO-YEAR PROGRAMME 1/2:

- An uneventful programme
- There was no teacher autonomy in the realisation of the programme
- There was no necessary compatibility between the teacher training schools and pre-school institutions
- Educational tendencies were being neglected
- There was no student evaluation or quality control



THE BEGINNINGS

DISADVANTAGES OF THE TWO-YEAR PROGRAMME 2/2:

- There was no quality management of teaching and learning processes
- Systemic limitations
- Monodisciplinary approach, excessive autonomy and dissociation of teaching subjects
- Programmes were not in accord with the labour market



IMPROVEMENT PLAN

Institutional issues:

- Curriculum in accordance with teachers' professional requirements
- Reconciling opinions regarding the curriculum
- Motivating the participants of a teaching process to take part in the design of reform contents and their realisation
- Approaching the concept of active teaching through an exchange of mutual knowledge and experience
- Overcoming the problems of research and education requirements planning
- Modern didactic positioning and implementation of educational processes
- Continuous monitoring and result reevaluation



MODIFICATION OF PEDAGOGICAL PRACTICE

Underlying principles in the realisation of the programme:

1. Contribution of every single teacher
2. Pedagogical strategy directed towards professional realisation of the programme
3. Appropriate conditions which encourage student teamwork
4. Exchange of experiences as the greatest gain of the teaching process
5. Analytical insight into theoretical knowledge and practical experience



INTEGRATIVE PRACTICE

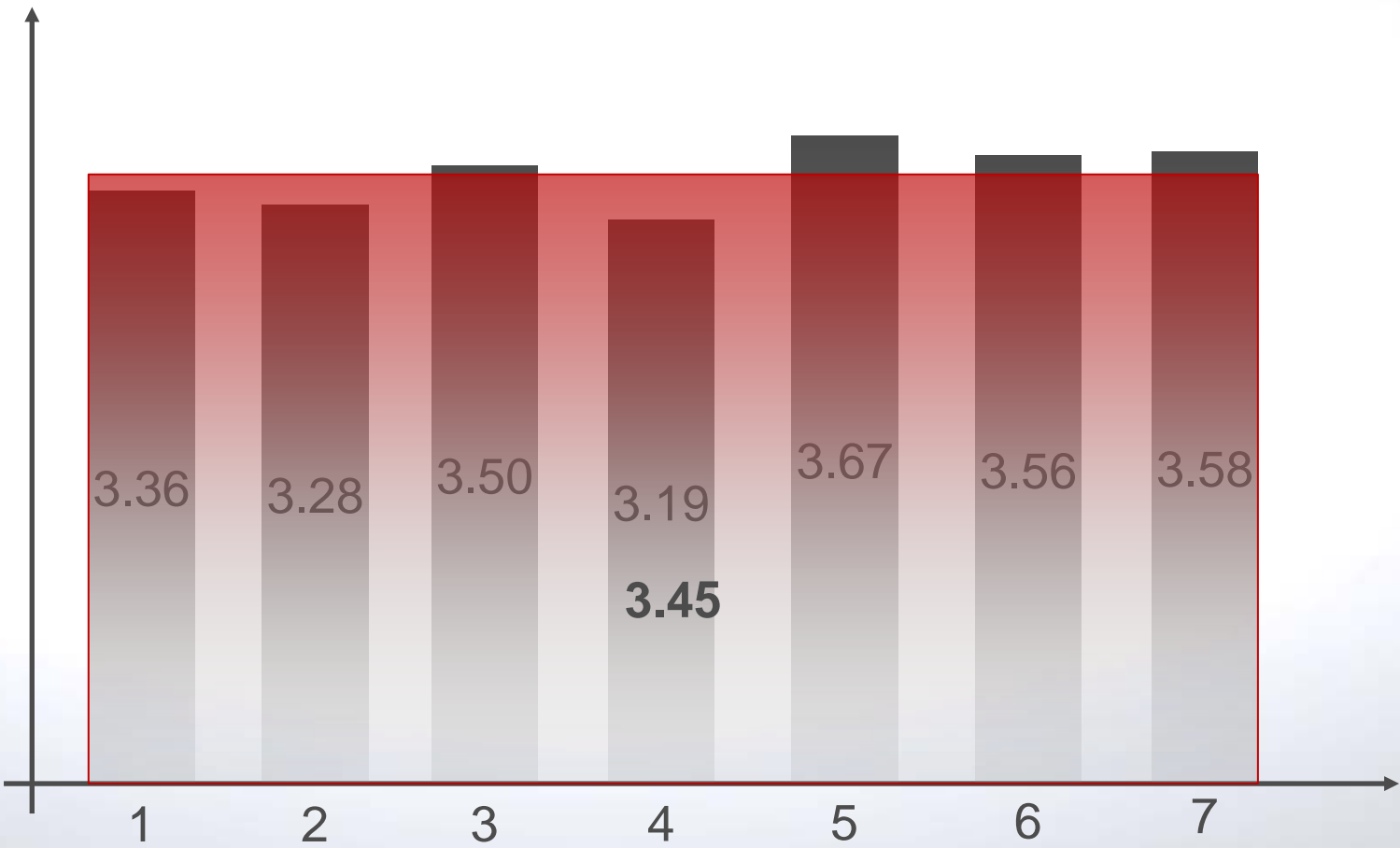
- A quintessential example of a genuine activation of lecturers, students and teachers
- Multidisciplinary approach – there should be no closing within the circle of methods
- Dealing with the methodology of teaching
- The accepted stance within our staff: it is unthinkable to separate theory and practice
- A clear vision of the future – further integration of contents and participants



EVALUATION OF THE SCHOOL AND ITS STUDY PROGRAMME

3. Teachers' knowledge of the school's study programme
66 members
institute

max: 4.0



APPLIED INTEGRATIVE PRACTICE – STUDENTS ENGAGED IN TEACHING ACTIVITIES



Appropriate and adequate implementation of the Bologna Declaration through an integrated curriculum which implies:

- correlating assignments from various disciplines instead of pursuing a stereotypical approach based on tests and term papers
- mandatory courses: **Introduction to the profession and professional practice** and **Integrative practice**
- boundaries between disciplines are flexible while the teaching process itself is based on cooperation between professors, students, pre-school teachers and various professional pre-school services



Appropriate and adequate implementation of the Bologna Declaration through an integrated curriculum which implies:

- the advantages of an integrated curriculum: it combines various forms of teaching through discovery, problem-based learning, team and individual work; it allows students to take a critical view of educational practice; it grants a higher level of objectivity with respect to student evaluation, considering the number of professors, pre-school teachers and students involved in the process of evaluation



Appropriate and adequate implementation of the Bologna Declaration through an integrated curriculum which implies:

- the contents of the courses obtain their pragmatic dimension through a holistic approach, while the students finally receive an answer to the question – why do I need all this?
- perceiving the sense and the purpose of learning leads towards more creative and innovative approach to achieving the aims of the programme, as well as towards personal professional commitment and improvement



CONCLUSIONS

- The analysis of the former approach led to the valuable data on teaching deficiencies and weaknesses
- The process of analysis yielded a plan for the reform and improvement
- The emphasis has been placed on a change of pedagogical practice as well as on an active participation of all the parties involved in the teaching process
- The reform of professional practice led to integrative practice, which has cleared a path towards further improvement in the form of integrated curriculum





THANK YOU FOR
YOUR TIME AND
CONSIDERATION!