

## Specification of courses for the book of courses

<b>Study program</b>		Preschool Teacher	
<b>Module</b>		/	
<b>Type and level of studies</b>		Basic vocational studies - 1st level study program (professional bachelor degree)	
<b>Name of the subject</b>		Culture of Dialogue	
<b>Teacher (for lectures)</b>		Ljubivoje Stojanovic, PhD	
<b>Teacher/associate (for practical classes)</b>		Ljubivoje Stojanovic, PhD	
<b>Teacher/associate (for other forms of teaching)</b>			
<b>Year of study when the component is delivered</b>		2	
<b>Semester/trimester when the component is delivered</b>		4	
<b>Number of ECTS</b>		3	<b>Status of the course (compulsory/optional)</b> compulsory
<b>Condition</b>	None		
<b>Goal of the course</b>	Familiarizing students with the importance of dialogue in all areas of interpersonal communication, with a special emphasis on the cultural and ethical principles of dialogue. Understanding differences as creative facts, not as obstacles in dialogue. Establishing the "modus vivendi" principle - "We agree that we disagree" as a necessary determinant of dialogue.		
<b>The outcome of the course</b>	After successfully completing the course, a student is expected to: 1. Recognize the culture of dialogue; 2. Create a culture of dialogue; 3. Distinguish the culture of dialogue from submission to authorities; 4. Apply in his/her work conversation as a way of solving all the issues; 5. Propose concrete procedures in interpersonal communication; 6. Organize preschool education for the culture of dialogue; 7. Evaluate strategies that encourage a culture of dialogue.		
<b>Course content</b>			
<b>Theory classes</b>	Active and passive tolerance; Follower passiveness as an obstacle to the culture of dialogue; Creative potentials of diversity; Acceptance of differences; Unconditional selflessness as a dialogical assumption; Others as our contradiction and addition; Indicators of success in dialogue; Creative responsibility in dialogue; Business honesty as a determinant of dialogue; Cultural and other differences as determinants of dialogue; Globalization and universalism; Non-burdensome and burdensome religiousness; A believer and atheist in dialogue; Family as a dialogue community; School as a creative space for dialogue.		
<b>Practical classes (other forms of teaching, research work during the studies)</b>	Within practical classes issues of tolerance and non-violence will be considered as good communication methods. Understanding the other and accept different beliefs means to be sure in your own attitude. Whereas, when we ask the other to be in line with our beliefs, this means that we have lost the creative measure. By interacting in an open debate of students on topics related to the possibilities of communication, both with the like-minded and those who are not, we will encourage learners to identify themselves as responsible intellectual elites. This means deeper involvement in all segments of life, rather than retreat to self-sufficiency. This will enable them to solve life's problems, not just to identifying them.		
<b>Bibliography</b>			
1 Стојановић, Љубивоје (2010), <i>Други и ја</i> , Завод за уџбенике, Београд.			
2 Стојановић, Љубивоје (2013). <i>Култура дијалога</i> . Вршац: ВШССВ „Михаило Палов“.			
3 Мердјанова, Ина, Бродеур, Патрице (2014). <i>Религија као покретач разговора</i> . Сарајево: Центар			
4 Карнеги, Дејл (2014). <i>Како задобити пријатеље</i> . Београд: Вулкан.			
5			
<b>Number of active classes per week during a semester/trimester/ year</b>			
<b>Lectures</b>	<b>Practical classes</b>	<b>Research work during the course</b>	<b>Other classes</b>
2	2		
<b>Teaching methods</b>	Teaching includes lectures and practical classes. After the academic presentation, a discussion will be opened on the topic which is being processed. The topic of each lecture will be announced in advance. During the course, students will be monitored and evaluated. In the course of the exercise students will do one essay on the topic of the culture of dialogue present in diverse settings. Through group and individual consultations, students can propose and ask anything that can contribute to the greater		
<b>Mode of delivery</b>		face-to-face	
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
<b>In class activity</b>	15	<b>Written exam</b>	15
<b>Practical classes</b>	20	<b>Oral exam</b>	40
<b>Colloquium</b>	10		
<b>Seminar papers</b>	/		
<b>Language of instruction</b>	Serbian/English		

Course books continue to play a significant role in EFL teaching and learning by providing useful ready-made material to both teachers and students. However, inappropriate use of course books may de-skill teachers and tire students. This paper explores the role of course books in EFL teaching and examines how teachers can make effective use of the material. It mainly applies to novice teachers and those working in centralised systems, where decisions are made by ministries and committees. The first part of the paper refers to the role of course books, their impact on teaching and learning.

Specification of the course for the Book of courses Study program  
Title of the course Teachers (for lectures) Teacher/fellow teacher (for exercises) ESPB Applied statistics Design of experiments  
Radovan Omorjan, Miroslav Ristic, Marko Nedeljkov Platon Sovilj, DuÅan RakiÅ Status of the course (obligatory (O) /elective (E)) 6 E  
Conditions Aim of the course Course outcomes The aim of this course is to. enable students to design experiments using the scientific approach. Analysis and understanding of different approaches to designing experiments. Students will be able to choose an appropriate desi 3.1. Specification of course aims The present paper mainly deals with the design of a three-series course book for ME I, ME II and ME III. By using the course book, students should be able to achieve the following aims: ĩ, To demonstrate understanding of nautical English written and oral texts ĩ, To use technical and semi-technical single/multi-word lexis ĩ, To be familiar with common Standard Marine Communication Phrases (SMCP) ĩ, To use key grammatical structures accurately and meaningfully ĩ, To complete nautical checklists and relatively short reports ĩ, To write academic.Å For example, the Model Course specifies topics like crew roles, types of vessels, safety equipment, etc for the inclusion in ME programmes. course and that remains valid from the first day of. class until the final course grade is assigned [1]. To. enrich and enhance student learning experience. throughout the duration of the course offering, a. course syllabus must be designed and developed. keeping in view the outstanding learning and.Å instrument. Almost every book published these days. is accompanied by some kind of application to. generate assessment instruments (for example view.Å govern and monitor the quality of delivery of courses. and academic programs. The data stored in this.