SYLLABUS

1. Course title:

Pedagogy II

2. Code:

3. Cycle of study:

1

4. ECTS credits:

6

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 2

9. Weekly contact hours:

9.1. Lectures:	3
9.2. Seminars:	2
9.3. Laboratory/Practice classes:	0

10. Faculty:

Faculty of Humanities and Social Sciences

11. Department/study program:

Pedagogy - Psychology

12. Lecturer:

Adnan Tufekčić

13. Lecturer's e-mail:

adnan.tufekcic@untz.ba

14. Web site:

www.ffuntz.ba

15. Course aims:

To expand students' knowledge of the basic pedagogical categories: upbringing and education. Development of the abilities of understanding, organizing and evaluating of the educaional process in the context of the theory of confluent education. Development of the profesionalization of the vocation into area of upbringing and training for educational work.

16. Learning outcomes:

Successful students, who continuously work and meet their obligations during the teaching process, will be trained to:
- the understanding of the concept of education as a pedagogical category
- the mastering of the knowledge necessary to organize educational work on the basics of the theory of confluent education
- the deliberating and analyze of the contemporary pedagogical phenomena and problems
- the applying of the basic postulates of the pedagogical work methods

17. Course content:

Basic pedagogical categories: Education
Theory of the confluent education
Structure of the confluent education
Pedagogy of games and free time in the confluent education
Principles of the confluent education
Upbringing/Education and Society
Educator - Profession and Humanity
Methods of pedagogical work
Contemporary demands of the pedagogical science

18. Learning methods:

The program contents are implemented through the following form of teaching:
- Lectures
- Seminars

The following teaching methods are used in the lectures and seminars: the oral presentation method, the dialogue method, the method of demonstration and illustration, the writing method, the working on text method.
The forms of educational work that are used in the teaching process and implementing of the course contents are following: frontal, group, paired and individual work.
The learning forms that are used in the teaching process are following: experiential, organizational and self-directed learning.

19. Assessment methods:

The knowledge and students' achievements assessment is performed through:
- The written partial exams (twice during the semester)
- The colloquium
- The oral final exam

Written knowledge tests are conducted during the semester (at the middle and at the end of semester). The questions on the written parts of exam can be in the form of an essay, test and TOT (Tasks of the Objective Type). The achievements on the written parts of exam are the integral part of the overall student achievements within the course during the semester.
The colloquium is a presentation of the student's individual reviews of three books from the extended literature, as well as, three articles from pedagogical journals that related to the subject matter. These presentations are realized in the seminars.
The oral examination is conducted at the final, corrective and final-corrective exam. The students who have reached all prerequisites and who have attended and verified the semester are entitled to access on the oral exam.

20. Assessment components:

- the attendance at the lectures maximum 3 points
- the attendance at the seminars maximum 3 points
- the activity in the teaching process maximum 4 points
- The colloquium maximum 10 points
- the written exam parts maximum 30 (15 + 15) points

Total for the obligations before the oral (final) exam maximum 50 points
- the oral examination maximum 50 points.

Total maximum score: 100. The final grade is formed on the following scale:
54-62 points rating six (6)
63-72 points rating seven (7)
73-82 points rating eight (8)
83-92 points nine (9)
93-100 points rating ten (10)

21. Required reading list:

Slatina, M. (2006) Od individue do ličnosti – Uvođenje u teoriju konfluentnog obrazovanja, Zenica: Dom štampe.
Gudjons, H. (1994) Pedagogija – temeljna znanja, Zagreb: Educa
Henting, H. (2008) Što je obrazovanje, Zagreb: Educa

22. Web sources:

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015