SYLLABUS

1. Course title:

Theories of Upbringing I

2. Code:

3. Cycle of study:

1

4. ECTS credits:

5

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 1

9. Weekly contact hours:

9.1. Lectures:	2
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 introduce students with the most important determinants of normative and empirical directions in the field of the science of upbringing (educational science) and the theories of upbringing/education. Students training for the understanding and explaining of upbringing phenomena in the context of the mentioned theoretical directions and orientations.

16. Learning outcomes:

Successful students, who continuously work and meet their obligations during the teaching process, will be trained to:
- the understanding the context of the emergence and development of the particular theoretical directions in the science of upbringing
- the mastering and applying of the research methodology in the field of upbringing that inherent in certain theoretical directions
- the understanding of the contribution of particular theoretical approaches to pedagogical practice and the application of the most important settings of various directions in science on upbringing in pedagogical practice.

17. Course content:

The introducing with the notions "Science on Upbringing" and the basics categorical concepts.
Science on upbringing as a normative discipline
Empirical science on upbringing
Critical rationalism and science on upbringing
Behaviorist science and practice of upbringing
Quantitative methodological paradigm in the science on upbringing
Critical review of the normative and empirical directions in the theories of science on upbringing

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 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 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 5 points
- the attendance at the seminars maximum 5 points
- the activity in the teaching process up to 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:

König, E i Zedler, P. (2001) Teorije znanosti o odgoju – uvod u osnove, metode i praktičnu primjenu, Zagreb: Educa
• Gudjons, H. (1994) Pedagogija – temeljna znanja, Zagreb: Educa
• Lenzen, D. (2002) Vodič za studij znanosti o odgoju, Zagreb:Educa

22. Web sources:

Žarnić, B. Pedagogija: duhovna, empirijska ili kritička znanost? (http://www.vusst.hr/~berislav/phed/pedagogija.pdf).

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015