

SYLLABUS

1. Course title:

Didactics I

2. Code:**3. Cycle of study:****4. ECTS credits:****5. Type of course:** Mandatory Elective**6. Prerequisites:**

none

7. Class restrictions:

none

8. Duration / semester:**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:

Lejla Muratović

13. Lecturer's e-mail:

lejla.muratovic@untz.ba

14. Web site:

www.untz.ba

15. Course aims:

The aim of the subject is to introduce students to the basic didactic categories, historical development of didactic thoughts, the principles of teaching and institutionalized learning. Also, the aim is to get to know the structure of didactic research, as well as build critical attitude towards different approaches to education and teaching. To understand the essence of the teaching system, didactic principles and didactic theories, and train students for critical questioning.

16. Learning outcomes:

After successfully mastering this course student will be able to:

- Define categorical didactic concepts (learning, education, teaching)
- Explain the position of didactics in the system of scientific disciplines
- Identify and describe the essential features of teaching
- Carry out and interpret simple research task in the field of didactics
- Formulate aims and tasks of teaching
- Classify and explain the teaching system and didactic principles
- Explain and interpret different didactic theories, schools, directions and models
- Critically analyze the teaching from the perspective of critical-communicative didactics

17. Course content:

Didactics as a scientific discipline. Didactics in the system of pedagogical disciplines. The ratio of didactics and the other sciences. Historical evolution of didactics. The old school, the new school, the modern school. Class-subject-lesson teaching system. The concept, the essence and the type of classes

Historical evolution of teaching

Factors, objectives and tasks of teaching

Modern educational systems. Heuristic teaching

The problem solving. Programmed teaching

Exemplary teaching. Methodology of didactic research

The concept and classification of didactics principles

Didactics as a theory of education in the context of critical and constructive educational theory (Wolfgang Klafki)

Didactics as learning theory (Wolfgang Schulz)

Didactics as cybernetic – information theory – Felix von Cube (critical rationalism)

Didactics as curriculum theory (Christine Moller)

Didactics as critical theory of teaching communication (Rainer Winkel)

18. Learning methods:

In the lectures and exercises will be used didactic methods:

- Method of oral presentation
- Method of demonstration and illustration
- Method of conversation
- Method of written paper works
- Method of reading and working on the text

19. Assessment methods:

In the seventh week of the semester, students in writing form, in the form of NZOT's take the first partial exam, which includes previously treated topics from lectures and exercises. The maximum number of points that students can achieve into NZOT is 15 points. In the last week of the semester, students in writing form take the second partial exam that includes learning material from lectures and exercises from the second part of the semester. The maximum number of points for the second partial test is again 15 points. All students take the both tests in the course at the same time, which is important for achieving the uniformity of the level of knowledge that is being tested, as well as the conditions under which the student takes the exam. As part of the pre-exam activities students are obligated to develop individual seminar paper that will cover specific topics from the content of the subject. Student delivers seminar paper in written form to the subject teacher for review and evaluation, and then student orally present his work during the exercises. For done and presented seminar paper student can achieve from 0 to 10 points. During the semester student is obliged to come to the teaching lessons (L), and exercises (AV). The teacher and the subject assistant will trough the semester, on a specially designed form, monitor the presence of students. For the presence in the lectures, student achieves 3 points, and for the presence at the exercises, also can achieve 3 points. For continuous activity in lectures and exercises trough the semester, the student can achieve form 0 to 4 points. The final exam is in oral form. The right to access to the final exam is given to students who accomplished 50% of the total number of points on first and second partial exam, who continuously executed their obligations and tasks provided for the curriculum, and who created and presented a seminar paper. The maximum number of points a student can achieve at the oral exam is 50. Examinations for all forms of knowledge are recognized as the cumulative exam if the achieved result is positive after every individual examination and if it is at least 50% of the scheduled and/or required knowledge and skills. In order to pass the subject, student must achieve a minimum 54 cumulative points which includes a minimum of 25 points at the final oral exam.

20. Assessment components:

The whole exam contains a maximum of 100 points, and the final grade is determined according to the following scale:

Presence in lectures	3
Presence at the exercises	3
Student activity	4
Seminar paper	10
Partial exam	30
The final exam	25-50

Calculating grades:

$94 - 100 = 10$, $84 - 93 = 9$, $74 - 83 = 8$, $64 - 73 = 7$, $54 - 63 = 6$; do $53 = 5$

21. Required reading list:

Klafki, W. i sar. (1994). Didaktičke teorije. Zagreb: Educa.

Vilotijević, M. (2001). Didaktika 1: Predmet didaktike. Sarajevo: BH MOST.

Vilotijević, M. (2001). Didaktika 2: Didaktičke teorije i teorije učenja. Sarajevo: BH MOST.

22. Web sources:**23. Applicable starting from the academic year:**

2015/16

24. Adopted in the Faculty/Academy session:

16 March 2015