SYLLABUS

1. Course title:

School Theories

2. Code:

3. Cycle of study:

1

4. ECTS credits:

2

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

none

7. Class restrictions:

none

8. Duration / semester:

1 3

9. Weekly contact hours:

9.1. Lectures:	2
9.2. Seminars:	0
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:

Students training to understanding and analyzing of the school as a formal organization of upbringing and education from the discourse of various theoretical view.

16. Learning outcomes:

Successful students, who continuously work and meet their obligations during the teaching process, will be trained to:
- to understand of the School Theories position within Educational Science.
- to understand of the basics school functions
- to understand of school from the points of view of macro-perspectives and micro-perspectives.
- to analyzing of the most important contemporary problems of the school as a formal organization of upbriging and education

17. Course content:

School as an organization of formal education
Development of school theories
Macro-sociological school theories:
Organization-Sociological theory of school
Structural-Functional theory of school
Historical-Materialistic theory of school
Micro-perspektivistical approach to the school:
Spiritual-Scientifical (Hermeneutical) theory of school
Psychoanalytical theory of school
Interactional theory of school
Radical critique of school

18. Learning methods:

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

The following teaching methods are used in the lectures: 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 10 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. (1995) Pedagogija-temeljna znanja, Zagreb: Educa
Pivac, J. (1995) Škola u svijetu promjena, Zagreb: Filozofski fakultet

22. Web sources:

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015