SYLLABUS

1. Course title:

Andragogy

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 6

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:

Associate Professor Adnan Tufekčić

13. Lecturer's e-mail:

adnan.tufekcic@untz.ba

14. Web site:

www.ffuntz.ba

15. Course aims:

The introducing students with Andragogy as a pedagogical discipline and basic andragogical categories. The training of students for understanding of the fundamental adult education social concepts and practical adult educational.

16. Learning outcomes:

Successful students, who continuously work and meet their obligations during the teaching process, will be trained to:
- the understanding of the basic Andragogical categories
- the understanding of the basic areas, goals and functions of adult education in the contemporary society
- the understanding and analyzing of the most important adult education social concepts
- the practical adult educational work

17. Course content:

Andragogy as a scientific discipline
Research methodology in Andragogy
Fundamental concepts of adult education
Formal, nonformal and informal adult education
Factors and functions of adult education
Aims of adult education
Educational needs and adult education
Basic determinants of adult participation in education
Fundamental areas of adult education
Basic determinants of adult education
Adult teaching and learning process
Andragogical cycle
Adult education system

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:

Kulić, R., Despotović, M. (2005) Uvod u andragogiju, Zenica: Dom štampe
Jarvis, P. (2010) Adult Education and Lifelong Learning: Theory and Practice, London, New York: Routledge

22. Web sources:

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015