SYLLABUS

1. Course title:

Comparative Pedagogy

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 6

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 Science

11. Department/study program:

Pedagogy-Psychology

12. Lecturer:

dr.sc.Selma Porobić

13. Lecturer's e-mail:

selma.porobic@untz.ba

14. Web site:

www.ffuntz.ba

15. Course aims:

To familiarize students with contemporary trends, problems in the field of education and education systems in the world. Enabling students for comparative study and analysis of pedagogical fact, the development of critical and creative attitude towards the specific problems of upbringing - educational practices in different environments.

16. Learning outcomes:

Students will be able to systematization and critical use of knowledge about other cultures and educational systems through the reports and the methodology of comparative be traced to provide a critical review of their own and others' experiences and relevant research as the basis for the development of individual segments of the school system, recognize and define the aspirations of modern teaching system and teaching system change from traditional to contemporary, and analyze the impact of social processes in the emergence of new educational systems that give their critical flashed.

17. Course content:

the emergence of comparative pedagogy, representatives comparativism, historical overview of comparative pedagogy as a science, European development perspectives and education (European Development Perspective, the European School of systemic cross-section of the main characteristics of European school systems, universal processes in international education and school systems, development of preschool education in Europe and with us), primary and compulsory education in the world, characteristics of modern education intermediate level and trend of further education, basic directions of reforming higher education in the world and Europe, educational policy, European experience in the funding of education, education in the world 8 (education in Croatia, Slovenia, Austria, Germany, France, Finland, England and Wales, the United States)

18. Learning methods:

Planned the following activities for learning: the concrete experience of comparison of the two sides of the country and our school system in the form of observation and reflection, create concepts and develop ideas, with a preference for visual, auditory, verbal, social and independent learning style. The most important learning method is the oral presentation and presentation - lecture using modern multimedia means, the active learning techniques and participation, the discussions and

19. Assessment methods:

A continuing presence in classes and activities throughout the semester students can achieve 20 points (20% of total points). Of these 15 points a student can achieve in the presence of the classes (lectures and exercises) and 5 points on the active participation through discussion and debate. The successful development and prezentacojom individual or group project, students can win a maximum of 10 points (10% of total points). Seminar or team project in a written submission to the teacher concerned to review and assessment, and is presented orally. The student is required by the end of the semester do and deliver an independent critical review in writing to the presence, observation and active participation through interactive workshops intended for the creation of personal attitudes in the comparative mode of research and improvement of pedagogical education at all levels will be evaluated with 10 points (10% of the total number of points). Students will have one semester during partial (colloquial) the examination in the areas covered by the contents of the subject to be realized, and which will be evaluated with 10 points (10% of total points). Written colloquial assessment will be organized in mid-semester. The remaining number of 50 points (50%) in student's final exam, which is done in writing. Final written exam consists of multiple-choice tasks, tasks or recall essay assignments. A student in the final written exam can achieve a maximum of 50 points (50% of total points). Written exam taken by all students in the course at the same time thereby achieving uniformity of the level of knowledge that is being tested, as well as the conditions under which the student takes the exam. e and critical review.

20. Assessment components:

a) the presence and activity in class: 20 (15 + 5)
b) individual seminar / team effort: 10
c) critical review of the book a read: 10
d) partial / colloquial assessment: 10
e) the final exam: 50

TOTAL: 100 points

21. Required reading list:

1. 1 Antić, S. (1993). Školstvo u svijetu: Komparativna analiza hrvatskog i europskog (svjetskog) školstva. Zagreb. HPKZ
2. Antić, S. (1995). Europska orijentacija hrvatskog školstva. Zagreb: HPKZ
3. Ćatić, R. (2002). Komparativna pedagogija. Zenica

22. Web sources:

(max. 687 characters)

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015