

## SYLLABUS

**1. Course title:**

Pedagogy of Early Childhood

**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:

2

9.2. Seminars:

0

9.3. Laboratory/Practice classes:

0

**10. Faculty:**

Humanities and Social Sciences

**11. Department/study program:**

Pedagogy-Psychology

**12. Lecturer:**

Selma Porobić

**13. Lecturer's e-mail:**

selma.porobic@untz.ba

**14. Web site:**

www.ffuntz.ba

**15. Course aims:**

To introduce students to the problems of early childhood pedagogy

To understand and study the problems of early childhood

-Creating curricular education of children

-Develop a critical sensitivity to research and theory in the field of early education

-New role of the family and kindergarten when it comes to education in early childhood

**16. Learning outcomes:**

After completing the course "Pedagogy of early childhood", students will be able to:

-Make a comparison of "new" and "old" image of the child in early childhood pedagogy

-Identify new paradigm of education in the family

-Razlikovati key factors in the development of children's personality

-procijeniti influence parenting practices in different areas of early childhood development

-use different research approaches in the design

**17. Course content:**

Pedagogy early childhood as a system of scientific fact, method and theory of early education

-History display ideas Teachers important for early education

-New image of a child in childhood pedagogy

-New paradigms family upbringing

Families are stabilized and preferably parenting reality as a promising

-RELATIONS parent-child

-Early education and social competence of children

-Development of brain structure in children

-nature and raising a child

-Development of children's senses (sight, hearing, smell, taste)

-Early Learning and parents

The kindergarten as a self-organizing system in constant

-quantitative and qualitative research paradigm in kindergarten

The study case, ethnographic research, action research in kindergarten

-New access research culture kindergarten

**18. Learning methods:**

In the course of lectures and exercises will be used didactic methods:

- method of oral presentation
- demonstration and illustration
- conversation
- methods of written works
- Methods of practical work

**19. Assessment methods:**

To measure the educational achievements and results will be used edukometrijske methods:

- EDA's
- Essay - tests
- Project development and presentation

**20. Assessment components:**

For Assessment and Identifying final evaluation will be used the following methods:

- methods for monitoring, evaluation and assessment of students, methods of self-evaluation and mutual evaluation, written examination, oral examination

**SCORING SYSTEM**

Students' obligations Points Activities

Presence in classes 15 Prerequisites of students during the semester: Attendance at exercises, activity of students 15, Seminar 10, 15 Essays, Written exam 30 Final exam

Oral exam 15

**SYSTEM ASSESSMENT**

Number of points Final grade

94-100 Ten (10), 84-93 Nine (9), 74-83 Eight (8), 64-73 Seven (7), 54-63 Six (6), 0-53 Five (5)

**21. Required reading list:**

1Maleš, D., i sar. (2011). Nove paradigme ranog odgoja, Zagreb: Filozofski fakultet (Zavod za pedagogiju).

-Slunjski, E. (2011). Kurikulum ranog odgoja, Zagreb: Školska knjiga.

-Buzan, T. (2007). Mali genijalac, Beograd: LogosArt.

**22. Web sources:**

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**23. Applicable starting from the academic year:**

2015/2016

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**24. Adopted in the Faculty/Academy session:**

16 March 2015

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