SYLLABUS

1. Course title:

Social Pedagogy

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 5

9. Weekly contact hours:

9.1. Lectures: 3

9.2. Seminars: 2

9.3. Laboratory/Practice classes: 0

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

Pedagogy and Psychology

12. Lecturer:

Muhamed Omerović

13. Lecturer's e-mail:

muhamed.omerovic@untz.ba

14. Web site:

www.untz.ba

15. Course aims:

Getting to know the causes, types and consequences of behavioral disorders in children and young people to understand the socio-pedagogical aspects of observation of behavioral disorders and institutional actions in the field of education and socialization of children and young people, develop of sensitivity to marginalized and disadvantaged individuals and groups, ability for socio-pedagogical work with socially excluded individuals , social groups and communities or persons with different forms and intensity of behavioral disorders, develop the ability to overcome the difficulties and problems of social integration.

16. Learning outcomes:

Students will be taught to identify, understand and practical actions in the encounter with the socio-pedagogical problems, that is trained for socio-pedagogical identification, prevention and intervention through pedagogical activity at different instances in the incidence of antisocial behavior in families, kindergartens, schools, leisure time, peer groups, homes and other places of possible victimization.

17. Course content:

Introduction, task, area of operation and development of social pedagogy, social pedagogy in the system of science, basic concepts of social pedagogy (education, rehabilitation, education, socialization, re-socialization, integration, reintegration, inclusion, habilitation, rehabilitation, treatment ...), concepts of social pedagogy, types and strategies in the socio-pedagogical approach, social pedagogy and age, etiology, phenomenology and treatment of behavioral disorders, risky behavior, structured socio-pedagogical programs, pedagogical support and counseling, educational victimology (violence, aggression, school phobia, truancy from school etc.), conditionality of family (family crisis, broken families, children of divorced parents ...), roles, power and limits of pedagogy and educators in the prevention and intervention in pre educational resocialization activities for conduct disorder, pedagogical methodology in the function of pedagogical victimology, prevention models and programs.

18. Learning methods:

Activities for learning through concrete experience, observation and reflection, create concepts and develop ideas, with preference for visual, auditory, verbal, social and independent learning style. The most important learning methods is an oral and written presentation - lectures using modern multimedia resources, with active learning techniques and participation, through discussions and critical review.

19. Assessment methods:

With continual presence in classes and activities throughout the semester students can achieve 20 points (20% of total points). Out of these points, students can achieve 15 points by their presence classes (lectures and exercises) and 5 points by active participation through discussion and debate. Successful preparation and presentation of individual and group projects, students may get a maximum of 10 points (10% of total points). Seminar or team projects are submitted in written form to the teacher to review and assessment, and is presented orally. Students will have one partial (colloquial) examination during the semester in the areas covered by the contents of the realized subject, which will be evaluated with 10 points (10% of total points). Written colloquial exam will be organized in mid-semester. The rest of 50 points (50%) students achieve on the final test, which is to be taken orally or in written form. Final written exam consists of multiple-choice tasks, tasks or recall essay assignments. A student in the final written exam can achieve a maximum score of 50 points (50% of total points).

20. Assessment components:

a) presence and activity in class: 20 (15 + 5),
b) individual seminar / team effort: 10,
c) critical review of a read book : 10,
d) partial / colloquial assessment: 10,
e) the final exam: 50,
TOTAL: 100 points.
Assigning a score based on the resulting number of points:
94-100 = 10, 84-93 = 9, 8 = 74-83, 64-73 = 7, 54-63 = 6, 0-53=5.

21. Required reading list:

Bašić, J. i dr.(2001). Od primarne prevencije do ranih intervencija. Zagreb
Knežević-Florić, O.(2007). Osnove socijalne pedagogije. Novi Sad
Olweus, D.(1998) .Nasilje među djecom u školi. Zagreb.
Uzelac, S.(2007). Osnove socijalne pedagogije. Zagreb

22. Web sources:

www.pztk.ba; www.monkstk.ba; www.aposo.gov.ba; www.pzzdk.gov.ba; www.erf.untz.ba
www.nasaskola.ba; www.ffst.hr; http://hrcak.srce.hr/zivot-i-skola

23. Applicable starting from the academic year:

2015/2016

24. Adopted in the Faculty/Academy session:

16 March 2015