

SYLLABUS

1. Course title:

History of pedagogical thought and school

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

1

9. Weekly contact hours:

9.1. Lectures:

2

9.2. Seminars:

2

9.3. Laboratory/Practice classes:

0

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

Pedagogy

12. Lecturer:

Dr. sc. Renata Salihović Handžić, doc

13. Lecturer's e-mail:

renata.salihovic@unitz.ba

14. Web site:

www.unitz.ba

15. Course aims:

The aim of the course is to introduce students to:

- the history of pedagogy as a pedagogical discipline
- the most significant pedagogical views and ideas through historical periods
- the development of educational institutions

16. Learning outcomes:

Successful students, who continuously performed their duties during the teaching process, will be trained to:

- understand the place, significance and role of the history of pedagogy as a pedagogical discipline
- understand basic pedagogical ideas and views through different historical periods
- understand the impact of social circumstances on education
- develop a critical attitude towards pedagogical ideas from the past and present

17. Course content:

History of pedagogy as a pedagogical discipline and its subject of study

Education in the original community

The birth of pedagogy from the spirit of Greek antiquity

Education as the art of the sophists

Pedagogical thought of Isocrates, Socrates, Plato and Aristotle

Education in the opinion of the Stoic school

Education in ancient Rome

Pedagogical ideas of ancient eastern peoples

Pedagogical thought in the Middle Ages

Pedagogy in humanism and renaissance

The Reformation and its impact on education

Education and enlightenment

Pedagogical thought of Jean-Jacques Rousseau

Pedagogical ideas after Rousseau

At the intersection of nature, society and the individual

18. Learning methods:

Program contents are realized through the following forms of teaching:

- Lectures
- Seminars

The following teaching methods are used in the realization of lectures and seminars: method of oral presentation, dialogical method, method of demonstration and illustration, method of written works, method of work on the text.

Forms of work used in teaching in the realization of content are: frontal, group, pair work and individual.

Forms of learning used in teaching are: experiential, organizational and self-directed learning.

19. Assessment methods:

Knowledge testing is done through:

- First partial exam
- Second partial exam
- Colloquium
- Final exam

In the seventh week of the semester, students take the first partial exam in writing, which includes previously processed content from lectures and seminars. The maximum number of points that can be achieved in the first partial exam is 15 points. In the last week of the semester, students take the second partial exam in writing, which includes previously processed content from lectures and seminars from the second part of the semester. The maximum number of points that can be achieved in the second partial exam is 15 points. The questions on the partial exams can be in the form of an essay test and ZOT. Both tests are taken by all students in the course at the same time, which achieves uniformity of the level of knowledge being tested, as well as the conditions under which the student takes the exam. The colloquium is a presentation of the student's individual review from the extended literature and a scientific or professional article from a pedagogical journal that is related to the subject matter. The final exam is taken in writing and orally, and the maximum number of points that a student can achieve in the final exam is 50 points.

20. Assessment components:

The grade is based on the total number of points, and is determined according to the following scale:

First partial exam 15

Second partial exam 15

Attendance at lectures 5

Attendance at seminars 5

Student activity in class 5

Colloquium (realization on seminars) 5

Final exam 50

Assignment of grades based on the number of points achieved:

54-63 points grade 6, 64-73 points rating 7, 74-83 points rating 8, 84-93 points grade 9, 94-100 points grade 10

21. Required reading list:

Bohm, W. (2012). Povijest pedagogije – od Platona do suvremenosti. Sarajevo: Svjetlo riječi.

Žlebnik, L. , (1989). Opšta istorija školstva i pedagoških ideja, Beograd

Zaninović, M. (1988). Opća povijest pedagogije, Zagreb: Školska knjiga

Zaninović, M. (1985). Pedagoška hrestomatija. Zagreb: Školska knjiga

22. Web sources:**23. Applicable starting from the academic year:**

2022/23.

24. Adopted in the Faculty/Academy session: