SYLLABUS

1. Course title:

Upbringing methods

2. Code:

3. Cycle of study:

1

4. ECTS credits:

6

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

no

7. Class restrictions:

no

8. Duration / semester:

1 2

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

12. Lecturer:

Lejla Muratović, assistant professor

13. Lecturer's e-mail:

lejla.muratovic@unitz.ba

14. Web site:

www.untz.ba

15. Course aims:

To acquaint students with the specifics of the theory and practice of upbringing, to point out the complexity of the methodology of upbringing, and to consider the role and importance of the principles, factors, methods and means of upbringing. Point out the need for reaffirmation of upbringing in teaching and extracurricular activities, and emphasize the importance of the teacher's educational role.

16. Learning outcomes:

After successfully mastering this course student will be able to:
- define the methodology of upbringing,
- understand the complexity of the methodology of upbringing,
- classify and explain the principles, factors, methods and means of upbringing,
- explain the specifics of educational work in teaching and extracurricular activities,
- understand the specifics of the educator-educator relationship,
- critically reflect on current problems of upbringing,
- critically analyze the role of teachers as educators.

17. Course content:

Fundamentals of methodology of upbringing
Complexity methodology of upbringing
Methodology of upbringing between pedagogical theory and practice
Current problems of upbringing
General principles of upbringing
Factors of upbringing
Methods and means of upbringing
Interpersonal relationship - the foundation of upbringing
Success factors of interpersonal relationships
Communication and interaction in education
Upbringing in teaching
Upbringing in extracurricular activities
Advisory work with students
Evaluation of educational effect
Teacher as educator

18. Learning methods:

In the lectures and exercises will be used didactic methods:
- Method of oral presentation
- Method of demonstration and illustration
- Method of conversation
- Method of written paper works
- Method of reading and working on the text

19. Assessment methods:

In the seventh week of the semester, students in writing form, in the form of a series of objective-type tasks take the first partial exam, which includes previously treated topics from lectures and exercises. The maximum number of points that students can achieve into test is 15 points. In the last week of the semester, students in writing form take the second partial exam that includes learning material from lectures and exercises from the second part of the semester. The maximum number of points for the second partial test is again 15 points. All students take the both tests in the course at the same time, which is important for achieving the uniformity of the level of knowledge that is being tested, as well as the conditions under which the student takes the exam. As part of the pre-exam activities students are obligated to develop individual seminar paper that will cover specific topics from the content of the subject. Student delivers seminar paper in written form to the subject teacher for review and evaluation, and then student orally present his work during the exercises. For done and presented seminar paper student can achieve from 0 to 10 points. During the semester student is obliged to come to the teaching lessons (L), and exercises (AV). The teacher and the subject assistant will trough the semester, on a specially designed form, monitor the presence of students. For the presence in the lectures, student achieves 3 points, and for the presence at the exercises, also can achieve 3 points. For continuous activity in lectures and exercises trough the semester, the student can achieve form 0 to 4 points. The final exam is in oral form. The right to access to the final exam is given to students who accomplished 50% of the total number of points on first and second partial exam, who continuously executed their obligations and tasks provided for the curriculum, and who created and presented a seminar paper. The maximum number of points a student can achieve at the oral exam is 50. Examinations for all forms of knowledge are recognized as the cumulative exam if the achieved result is positive after every individual examination and if it is at least 50% of the scheduled and/or required knowledge and skills. In order to pass the subject, student must achieve a minimum 54 cumulative points which includes a minimum of 25 points at the final oral exam.

20. Assessment components:

The whole exam contains a maximum of 100 points, and the final grade is determined according to the following scale:

Presence in lectures	3
Presence at the exercises	3
Student activity	4
Seminar paper	10
Partial exam	30
The final exam	25-50

Calculating grades:

94 – 100 = 10, 84 – 93 = 9, 74 – 83 = 8, 64 – 73 = 7, 54 – 63 = 6; under 53 = 5

21. Required reading list:

Bognar, L. (1999). Metodika odgoja. Osijek: Pedagoški fakultet.
Bratanić, M. (1990). Mikropedagogija: interakcijsko-komunikacijski aspekt odgoja. Zagreb: Školska knjiga.
Suzić, N. (2005). Pedagogija za XXI vijek. Banja Luka: TT Centar.
Vukasović, A. (1999). Pedagogija. Zagreb: Hrvatski katolički zbor „MI“.

22. Web sources:

23. Applicable starting from the academic year:

2022/23.

24. Adopted in the Faculty/Academy session: