SYLLABUS

1. Course title:

Didactics I

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 3

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:

Introduce students to the basic didactic categories, the principles of teaching, institutionalized learning and the basics of didactic research methodology. Also, the aim is to point out the essence of teaching systems, didactic principles and didactic theories, and to train students to critically questioning.

16. Learning outcomes:

After successfully mastering this course student will be able to:
- Define categorical didactic concepts (learning, education, teaching)
- Explain the historical development of didactics and its position in the system of scientific disciplines
- Identify and describe the essential features of teaching
- Carry out and interpret simple research task in the field of didactics
- Formulate aims and tasks of teaching
- Classify and explain the teaching system and didactic principles
- Explain and interpret different didactic theories, schools, directions and models
- Critically analyze the contribution of didactic theories to didactic practice

17. Course content:

Didactics as a pedagogical discipline
Didactics in the system of pedagogical disciplines
Relationship between didactics and other sciences
Basic concepts of didactics
Historical development of didactics
The concept, essence and types of teaching
Historical development of teaching
Modern teaching systems
Methodology of didactic research
Concept and classification of didactic principles
Didactics as a theory of education within the critical-constructive science of education (Wolfgang Klafki)
Didactics as a theory of teaching (Wolfgang Schulz)
Didactics as a cybernetic-information theory - Felix von Cube (critical rationalism)
Didactics as Curriculum Theory (Christine Möller)
Didactics as a critical theory of teaching communication (Rainer Winkel)

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:

Klafki, W. i sar. (1994). Didaktičke teorije. Zagreb: Educa.
Muminović, H. (2013). Osnovi didaktike. Sarajevo: Centar za napredne studije.
Vilotijević, M. (2001). Didaktika 1: Predmet didaktike. Sarajevo: BH MOST.
Vilotijević, M. (2001). Didaktika 2: Didaktičke teorije i teorije učenja. Sarajevo: BH MOST.

22. Web sources:

23. Applicable starting from the academic year:

2022/23.

24. Adopted in the Faculty/Academy session: