

## SYLLABUS

**1. Course title:**

Andragogy

**2. Code:**

(max. 20 characters)

**3. Cycle of study:**

1

**4. ECTS credits:**

5

**5. Type of course:** Mandatory  Elective**6. Prerequisites:**

There are no any prerequisites.

**7. Class restrictions:**

There are not any restrictions.

**8. Duration / semester:**

1

6

**9. Weekly contact hours:**

9.1. Lectures:

2

9.2. Seminars:

2

9.3. Laboratory/Practice classes:

0

**10. Faculty:**

Faculty of Humanities and Social Sciences

**11. Department/study program:**

Pedagogy and psychology/Pedagogy

**12. Lecturer:**

Associate Professor Adnan Tufekčić, PhD

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

adnan.tufekcic@untz.ba

**14. Web site:**

www.ffuntz.ba

**15. Course aims:**

Introducing students with andragogy as a scientific discipline and the basic andragogical categories. Training of students to understand the basic social concepts of adult education and practical educational work with adults.

**16. Learning outcomes:**

Successful students who have been continuously fulfilling their obligations during the teaching process will be trained to:

- Understanding the basic andragogical categories;
- Understanding the basic areas, goals and functions of adult education in modern society;
- Understanding and analyzing the most important social concepts of adult education;
- Practical educational work with adults;

**17. Course content:**

Andragogy as a scientific discipline  
Methodology of andragogical research  
Factors and functions of Adult Education  
Objectives of Adult Education  
Educational needs and Adult Education  
Basic determinants of adult participation in education  
Fundamental areas of adult education and system of adult education  
Basic determinants of education in adulthood  
Adult learning  
Andragogical circle  
Adult education system as a part of social system

**18. Learning methods:**

Course contents are implemented through the following forms of teaching:

- Lectures
- Seminars

The following teaching/learning methods are used in lectures and exercises: the oral presentation method, the dialogue method, the demonstration and illustration methods, the methods of writing, the methods of working on the text.

The forms of work used in teaching in the realization of content are: frontal, group, paired and individual work.

The forms of learning that are used in teaching are: experiential, organizational and self-directed learning.

**19. Assessment methods:**

Knowledge assessment is performed through:

- Written exam parts (twice during the semester)
- Colloquium
- Orally

Written exams are conducted during the semester (mid-semester and at the end of the semester). Questions on the written part of the exam can be in the form of an essay test and the objective type tasks. Success in written knowledge tests is an integral part of the overall student achievement during the semester.

The colloquium presents the individual critical presentation based on three books within of extended literature and three scientific or professional articles in andragogical journals that relate to the subject matter. Realization of this is in the framework of work plan of seminars.

Oral examination is performed into the final exam term. The students who have been attending to lectures and verified the semester and made duties during the semester (written exams, colloquium) are allowed the final oral exam.

**20. Assessment components:**

- Attendance at lectures and seminars up to 6 (3+3) points
  - Activity at lectures and seminars up to 4 points
  - Colloquium up to 10 points
  - Written exams up to 30 (15 + 15) points
- Total for the activities before final oral exam up to 50 points
- Oral exam up to 50 points (minimum 27 points)

Total maximum score: 100. The final grade is formed on the following scale:

up to 53 points rating 5 (F)

54-63 points rating 6 (E)

64-73 points rating 7 (D)

74-83 points rating 8 (C)

84-93 points rating 9 (B)

94-100 points rating 10 (A)

**21. Required reading list:**

Kulić, R., Despotović, M. (2005) Uvod u andragogiju, Zenica: Dom štampe

Jarvis, P. (2010) Adult Education and Lifelong Learning: Theory and Practice, London, New York: Routledge

Avis, J., Fisher, R., Thompson, R. (2011) Teaching in Lifelong Learning: A guide to theory and practice, New York: McGraw Hill; Open University Press

Osborne, M., Houston, M., Toman, N. (2007) The Pedagogy of Lifelong Learning: Understanding effective teaching and learning in diverse contexts, London, New York: Routledge

**22. Web sources:**

The Adult Learning Theory - Andragogy - of Malcolm Knowles (<http://elearningindustry.com/the-adult-learning-theory-andragogy-of-malcolm-knowles>)

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

2022/23.

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

(max. 10 char.)