

## SYLLABUS

**1. Course title:**

Social pedagogy

**2. Code:****3. Cycle of study:****4. ECTS credits:****5. Type of course:** Mandatory  Elective**6. Prerequisites:****7. Class restrictions:****8. Duration / semester:****9. Weekly contact hours:**

9.1. Lectures:

9.2. Seminars:

9.3. Laboratory/Practice classes:

**10. Faculty:**

Humanities and Social Sciences

**11. Department/study program:**

Pedagogy

**12. Lecturer:**

dr.sc. Aid Bulić, doc.

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

aid.bulic@unitz.ba

**14. Web site:**

www.unitz.ba

**15. Course aims:**

Introduce students with the basic determinants of social pedagogy and enable them to research in the field of social pedagogy. The students are trained for the education of social and pedagogical work aimed at preventing the emergence of social exclusion of children and young people, and the promotion of social inclusion.

**16. Learning outcomes:**

Based on program contents and purposes, students will be trained to:

- explore socio-pedagogical problems in different social contexts,
- prevent the occurrence of social exclusion,
- structure social-pedagogical work in accordance with the needs of children from marginalized groups and children which manifest behavioral disorders,
- successfully implement counseling work with parents, educators and teachers.

**17. Course content:**

- Social pedagogy as a scientific discipline
- Research methodology in social pedagogy and the relationship of social pedagogy with other sciences
- Rosner's and Nohl's concept of Social pedagogy
- Social pedagogy after World War II
- Critically-emancipatory, critically rationalist and historically materialist position of social pedagogy
- Family context of children's social development
- The role of fathers in the social development of children (divorce and consequences for the social development of the child)
- The importance of the peer context in the social development of children
- The role of preschool and school context in the social development of children
- Phenomenology of behavioral disorders (internalized behavioral disorders and sociopedagogical treatment)
- Externalized behavioral disorders and sociopedagogical treatment
- Social skills (prosocial and aggressive behavior of children)
- Prevention of behavioral disorders in children and youth
- Pedagogical prevention programs (program for strengthening children's social skills)
- From primary prevention to early interventions "development advantage model"

**18. Learning methods:**

- method of oral presentation, method of demonstration and illustration, method of conversation, method of written works, method of reading and working on text.

**19. Assessment methods:**

After half a semester, students take a written test, which includes until then, in lectures and exercises, the curriculum processed content. The test consists of multi-choice tasks, simple insight tasks or essay assignments and carries a total of 15 points. Upon completion of the semester students take a second written test, consisting of assignments related to lectures and exercises from the second part of the semester. The test consists of multi-choice tasks, simple insight tasks, or essay assignments. Students in this test can achieve a maximum of 15 points.

Both tests are given to students on the subject at the same time, thus achieving uniformity of the level of knowledge being tested, as well as the conditions under which the student takes the exam. Within the framework of pre-examination obligations, students are obliged to develop individual seminar work that will cover certain topics from the contents of the course. The seminar paper is submitted in written form to the subject teacher for review and evaluation, and then presented in oral form. For the done and presented seminar work, the student can achieve from 0 to 10 points. Also, for continuous activity in lectures and exercises throughout the semester students can achieve from 0 to 4 points. The final exam is written and oral. Only the students who have realized the prescribed pre-exam obligations have the right to participate on the final exam. At the oral exam, the student responds to three questions drawn from the curriculum of lectures and exercises. The maximum number of points a student can earn on an oral exam is 49. Checks on all forms of knowledge are recognized as cumulative exams if the result achieved is positive after each individual examination and amounts to at least 50% of the total anticipated and / or required knowledge and skills. In order for the student to pass the course, he must achieve a minimum of 54 cumulative points, of which a minimum of 25 points is at the final exam.

**20. Assessment components:**

The grade on the exam is determined according to the scale as follows:

Student Obligations Points

Attendance at lectures 3

Attendance at exercises 3

Student activity 4

Seminar paper 10

Partial tests 30

Total pre - examination obligations 50

Final exam 25-50

Assignment of grades based on the number of points achieved:

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

**21. Required reading list:**

- Bouillet, D., Uzelac, S. (2007). Osnove socijalne pedagogije. Zagreb: Školska knjiga.
- Knežević-Florić, O. (2007). Osnove socijalne pedagogije. Novi Sad: Savez pedagoških društava Srbije.
- Klarin, M. (2006). Razvoj djece u socijalnom kontekstu. Jastrebarsko: Naklada Slap
- Marburger, H. (1987). Razvoj i koncepti socijalne pedagogije. Zagreb: Fakultet za defektologiju.

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

2022/23.

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