SYLLABUS

1. Course title:

COMPARATIVE PEDAGOGY

2. Code:

3. Cycle of study:

1

4. ECTS credits:

5

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

Minimal required attendance is 70%, passed partial exam, completed and submitted individual team/group project

7. Class restrictions:

Only students from department of Pedagogy-Psychology / Pedagogy.

8. Duration / semester:

1 8

9. Weekly contact hours:

9.1. Lectures:	3
9.2. Seminars:	2
9.3. Laboratory/Practice classes:	0

10. Faculty:

Faculty of Humanities and Social Sciences

11. Department/study program:

Pedagogy

12. Lecturer:

dr. sc. Selma Porobić, associate professor

13. Lecturer's e-mail:

selma.porobic@untz.ba

14. Web site:

www.ff.untz.ba and www.ff.unitz.ba

15. Course aims:

Familiarize students with contemporary trends, problems in the field of education and educational systems in the world and in our country.
Providing knowledge and training to students for comparative studying and analysis of pedagogical facts, as well as development of critical and creative view towards specific problems of educational practice in various environments.
To teach/train students to write reports comparing the teaching system or problems that are guidelines for the reform of education at any level within the pedagogical observation of facts and research.

16. Learning outcomes:

Students will be capacitated for following:
- for systematization and for critical utilization of knowledge about other cultures and educational systems through reports and methodological settings of comparative research,
- will be able to produce a critical review of their experiences as well as to review relevant researches from other experts, as a basis for development of the separate segments of the schooling/teaching system,
- will be able recognize and to define the aspirations of contemporary teaching systems and the changes of teaching systems from traditional to modern,
- to be able to analyze the impact of social processes on the emergence of new teaching systems as well as to give their critical review.

17. Course content:

1-The emergence of comparative pedagogy,
2-Introduction to the basic concepts of Comparative Pedagogy
3-Representatives of comparativism, historical overview of the emergence of comparative pedagogy as a science,
4-European development perspectives and educational system (European development perspectives, European school system - cross section of the main features of the European school systems)
5-universal processes in world educational and school systems, development of pre-school education in Europe and in our country,
6-Globalization and primary and mandatory/compulsory education in the world,
7-partial exam #1
8-Characteristics of contemporary education in the middle degree education and trends in continuous (life long) education,
9-Basic directions of reformation in higher education throughout the world and Europe, Educational policies,
10-European experiences in funding of education,
11-schooling/educational systems in the world: Croatia, Slovenia,
12-schooling/educational systems in the world: Austria, Germany
13-schooling/educational systems in the world: France, Finland
14-schooling/educational systems in the world: England and Wales, United States of America
15-partial exam #2

18. Learning methods:

The following activities of successful learning are planned:
- through specific and pin pointed experience
comparison between educational systems of two foreign countries and our country, in a form of observation and deliberation, creating concepts and idea development, preferring visual, auditory, verbal, social, and independent learning style.
The most important learning method is oral/verbal presentation and exposition of lectures using modern multimedia tools and devices, thus using active learning techniques and participation, through discussions and critical reviewing.

19. Assessment methods:

With contingent attendance of courses/classes and with demonstrated activity during semester, students can achieve 20 points (20% of the total score).
Out of these 20 points, students can achieve 15 points directly through attendance (lectures and exercises), and 5 points can be scored being active in discussions and disputations.
Successful completion and presentation of individual or group project, students can achieve maximum of 10 points (10% of total score).
Seminar work or group project, is submitted in writing to the subject teacher for examination and evaluation, and then is presented orally/verbaly.
By the end of semester, student is mandated to complete and submit an independent critical review in the written format regarding his/hers attendance of classes, active participation through interactive workshops aimed to create personal attitudes in comparative research and improving pedagogical education at all levels, all this will be evaluated with 10 points (10% of of total number of points).
During the semester, students will have one partial (colloquial) assessment of knowledge from the field that covers the contents of the subject that is accomplished, and this will be evaluated with 10 points (10% of the total score).
A written colloquial knowledge assessment is executed halfway through the semester.
The remaining 50 points (50%), the student is earning at a final exam, which is performed in writing.
The final written exam consists of multiple choice tasks, recruitment tasks, or essay assignments.
The student can achieve a maximum of 50 points (50% of the total score) on the final written exam.
All students are attending the examination simultaneously, thus achieving the testing of the identical level of knowledge, as well as the identical conditions under which the student takes the exam.

20. Assessment components:

a) attendance and activity during courses/classes	20 (15+5)
b) individual seminar work / team project	10
c) critical review of the read book	10
d) partial / colloquial assessment of knowledge	10
e) final written exam	50
TOTAL:	100 points

21. Required reading list:

1. Ćatić, R. (2002). Komparativna pedagogija. Zenica
2. Kulić R. (2011). Komparativna pedagogija-Teorija sistemi i reforme, Beograd-Banja Luka
3. Antić, S. (1993). Školstvo u svijetu: Komparativna analiza hrvatskog i europskog (svjetskog) školstva. Zagreb. HPKZ
4. Antić, S. (1995). Europska orijentacija hrvatskog školstva. Zagreb: HPKZ

22. Web sources:

www.pztk.ba;
www.monkstk.ba;
www.aposo.gov.ba;
www.pzzdk.gov.ba;
www.nasaskola.ba;
www.ffst.hr; http://hrcak.srce.hr/zivot-i-skola

23. Applicable starting from the academic year:

2022/23.

24. Adopted in the Faculty/Academy session: