SYLLABUS

1. Course title:

METHODOLOGY OF TEACHING PHILOSOPHY AND SOCIOLOGY

2. Code:

3. Cycle of study:

1

4. ECTS credits:

6

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

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:

Humanities and Social Sciences

11. Department/study program:

PHILOSOPHY-SOCIOLOGY

12. Lecturer:

Dr.Sc. RASIM MURATOVIĆ, Asst. Prof.

13. Lecturer's e-mail:

muratovic.rasim@gmail.com

14. Web site:

www.untz.ba

15. Course aims:

By education and curriculum at the course of Methodology of teaching philosophy and sociology, students are introduced to the content, programming and organizational requirements and expectations of the teaching profession in gymnasiums and high schools. The aim is to gain systematic education of future teachers of philosophy and sociology through lectures, seminars, discussions and practice, in order to be fully able to independently develop and implement educational goals in high schools.

16. Learning outcomes:

At the end of the course, students will be able to use the available literature independently in order to address various problems within the content of this course. Students will be able to solve problems of varying complexity, individually and in a team, to present the same in subscribed or verbal form, to acquire skills for solving various problems in practice and to pass the final exam within the first exam periods at the end of a semester. After completion of the lectures and assessment in this course, students will be able to:
- independently define goals, tasks and methods, as well as to perform the quality teaching of philosophy and sociology;
- analyze and explain the importance of methodical procedures of the introduction to the field of philosophy and sociology at all levels of teaching;
- apply critical (philosophical / sociological) opinion for the development of independent thinking students;
- analyze and show different possibilities and procedures of the introduction to philosophy and sociology.

17. Course content:

Introduction to the course; introduction to the topics of lectures and study obligations; getting to know the forms of work; register of students. Introduction to the methodology as the general and specific discipline; peculiarities of philosophical and sociological methodology; interactive work on educational expectations; work on the introductory techniques. The modern conception of education and teaching. Modern active teaching: the process of knowledge, research, detection, performance, understanding, thinking. The attitude of participants in the teaching process: teacher and students. Parsing general methodological procedures. The specificity of the methods of teaching philosophy. The specificity of the methods of teaching sociology. Objectives in philosophy; work on the kinds of goals; importance of target identification; interactive exercises. The objectives in sociology; work on the kinds of goals; importance of target identification; interactive exercises. The philosophical quest-philosophical dialogue and discussion. Methods of direct study and reading philosophical texts. Critical thinking in teaching sociology; the importance of critical thinking; encouraging critical thinking. Monitoring and assessment; compliance planning and assessment; types of assessment; quality assessment. Modern teaching techniques and technology in the teaching of philosophy and sociology in high schools; demonstration of techniques; interactive exercises; closing remarks; evaluation.

18. Learning methods:

Lectures
Laboratory / Practice classes
Seminar paper

19. Assessment methods:

The concept of continuous assessment is such that students have mid-term exams on the basis of which it will be possible to regularly monitor and adopt a presented teaching content. The final exam consists of a written and oral assessment, and a student's activity during the lectures / exercises will be added to a success at the final exam, as well as their success at pre-exam obligations and demonstrated knowledge in mid-terms checks.

20. Assessment components:

number of points:	the final mark:
90-100	ten (10),
81-89	nine (9),
72-80	eight (8),
63-71	seven (7),
54-62	six (6),
to 53	five (5).

21. Required reading list:

Marinković. J., Metodika nastave filozofije, Školska knjiga, Zagreb, 1983
Kyriacou, C., Temeljna nastavna umijeća, Educa, Zagreb, 2001
Meyer, H., Što je dobra nastava?. Erudita, Zagreb, 2005
Itković Zora, Opća metodika nastave, Književni krug, Split, 1997
Fanuko Nenad, Sociologija, Profil, Zagreb, 2004
Konrad Paul Liessmann, Teorija neobrazovanosti, Jesenski i Turk, Zagreb, 2008

22. Web sources:

www.sociology.org

23. Applicable starting from the academic year:

2017/18

24. Adopted in the Faculty/Academy session: