SYLLABUS

1. Course title:

Intercultural pedagogy

2. Code:

3. Cycle of study:

1

4. ECTS credits:

3

5. Type of course:

○ Mandatory ◉ Elective

6. Prerequisites:

Achieved 54% of the points of pre-examination obligations

7. Class restrictions:

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8. Duration / semester:

1 4

9. Weekly contact hours:

9.1. Lectures: 2

9.2. Seminars: 1

9.3. Laboratory/Practice classes: 0

10. Faculty:

Faculty of Humanities & Social Sciences

11. Department/study program:

Teacher Education

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:

Get acquainted with the basic concepts and principles of interculturalism and their application in the analysis of social life. Get acquainted with multi-interculturalism as social phenomena: their genealogy, postmodern stimuli, globalization influences, expansion,controversies, resistances and perspectives of multicultural democracy. Critical questioning of social implicationsinterculturalism in upbringing and education.

16. Learning outcomes:

Based on the program contents and set goals, students will be able to:
- Possession of categorical-conceptual construction relevant to intercultural pedagogy
- understanding the dynamism, holism, processuality of phenomena and processes of intercultural education
- development of intercultural sensitivity

17. Course content:

-Intercultural pedagogy (goal, basic concepts ...)
-Basic terms: enculturation, acculturation, antagonistic acculturation, ethnocentrism
-Diversity as wealth (the core of intercultural education)
-The role of teachers in intercultural education
-Student in intercultural education
-Cooperation of family and school in the context of pluralism of modern families
-School as a meeting place in the local community
-Globalization and multiculturalism of modern societies
-Intercultural curriculum
-Interculturality and national curriculum
-Identity and intercultural school community
-Intercultural competence of teachers
-Intercultural sensitivity and communication
-Teaching methods and forms of work in intercultural education
-Intercultural conditions and perspectives of education in Bosnia and Herzegovina

18. Learning methods:

Lectures, seminars, exercises, mentoring and consulting work, exams.

19. Assessment methods:

Points
a) Pre - examination obligations - 50
b) Final exam ---------- 50
Total ---------- 100
Pre-examination obligations%: points
1. Attendance at lectures / exercises + activity 5
2. Independent work of students on a given topic: 15
Partial / colloquium I 15
Partial / Colloquium II 15
Total pre-examination obligations 50
Final exam..... 50
In total..... 100
The final exam is taken in writing and orally. In order for a student to take the final exam, he / she must achieve a minimum of 54%points of pre-examination obligations. The minimum number of points for passing the written part of the exam is 54% of the total numberpoints. The oral method will be applied to students who have passed the written part of the exam.

20. Assessment components:

Final rating
Total score in points Rating
54 - 63 6 (six)
64 - 73 7 (seven)
74 - 83 8 (eight)
84 - 93 9 (nine)
94 - 100 10 (ten)

21. Required reading list:

1. Bartulović, M. i Kušević, B. (2016). Što je interkulturalno obrazovanje. Zagreb: Centar za mirovne studije.
2. Sablić, M. (2014). Interkulturalizam u nastavi. Zagreb: Naklada Ljevak.
3. Perotti, A. (1995.), Pledoaje za interkulturalni odgoj. Zagreb: Educa.

22. Web sources:

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: