SYLLABUS

1. Course title:

Sociology of upbringing and education

2. Code:

3. Cycle of study:

1

4. ECTS credits:

4

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

none

7. Class restrictions:

none

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. Mensur Husic, docent

13. Lecturer's e-mail:

mensur.husic@untz.ba

14. Web site:

www.untz.ba

15. Course aims:

Introducing and training students with the educational system, its organization, internal structure, theoretical foundation of education in modern society and socio-historical development and the importance for the development of society and the individual.

16. Learning outcomes:

At the end of the course, students will be able to independently use the available literature in order to solve various problems from the content of this course. Students will be able to solve problems of varying complexity, individually and in a team and present them in written or verbal form and acquire skills for solving various problems in practice and will be able to pass the final exam in the first exam terms at the end of the semester.

17. Course content:

The emergence and development of the sociology of education
- The relationship between the sociology of education and sociology, philosophy, social psychology, pedagogy and economics
- Conceptual definition of upbringing, education, learning, teaching and knowledge
- Sociological approach and relevant theoretical concepts
- Research methods in the sociology of education
-Society and educational phenomenon
- Social conditionality of upbringing and education
- Social and economic importance of education,
- The role of school and family in upbringing and education,
- The role of "parallel schools" (radio, TV, internet, press, film) in education
- Education and social inequality
- Education for human rights, education for peace, environmental education, education for social justice and for the development of self-awareness.
-Culture, upbringing and education
-Institutional education system
-Professionalization processes and education system
-Education and social change

18. Learning methods:

- lectures,
- exercises, (individual and team / group work)

19. Assessment methods:

Continuous testing of knowledge is conceived through colloquia on the basis of which insight into the regular monitoring and adoption of the presented teaching contents will be gained. The final exam consists of a written and oral test, and the success of the final exam will be supplemented by student activity in classes / exercises, success in pre-exam obligations and demonstrated knowledge in colloquial tests.

20. Assessment components:

number of points: final grade:
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:

Vujevic, M. Introduction to the Sociology of Education, Informator, Zagreb.1991.
Žiga J .; Đozić A., Sociology, BKC, Sarajevo, Off-Set, Tuzla, 2013. p. 323-342., 421-468.
Slatina, M., From individual to personality, introduction to the theory of confluent education, Dom štampe, 2005.
Peco, A., Education-between myth and reality, NFU Mostar, 2014.
Šuran, F., Introduction to the Sociology of Education. Handbook for students of the Faculty of Education, Juraj Dobrila University of Pula, 2018

22. Web sources:

www.untz.ba

23. Applicable starting from the academic year:

2022/23

24. Adopted in the Faculty/Academy session: