# SYLLABUS

**1. Course title:**

Alternative pedagogical conceptions

**2. Code:**

**3. Cycle of study:**

1

**4. ECTS credits:**

3

**5. Type of course:**

○ Mandatory ◉ Elective

**6. Prerequisites:**

no

**7. Class restrictions:**

no

**8. Duration / semester:**

1 5

**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:**

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

**14. Web site:**

www.untz.ba

**15. Course aims:**

The aim of the subject is to introduce students to a variety of alternative pedagogical ideas, movements and directions that have influenced appearance, organization and operation of alternative schools in the world. Also, the aim is to understand the structure and meaning of pedagogical, didactical and methodical solutions in alternative schools and possibilities for applying of some of the solutions in today's public schools.

**16. Learning outcomes:**

After successfully mastering this course students will be able to:
- Explain the importance of pedagogical pluralism
- State and describe the most important alternative pedagogical concepts (Montessori, Waldorf, Freinet, Jena plan, Dalton plan, Winetka plan, The Mannheim system, Summerhil)
- Compare and analyze various alternative pedagogical concepts
- Analyze the possibility of applying the pedagogical and didactic settings in the alternative schools in today's public schools
- Critically evaluate pedagogical and didactic settings of certain alternative pedagogical concepts

**17. Course content:**

The concept and essence of pedagogical pluralism
Reforms in education and the emergence of alternative pedagogical concepts
Social conditioning of alternative pedagogical ideas and schools
Alternative and free schools
Pedagogical-didactic concepts, organization and manner of work of important pedagogical directions and schools
Celestin Freinet's pedagogical conception and school
Maria Montessori education system
Montessori in BiH
Anthroposophy and Waldorf pedagogy
Waldorf schools - didactic aspects of teaching organizationJena-plan
Dalton plan
Winetka plan
Mannheim system
Summerhil School

**18. Learning methods:**

In the lectures and exercises will be used didactic methods:
- Method of oral presentation
- Method of demonstration and illustration
- Method of conversation
- Method of written paper works
- Method of reading and working on the text

**19. Assessment methods:**

In the seventh week of the semester, students in writing form, in the form of a series of objective-type tasks take the first partial exam, which includes previously treated topics from lectures and exercises. The maximum number of points that students can achieve into test is 15 points. In the last week of the semester, students in writing form take the second partial exam that includes learning material from lectures from the second part of the semester. The maximum number of points for the second partial test is again 15 points. All students take the both tests in the course at the same time, which is important for achieving the uniformity of the level of knowledge that is being tested, as well as the conditions under which the student takes the exam. As part of the pre-exam activities students are obligated to develop individual seminar paper that will cover specific topics from the content of the subject. Student delivers seminar paper in written form to the subject teacher for review and evaluation, and then student orally present his work during the exercises. For done and presented seminar paper student can achieve from 0 to 10 points. During the semester student is obliged to come to the teaching lessons (L). The teacher will trough the semester, on a specially designed form, monitor the presence of students. For the presence in the lectures, student achieves 3 points. For continuous activity in lectures trough the semester, the student can achieve form 0 to 4 points. The final exam is in oral form. The right to access to the final exam is given to students who accomplished 50% of the total number of points on first and second partial exam, who continuously executed their obligations and tasks provided for the curriculum, and who created and presented a seminar paper. The maximum number of points a student can achieve at the oral exam is 50. Examinations for all forms of knowledge are recognized as the cumulative exam if the achieved result is positive after every individual examination and if it is at least 50% of the scheduled and/or required knowledge and skills. In order to pass the subject, student must achieve a minimum 54 cumulative points which includes a minimum of 25 points at the final oral exam.

**20. Assessment components:**

The whole exam contains a maximum of 100 points, and the final grade is determined according to the following scale:

| | |
|---|---|
| Presence in lectures | 3 |
| Presence at the exercises | 3 |
| Student activity | 4 |
| Seminar paper | 10 |
| Partial exam | 30 |
| The final exam | 25-50 |

Calculating grades:

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

**21. Required reading list:**

Matijević, M. (2001). Alternativne škole. Zagreb: Tipex.
Neill, A. (2003). Slobodna djeca Samerhila. Beograd: Logos-Art.
Seitz, M. & Hallwachs, U. (1997). Montessori ili Waldorf?: knjiga za roditelje, odgajatelje i pedagoge. Zagreb: Educa.

**22. Web sources:**

**23. Applicable starting from the academic year:**

2022/23

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