SYLLABUS

1. Course title:

Contemporary problems of upbringing in the family

2. Code:

3. Cycle of study:

2

4. ECTS credits:

5

5. Type of course:

(●) Mandatory ( ) Elective

6. Prerequisites:

7. Class restrictions:

8. Duration / semester:

1 1

9. Weekly contact hours:

9.1. Lectures: 2

9.2. Seminars: 1

9.3. Laboratory/Practice classes: 0

10. Faculty:

Humanities and Social Sciences

11. Department/study program:

Pedagogy-psychology, Pedagogy

12. Lecturer:

dr.sc. Alma Malkić Aličković, van.prof.

13. Lecturer's e-mail:

alma.malkic@unitz.ba

14. Web site:

www.ff.untz.ba

15. Course aims:

To acquaint students with different theoretical approaches to contemporary problems of upbringing in the family, as well as withchanges faced by the modern family, which complicate its educational role. Introduce students tobasics of the research methodology of contemporary problems of family education with an accent on the systemic approach inunderstanding of the family, and encourage reflection on the determination of family upbringing by wider conditionssocial environment and accordingly develop competencies for work on strengthening the pedagogical culture of parents. Also, the goal is to acquaint students with the specifics of family upbringing in different cultural contexts.

16. Learning outcomes:

According to the program content and objectives of the course, students will be trained to:
- investigate the problems of education in the modern family,
- they understand the functioning of the family as a system limited to the wider environment, and the relationships between them subsystem in the family
- identify educationally functional and educationally dysfunctional families,
- distinguish constructive styles of education in the modern family from styles that hinder the child's development,
- identify the characteristics of successful and unsuccessful motherhood and fatherhood from a contemporary perspective challenges of upbringing in the family,
- understand the specifics of the parental role in different cultural contexts,
- they research and through their own pedagogical activity affirm the partnership between family and school, and to contribute to strengthening the culture of parenting.

17. Course content:

- Introduction to the course content
- Contemporary transformation of the family and the challenges of upbringing in that context
- Implications of social changes on upbringing in the conditions of family life and work
- Specifics of the methodology of researching the problems of education in the modern family
- Trends in changes in family culture - social pressure
- Contemporary problems of upbringing in the family through the prism of ecological system theory
- Culture of the family structure-
- Parenting culture
- The family as a value space
- Educational functionality/dysfunctionality of the family system
- Cultural models of family organization
- Cultural diversity of family upbringing
- Outcomes of cultural diversity of family upbringing
- Partnership of family and educational institutions
- Counseling and pedagogical work with the family

18. Learning methods:

Program content is realized through the following forms of teaching:
- Lectures
- Exercises

In the implementation of lectures and exercises, the following teaching methods are used: oral presentation method, dialogic method,method of demonstration and illustration, method of written works, method of working on the text. Forms of work that are used in classes to realize the content are: frontal, group, pair and individual work.The forms of learning that are applied in classes are: experiential, organizational and self-directed learning.

19. Assessment methods:

Knowledge transfer is carried out through:
- Written parts of the exam (twice during the semester)
- Creating a portfolio
- Orally

Written knowledge tests are conducted during the semester (in the middle of the semester and at the end of the semester). Written questionspart of the exam can be in the form of an essay-test and ZOT. Success in written knowledge tests is an integral part of the overallstudent achievements during the semester.The portfolio represents completed independently completed assignments that students receive as part of ongoing classesthe duration of the lecture, which relate to each individual teaching unit. The presentation of the content is an integral part of the oralpart of the examThe oral test of knowledge is carried out at the final, remedial and final remedial exam. Oral knowledge teststudents who have attended and certified the semester and completed the pre-examination duties during the semester have the right to apply(written parts of the exam, completed portfolio).Više o ovom izvornom tekstuZa dodatne podatke o prijevodu potreban je izvorni tekstPošaljite povratne informacijeBočne ploče

20. Assessment components:

- attendance at lectures 3 points
- attendance at exercises 3 points
- class activity 4 points- portfolio 10 pointsž
- written parts of the exam 30 (15+15) points
- oral part of the exam 50 points.

Total maximum number of points: 100.
The final grade is formed according to the following scale:
54-63 points grade six (6)
64-73 points grade seven (7)
74-83 points grade eight (8)
84-93 points grade nine (9)
94-100 points grade ten (10).

21. Required reading list:

Alić, A. (2012). Struktura i dinamika obiteljske kulture. Sarajevo: Dobra knjiga, Centar za napredne studije
Alić, A. (2018). Kulturalni modeli odgajanja-uvod u antropologiju porodice. Sarajevo: Pefrecta.
Ljubetić , M. (2014). Od suradnje do partnerstva- obitelji, odgojno-obrazovne ustanove i zajednice“. Zagreb: ELEMENT
Janković, J. (2004). Pristupanje obitelji. Alinea: Zagreb

22. Web sources:

23. Applicable starting from the academic year:

2023/2024.

24. Adopted in the Faculty/Academy session: