



Subject code: PGP-355	Subject name: Pedagogy		
Study cycle: I	Year: III	Semester: V	ECTS credits: 6
Status: mandatory		Contact hours: 60 Lectures: 30 Practical courses: 30	
Assigned professors and assistants:	Lecturers and assistants selected for the field to which the course belongs		
Prerequisites:	/		
Subject objectives:	Gaining insight into fundamental pedagogical concepts, developing critical thinking on pedagogical issues, and enhancing teamwork skills for creative problem-solving in pedagogy		
Teaching units:	1. Pedagogy – The Science of Education. 2. Different Orientations in Pedagogy. 3. Humanistic Theory and Its Influence on Pedagogy. 4. Education as Support in the Process of Socialization and Individualization. 5. Existential, Social, and Humanistic Education. 6. Violence and Non-Violence in Education (Learning as Suffering or as the Joy of Creation). 7. An Anthropological Perspective on Education and Value Systems. 8. The Theory of the Educational Process. 9. Stages and Conditions of the Educational Process (Communication, Atmosphere, Educational Ecology, Media). 10. Basic Categories of Pedagogy. 11. The School System. 12. Classroom Management – Leading a Class (Positive Classroom Climate, Interaction in Educational Contexts). 13. The Interactional-Communicative Aspect of Educational Activity. 14. Recognizing Different Theoretical Orientations in Practice. 15. The Possibilities and Limitations of Pedagogy.		
Learning outcomes:	Knowledge: After completing the course, students will be able to analyze and explain the fundamental concepts of pedagogy. They will analyze the anthropological and structural determinants of education.		



	Skills: Students will gain insight into the fundamental concepts of pedagogy, connect them with pedagogical practice, and develop critical thinking regarding pedagogical issues. They will explain and compare the characteristics of different approaches in pedagogy and educational theory. They will explain and apply the communicative approach to education and teaching. They will analyze and compare alternative pedagogical concepts. Competencies: Understand the significance of pedagogical theories for practice in the field of education. Solve and evaluate pedagogical problems in education and their future professional careers.																																							
Teaching methods:	In the teaching process, various methods and forms of work will be combined in accordance with the course content. Methods: Oral presentation method, discussion method, cooperative learning method, etc. Forms: Frontal teaching, group work, pair work, individual work, and individualized work.																																							
Knowledge testing methods with grading structure¹:	<table><tr><td></td><td><i>Maximum points</i></td><td><i>Minimum points</i></td></tr><tr><td>Attendance</td><td>5</td><td>3</td></tr><tr><td>Participation on lectures</td><td>15</td><td>8</td></tr><tr><td>Test</td><td>30</td><td>17</td></tr><tr><td>Final exam</td><td>50</td><td>27</td></tr><tr><td>TOTAL</td><td>100</td><td>35</td></tr></table> Assessment: <table><tr><td><i>Grade</i></td><td><i>ECTS grade</i></td><td><i>Points scale</i></td></tr><tr><td>10</td><td>(A) excellent</td><td>95 - 100</td></tr><tr><td>9</td><td>(B) very good</td><td>85 - 94</td></tr><tr><td>8</td><td>(C) good</td><td>75 - 84</td></tr><tr><td>7</td><td>(D) satisfactory</td><td>66 - 74</td></tr><tr><td>6</td><td>(E) sufficient</td><td>55 - 64</td></tr><tr><td>5</td><td>(F, FX) insufficient</td><td><55</td></tr></table>		<i>Maximum points</i>	<i>Minimum points</i>	Attendance	5	3	Participation on lectures	15	8	Test	30	17	Final exam	50	27	TOTAL	100	35	<i>Grade</i>	<i>ECTS grade</i>	<i>Points scale</i>	10	(A) excellent	95 - 100	9	(B) very good	85 - 94	8	(C) good	75 - 84	7	(D) satisfactory	66 - 74	6	(E) sufficient	55 - 64	5	(F, FX) insufficient	<55
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¹ The structure of points and point criteria for each subject is determined by the Council of the organizational unit before the beginning of the academic year in which the subject is taught in accordance with Article 64, paragraph 6 of the Law on Higher Education of Sarajevo Canton



Literature²:

Mandatory:

1. Nurković, H. Lukaš, M. (2016). Aspekti razrednog menadžmenta. PMF. Sarajevo
2. Konig, E. & Zedler, P. (2001). Teorije znanosti o odgoju. Zagreb: Educa.
3. Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije. Zagreb: Hrvatski prdagoško-književni zbor. (dijelovi o ranom odgoju)
4. Gudjons, H. (1994). Pedagogija –temeljna znanja, Zagreb: Educa.

Recommended:

1. Hentig, H. (2008). Što je obrazovanje?. Zagreb: Educa
2. Trnavac, N. Đorđević, J. (2005). Pedagogija IP „Naučna knjiga komerc“ Beograd
3. Mušanović, M. (2011). Osnove pedagogije. Rijeka: Hrvatsko futurološko društvo.

² The Senate of the higher education institution as an institution or a council of the organizational unit of the higher education institution as a public institution determines mandatory and recommended textbooks and manuals, as well as other recommended literature on the basis of which exams are prepared by a special act which is required to be published on its website before the beginning of the academic year in accordance with Article 56, paragraph 3 of the Law on Higher Education of the Sarajevo Canton.