



UNIVERSITY OF SARAJEVO – FACULTY OF SCIENCE
SUBJECT DESCRIPTION

Form SP2

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Subject code: <i>PGP-355</i>	Subject name: Pedagogy		
Study cycle: I	Year: III	Semester: V	ECTS credits: 5
Status: Obligatory		Contact hours: 125	
		<i>Lectures: 75</i> <i>Exercises: 50</i>	
Assigned professors and assistants:			
Prerequisites:	/		
Subject objectives:	<i>The aim of the course is to provide students with basic knowledge of the science of education, to help them articulate their pedagogical language and opinion in a scientifically based way.</i>		
Teaching units:	<ol style="list-style-type: none"> 1. <i>Science of education: system of disciplines, pedagogical teachings, necessarily - theoretical concepts.</i> 2. <i>Bloom's taxonomic model of cognitive and affective personality development.</i> 3. <i>Anthropological views on upbringing, and views on value systems</i> 4. <i>Competences of a successful teacher and his authority</i> 5. <i>Relationships of authority and upbringing and classroom management through authority.</i> 6. <i>Communication - the phenomenon of human communication.</i> 7. <i>Tohomas Gordon's therapeutic-empathic communication technique</i> 8. <i>The first test</i> 9. <i>Interaction - communication aspect of school management</i> 10. <i>Man's openness to consciousness (settings of pedagogical optimism and pedagogical pessimism)</i> 11. <i>Basic educational areas in pedagogy</i> 12. <i>Relevant approaches to moral education (Kolberg ...)</i> 13. <i>Processes of education in the process of culture</i> 14. <i>Intridisciplinarity and scientific autonomy</i> 15. <i>Second test</i> 		
Learning outcomes:	<p><i>Knowledge: After the course, students will be able to analyze and explain the basic concepts of pedagogy. Analyze the anthropological and structural determinants of education.</i></p> <p><i>Skills: Students will have an insight into the basic concepts of pedagogy, connect it with pedagogical practice and develop</i></p>		



	<p><i>critical thinking for pedagogical issues. To explain and compare the characteristics of certain directions in pedagogy and theory of education. Explain and apply the communicative approach to education and to education Explain and compare alternative pedagogical conceptions</i></p> <p><i>Competencies: Understand the meaning of pedagogical theories for action in pedagogical practice Solve and evaluate pedagogical problems in education and future professional profession.</i></p>																																					
Teaching methods:	<p><i>In the teaching process, different methods and forms of work will be combined in accordance with the content of the course. Methods: Oral presentation method, conversation method, cooperative learning method, etc. Forms: Frontal, group, pair work, individual work and individualized</i></p>																																					
Knowledge testing methods with grading structure¹:	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 80%;"></th> <th style="text-align: right;">Points</th> </tr> </thead> <tbody> <tr> <td>Partial exam</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Seminar paper</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Final exam</td> <td style="text-align: right;">50</td> </tr> <tr> <td>TOTAL</td> <td style="text-align: right; border-top: 1px solid black;">100</td> </tr> </tbody> </table> <p>Assessment:</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Grade</th> <th style="width: 45%;">ECTS grade</th> <th style="width: 40%;">Points scale</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>(A) excellent</td> <td style="text-align: right;">95 - 100</td> </tr> <tr> <td>9</td> <td>(B) very good</td> <td style="text-align: right;">85 - 94</td> </tr> <tr> <td>8</td> <td>(C) good</td> <td style="text-align: right;">75 - 84</td> </tr> <tr> <td>7</td> <td></td> <td></td> </tr> <tr> <td></td> <td>(D) satisfactory</td> <td style="text-align: right;">66 - 74</td> </tr> <tr> <td>6</td> <td>(E) sufficient</td> <td style="text-align: right;">55 - 64</td> </tr> <tr> <td>5</td> <td>(F, FX) insufficient</td> <td></td> </tr> <tr> <td>55</td> <td></td> <td></td> </tr> </tbody> </table>		Points	Partial exam	30	Seminar paper	20	Final exam	50	TOTAL	100	Grade	ECTS grade	Points scale	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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Literature²:	<ol style="list-style-type: none"> 1. Ćatić, R, Stevanović, M. (2003) <i>Pedagogy. PF, Zenica</i> 2. Nurković, H, Lukaš, M. (2016) <i>Aspects of class management. PMF. Sarajevo</i> 3. Ćatić, R. (2006) <i>Elements of modern pedagogy. PF. Zenica</i> <p><i>Recommended reading:</i></p> <ul style="list-style-type: none"> - Vukasović, A, (1999) <i>HKZ Zagreb</i> - Mušanović, M, Lukaš, M. (2011) <i>Rijeka</i> 																																					

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

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.



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