

P009	Pedagogy 1	L	P	S	ECTS 3
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Course objectives. Coherent and systematized insight into pedagogical science, its establishment and terminology. Qualify students to critically challenge issues of contemporary pedagogical theories and work practice.

Prerequisites.: undergraduate study

Course description: Pedagogy - science of upbringing. The subject-matter of pedagogy. System of pedagogical disciplines. Relations between pedagogy and other sciences and scientific fields. Interdisciplinarity within pedagogy. Pedagogical terminology. Socialization. Acculturation. Education. Upbringing and education. Educational system. General and professional education. Life-span education. Educational features. Process, issues and educative factors. Educational goals. Cultural-historical conditioning of education. Education as manipulation. Humanistic approach to education. Issues of educational process. School child as subject of education. Professional educators and laymen. Teacher's personality and teacher's vocation. Teacher's competence. Teacher's credibility and authenticity. Methods and other ways of upbringing. Educative techniques and was of stimulation/interference. Power and weaknesses of educational means and methods. Learning and teaching. Techniques and styles of learning and teaching. Familial education. Institutionalised preschool education. Education in school. Historic development, structure and social organisation. Theories of school. Education in homes. Free time education. Education and modern information-communication technology. Socio-educational work. Children that are brought up in difficult circumstances. Preventive work in upbringing and education. Educational aid: institutions, family care, adoption. History of pedagogy. Subject matter, methods, procedures and instruments of pedagogy. Methodology. Categories of pedagogical research-theoretical and empirical. Qualitative and quantitative nature of pedagogical research.

LEARNING OUTCOMES

No.	LEARNING OUTCOMES
1.	Summarize and define pedagogical science, its founding and terminology, and alternative pedagogical concepts.
2.	Explain and analyze the structure and expanded activity of school and teaching.
3.	Describe critical analysis of contemporary pedagogical theory and connect with school practice.
4.	Stand by to prepare and make a pedagogical workshop.
5.	Define and analyze the educational problems in teaching practice.
6.	Organize a seminar with less research on the effectiveness of practiced forms of education and training.

RELATING THE LEARNING OUTCOMES, ORGANIZATION OF THE EDUCATIONAL PROCESS AND ASSESSMENT OF THE LEARNING OUTCOMES

TEACHING ACTIVITY	ECTS	LEARNING OUTCOME **	STUDENT ACTIVITY*	EVALUATION METHOD	POINTS	
					min	max
Attending lectures	0.75	1-6	Presence in teaching	Record	-	-

Activity in teaching	0.5	1-6	Homework	Record	0	5
Knowledge test (written exam)	0.75	1-6	Preparation for a written exam	Written	36	60
Knowledge assessment (practical task)	0.5	1-6	Preparing for a practical assignment Seminar Workshop	Practical	12	20
Final exam	0.5	1-6	Repetition	Oral	12	20
Total	3				60	100

Teaching methods and knowledge assessment. Teaching takes place through lectures, seminars and workshops. Regular knowledge assessment during classes (assignments, homework). The exam consists of a written exam and a problem assignment during the year and the final oral exam.

Can the subject be run in English: Yes

Basis literature:

1. H. Gudjons, Pedagogija. Temeljna znanja. Zagreb: Educa, 1994.
2. A. Mijatović,(ur.), Osnove suvremene pedagogije. Zagreb:HKZ "MI" HPKZ, 1998.
3. A. Vukasović, Pedagogija. Zagreb: HKZ "MI", 2001.

Recommended literature:

1. T. Armstrong, Najbolje škole. Zagreb:Educa, 2008.
2. E. König, P. Zedler, Znanosti o odgoju. Zagreb: Educa, 2001.
3. V. Mlinarević, Učitelj i odrednice uspješnog poučavanja. Časopis za teoriju i praksu odgoja i obrazovanja Život i škola, br.7/2002., Osijek: Sveučilište J.J.Strossmayera u Osijeku, Pedagoški fakultet i Visoka učiteljska škola, 2002., str. 140-147.
4. V. Mlinarević, M. Brust Nemet, Izvannastavne aktivnosti u školskom kurikulumu. Osijek: Sveučilište J. J. Strossmayera u Osijeku, Učiteljski fakultet u Osijeku, 2012.