



Course code: INRP 201	Course name: Pedagogy		
Cycle: I	Study year: II	Semester: III	ECTS: 5
Study mode: Obligatory		Total hrs. number: 60 Lectures: 2 Practical exercises: 1 Seminars: 1	
Teaching participants	Assoc. Prof. Dina Sijamhodžić - Nadarević, PhD Ahmed Čolić, MA, asiss		
Enrolment preconditions:	-		
Course goal(s):	<p>Adopt relevant definitions of pedagogical science, scientific and professional terminology in the field of education.</p> <p>Analyze pedagogical understandings of human nature, the relationship between education and culture.</p> <p>Understand the basic principles of interpersonal relationships in the process of upbringing and education.</p> <p>Understand fundamental pedagogical processes and methodology of educational work.</p> <p>Analyze the phenomenon of education on examples and cases.</p> <p>Develop and improve professional pedagogical competencies and skills of educators / teachers.</p> <p>To understand the basic features of religious pedagogy is.</p> <p>Analyze current trends in the functioning of the family, marriage and the development of parental competencies.</p> <p>To be able to look critically at the general issues and problems of modern educational theory and practice in our country and in the world.</p>		
Thematic units: <i>(if needed, the weekly work schedule is established taking into account the</i>	Pedagogy, its subject and field of research, contemporary challenges of pedagogy; Pedagogy and complementary sciences; Historical and traditional definitions of pedagogy; Basic pedagogical categories, concepts, terminological diversity; Human nature and upbringing; Culture-education-personality relationship; Interpersonal relationships in the educational process; Interaction and		



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<p><i>organizational units' peculiarities)</i></p> <p>Lectures and Exercises</p>	<p>communication in education; Methodology of educational work - principles, methods and means of educational work; Basic features of religious pedagogy; Selected topics in the field of family education; Pedagogical skills; Basic pedagogical processes; Educational and school system.</p> <ol style="list-style-type: none">1. Pedagogy, its subject and field of research, contemporary challenges of pedagogy; Pedagogy and complementary sciences. <i>Introduction and teaching instructions. Selection of tasks and instructions for realization: two books for the colloquium and an individual / group task.</i>2. Historical and traditional definitions of pedagogy. <i>Historical development of pedagogical thought.</i>3. Basic pedagogical categories, concepts, terminological diversity (education, socialization, learning, teaching, pedagogical activity / pedagogical relationship, human development, school, didactics, teaching, curriculum, teacher, student, counseling, interaction, communication). <i>Presentation of basic pedagogical concepts using two hemispheres of the brain.</i>4. Human nature and upbringing (pedagogical understanding of human nature, images / notions about upbringing, man as a being of need, the upbringing of a child). <i>Images of human nature.</i>5. The culture-upbringing-personality relationship (sociocultural roots of upbringing and models of cultural learning, patterns of cultural behavior and parenting styles). <i>Workshop on intercultural education.</i>6. Interpersonal relationships in the educational process (success factors of interpersonal relationships - empathy, social perception, attitudes). <i>Movie: The Lost Pencil.</i>7. Interaction and communication in upbringing and education. <i>Workshop on nonviolent communication.</i>8. Student knowledge test (colloquium).9. Methodology of educational work - principles, methods and means of educational work. <i>Children's needs (classifications).</i>
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	<p>10. Basic features of religious pedagogy. <i>Methods and means of educational work.</i></p> <p>11. Selected topics in the field of family education (family functioning, marriage, parenthood). <i>Parenting styles.</i></p> <p>12. Pedagogical skills. <i>Pedagogical skills.</i></p> <p>13. Basic pedagogical processes. <i>Reference-co-reference exercise.</i></p> <p>14. Educational and school system. <i>Reference-co-reference exercise.</i></p>
Learning outcomes:	The student will adopt the most relevant scientific and professional terminology in the field of education, will be able to understand the goals of education and a critical view of general issues and problems of modern educational theory and practice in our country and in the world.
Teaching methods:	Lectures, Seminars, Workshops, Exercises, Team work, Independent tasks, Internet, Consultations, Mentoring work, Research, Presentations, Practical work
Knowledge assessment methods with grading system¹:	<p>Student presence and activity (preparation, discussions, problem solving). Individual dual / group task - 20 %</p> <p>Colloquium (read books from the list of extended literature - two books at least) - 30%</p> <p>Final exam (written and oral) - 50%</p>
Literature²:	<p>Mandatory:</p> <p>1. Bratanić, Marija (1991): <i>Micropedagogy</i>. Školska knjiga, Zagreb (pp. 45–155).</p>

¹ The system of points and the grading criteria for each subject shall be defined by the organizational unit's Council prior to the commencement of the academic year in which the teaching activity is performed in accordance with the Article 64, paragraph 6 of the Sarajevo Canton Law on Higher Education.

² Acting on behalf of the higher education institution as a public institution, the Senate or organizational unit Council respectively, shall define the mandatory and recommended textbooks and manuals list as well as the other recommended literature as a basis for preparing and taking the examination by rendering a special Decision which is to be published on their websites before the start of the academic year in accordance with the Article 56, paragraph 3 of the Sarajevo Canton Law on Higher Education.



2. Gudjons, Herbert (1994): *Pedagogy - Basic Knowledge*. Educa, Zagreb (Chapter 1: pp. 17–24; Chapter 4: pp. 66–92; Chapters 6, 7 and 8: pp. 123–185).

3. Slatina, Mujo (2006): *From individual to personality - Introduction to the theory of confluent education*. Dom Štampe, Zenica (first two parts of the book: pp. 9–147).

4. Vukasović, Ante (2001): *Pedagogy*. HKZ MI, Zagreb (pp. 346–383).

Additional:

1. Brajša, Pavao (1994): *Pedagogical Communication*. Školske novine, Zagreb.

2. Brajša, Pavao (1995): *Seven Secrets of a Successful School*. Školske novine, Zagreb.

3. Brajša, Pavao (1996): *The Art of Conversation*. CASH, Pula.

4. Buzan, Toni (1999): *Maps of the Mind*. Finesa, Belgrade.

5. Buzan, Toni (2006): *Speed reading*. Veble Commerce, Zagreb.

6. Canvez, P. (1999): *Educate the Citizen*. Durieux, Zagreb.

7. Covey, Stephen (2006): *Seven Habits of Successful Families*. Mozaik knjiga, Zagreb.

8. Cvetković, J. and Majurec, A. (1998): *It is gifted to do with him*. Alinea, Zagreb.

9. Ćorić, Š. (1998): *The Psychology of Religiosity*. Jastrebarsko, Zagreb.

10. Delors, J. et al. (1998): *Learning treasure in us*. Educa, Zagreb.

11. Dryden, Gordon, & Vos, Jeannette (2001): *A Revolution in Learning*. Educa, Zagreb.

12. Abu Gudda, Abdulfettah (2003): *The Prophet, as, as a teacher*. El-Kelimeh, Novi Pazar.

13. Ekrem, Beshir and Rida, Beshir (2007): *Raising Children in the Light of the Qur'an and Sunnah*. Ilum, Buzim.

14. Filipović, I. (1994): *How to be a better parent*. Alinea, Zagreb.

15. Glasser, William (1994): *A Quality School*. Educa, Zagreb.



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	<p>16. Goleman, Daniel (1998): Emotional Intelligence. Geopoetics, Belgrade.</p> <p>17. Gone, Ž. (1998): Education and the Media. Clio, Belgrade.</p> <p>18. Gossen, CD (1994): Restitution - The Transformation of School Discipline. Alinea, Zagreb.</p> <p>19. Greene, B. (1996): New paradigms. Alinea, Zagreb.</p> <p>20. Gudjons, Herbert (1994): Pedagogy - Basic Knowledge. Educa, Zagreb.</p> <p>21. Hohnjec, N. (1991): Man, as a Being of Relationships Glas koncila, Zagreb.</p> <p>22. Janković, J. (1996): Zločesti đaci genijalci. Alinea, Zagreb.</p> <p>23. Juul, J. (1998): Your competent child. Educa, Zagreb.</p> <p>24. Katz and McClellan (1997): Encouraging the development of children's social competence. Educa, Zagreb.</p> <p>25. Konig and Zedler (2001): Theories of the Science of Education. Alinea, Zagreb.</p> <p>26. Košiček, Marijan (1986): Anti-parents. Institute for Textbooks and Teaching Aids, Belgrade.</p> <p>27. Legrand, L. (1995): Moral Education. Educa, Zagreb.</p> <p>28. Mahmoud, Ali Abd al-Halim (2008): Fundamentals of Islamic Pedagogy. El-Kelimeh, Novi Pazar.</p> <p>29. Miller, Alice (1995): Childhood Drama. Educa, Zagreb.</p> <p>30. Mougnotte, A. (1995): Educating for Democracy. Educa, Zagreb.</p> <p>31. Neill, Sean (1994): Nonverbal communication in the classroom. Educa, Zagreb.</p> <p>32. Pašalić-Kreso, Adila (2012): Coordinates of family education. Faculty of Philosophy, Sarajevo.</p> <p>33. Peroti, A. (1995): Intercultural Education. Educa, Zagreb.</p> <p>34. Pranjić, Marko (1996): Religious pedagogy. Salesian Catechetical Center, Zagreb.</p>
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	<p>35. Pranjić, Marko (2001): Pedagogy: Contemporary Aspirations. Publisher, Zagreb.</p> <p>36. Resman, M. (2000): Counseling in kindergarten and school. HPKZ, Zagreb.</p> <p>37. Salovey and Sluyter (1999): Emotional development and emotional intelligence. Educa, Zagreb.</p> <p>38. Savater, F. (1998): Ethics for Amadora. Educa, Zagreb.</p> <p>39. Seitz, M. and Hallawachs, U. (1977): Montessori or Waldorf? Educa, Zagreb.</p> <p>40. Vukasović, Ante (1993): Pedagogy. Školska knjiga, Zagreb.</p> <p>41. Winkel, Rainer (1996): Children who are difficult to raise. Educa, Zagreb.</p> <p>42. Wood, David (1995): How children think and learn. Educa, Zagreb.</p>
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