



UNIVERSITY OF SARAJEVO – FACULTY OF ISLAMIC STUDIES
 Religious Pedagogy

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| Course code: INRP 201 | Course name: Religious Pedagogy | | |
| Cycle: I | Study year: III/IV | Semester: V/VII | ECTS: 5 |
| Study mode: Obligatory | | Total hrs. number: 45 Lectures: 2 Practical exercises: 1 | |
| Teaching participants | Assoc. Prof. Dina Sijamhodžić - Nadarević, PhD Ahmed Čolić, MA, asiss | | |
| Enrolment preconditions: | - | | |
| Course goal(s): | Master the basic competencies of understanding religious pedagogy in general. To provide students with insights into the basic features of Islamic pedagogy . Critically consider different approaches in defining the concept of Islamic education . Investigate the main outlines of educational philosophy within the framework of traditional and modern Muslim thinking. To analyze the theory and practice of religious delayed I and education. | | |
| Thematic units: <i>(if needed, the weekly work schedule is established taking into account the organizational units' peculiarities)</i> Lectures and Exercises | The course is designed to present students with fundamental issues of religious pedagogy. The concept, meaning, subject and epistemological status of religious pedagogy in the interdisciplinary connection of theological and educational sciences are discussed. The content of the course also provides a brief comparative analysis of perspectives and views on education and religious pedagogy in monotheistic religions (Judaism, Christianity, Islam). In particular, deepening the analysis of the fundamental characteristics of the Islamic pedagogy. The concept of Islamic pedagogy is also critically considered through different perceptions and academic approaches, exploring traditional and contemporary Muslim educational thought. The course will give a look at the theory and practice of religious education and religious instruction in our country, and in the modern Muslim world and Muslim communities in the West. 1. The concept of religion and pedagogy in religious pedagogy. <i>Introduction, teaching instructions and review of semester assignments; Task for students: Independently define three topics for seminar work.</i> | | |



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2. Epistemological status of religious pedagogy in the interdisciplinary relationship of theological and educational sciences.

Choice of topic and instructions for writing a seminar paper (analysis of checklists and rules).

Assignment for students: Find a minimum of five sources on the topic of the seminar paper.

3. The subject of religious pedagogy (religious pedagogy as a theory of religious education, religious learning and teaching and as a didactic theory of religious instruction).

Review and analysis of sources in the field of religious pedagogy; Instructions for creating the structure of the seminar paper. Assignment for students: Write the structure and introduction of a seminar paper.

4. Muslim, Jewish, and Christian perspectives and views on education and religious pedagogy.

Group analysis of structures and introduction of student seminar papers.

Assignment for students: Write several paragraphs of seminar paper in the form of quotations and paraphrases, citing sources in footnotes and literature.

5. The formulation of the theory is of Islamic pedagogy based on the Qur'an and Sunnah (epistemology, sources and meanings).

Analysis of paraphrases, quotations and sources.

Assignment for students: Write a seminar paper.

6. Islamic worldview and the concept of Islamic upbringing / education in traditional Muslim thought (Al-Ghazali, Burhanuddin Ez-Zernudji, etc.).

Joint analysis of seminar papers on practical examples.

Task for students: Update the seminar paper according to the given instructions.

7. The Islamic worldview and concept of Islamic education / processed tion in the framework of contemporary Muslim thought (movement "Islamization of the knowledge", Syed



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| | <p>Muhammad Naquib al-Attas , Ismail Farouqi , Seyyed Hossein Nasr; AH Abu Sulayman, etc.).</p> <p><i>Joint analysis of seminar papers on practical examples.</i></p> <p><i>The task of the century uđenti: Make a presentation seminar.</i></p> <p>8. Defining and understanding the relevance of Islamic pedagogy (on the definition of Islamic pedagogy - terbijet, edeb, ta'lim; goals and purpose of Islamic education).</p> <p><i>Instructions for presenting the results of seminar work.</i></p> <p><i>Assignment for students: Prepare for the presentation of seminar papers.</i></p> <p>9. Basic features of Islamic upbringing / education (Rabbani nature of Islamic education , upbringing / education inherent in the true nature of man - fitrah).</p> <p><i>Individual student presentations and group discussion on presented topics.</i></p> <p><i>Assignment for students: analysis of seminar papers of colleagues and preparation for discussion.</i></p> <p>10. The comprehensive character of Islamic upbringing and education (upbringing of the whole person, development of all life forces through upbringing / education in various educational areas; care for the individual and the group, lifelong learning).</p> <p><i>Individual student presentations and group discussion on presented topics.</i></p> <p><i>Assignment for students: analysis of seminar papers of colleagues and preparation for discussion.</i></p> <p>11. The universal character of Islamic upbringing and education (promoting universally valid values in upbringing and education; upbringing and education for everyone).</p> <p><i>Individual student presentations and group discussion about the presented and mom.</i></p> <p><i>Assignment for students: analysis of seminar papers of colleagues and preparation for discussion.</i></p> |
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| | <p>12. Theological, anthropological-pedagogical, historical-cultural and socio-cultural foundation of religious education and religious instruction.</p> <p><i>Individual student presentations and group discussion on presented topics.</i></p> <p><i>Assignment for students: analysis of seminar papers of colleagues and preparation for discussion.</i></p> <p>13. Theory and practice of religious education in the situation of Bosnian Muslims (religious education in the family, mekteb classes, madrasas, religious education in preschool institutions, school religious education).</p> <p><i>Individual student presentations and group discussion on presented topics.</i></p> <p><i>Assignment for students: analysis of seminar papers of colleagues and preparation for discussion.</i></p> <p>14. Theory and practice of religious education in the modern Muslim world and Muslim communities in the West.</p> <p><i>Individual student presentations and group discussion on presented topics.</i></p> <p><i>Assignment for students: analysis of seminar papers of colleagues and preparation for discussion.</i></p> <p>15. Religious education and religious instruction in the face of modern challenges (youth education , education of Muslim children in the West , etc.).</p> <p><i>Analysis and summarization of results.</i></p> <p><i>Task for students: e evaluation of exercises.</i></p> |
| <p>Learning outcomes:</p> | <p>Understand the basic definitions of religious pedagogy; Comparatively analyze perspectives and views on education and religious pedagogy in monotheistic religions (Judaism, Christianity, Islam); Analyze the basic features of Islamic pedagogy; Critically consider different perceptions and certain approaches in traditional and contemporary Muslim thought; To analyze the theory and practice of religious education and education in conditions of Bosnian Muslims, the modern Muslim world and Muslim communities in the West (for example)</p> |



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| Teaching methods: | 2 hours of lectures + 1 hour of exercises Lectures, Seminars, Workshops, Exercises, Team work, Independent tasks, Internet, Consultations, Mentoring work, Research, Presentations, Practical work |
| Knowledge assessment methods with grading system¹: | Student presence and activity (preparation, discussions, presentations, problem solving); Glossary of Religious Pedagogy; Analysis of the text from the list of literature. – 20% Seminar paper and presentation. – 30% Final exam (written and oral). – 50% |
| Literature²: | <p>Mandatory:</p> <ol style="list-style-type: none"> 1. Sijamhodžić-Nadarević Dina (ed.), <i>Religious pedagogy - Islamic perspective</i> (reading book), CNS, Sarajevo, 2018. 2. Pranjić, Marko (1996): <i>Religious pedagogy: Name, epistemology, subject and limitation. (first chapter, pp. 8-40)</i>, Salesian Catechetical Center, Zagreb. <p>Additional:</p> <ol style="list-style-type: none"> 1. Al-Ghazali, Abu Hamid (2008): <i>Eyjuh-el-veled</i>. Tuzla Mufti's Office, Gračanica. 2. Altalib, Hisham; Abusulayman, Abdulhamid, and Altalib Omar (2018): <i>Parents and Children: A Guide to Raising Children</i>. CNS, Sarajevo. 3. Al-Zeera, Zahra (2019): <i>Integrity and Holiness in Education</i>. Center for Advanced Studies, Sarajevo. 4. Beshir, Ekram and Beshir, Muhammed Rida (2007): <i>Raising Children in the Light of the Qur'an and Sunnah</i>. Ilum doo, Buzim. 5. Abu Sulayman, Abdul Hamid Ahmed (2010) : <i>The Crisis of Islamic Civilization: Roots in Culture and Education</i>. El-Kalem and CNS, Sarajevo. 6. Abu Sulayman, Abdulhamid Ahmed (2004): <i>The Crisis of Muslim Thought. (Chapters 5 and 6)</i> El-Kalem, Sarajevo. |

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.



7. Ez-Zernudji, Burhanuddin: "Guidance to the student on the path of acquiring knowledge." In: *Takvim*, El-Kalem, Sarajevo, 1981, p. 273.
8. Grimmitt, M. (ed.) (2000): *Pedagogies of Religious Education*. Great Wakering, Essex, Mc Crimmons .
9. Jasin, Muhammed (2003): *The Nature of Man in Islam*. Libris, Sarajevo.
10. Nasr, Seyyed Hossein (1994): *Traditional Islam in the Modern World. (Chapter 3: Man and Woman in an Islamic Perspective, pp. 47-57; Chapters 8 and 9: Islamic Education, Philosophy and Science, Views of Islamic Philosophers on Education, pp. 118-153)*, El-Kalem, Sarajevo.
11. Nasr, Seyyed Hossein (2002): *The Heart of Islam. (Chapter: Compassion and Love, Peace and Goodness, pp. 257-298; Chapter: Human Responsibilities and Human Rights, pp. 353-389)*, El-Kalem, Sarajevo.
12. Sahin, Abdullah (2013): *New Directions in Islamic Education: Pedagogy and Identity Formation. (pp. 167-244)*, KUBE publishing, UK.
13. Sardar, Ziauddin (2015): *On Islam, Science and the Future*. CNS, Sarajevo.
14. Sijamhodžić-Nadarević, Dina: "The terms 'edeb' and 'terbijet' in defining Islamic upbringing and education", *Novi Muallim / Journal of Education*, vol. IX, no. 35, Sarajevo, September 29, 2008, p. 42-48.
15. Ulvan Abdullah Nasih (2014): *Raising Children in Islam*. Ilum doo, Buzim.
16. Waghid, Yusef (2011): *Conceptions of Islamic Education: Pedagogical Framings*. Peter Lang, New York.
17. Wan Mohd Nor Wan Daud (2010): *Syed Muhammad Naquib Al-Attas - Educational Philosophy and Practice*. Tugra, Sarajevo.