

Faculty of Philosophy / Pedagogija (2017) /

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| Prerequisites | No prerequisites required. |
| Aims | : * To introduce students with the reasons for the formation and ways of diversification of contemporary pedagogical and theoretical trends in pedagogy; * To teach the students the basic characteristics of various contemporary pedagogical trends and theoretical systems of prominent representatives from various directions; * Provide students with the critical thinking and comparative analysis of contemporary pedagogical conceptions and theories. |
| Lecturer / Teaching assistant | Saša Milić, Ph.D. Jovana Marojević, M.A. |
| Method | Lectures and debates. Preparing an essay on one of the topics related to the curriculum. Consultations and final exam. |
| Week 1, lectures | The emergence of different pedagogical branches at the end of the nineteenth and twentieth century. |
| Week 1, exercises | Introduction into basic concepts and categories of the course; Selection of the themes and setting up the schedule of seminar presentations. |
| Week 2, lectures | Individual pedagogy and pedology. |
| Week 2, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream. |
| Week 3, lectures | Social trends and pedagogy. |
| Week 3, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 4, lectures | Cultural pedagogy; Psychoanalysis and education. |
| Week 4, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 5, lectures | Functional pedagogy. |
| Week 5, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 6, lectures | Pedagogy of the working / active / school. |
| Week 6, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 7, lectures | Test 1 / mid-term examination paper. |
| Week 7, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 8, lectures | Pragmatic pedagogy. |
| Week 8, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 9, lectures | Essentialist pedagogy. |
| Week 9, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 10, lectures | Existentialist pedagogy. |
| Week 10, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 11, lectures | Experimental pedagogy. |
| Week 11, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 12, lectures | Religious pedagogy. |
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| Week 12, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 13, lectures | Marxistic pedagogy. |
| Week 13, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 14, lectures | Test 2/ mid-term examination paper. |
| Week 14, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Week 15, lectures | Quantitative , statistical and cybernetic pedagogy. |
| Week 15, exercises | Analysis of the fragments of original works written by authors who represent various streams and branches; Presentations and analysis of seminar papers on a particular pedagogical stream ; Comparison of ideas offered by various pedagogical directions. |
| Student obligations | Students are obliged to attend the classes regularly, do the tests, be active in he debates and take the final exam. Students are also obliged to prepare an essay and initiate a debate upon its presentation. |
| Consultations | On wednesdays 12.30 a.m. |
| Workload | Per week 7 ects x 40/30 = 9 hours 20 min Structure: 3 hours of lectures 2 hours of the exercises 4 hours and 20 minutes of individual work and consultations |
| Literature | |
| Examination methods | Tests 20 points each, an essay 10 points, active participation 5 points; final examination 45 points. Passing grade can be given if a student collects at least 55 points. |
| Special remarks | |
| Comment | |
| Learning outcomes | After passing the exam, a student will be able to: - Describe the phenomenon of different pedagogical fields at the end of the nineteenth and twentieth century; - Explain the historical, social and scientific frames of specific pedagogical theories; - Classify of educational directions from the dominant educational characteristics; - Compare and evaluate the specifics of individual pedagogical theories. |