

**Faculty of Philosophy / Pedagogija (2017) / Istorija pedagogije**

Prerequisites	There are no pre-conditions for the attendance of this course.
Aims	To familiarize students with the emergence and development of pedagogical thought since ancient times to the early twentieth century; Training students for expert analysis and critical reflection of different pedagogical ideas and directions through history; Training students for comparative analyzes of different pedagogical standpoint through the history.
Lecturer / Teaching assistant	Associate Professor Vučina Zorić, PhD; Teaching Assistant Milica Jelić, MA
Metdod	Lectures and discussions. The preparation of one essay on a given topic from one of the areas of curriculum. Studying for tests and a final exam. Consultations.
Week 1, lectures	Introduction to the subject and assignment of students obligations.
Week 1, exercises	Analysis of the rules for essay presentation and process, selection and agreement on time limitation of student elaboration.
Week 2, lectures	Subject, tasks and importance of the history of pedagogy.
Week 2, exercises	Discussion about object of study, tasks and significance of history of pedagogy. Student elaborations and essay analyses on topics and tasks of historical pedagogy.
Week 3, lectures	The development of pedagogical theory and practice through the historical periods.
Week 3, exercises	Analysis of historical development of educational phenomenon (Original community, Ancient Greece-Sparta and Athens, Rome, middle Ages). Work in small groups with materials prepared in advance. Student elaborations and essay analyses on topics of pedagogy
Week 4, lectures	The development of education in the periods of feudalism, Humanism and the Renaissance.
Week 4, exercises	Analysis of historical development of educational phenomenon (feudalism, Rable, Montaigne, Mor, Rotherdamsky, Capanela). Work in small groups on fragments from authors original works. Elaborations and essay analyses which is according to plans for this we
Week 5, lectures	Pedagogical ideas of Jan Amos Komensky
Week 5, exercises	Analysis of fragments from Didactica Magna and Maternal School - Komensky. Elaborations and planned essay analyses.
Week 6, lectures	Pedagogical ideas of John Locke
Week 6, exercises	Analysis of John Locke contribution to pedagogy, comparison with Komensky. Elaborations and essay analyses.
Week 7, lectures	I test
Week 7, exercises	Colloquium analysis, commenting on the results and inspection of mistakes. Elaborations and essay analyses which is according to plans for this week.
Week 8, lectures	Pedagogical ideas of Jean Jacques Rousseau
Week 8, exercises	Analysis of the fragments of Emilia's education, Russo- work in pairs. Elaborations and essay analyses of Rousseu.
Week 9, lectures	Pedagogical ideas of Johann Heinrich Pestalozzi
Week 9, exercises	Analysis of fragments from Linhard and Gertrude, work in small groups. Elaborations essay analyses predicted for this week.
Week 10, lectures	Pedagogical ideas of Johann Friedrich Herbart
Week 10, exercises	Analysis of fragments from general Pedagogy derived from Herbert's educational goal. Elaborations and essay analyses of Herbart and his contribution to pedagogy.
Week 11, lectures	Pedagogical ideas of Friedrich Froebel
Week 11, exercises	Analysis of Friedrich Froebel contribution to pedagogy, comparison with other pedagogical classics. Elaborations and essay analyses.
Week 12, lectures	Pedagogical ideas of L. Tolstoy and A. Makarenko
Week 12, exercises	Analysis of fragments from Tolstoy and Makarenko original works. Elaborations and planned essay analyses.
Week 13, lectures	Pedagogical ideas of John Dewey
Week 13, exercises	Analysis of fragments from original works of Dewey. Elaborations and essay analyses.
Week 14, lectures	The relationship of history of pedagogy and other educational disciplines.
Week 14, exercises	Brainstorming- system of pedagogical disciplines and history of pedagogy. Elaborations and planned

	essay analyses and/or preparation for colloquium/test.
Week 15, lectures	II test
Week 15, exercises	Commenting on the results. Elaborations and essay analyses planned for this week.
Student obligations	Students are required to attend classes, participate in discussions and working two tests. Students prepare an essay and participate in the discussion after the presentation of essays.
Consultations	Vucina Zoric - Friday, office 323, 10:30-11:30h, Milica Jelic - Thursday, office 326, 10:00-11:00h.
Workload	Weekly 7 credits x 40/30 = 9 hours and 20 minutes Structure: 2 hours of lectures 2 hours of exercises 5 hours and 20 minutes for individual work, including consultations In the course of the semester Teaching and the final exam: 9 hours and 20 minutes x 16 = 149 hours and 20 minutes Preparation before the start of the semester (administration, enrollment, etc) 2 x (9 h 20 min) = 18 hours and 40 minutes Total hours for the course 7x30 = 210 hours Additional work for exams preparing correction of final exam, including the exam taking from 0 to 42 hours (the remaining time of the first two items to the total load of cases) Structure: 149 hours and 20 minutes. (Lectures) + 18 hours and 40 minutes. (Preparation) + 42 hours (Amendment. Work)
Literature	
Examination methods	- Two tests max 18 points (36 points total) -Homework max 15 points- Attendance, activity during classes and participation in the discussions max 5 points; - Essay max 4 points; - Final exam max 40 points; - Passing grade gets if cumulative collect at lea
Special remarks	
Comment	
Learning outcomes	After passing this exam student will be able to: - Explain the essence and significance of the history of pedagogy as a pedagogical discipline; - Describes the development and connection of pedagogical theory and practice through the historical periods; - Specify and represent the core ideas the pedagogical classics; - Describe the relationship history of pedagogy and other pedagogical disciplines.