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|  | | | **UNIVERSITY OF EAST SARAJEVO**  Faculty of Medicine Foča | | | | | | | | | | | logo | | | |
| ***Study program: Nursing*** | | | | | | | | | | |
| I study cycle | | | | | | IV study year | | | | |
| **Full subject title** | | | INTRODUCTION TO PEDAGOGY | | | | | | | | | | | | | | |
| **Department** | | | Department of General Education Subjects, Faculty of Medicine Foča | | | | | | | | | | | | | | |
| **Subject code** | | | | | | **Subject status** | | | | | **Semester** | | | | **ECTS** | | |
|
| NU-05-1-044-7 | | | | | | compulsory | | | | | VII | | | | 8 | | |
| **Professor/ -s** | | Full professor Biljana Sladoje Bošnjak | | | | | | | | | | | | | | | |
| **Associate/ - s** | | Full professor Biljana Sladoje Bošnjak | | | | | | | | | | | | | | | |
| **Number of lectures/ teaching workload (per week)** | | | | | | | **Individual student workload**  **(in hours per semester)** | | | | | | | | | **Coefficient of student workload So[[1]](#footnote-1)** | |
| **L** | **AE** | | | | **LE** | | **L** | | | **AE** | | **LE** | | | | **So** | |
| 3 | 3 | | | | 0 | | 35 | | | 35 | | 80 | | | | 0,77 | |
| total teaching workload (in hours, per semester)  45+45=90 | | | | | | | | total student workload (in hours, per semester)  35+35+80=150 | | | | | | | | | |
| Total subject workload (teaching + student): 90 + 150= 240 hours per semester | | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | Students will:   1. Master basic pedagogical concepts, 2. Be equipped to understand the complexity, development, and multifactorial conditioning of the phenomenon of education, 3. Consider the factors that critically influence the formation of personality and the complexity of their interaction, 4. Acquire basic didactic knowledge and be trained to apply it in teaching practice, 5. Become familiar with the functioning of the school system and its determinants. | | | | | | | | | | | | | | | |
| **Preconditions** | | Passed exams from the previous year of study. | | | | | | | | | | | | | | | |
| **Teaching methods** | | Lectures, practical teaching | | | | | | | | | | | | | | | |
| **Subject content per week** | | **Lectures:**   1. Pedagogy as a science 2. Education, roots, dilemmas in defining the concept of education and upbringing, social and individual aspects 3. Factors and theories of upbringing 4. Components of upbringing 5. The concept and subject of school pedagogy, educational system, school system 6. The subject of didactics, basic didactic concepts, the relationship between didactics and methodology 7. Teaching, the purpose and objectives of teaching, laws and principles of teaching 8. First colloquium 9. Factors of teaching: student, teacher, curriculum content, educational technology 10. Curriculum and syllabus 11. Stages of the teaching process, lesson, types of teaching 12. Forms of teaching work (frontal, individual, group, pair work) 13. Teaching systems (traditional, programmed, problem-based, exemplary, individualized, team-based, responsible) 14. Teaching methods and teaching aids 15. Second colloquium   **Exercises:**   1. Main characteristics of a good educator – constructing a list of values. 2. Comparative analysis of different understandings of human beings and their nature. 3. Pedagogy – the science of upbringing (comparing different definitions of the term pedagogy). 4. The subject of pedagogy and its differentiation from other sciences. 5. Finding concrete examples for general (studying: ideas, understandings, concepts of educational practice; the emergence and development of pedagogical science) and specific (epochal, problem-based, institutional, biographical, historical research) approaches to research in the history of pedagogy. 6. The goals and objectives of upbringing (models for analyzing goals and taxonomy of educational objectives). 7. Cognitive, affective, and psychomotor domains of upbringing (providing concrete examples). 8. Epistemological and methodological problems of pedagogy from an empirical perspective. 9. Proper use of literature (how to use literature). 10. Physical education (health, educational, upbringing, and recreational tasks). 11. Intellectual upbringing (acquiring a system of knowledge, developing skills and habits, enhancing intellectual strengths and abilities, mastering the culture of intellectual work). 12. Moral upbringing (forming moral attitudes and beliefs, developing moral behavior and actions, nurturing positive traits of will and character, cultivating a sense of moral values). 13. Work upbringing (developing a work culture among youth, mastering work skills and habits, fostering the need for work, developing positive personality traits). 14. Aesthetic upbringing (perceiving, experiencing, creating, and evaluating beauty – examples from nature, social life, and human creativity). 15. Methods of upbringing and personality development (classification methods and their application). | | | | | | | | | | | | | | | |
| **Compulsory literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title/Publisher** | | | | | | | | | **Year** | | | **Pages (from-to)** | |
| Paulo F. | | | | Pedagogy of the Oppressed | | | | | | | | | 1968 | | |  | |
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| **Additional literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Publication title/Publisher** | | | | | | | | | **Year** | | | **Pages (from-to)** | |
|  | | | |  | | | | | | | | |  | | |  | |
| **Student responsibilities, types of student assessment and grading** | | **Grading policy** | | | | | | | | | | | | **Points** | | | **Percentage** |
| Pre-exam activities | | | | | | | | | | | | | | | |
| lecture/exercise attendance | | | | | | | | | | | | 5 | | | 5% |
| Practical teaching | | | | | | | | | | | | 5 | | | 5% |
| Colloquia | | | | | | | | | | | | 20 | | | 20% |
| Seminar paper | | | | | | | | | | | | 10 | | | 10% |
| test | | | | | | | | | | | | 20 | | | 20% |
|  | | | | | | | | | | | |  | | |  |
| Final exam | | | | | | | | | | | | | | | |
| written exam | | | | | | | | | | | | 50 | | | 50% |
| TOTAL | | | | | | | | | | | | 100 | | | 100 % |
| **Датум овјере** | | December 2024. | | | | | | | | | | | | | | | |

1. The coefficient of student workload So is calculated as it follows:

   а) for the study programs not going through the licensing process: So = (total workload in semester for all of the subjects 900 hrs – total teaching workload L+E in semester for all of the subjects 870 hrs)/ total teaching workload L+E in semester for all of the subjects \_\_\_\_\_ hrs = \_\_\_\_. Consult form content and its explanation.

   b) for the study programs going through the licensing process, it is necessary to use form content and its explanation. [↑](#footnote-ref-1)