

## Specification of courses for the book of courses

<b>Study program</b>		Preschool Teacher	
<b>Module</b>		/	
<b>Type and level of studies</b>		Basic vocational studies - 1st level study program (professional bachelor degree)	
<b>Name of the subject</b>		Pedagogical Theories	
<b>Teacher (for lectures)</b>		Goran Vilotijevic, PhD	
<b>Teacher/associate (for practical class)</b>		Danica Veselinov, PhD	
<b>Teacher/associate (for other forms of)</b>		/	
<b>Year of study when the component is delivered</b>		1	
<b>Semester/trimester when the component is delivered</b>		2	
<b>Number of ECTS</b>	5	<b>Status of the course (compulsory/optional)</b>	compulsory
<b>Condition</b>	None		
<b>Goal of the course</b>	Acquisition of professional and expanding of general knowledge, as well as the application of the achievements of pedagogical science. Acquiring knowledge about pedagogical ideas, theories and concepts. Providing a critical insight into contemporary concepts of upbringing. Training students to critically examine and evaluate pedagogical theories and their critical application in theoretical work and original pedagogical creativity (practice), to independently judge and defend their own views and attitudes, as well as the basis for acquiring the competencies of a reflexive practitioner.		
<b>The outcome of the course</b>	After the successful completion of the course, students should be able to: 1. Determine the achievements of pedagogical science, 2. Image pedagogical ideas, theories and concepts, 3. critically examine and evaluate pedagogical theories, 4. represent their own and evaluate other attitudes, 5 apply modern theories in the work, with the aim of developing knowledge and skills, 6. appreciate the importance of applying the theory in practice with the aim of more efficient work and emancipation of educators, 7. plan and implement learned, in work in educational groups.		
<b>Course content</b>			
<b>Theory classes</b>	<p>The notion of theories and metatheory and their interrelation. Basic categories: model, paradigm, law, construct and hypotheses; Constructing theories; Classification of pedagogical theories; Founder of individual classifications (Suhodolski et al.). Pedagogy of essence (pedology, individual pedagogy, personalistic pedagogy, functional pedagogy, progressive pedagogy, pedocentrism, free pedagogy (L. Tolstoy). The pedagogy of "existence" (social pedagogy, theories of the working school, socialdemocratic pedagogy, fascist pedagogy, Soviet pedagogy, reconstructive pedagogy, etc.). Cultural Pedagogy; Pragmatic pedagogy. "Third Pedagogy" -Suhodolsky. Religious pedagogy. Herbart's Pedagogy, Spiritual Scientific Pedagogy; Structurally functional theories; Interaction theory. Critical and communicative theory and critical pedagogy, Emancipatory pedagogy; Constructivist theories. Humanistic theories. Postmodern pedagogical theory, pedagogical implications; Alternative routes and schools.1. Theories, metatories. Hypothesis, paradigm, model.</p> <p>2. The construct, the law of constructing the theory and their role.</p> <p>3. Relationship between theory and metatheory</p> <p>4. Classification of pedagogical theories (directions, movements, founders of classifications, Suhodolsky etc.)</p> <p>5. Pedagogy of "essences" (pedology, individual pedagogy, personalistic pedagogy, pedocentrism, free education)6. Pedagogy of Existence (social pedagogy, pedagogy of working school, socialdemocratic pedagogy, fascist pedagogy, Soviet pedagogy, reconstructive pedagogy</p> <p>7. Cultural pedagogy, pragmatist pedagogy, "Third Pedagogy" of Suhodol</p> <p>8. Herbart's pedagogy (philosophical and psychological foundation)</p> <p>9. Spiritual scientific pedagogy</p> <p>10. Structural and functional pedagogical theories11. Interactionist pedagogical theory</p> <p>12. Postmodern theory-pedagogical implications</p> <p>13. Critical theory-critical pedagogy</p> <p>14. Empirical pedagogy (Molenhauer et al.)</p> <p>15. Constructive Pedagogy</p> <p>16. Humanistic theory</p> <p>17. Alternative routes and schools</p>		
<b>Practical classes (other forms of teaching, research work during the studies)</b>			
<b>Bibliography</b>			
1	Поткоњак, Н. (2003). <i>XX век: ни «век детета» ни век педагогије</i> . СПДВ, Нови Сад (одабрана поглавља)		
2	Ђорђевић, Ј. (2000). <i>Реформски педагошки покрети у 20. веку</i> . Учитељски факултет, Београд		
3	Бранковић, Д., (2001). <i>Педагошке теорије</i> . Бања Лука (одабрана поглавља)		
4	Милутиновић, Ј.(2011). <i>Алтернативе у теорији и пракси савременог образовања</i> . СПДВ, Нови Сад (одабрана поглавља).		
5	Вилотијевић, М. (2000). <i>Дидактика 1 и 2</i> . Учитељски факултет, Београд.		
6	Нил, А. С. (1988). <i>Слободна деца Самерхила</i> . БИГЗ, Београд		
<b>Number of active classes per week during a semester/trimester/ year</b>			
<b>Lectures</b>	<b>Practical classes</b>	<b>Research work during the course</b>	<b>Other classes</b>
4	1		1
<b>Teaching methods</b>	Lecture; Project method; Discourse Method; Critical study of literature; Preparation of seminar papers; Exercises through active student workshops; Discussion on a predefined topic; Explanation of attitudes in the discussion.		
<b>Mode of delivery</b>		face-to-face	
<b>Knowledge assessment (maximum number of points 100)</b>			
<b>Pre-exam obligations</b>	<b>Points</b>	<b>Final exam</b>	<b>Points</b>
<b>In class activity</b>	10	<b>Written exam</b>	20
<b>Practical classes</b>	10	<b>Oral exam</b>	40
<b>Colloquium</b>	/		
<b>Seminar papers</b>	20		
<b>Language of instruction</b>	Serbian/English		