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|  **UNIVERSITY OF NIŠ** |
| **Course Unit Descriptor** | **Faculty**  | **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program  | **Bachelors Studies in Pedagogy** |
| Study Module (if applicable) | / |
| Course title | **History of Pedagogy II** |
| Level of study | [x] Bachelor [ ]  Master’s [ ]  Doctoral |
| Type of course | [x]  Obligatory [ ]  Elective |
| Semester  |  [ ]  Autumn [x] Spring |
| Year of study  | 1 |
| Number of ECTS allocated | 5 |
| Name of lecturer/lecturers | Jelena Petrović |
| Teaching mode |  [x] Lectures [ ] Group tutorials [ ]  Individual tutorials [ ] Laboratory work [ ]  Project work [x]  Seminar [ ] Distance learning [ ]  Blended learning [ ]  Other |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| The contents of this course enable students to understand the development of Pedagogy as a scientific discipline, and to monitor all the conditions and phases through which it has gone through. Also, students are supposed to follow the development of major educational ideas during 18th, 19th, and in the first half of 20th century, and to analyse their influence on contemporary educational thought. Students should be able to differentiate between and classify and compare the most influential ideas in 18th, 19th and early 20th century. Also, the students are expected to describe and explain the development of school system and point out its basic characteristics in the studied period  |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| 1. Basic characteristics and developmental phases of Pedagogy during the Modern Age; 2. Enlightenment and its educational distinctions; 3. Educational system of Jean Jacque Rousseau; 4. Educational thought in 19th century (Immanuel Kant, Johann Heinrich Pestalozzi, Friedrich Froebel, and others); 5. Johann Friedrich Herbart; 6. Educational ideas of Russian educators in 19th century (Konstantin Dmitrievich Ushinsky and Lev Nikolayevich Tolstoy); 7. Education as perceived in the works of utopian socialists; 8. The most important trends in the early 20th century pedagogy; 9. Pragmatism as educational theory; 10. Reform pedagogy. |
| **LANGUAGE OF INSTRUCTION** |
| [x] Serbian (complete course) [ ]  English (complete course) [ ]  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)[x] Serbian with English mentoring [ ] Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **ASSESSMENT METHODS AND CRITERIA** |
| **Pre exam duties** | **Points** | **Final exam** | **Points** |
| **Activity during lectures** | **5** | **Written examination** | **15** |
| **Practical teaching** | **/** | **Oral examination** | **40** |
| **Teaching colloquia** | **40** | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |