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|  **UNIVERSITY OF NIŠ** |
| **Course Unit Descriptor** | **Faculty**  | **Faculty of Philosophy** |
| **GENERAL INFORMATION** |
| Study program  | **Philosophy, Pedagogy** |
| Study Module (if applicable) | / |
| Course title | Philosophy of Education |
| Level of study | X Bachelor ☐ Master’s ☐ Doctoral |
| Type of course | ☐Obligatory X Elective |
| Semester  |  ☐ Autumn X Spring |
| Year of study  | Third year |
| Number of ECTS allocated | 5 |
| Name of lecturer/lecturers | Zoran Dimic |
| Teaching mode |  X Lectures ☐Group tutorials ☐ Individual tutorials ☐Laboratory work ☐ Project work ☐ Seminar ☐Distance learning ☐ Blended learning X Other |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** |
| Students are expected to be able to understand the main concepts and to interpret the key ideas of Philosophy of Education (paideia, Bildung, education, culture, etc.). In addition, the students are expected to be able to compare the different interpretation of these ideas among the main philosophers of Philosophy of Education (Aristoteles, Plato, Locke, Kant, Fichte, Dewey). |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** |
| 1. Introduction in terminology of Philosophy of Education
2. Ancient paideia (Homer)
3. Ancient paideia (Hesiod)
4. Sophistic paideia
5. *Gnothe se auton* and paideia
6. Plato’s *Protagoras*
7. Plato’s *Gorgias*
8. *Zoon politikon* and paideia
9. Christianity and paideia
10. Bildung
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| **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** | **15** | **Written examination** | **/** |
| **Practical teaching** | **10** | **Oral examination** | **50** |
| **Teaching colloquia** | **25** | **OVERALL SUM** | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** |