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| **UNIVERSITY OF NIŠ** | | | | | | |
| **Course Unit Descriptor** | | | **Faculty** | | **Faculty of Philosophy** | |
| **GENERAL INFORMATION** | | | | | | |
| Study program | | | | **Pedagogy** | | |
| Study Module (if applicable) | | | | / | | |
| Course title | | | | **History of Educational Ideas and Trends** | | |
| Level of study | | | | Bachelor  Master’s  Doctoral | | |
| Type of course | | | | Obligatory  Elective | | |
| Semester | | | | Autumn Spring | | |
| Year of study | | | | 1st and 2nd | | |
| Number of ECTS allocated | | | | 10 | | |
| Name of lecturer/lecturers | | | | Jelena S. Petrović | | |
| Teaching mode | | | | Lectures Group tutorials  Individual tutorials  Laboratory work  Project work  Seminar  Distance learning  Blended learning  Other | | |
| **PURPOSE AND OVERVIEW (max. 5 sentences)** | | | | | | |
| Goals of the course are to empower students to make critical analyses and theoretical interpretations of the educational ideas from the past; to help them develop the ability of synthetic approach to the pedagogic legacy; and the ability to recognise the ideas from the past as the basis for building the contemporary educational theories and their trends of development. Also, the goal is to motivate students to master theoretical concepts and methodological techniques needed for the research of the history of education. Toward the end of the course, the students expected to understand, analyse, research and interpret the knowledge from the history of education. | | | | | | |
| **SYLLABUS (brief outline and summary of topics, max. 10 sentences)** | | | | | | |
| 1. Scientific field, research approaches and methodological orientations in history of educational ideas; 2. Historical resources and historical auxiliary disciplines. The relation among history of educational ideas, history of education and history of childhood; 3. Anthropological roots of educational ideas (understanding of the nature of the child and phases of its development in theories of J. A. Comenius, J.J. Rousseau, I. Kant, J. F. Herbart and J. Dewey); 4. Theories of education from the teleological perspective (from ancient times until the first half of 20th century); 5. Teaching and learning theories in historical context; 6. Conception of free education and its influence on the pedagogic trends during 18th, 19th and 20th century; 7. Herbartianism as an educational philosophy, its significance and influence; 8. Individual pedagogy, social pedagogy, Progressivism, Reform pedagogy; 9. Pragmatism as a way to overcome the differences between individual and social conceptions of education. 10. The students are obligated to make one preliminary draft for research in the field of history of education, analyse the available electronic resources and introduce themselves to the field of research and activities of various societies and associations of historians of education. | | | | | | |
| **LANGUAGE OF INSTRUCTION** | | | | | | |
| Serbian (complete course)  English (complete course)  Other \_\_\_\_\_\_\_\_\_\_\_\_\_ (complete course)  Serbian with English mentoring Serbian with other mentoring \_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
| **ASSESSMENT METHODS AND CRITERIA** | | | | | | |
| **Pre exam duties** | **Points** | **Final exam** | | | | **points** |
| **Activity during lectures** | **10** | **Written examination** | | | | **/** |
| **Individual students’ work** | **60** | **Oral examination** | | | | **30** |
| **Teaching colloquia** | **/** | **OVERALL SUM** | | | | **100** |
| **\*Final examination mark is formed in accordance with the Institutional documents** | | | | | | |