

Faculty of Philosophy / PEDAGOGY / Contemporary Pedagogical Postulations

Course:	Contemporary Pedagogical Postulations			
Course ID	Course status	Semester	ECTS credits	Lessons (Lessons+Exercises+Laboratory)
12500	Mandatory	1	6	3+1+0
Programs	PEDAGOGY			
Prerequisites	There are no requirements for enrolling the course.			
Aims	Introducing students with the reasons for the emergence and ways of branching out of modern pedagogical trends, and modern theoretical aspirations in pedagogy; introducing students to the basic characteristics of various modern pedagogical directions and theoretical systems of prominent representatives of certain directions; training students for critical reflection and comparative analysis of modern pedagogical understandings and theories.			
Learning outcomes	After completing the Comparative pedagogy course, the student will be able to: - Critically reviews various pedagogical theories; - critically examines the impact of globalisation changes on trends in contemporary comparative pedagogy; - compares school systems and educational phenomena; - describes the emergence of different pedagogical trends at the end of the 19th and 20th centuries; - explains the historical, social and scientific foundations of certain pedagogical trends; - classifies pedagogical directions according to dominant pedagogical characteristics; - compares and evaluates the specificities of individual pedagogical directions.			
Lecturer / Teaching assistant	Assistant professor PhD Jovana Marojević Assistant professor PhD Jovana Marojević			
Methodology	Lectures and debates. Writing, presentation and defense of one essay/seminar paper on a given topic from the course material.			
Plan and program of work				
Preparing week	Preparation and registration of the semester			
I week lectures	Different approaches in comparative pedagogy (historical, anthropological, geographical, sociological, philosophical); Comparative pedagogy in the system of pedagogical disciplines.			
I week exercises	Agreement on student obligations; delegation of topics for essays/seminar papers; agreement on testing dynamics and evaluation criteria; reference to basic and additional literature.			
II week lectures	Overview of philosophical approaches to comparative pedagogy; the emergence of different pedagogical trends at the end of the 19th and 20th centuries.			
II week exercises	Presentation and analysis of essays/seminar papers on pedagogical direction.			
III week lectures	Individual pedagogy and pedagogy.			
III week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.			
IV week lectures	Social pedagogy theories.			
IV week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.			
V week lectures	Cultural pedagogy theories.			
V week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.			
VI week lectures	Functional pedagogy theories.			
VI week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.			
VII week lectures	Test I			
VII week exercises	Analysis of test results; analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.			
VIII week lectures	Pragmatist pedagogy.			
VIII week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.			
IX week lectures	Essentialism and pedagogy.			
IX week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and			

	analysis of essays/seminar papers on pedagogical direction.
X week lectures	Egzistentialism and pedagogy.
X week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.
XI week lectures	Marxism and pedagogy.
XI week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.
XII week lectures	Active school pedagogy.
XII week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.
XIII week lectures	Critical pedagogy theories I.
XIII week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.
XIV week lectures	Critical pedagogy theories II.
XIV week exercises	Analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.
XV week lectures	Test II
XV week exercises	Analysis of test results; analysis of original works (excerpts) by authors representing the educational theory; presentation and analysis of essays/seminar papers on pedagogical direction.
Student workload	
Per week	Per semester
6 credits x 40/30=8 hours and 0 minuts 3 sat(a) theoretical classes 0 sat(a) practical classes 1 excercises 4 hour(s) i 0 minuts of independent work, including consultations	Classes and final exam: 8 hour(s) i 0 minuts x 16 =128 hour(s) i 0 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 8 hour(s) i 0 minuts x 2 =16 hour(s) i 0 minuts Total workload for the subject: 6 x 30=180 hour(s) Additional work for exam preparation in the preparing exam period, including taking the remedial exam from 0 to 30 hours (remaining time from the first two items to the total load for the item) 36 hour(s) i 0 minuts Workload structure: 128 hour(s) i 0 minuts (courses), 16 hour(s) i 0 minuts (preparation), 36 hour(s) i 0 minuts (additional work)
Student obligations	Students are required to attend classes, participate in debates and take two tests. Students prepare one essay each and participate in a debate after the essay presentation.
Consultations	/
Literature	<ul style="list-style-type: none"> • Mitrović, D.: Komparativna pedagogija .- Sarajevo: Veselin Masleša, 1979. • Žlebink, L.: Opšta istorija školstva i pedagoških ideja .- Beograd: Naučna knjiga, 1962. • Potkonjak, N.: Metodološki problemi pedagogije .- Beograd: Naučna knjiga, 1982. • Vrcelj, S. (2005), U potrazi za identitetom - iz perspektive komparativne pedagogije. Rijeka: Graftrade, Hrvatsko futurološko društvo.; • Savićević, D. (1984), Komparativno proučavanje vaspitanja i obrazovanja. Beograd: Prosveta - Žiru, A. (2011): O kritičkoj pedagogiji, Beograd: Eduka. - Meklaren, P. (2013): Če Gevara, Paulo Freire i pedagogija revolucije, Beograd: Eduka. - Meklaren, P. (2013): Život u školama, Beograd: Eduka. Izvodi iz izvornih djela (materijal za analizu): o Adolf Ferijer: Škola podobnosti, Beograd, str. 5-49 o Adolf Ferijer: Aktivna škola, Beograd, str. 1 – 23, 66-117 o Elen Kej: Stojke djeteta, Zagreb, str. 92-108, 163-200 o Emil Dirkem: Vaspitanje i sociologija, Beograd, str. 33-57 o Pol Natorp: Obrazovane i zajednica, str. 28-38 o Vilhelm Diltaj: O mogućnosti pedagoške nauke od opšte vrednosti, Beograd, str. 3-30 o Eduard Klapared: Škola po meri, Beograd, 15-44 o Georg Keršenštajner: Teorija obrazovanja, Beograd, str. 21-38, 219-225, 249-251 o Georg Keršenštajner: Škola rada - škola budućnosti, Beograd: časopis Učitelj, 1923. o Džon Džui: Moje pedagoško „Vjeruju“, časopis Pedagogija, 1983. o Džon Džui: Vaspitanje i demokratija, str. 52-80, 137-140 o Marks i Engels o vaspitanju, Beograd, str. 13-84 Stručni tekstovi: o Ljubomir Kocić: „Aktivna škola“ Adolfa Ferijera, Beograd o Volfgang Klafki: Duhovno-naučna pedagogija, dostignuća, ograničenja i kritička transformacija, Beograd:

							časopis Pedagogija, 2007. o Ratko Jurić: Duhovno-naučna pedagogija Eduarda Šprangera, Beograd: časopis Pedagogija, 1983. o Ljubomir Krneta: Funkcionalna pedagogija, Beograd: časopis Pedagogija o Ljubomir Kocić: „Škola po meri“ Eduarda Klapareda, Beograd o Jašar Redžepagić: Pedagogija radne škole, Beograd: časopis Pedagogijaa o Nikola Potkonjak: Egzistencijalizam i pedagogija, Beograd: časopis Pedagogija - Marojević, J. (2016): Od epistemologije do skrivenog kurikulumu: kritička vs. "bankovna" pedagoška perspektiva, Nastava i vaspitanje, Vol. 1., str. 125-138. - Marojević, J. (2014): Epistemološke osnove kritičke pedagogije, Nastava i vaspitanje, br. 4, str. 607-620. - Marojević, J. (2014): Obrazovanje i politika u diskursu – ogled kritičke pedagogije, Pedagogija. God. 69, br. 2 (2014), str. 203-211. - Marojević, J. (2014): O kritičkoj pedagogiji Anrija Žirua, Vaspitanje i obrazovanje, Vol 2. str. 17-36.
Examination methods							Forms of testing and evaluation: - Two tests with 20 points (40 points in total), - Presentation and essay defense 7 points; - Class attendance 3 points; - Final exam with 49 points. A passing grade is obtained if at least 51 points are accumulated cumulatively.
Special remarks							/
Comment							/
Grade:	F	E	D	C	B	A	
Number of points	less than 50 points	greater than or equal to 50 points and less than 60 points	greater than or equal to 60 points and less than 70 points	greater than or equal to 70 points and less than 80 points	greater than or equal to 80 points and less than 90 points	greater than or equal to 90 points	