

Faculty of Philosophy / PSYCHOLOGY / Elective Course / Pedagogy of Early Childhood

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| Course: | Elective Course / Pedagogy of Early Childhood | | | |
| Course ID | Course status | Semester | ECTS credits | Lessons (Lessons+Exercises+Laboratory) |
| 12881 | Optional | 2 | 5 | 2+0+0 |
| Programs | PSYCHOLOGY | | | |
| Prerequisites | There are no requirements for registering and listening to the subject | | | |
| Aims | Acquaintance of students with the reasons for the emergence of different conceptions and models of preschool education. Introducing students to the types and characteristics of epistemological paradigms of pedagogical research.; Acquainting students with the concept and ideas of active learning at preschool age, encouraging students to think critically and compare the modern models of education. | | | |
| Learning outcomes | Getting to know and understanding the reasons for the emergence of different concepts and models of preschool education. Consideration, comparison and analysis of different models and characteristics of epistemological paradigms of pedagogical research.; Understanding and evaluating concepts and ideas of active learning at preschool age. critical reflection and comparative analysis of modern education models. | | | |
| Lecturer / Teaching assistant | prof.dr Tatjana Novović | | | |
| Methodology | Lectures and debates. Preparation of one essay on a given topic from one of the content areas of the course. Studying for tests and final exams. Consultations | | | |
| Plan and program of work | | | | |
| Preparing week | Preparation and registration of the semester | | | |
| I week lectures | Contradictory issues of early preschool education | | | |
| I week exercises | Analysis and discussion of contradictory aspects of preschool education debates | | | |
| II week lectures | Scientific foundation of educational practice in preschool institutions | | | |
| II week exercises | Consideration and comparison of different scientific models of childhood | | | |
| III week lectures | Scientific foundation of educational practice in preschool institutions | | | |
| III week exercises | Consideration and comparison of different scientific models of childhood | | | |
| IV week lectures | Conception of the child, his development and upbringing | | | |
| IV week exercises | Models of childhood - analysis of the specificity of the traditional model of childhood in our culture positive sides and shortcomings | | | |
| V week lectures | Childhood as a cultural-historical creation (Concepts and approaches; understanding of childhood) | | | |
| V week exercises | Analysis of 4 scientific models, observation of similarities and differences, comparison with the current understanding of childhood in our culture | | | |
| VI week lectures | first colloquium | | | |
| VI week exercises | Analysis of essays on the topic of different models of childhood, using relevant sources | | | |
| VII week lectures | Scientific and other conceptions of childhood (Historical, sociological, ethnographic, psychological, literary) | | | |
| VII week exercises | Conversation, analysis of different models of childhood essay presentation | | | |
| VIII week lectures | New research methods (action research, ethnographic approach, practitioner research) | | | |
| VIII week exercises | Qualitative, quantitative research - discussion of advantages and disadvantages | | | |
| IX week lectures | The context of an early childhood education institution, a holistic approach | | | |
| IX week exercises | essay presentation, conversation | | | |
| X week lectures | Changing the context and educational practices of kindergartens | | | |
| X week exercises | Floor plan of the working environment of the preschool institution | | | |
| XI week lectures | Curricula of early education and education | | | |
| XI week exercises | curriculums, differences, reasons for changes discussion | | | |
| XII week lectures | Child- and process-oriented curricula | | | |

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| XII week exercises | closed, open curriculum KWL technique | | | | | |
| XIII week lectures | Early childhood education institutions as a self-organizing and open system | | | | | |
| XIII week exercises | conversations and angles: child, educator, parent | | | | | |
| XIV week lectures | The role of professionals in preschool institutions as open systems | | | | | |
| XIV week exercises | development of educators as reflective practitioners - assumptions, needs, perspectives discussion | | | | | |
| XV week lectures | second colloquium | | | | | |
| XV week exercises | discussion about the results of the coquium and other questions from the content of the course | | | | | |
| Student workload | 6 credits x 40/30=8 hours and 0 minutes 2 hour(s) of theoretical lecture 0 hour(s) of practical lecture 1 exercise 5 hour(s) and 0 minutes independent work, including consultations During the semester Classes and final exam: 8 hours and 0 minutes x 16 = 128 hours and 0 minutes Necessary preparation before the beginning of the semester (administration, registration, certification): 8 hours and 0 minutes x 2 = 16 hours and 0 minutes Total workload for the subject: 6 x 30=180 hours Supplementary work for exam preparation in the remedial exam period, including taking a make-up exam from 0 to 30 hours (remaining time from the first two items to the total load for the subject) 36 hours and 0 minutes Load structure: 128 hours and 0 minutes (teaching), 16 hours and 0 minutes (preparation), 36 hours and 0 minutes (additional work) | | | | | |
| Per week | Per semester | | | | | |
| 5 credits x 40/30=6 hours and 40 minuts 2 sat(a) theoretical classes 0 sat(a) practical classes 0 excercises 4 hour(s) i 40 minuts of independent work, including consultations | Classes and final exam: 6 hour(s) i 40 minuts x 16 =106 hour(s) i 40 minuts Necessary preparation before the beginning of the semester (administration, registration, certification): 6 hour(s) i 40 minuts x 2 =13 hour(s) i 20 minuts Total workload for the subject: 5 x 30=150 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) 30 hour(s) i 0 minuts Workload structure: 106 hour(s) i 40 minuts (courses), 13 hour(s) i 20 minuts (preparation), 30 hour(s) i 0 minuts (additional work) | | | | | |
| Student obligations | attendance, essay, tests | | | | | |
| Consultations | Consultations by appointment | | | | | |
| Literature | Arijes, F., Vekovi detinjstva, ZUNS, Beograd, 1989, 176-185, 210-218. • Bruner, J., Kultura obrazovanja, Eduka, Zagreb, 2000, 17-55, 139-157. • Marjanović, A (1987). at al: Dečiji vrtić kao otvoreni sistem, Predškolsko dete, 1-4 • Marjanović, A (1987).: Protivrečna pitanja javnog vaspitanja predškolske dece, Predškolsko dete, 1-4 • Miljak,A. (1996) : Humanistički pristup teoriji i praksi predškolskog odgoja. Zagreb, Persona. • Pešić, M. (1998);: Pedagogija u akciji-metodološki priručnik, IPA, Beograd • Vigotski, L. Učenje i razvoj u predškolskom uzrastu, Predškolsko dete, • Horvat, L. (1986) ::Predškolsko vaspitanje i intelektualni razvoj, ZUNS, Beograd. • Petrovič-Sočo B.: Kontekst ustanove za rani odgoj i obrazovanje, holistički pristup • Petrovič-Sočo, B: Mijenjanje konteksta i odgojne prakse dječjih vrtića • Slunjski E. (2009): Dječji vrtić - Zajednica koja uči, Spektr Media d.o.o. iz Zagreb Novović, T., Mićanović, V. (2019): Predškolsstvo u Crnoj Goriod pedagoške koncepcije ka praksi, Podgorica: Zavod za udžbenike i nastavna sredstva Crne Gore, ISBN 978-86-303-2290-7, COBISSCG-ID 39427856 | | | | | |
| Examination methods | tests, activity, oral exam | | | | | |
| 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 |