

COURSE TITLE		GENERAL PEDAGOGY				
Code	KBT: 222 ISVU: 82568	Year of study	II			
Course teacher/s	Associate professor Jadranka Garmaz, Ph.D.	Credit (ECTS)	5			
Assistants	Jenko Bulić, M.S.	Type of instruction (number of hours per semester)	L	S	E	F
			60			
Course status	Core course	Percentage of e-learning implementation				
COURSE DESCRIPTION						
Course goals	<p>Introduce students with the concept, subject matter and pedagogical tasks, basic determinants of pedagogical sciences, biological and psychological assumptions of education, knowledge and difference between the basic educational fields: physical, intellectual, moral, religious, aesthetic and work education.</p> <p>Raise awareness on the importance and the values of family, preschool and school education in constant growth in a permanent formation.</p> <p>Introduce students with the general principles of educational activity, theory and education practice. Familiarise students with the surrounding effect on person's education and the educator –educatee relationship.</p>					
Course enrollment requirements and core competencies						
Expected learning outcomes at the course level (4-10 learning outcomes)	<p>Having successfully completed the course a student should be able to:</p> <ol style="list-style-type: none"> <li>1. Analyse the implementation of pedagogical guidelines.</li> <li>2. Evaluate education theory and practice.</li> <li>3. Design guidelines for Christian religious education.</li> <li>4. Implement pedagogical standards in educational work and communication between the educator and the educatee.</li> </ol>					
Detailed course content (weekly class schedule)	<p>Development of pedagogy as the theory of education – historical part (1).            Purpose and character of pedagogical science (3).            Tasks of pedagogical science (2).            System of pedagogical science – key branches of pedagogy (1).            What is education? (2).            Fundamental features of education (2).            Intentional and functional education (1).            Education in its broader and narrow sense (1).            Pedagogical pesimism – theory of nativism, pedagogical optimism – theory of empiricism (1).            Classification of education according to the important anthropological features of human (1).            Educator and educatee in educational work (2).            Analyses of the educational process in regard to three main areas (1).            Educational goals and tasks (3).            Physical education – theory and the main purpose (1).            Objectives of physical education (1).            Intellectual education – in relation to education and class, key concepts (1).            Aim, purpose, objectives, system knowledge acquisition, formation of skills and habits (1).            Fields of intellectual education – general classification of the content (1).            Intellectual education realized through important factors, basic demands and different approaches (1).            Moral education: sense, stages, goals and objectives, and content (4).            Aesthetic education: requirement, possibility, obligation, purpose, goals and areas (4).            Work education: sense, meaning and targets, and implementation through diverse processes (4).            Family education: educational function of family, purpose, goals and content (5).</p>					

	Pedagogical culture of parents and family pedagogy (3). Preschool education: early childhood, preschool period, kindergarten (2). Adult education: the requirement, sense, tasks, important institutions (2). Planning and preparation for the class (8).					
Format of course instruction:	<input checked="" type="checkbox"/> lectures			<input checked="" type="checkbox"/> individual tasks <input checked="" type="checkbox"/> multimedia		
Student obligations	Class attendance, active participation in class.					
Screening student work (specify portion in ECTS credits per each activity so that total number of ECTS credits corresponds to the ECTS credit value of the course)	Class attendance	1,0	Research		Practical training	
	Experimental work		Written representation	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Mid-term exams	1,0	Oral exam	2,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluation of student work in class and at the final exam	Mid-term exam – 20% Written work – 20% Final exam – 60%					
Obligatory literature (available in the library or via other media)	<b>Title</b>			<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	A. Vukasović, <i>Pedagogija</i> , Alfa, Zagreb, 1994., str. 1-391.			5		
Supplementary literature	II. vaticanski sabor, <i>Gravissimum educationis</i> , KS, Zagreb, 2008., br. 1-26.					
Quality assurance methods aimed at ensuring the acquisition of defined learning outcomes	Feedback information and student opinion, consultations, questionnaire.					
Other (according to the opinion of education provider)						