



Table 2

3.2. Course description

Basic description		
Course coordinator	Prof.dr.sc. Jasminka Zloković	
Course title	General Pedagogy	
Study programme	Clinical nutrition graduated study	
Course status	compulsory	
Year	I	
ECTS credits and teaching	ECTS student 's workload coefficient	4,5
	Number of hours (L+E+S)	15+15+15

1. COURSE DESCRIPTION

1.1. Course objectives

General:

Introduce the system of pedagogical knowledge which are explained by pedagogy described as a critical and creative science of education.

Specific:

Provide knowledge applicable in pedagogical practice and training for creative design and improvement of pedagogical practice and pedagogical theory.

1.2. Course enrolment requirements

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1.3. Expected course learning outcomes

Upon completion of the course the students will be able to work in educational practice and to design and advance pedagogical practice and to implement pedagogical theory.

1.4. Course content

Explanation of terminology, contents, educational areas, the role of pre-school and family education, educational deviations (drug abuse, delinquency), retardation problems (psychological, social). Introduction of topics related to information and communication technologies and the use of computers in learning, and the importance of information and communication in education. Problems related to permanent and recurrent education worldwide and in our country.

1. Man, education, society: the meaning of education and its determinants; Power and limits of education; Terminology; Educational theories; Education of cultures and human personality.

2. Pedagogy as critical and creative science of education; Pedagogy as science of education; Pedagogy in the scientific system; System of pedagogical sciences; Pedagogical theory and practice; Development of pedagogy - general and national history of pedagogy; Future of pedagogy.

3. Pedagogical methodology; Purpose of research in education; Types of research; Research design; Hypotheses and variables; Instruments and methods; Quantitative and quality analysis; Action research.



4. Analysis of educational process: educational aim, tasks, ideals; Models of achieving educational aim; Education in broad and narrow sense; Functional and intentional education; Education as a value category; System of educational values.

5. Education; Educational areas; Place and specific characteristics of education; Factors of education and their educational action; Principles, methods, instruments and patterns in education.

1.5. *Teaching methods*

- lectures
- seminars and workshops
- exercises
- long distance education
- fieldwork

- individual assignment
- multimedia and network
- laboratories
- mentorship
- other

1.6. *Comments*

1.7. *Student's obligations*

The student is obliged to attend classes regularly and participate actively in classes. Besides, by using literature data and information technology, the student is required to process data and prepare a seminar paper and present it orally to the group.

1.8. *Evaluation of student's work*

Course attendance	X	Activity/Participation	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Sustained knowledge check		Report		Practice	
Portfolio							

1.9. *Assessment and evaluation of student's work during classes and on final exam*

Assessment of students will be based on the Study Regulations of the University of Rijeka and Student Assessment Regulations at the Faculty of Medicine in Rijeka.

Student's work is assessed and evaluated during classes and on final exam. Overall achievement during classes equals 70%, and final exam equals 30% of the final grade.

1.10. *Assigned reading (at the time of the submission of study programme proposal)*

Antun Mijatović et al. (eds.). 1999. *Osnove suvremene pedagogije*. Zagreb: Hrvatski pedagoško-književni zbor.

1.11. *Optional / additional reading (at the time of proposing study programme)*

1. Nastavnik i suvremena obrazovna tehnologija: zbornik radova. Međunarodni znanstveni kolokvij, Gospić, 8.i 9. lipnja 2000./ urednik Vladimir Rosčić, Rijeka: Filozofski fakultet, Odsjek za pedagogiju, 2000.
2. Matvejević, M. Humor u nastavi: pedagoška i metodička analiza. Zagreb: UNA-MTV, 1994.

1.12. *Number of assigned reading copies with regard to the number of students currently attending the course*

Title	Number of copies	Number of students

1.13. *Quality monitoring methods which ensure acquirement of output knowledge, skills and competences*

Student's questionnaires and data evaluation: Upon the completion of the course, Board for Management and Improvement of Quality conducts student's questionnaire survey on the quality of teaching and teachers who participated in the teaching of the course more than 30%.