

## COURSE DESCRIPTION

|  |   |  |                      |                      |
|--|---|--|----------------------|----------------------|
| <b>Study program</b>   | Basic   |  |                      |                      |
| <b>Module</b>  | Practical theology  |  |                      |                      |
| <b>Type and level of studies</b>   | <i>Basic academic studies</i>   |  |                      |                      |
| <b>Course name</b>   | Didactics with Pedagogical Psychology   |  |                      |                      |
| <b>Teacher (lectures)</b>  | Dr. Dragomir Sando  |  |                      |                      |
| <b>Teacher/Associate (exercises)</b>   |   |  |                      |                      |
| <b>Teacher/Associate (additional forms of classes)</b>                           |   |  |                      |                      |
| <b>ECTS</b>  | 10  | <b>Course status (obligatory/elective)</b> | Elective             |                      |
| <b>Attendance</b>  | Enrolled in V/VII semester of basic studies in the theological-catechetical/pastoral program  |  |                      |                      |
| <b>Course objectives</b>   | The purpose of this course is to show, within the context and understanding of didactics as a scholarly discipline, the correlation between didactics and preparing qualified individuals to conduct religious education classes in both church and public schools. Thus, the course always takes into account pedagogical knowledge, methodological skills, and the particular characteristics of teaching catechism, along with the activities and interests of the students in the structure of the course itself (the didactic triangle).   |  |                      |                      |
| <b>Learning outcomes</b>   | Theoretical-methodological compatibility in the field of didactics with pedagogical psychology, reinforcing teaching skills for work in general teaching positions.   |  |                      |                      |
| <b>Course content</b>  |   |  |                      |                      |
| <b>Lectures</b>  | Introduction to Didactics: its conceptual basis, scope, and meaning both in theoretical terms and in practical application. A historical examination of the problem of teaching and its methods, purposes, and goals in ancient societies. The significance and role of didactics in contemporary church education. Correlations with the academic study of theology, especially with methods used in religious education, catechism, and pedagogical methods used both in formal instruction within the Church and in public schools. The coherence and constancy of theoretical interdisciplinary study as it relates to the practical life of the Church, which for centuries has promoted Christian education (or, illumination, acquiring holiness). Through the study of the principles of theology and catechesis, these scholarly disciplines attempt, inasmuch as is possible, to apply their relevant disciplines to the field of didactics and didactic norms and vice versa. Taking into account the presence of religious education classes in both primary and secondary schools, the course aims to prepare students to face the contemporary challenges of teaching religious education in the aforementioned institutions. |  |                      |                      |
| <b>Practical classes (exercises, additional forms of classes, research work)</b> | Application of theoretical instruction material through exercises, seminars, and analysis.  |  |                      |                      |
| <b>Literature</b>  |   |  |                      |                      |
| 1  | Kolumzin, Sofia, Naša deca, Belgrade, 1996.   |  |                      |                      |
| 2  | Nelas, Panajotis, Oboženje u Hristu, Belgrade, 2001.  |  |                      |                      |
| 3  | Vilotijević, Mladen, Didaktika I-III toma, Naučna knjiga, Belgrade, 2000.   |  |                      |                      |
| 4  | Various authors, Katekizam, Hrvatska biskupska kongerencija, Zagreb, 1994.  |  |                      |                      |
| 5  |   |  |                      |                      |
| <b>Number of hours per week</b>  |   |  |                      |                      |
| <b>Lectures</b>  | <b>Exercises</b>  | <b>Additional forms of classes</b>         | <b>Research work</b> | <b>Other classes</b> |
| 2  |   |  |                      |                      |
| <b>Coursework methods</b>  | Verbal-textual, illustrative-demonstrative, experimental.   |  |                      |                      |

| Knowledge evaluation (maximum number of points 100) |        |              |        |
|---|--------|--------------|--------|
| Pre-exam requirements                               | Points | Final exam   | Points |
| Class activity                                      | 15     | Written exam | 35     |
| Practical classes                                   | 15     | Oral exam    | 35     |
| Colloquia   |        |              |        |
| Seminars  |        |              |        |