

**(Table 5.2) Course unit description**

<b>Study program:</b> Pedagogy
<b>Type and level of studies:</b> Bachelor Studies
<b>Course unit:</b> Social Pedagogy
<b>Teacher in charge:</b> Marina Semiz, Ph.D., Associate Professor Branka Živić, M.Ed., Teaching Assistant
<b>Language of instruction:</b> English
<b>ECTS:</b> 6
<b>Prerequisites:</b> /
<b>Semester:</b> Winter Semester
<b>Course unit objective</b> Familiarization with the fundamental concepts of social pedagogy, its scientific foundations and development, the place of social pedagogy within the system of pedagogical discipline, its relationship with other disciplines, the specific research methodology of social pedagogy, and the critical examination of its current body of knowledge. The course also aims to prepare students for pedagogical work and research in the field of social pedagogy, with a particular focus on supporting children and young people exhibiting internalized and externalized behavioral problems and disorders.
<b>Learning outcomes of Course unit</b> By the end of the course, students will be able to: <ul style="list-style-type: none"><li>• identify the key epistemological foundations of social pedagogy;</li><li>• critically examine the impact of social environments on the development of behavioral disorders in children and young people;</li><li>• apply appropriate of social-pedagogical interventions in practice;</li><li>• design and develop programs that foster prosocial behavior among young people;</li><li>• creative and implement preventative strategies aimed at reducing various forms of behavioral challenges in children and adolescents.</li></ul>
<b>Course unit contents</b> Theoretical Classes <ol style="list-style-type: none"><li>1. The concept, subject, aims, and tasks of social pedagogy</li><li>2. The scientific development of social pedagogy</li><li>3. Fundamental concepts in social pedagogy</li><li>4. Theories of social pedagogy</li><li>5. Professional competencies of social pedagogues</li><li>6. The impact of the social environment on children's and young people's social relationships and behavior</li><li>7. The role of the family in shaping children's and young people's social behavior</li><li>8. The role of school in children's and young people's social behavior</li><li>9. Peer groups and their influence on social behavior in children and young people</li><li>10. Promoting prosocial behavior in children and young people</li><li>11. Behavioral disorders in children and adolescents</li><li>12. Internalized behavioral disorders</li><li>13. Externalized behavioral disorders</li><li>14. Preventive measures for behavioral disorders in children and young people</li><li>15. Educational programs for the prevention of behavioral disorders in children and adolescents</li></ol> Practical Classes

1. Critically analyzing existing programs aimed at preventing behavioral disorders in children and young people
2. Designing practical intervention models that promote prosocial behavior and prevent behavioral difficulties among children and adolescents
3. Developing and applying research tools to support the prevention of behavioral problems in children and young people

### References

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- Krnjajić, S. (ur) (2004). *Socijalno ponašanje učenika*. Beograd: Institut za pedagoška istraživanja.
- Macura-Milovanovic, S. (2010). Profesija socijalnog pedagoga – u traženju odgovora na problem društveno isključenih grupa u Srbiji. U: Macura Milovanovic, S. (ur)., *Socijalna pedagogija u nastajanju – traženje odgovora na problem društveno isključenih grupa* (str. 171-190).
- Maciel, L., Basto-Pereira, M., & Day, C. (2025). Reducing childhood externalizing behavior: A feasibility RCT of the Being a Parent program. *Behaviour Research and Therapy*, 189, 104737. <https://doi.org/10.1016/j.brat.2025.104737>
- Novak, M., & Mihić J. (2018). Prevention of Internalized Problems of Children and Youth in Academic Setting. In: Bernal-Morales, B (ed). *Health and Academic Achievement*. <https://doi.org/10.5772/intechopen.75590>
- Moss. P., & Petrie, P. (2019) 'Education and social pedagogy: What relationship?'. *London Review of Education*, 17(3), 393–405. <https://doi.org/10.18546/LRE.17.3.13>
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- Schugurensky, D., & Silver, M. (2013). Social pedagogy: Historical traditions and transnational connections. *Education Policy Analysis Archives*, 21, 35. <http://epaa.asu.edu/ojs/article/view/1362>
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### Number of active teaching hours

Lectures: 2	Practice: 1	Other forms of classes: /	Independent work /	Other classes /
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### Teaching methods

Teacher-led presentations, discussion; method of practical activities, e-teaching, presentations and mentoring.

### Examination methods (maximum 100 points)

Exam prerequisites	No. of points:	Final exam	No. of points:
student's activity during lectures	10	oral examination	
practical classes/tests	30	written examination	50
seminars/homework	10	.....	

project			
other			
<b>Grading system</b>			
Grade	No. of points		Description
<b>10</b>	<b>91–100</b>		<b>Excellent</b>
<b>9</b>	<b>81–90</b>		<b>Exceptionally good</b>
<b>8</b>	<b>71–80</b>		<b>Very good</b>
<b>7</b>	<b>61–70</b>		<b>Good</b>
<b>6</b>	<b>51–60</b>		<b>Passing</b>
<b>5</b>	<b>Less than 51</b>		<b>Failing</b>