



UNIVERSITY OF SPLIT

**FACULTY OF HUMANITIES AND SOCIAL
SCIENCES**

Undergraduate study programme

Early and Preschool Education

Class: 602-04/16-02/0002
Reg. No: 2181-190-02-8/1-16-0011
Split, 23 December 2015

GENERAL INFORMATION ON HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
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GENERAL INFORMATION ON THE STUDY PROGRAMME

Name of the study programme	Undergraduate study programme <i>Early and Preschool Education</i>		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	N/A		
Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme X	
Level of study programme	Undergraduate X	Graduate <input type="checkbox"/>	Integrated <input type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	Bachelor of Arts (baccalaureus/baccalaurea) in Early and Preschool Education (univ.bacc.praesc.educ.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The initiation of the university undergraduate study programme in Early and Preschool Education is an answer to the challenges of contemporary society. The overall requirements of modern society, new scientific knowledge and modern teaching practice require more complex and broader competences from early and preschool teachers. They are expected to have a deep understanding of themselves and the nature of their work and to possess a wide range of professional skills in the implementation of the educational process including planning, evaluation and establishing personal contacts. They are expected to be flexible, open to their own professional training, prepared for team work and willing to learn across their whole life.

It is generally accepted that the quality of service in preschool institutions is crucial for the well-being and development of children. Early and preschool period is a sensitive period marked by great and important changes in the physical, cognitive, emotional and social development. Anything that happens at that age can have a significant effect on the whole life. Lower quality in preschool institutions can be caused by the low number or lack of educated preschool teachers. Comparative reports from the OECD (Organization for Economic Cooperation and Development), the OECD Starting Strong and OECD Family Database show that the number of children enrolled in preschools in Europe is greater than ever before and that the increase in the number of preschools and accompanying services is followed by the greater awareness that education in high-quality institutions from an early age can significantly boost a child's development and mitigate the impact of various adverse factors that influence the child's development and progress. It is recognized that the educational effects on children of early and preschool age are deeply internalized and that they largely determine the subsequent development and achievement in life, which indirectly affects the quality of the future development of any society. The guidelines in educational practice of a modern preschool teacher are: interactive educational approach, the involvement of families in educational work, the valorisation of the diversity of educational context and the creation of a context that allows democratic debate, including equal-terms communication among co-workers.

The 21st century preschool teacher is a professional, involved and responsible pedagogic "leader" who knows how to create conditions for the optimal development of each child, who knows how to support children to become confident persons and active citizens prepared for future challenges. In other words, the modern early and preschool teacher knows how to respect children's everyday experiences, how to organize the physical environment, how to participate in the children's experiences by

encouraging interaction and the exchange of experiences among children and how to establish a partnership with co-workers and the children's parents.

All this requires scientific curiosity from the preschool teacher, as well as the capacity for personal judgement in order to continuously explore, change and perfect his/ her own educational practice. These competencies should be achieved by an educational model including a balanced share of theory and practice (of the modern scientist-practitioner) and aiming at the optimal educational effect. In other words, the aim of this undergraduate study programme is to educate early and preschool teachers as intellectuals and reflective practitioners.

In 2005 the European Commission (European Commission Directorate - general for Education and Culture) adopted the common European principles for the teacher¹ competences and qualifications (*Common European Principles for Teacher Competences and Qualifications*) from which we single out the requirements regarding teacher education:

1. Teachers must have a university degree and appropriate qualifications.
2. Teacher education programs should be delivered in all three cycles of higher education, to ensure their place in the European higher education and to increase the opportunity for advancement and mobility within the profession.
3. The contribution of research and evidence based practice to the development of new knowledge about education and training should be promoted.

The European Commission requirements regarding the education of early and preschool teachers confirm the previous observation that it is important to educate and train students for a variety of complex professional roles. Education for the profession of early and preschool teacher is defined as a dynamic, open and ongoing process based on the requirement that the continuous professional development and continuing education is an obligation arising from professional ethics and responsibility of anyone who chose this profession. Lifelong learning at the university level, but also at the professional specialist level is an imperative in the field of early and preschool education, perhaps more so than in any other area of society.

The university undergraduate study programme in Early and Preschool Education is adapted to the needs of our society and also follows trends in the wider area. In this way the students will acquire knowledge, skills and competencies required by the contemporary early and preschool education; it will be easier for them to find a job

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In this document a *teacher* is a person who has a teacher status or equivalent) in accordance with the laws and regulations of a country. The word *equivalent* is necessary here because in some countries groups of teachers might have different professional qualifications but have the same status.

which will ultimately have a positive effect on the student motivation and their active participation in the overall process of their education.

The proposed study programme at the undergraduate university level would also significantly raise the quality of the existing programmes for early and preschool education, and their leaders and facilitators would be able to approach the child adequately and encourage his/her further development in all relevant psychosocial aspects of early and preschool development.

Compared to previous early and preschool teacher education (professional undergraduate study programme in Preschool Education), the new proposal for early and preschool teacher education allows mobility in lifelong learning. The structure and the contents of the study programme are to a greater extent focused on the new pedagogical paradigms of early and preschool education.

1.2. Relationship with the local community (economy, entrepreneurship, civil society)

The programme is compatible with the requirements of the local community (the institutions of early and preschool education, the documents related to the realization of the rights and needs of children at the level of the City of Split and the Split-Dalmatia County).

1.3. Compatibility with requirements of professional organizations

The programme complies with the requirements of professional associations.

1.4. Partners outside the higher education system

- Kindergarten "Grigor Vitez", Split (professional practice, inclusive kindergarten)
- Kindergarten "Radost", Split (professional practice)
- Kindergarten "Marjan", Split (professional practice)
- Kindergarten "Cvit Mediterana", Split (professional practice; "Bosiljak" unit – elements of the Waldorf pedagogy; "Grica" unit – elements of the Reggio Pedagogy)
- Montessori Children's House, Split (alternative pedagogical concepts)
- Waldorf Kindergarten "Iskrica", Split (alternative pedagogical concepts)
- Kindergarten "Čarobni pianino" (professional practice)
- Kindergarten "Vanđela Božitković", Hvar
- Croatian Education and Teacher Training Agency, Split (courses for educators)
- primary schools
- scientific and professional cooperation with IEDPE, Paris (Institute for the development of the potential of all children, Paris - application of interactive pedagogy)
- The Union of Societies Our children Croatia (the co-organization of meetings and conferences)

1.5. Financing

Ministry of Science, Education and Sports (national budget).

1.6. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries

Systems of early and preschool teacher education differ both in the world and in the European context. Early and preschool study programmes have been elevated to the university level in some countries, and are still conducted at the level of professional study in some other. In 1992 the Council of Ministers of the EU Member States adopted the recommendation (*Recommendation on Childcare*) which strongly supports the development of educator training in quantitative and qualitative terms. There is a great diversity in the number and types of early and preschool education programmes today in Europe. Differences arising from different educational models for preparing early and preschool teachers actually arise from the specific concepts of early and preschool education in a particular country.

In our country, undergraduate university early and preschool education study programmes have been offered at the University of Zagreb, University of Rijeka and University of Osijek. These universities have improved the quality of study thus approaching the EU countries.

Sweden and Finland have integrated the early and preschool teacher education study programmes into universities through the implementation of these programmes at all levels. For example, at the University of Helsinki (Finland) the programme is offered at the Faculty of Behavioural Sciences at the graduate study level (more at www.helsinki.fi/behav/english/studies.htm). In the same country, Early Education study programme is offered at the University of Oulu.

Table 1 shows the comparison between the curriculum of the undergraduate university Early and Preschool Education study programme carried out at the Faculty of Humanities and Social Sciences in Split and an equivalent programme at the University of Oulu. Differences in the study programmes stem from differences in the understanding of early and preschool education in the Republic of Croatia and Finland. (*napomena: nema tablice 1*)

In 2001 new institutions for teacher education were established in Sweden: National Graduate Schools in Teaching Methodology offering graduate courses in early and preschool education. Additionally, similar study programmes have been offered at other institutions: for example, at Umeå University Faculty of Teacher Education, Department of Child and Youth education (more at: www.educ.umu.se/eng/research.html). In England, the equivalent programmes are offered at the highest level (the eighth level). For example, Postgraduate Certificate in

Education (PGCE) is offered at Newcastle University. The PGCE covers the 5 to 11 age range with an emphasis on either Key Stage 1 or Key Stage 2 (more at: www.ncl.ac.uk/ - 11k.).

In the countries of this region, early and preschool teacher education takes place at universities (for example, in Bosnia and Herzegovina at universities in Sarajevo, Mostar etc., where the title that students attain is “professor of preschool education”), and likewise at professional study colleges in Belgrade, Novi Sad, etc. Neighbouring Slovenia has developed a system of undergraduate and graduate preschool education study programmes which can be used for comparison.

The Faculty of Education in Maribor implements undergraduate and graduate study programmes in preschool education. Undergraduate study programme in preschool education last for three academic years; students attain 180 points. Students acquire the following competencies²:

2. general study competencies

- *the ability to analyse, synthesise and solve problems*
- *the ability to apply knowledge in practice,*
- *the development of critical and self-critical thinking,*
- *communication skills and teamwork,*
- *initiative in the process of lifelong learning,*
- *sensitivity to the environment, cultural and national identity,*
- *planning and execution of work,*
- *understanding of diversity, values and value systems.*

3. subject specific competencies

- *knowledge, critical evaluation and application of theories of childhood, development and learning in the first grade,*
- *knowledge and independent presentation of the curriculum for the preschool domain and the curriculum for the first grade in primary school,*
- *knowledge of all areas of activity in the kindergarten and subjects in the first grade and their (interdisciplinary) connection in the learning process,*
- *efficient and flexible organization of space and time (lessons and activities), choice of teaching and playing aids, flexible scheduling of activities and transitions between them,*
- *observing and monitoring child development and recognizing and respecting individual needs and other differences among children (in the individual characteristics, abilities, diversity of cognitive styles, social environment...) in educational work,*
- *providing emotional security and the recognition and encouragement of child's curiosity; the respect for internal motivation,*

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- *encouraging the independence of the child and his/her interests in accordance with his/her level of development and the promotion of research and active learning,*
- *effective communication with parents, colleagues and other professionals;*
willingness to participate in teamwork and other professional activities in kindergarten and school

The comparison of the curriculum of the undergraduate university Early and Preschool Education study programme offered at the Faculty of Humanities and Social Sciences in Split and the equivalent study programme offered at the Faculty of Education in Maribor is shown in Table 3 (*napomena: nema tablice 3*). Differences in study programmes stem from differences in the understanding of early and preschool education in the Republic of Croatia and the Republic of Slovenia.

In Croatia, early and preschool education study programmes are offered at the Faculty of Teacher Education in Zagreb, the Faculty of Teacher Education in Rijeka, the Faculty of Teacher Education in Osijek and the Faculty of Humanities and Social Sciences in Split.

1.7. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)

In line with the requirements of the Bologna Declaration, the Faculty of Humanities and Social Sciences aims to achieve maximum openness of studies and student mobility both in the Republic of Croatia and in the wider European educational area. One of the ways to accomplish this is through the efforts to organize the studies in a way that would entirely comply with the recommendations of the Bologna Declaration. The aforementioned issues are legally regulated by a series of bilateral agreements on cooperation between national and foreign institutions.

1.8. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions

The programme is compatible with the University mission and the strategy of the proposer. In addition to this, the programme is compatible with the trends in the European Union and the Republic of Croatia.

1.9. Current experiences in equivalent or similar study programmes

The Preschool Education Study Programme has been offered at the University of Split since 1973. Since then the curriculum has changed and its concept has been perfected:

- 1971/72 – Preschool Education Study Programme was initiated at the Teacher Education Academy in Split
- 1977/78 – a new curriculum for the Preschool Education Study Programme was drawn up- the Teacher Education Academy became a part of the Faculty of Philosophy in Zadar, the Basic Organization of Joint Labour (OOUR) in Split
- 1988/89 – Preschool Education Study Programme was carried out according to the new curriculum (four years in secondary school and two years at the Faculty)
- 1991 - the Basic Organization of Joint Labour of Natural Sciences in Split was set apart from the Faculty of Philosophy in Zadar and renamed to the Faculty of Natural Sciences, Maths and Education
- 1998 – the Department of Preschool Education and the Department of Teacher Education – until then the constituent parts of the Faculty of Natural Sciences, Maths and Education – became an independent institution entitled the Teacher Training College
- 2005/06 – the Teacher Training College and the Department of Humanities are integrated into the Faculty of Humanities and Social Sciences
- 2005/06 – curriculum of the undergraduate professional Preschool Education Study Programme was initiated; the programme lasted for three years (180 ECTS)
- 2013/14 – undergraduate university study programme *Early and Preschool Education* was initiated

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	interdisciplinary scientific area; field: educational sciences
Duration of the study programme	3 years (6 semesters)
The minimum number of ECTS required for completion of study	180 ECTS
Enrolment requirements and admission procedure	<p><u>State graduation exam results</u></p> <p>The prerequisite for enrolment in the undergraduate study programme <i>Early and Preschool Education</i> is the completion of the mandatory exams in the state “matura,” including a higher level of Croatian (carrying up to 10 points in the final score), basic level in Mathematics (influencing the final score by up to 10%) and basic level in a foreign language (up to 10 points in the final score).</p> <p><u>Additional examination of skills and abilities</u></p> <p>The admission procedure for Early and Preschool Education Study Programme includes psychological testing and the additional examination of art, music and motor skills (total of 30 points). Psychological testing has an eliminatory character.</p> <p>Candidates applying for admission to both study programmes requiring the additional examination as a condition of enrolment (Teacher Education and Early and Preschool Education) take this exam only once. Additional examination of skills and abilities is organized at the Faculty of Humanities and Social Sciences. The contents and the procedure are regulated by the Protocol on the conduction of additional examination of skills and abilities.</p> <p><u>Special achievements evaluation</u></p> <p>The applicant can gain points for special achievements. Special achievement refers to one of the top three places in the state competitions in secondary school subjects. Each achievement carries 5 points with a maximum of 10 points in the final score.</p>

2.2. Learning outcomes of the study programme (name 15 - 30 learning outcomes)

Upon the completion of the undergraduate study programme the student will:

- be familiar with the latest scientific knowledge on the nature of the child's development and learning in early and preschool age;
- demonstrate knowledge of the compulsory sciences and their disciplines as they interpret laws, phenomena and processes in the professional field of work, on a theoretical and practical level;
- exercise the child's needs and rights;
- demonstrate knowledge of effective strategies in promoting the overall development of a child in the early and preschool age;
- efficiently and effectively construct an educational context as stimulating, tailored to children and related to their abilities, opportunities, needs and interests resulting in an integrated educational practice;
- demonstrate skills in observation and assessment of children's activities and capabilities resulting in the construction of an integrated curriculum in terms of the response to their developmental and educational needs;
- understand the ways of speech and language development, the child's creative potential, and the totality of physical, cognitive, emotional and social development;
- independently construct, implement and evaluate an integrated curriculum in the totality of all developmental areas using activities and materials in accordance with the contemporary theories on the development and education of preschool children;
- demonstrate practical competence of a reflective practitioner, evaluate and self-evaluate their implicit pedagogy, questioning its effectiveness to encourage the increase in quality;
- promote inclusive values;
- build a close, confidential and reciprocal relationships with parents by encouraging partnership;
- actively engage in achieving a better and more intense community participation in the life of the kindergarten;
- promote lifelong learning.

2.3. Employment possibilities

Institutions of early and preschool education (kindergartens).

2.4. Possibilities of continuing studies at a higher level

Students can enrol into graduate university and/or professional study programme in Early and Preschool Education or other adequate study programmes.

2.5. Name lower level studies of the proposer or other institutions that qualify for admission to the proposed study

N/A

2.6. Structure of the study

The study programme lasts three academic years or six semesters. All courses carry a certain number of points (except Physical Education). All students can choose one elective course from another study programme at the Faculty of Humanities and Social Sciences in Split. Student responsibilities are regulated by the syllabi of individual courses (see course descriptions). Students' responsibilities in terms of class attendance, study rhythm and exams are determined by the regulations of the Faculty of Philosophy and Social Sciences in Split.

2.7. Guiding and tutoring through the study system

Students are guided through the system by a teacher-mentor, who is chosen by the student in the first semester. The mentor guides the student through the process of writing the BA thesis.

2.8. List of courses that the student can take in other study programmes

Students of the undergraduate university study programme *Early and Preschool Education* can enrol into one elective course from other study programmes of the appropriate level at the Faculty of Humanities and Social Sciences in Split. A list of courses offered to all students is available on the Faculty's website.

2.9. List of courses offered in a foreign language

English language:

Family Pedagogy

Basics of Kinesiology

Partnership between Family and Local Community

Computer Literacy

Health care and care of Children Early and Preschool Age

French language:

Pedagogy of Early and Preschool Education

Integrated Curriculum of Early and Preschool Education

Interactive Pedagogy

Child and Puppet

2.10. Criteria and conditions for transferring the ECTS credits

Students who have achieved more than 42 ECTS in the preceding academic year are considered students of the following year. Students who did not pass all the courses in a given year in the next year have to enrol first into those courses they had failed. Students who accomplish the minimum of 60 ECTS in the preceding year are allowed to enrol into courses the sum of which is 75 ECTS in the following year.

ECTS points gained outside the Faculty of Humanities and Social Sciences are recognized in accordance with the value of ECTS set by the Faculty of Humanities and Social Sciences. The transfer of points can be carried out between different study programmes of Early and Preschool Education. The criteria and transfer requirements follow from the current regulations in place at the Faculty of Humanities and Social Sciences.

2.11. Completion of study

<i>Final requirement for completion of study</i>	BA thesis <input checked="" type="checkbox"/> X MA thesis <input type="checkbox"/>	Final exam <input checked="" type="checkbox"/> X Diploma exam <input type="checkbox"/>
<i>Requirements for BA/MA thesis or final/diploma exam</i>	All exams passed and all obligations fulfilled.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of BA/MA thesis</i>	The student writes his/her BA thesis under the mentor's guidance. Upon completion of the thesis, the student takes his/her final exam in front of a committee.	

2.12. List of mandatory and elective courses

List of courses							
Year of study: 1st							
Semester: 1st							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	PRPO11	Croatian Language	45	30			5
	PRPO12	English Language	30		30		4
	PRPO13	Basics of Visual Arts	30		15		3
	PRPO14	Basics of Music Culture	15		15		2
	PRPO15	Physical Education 1			30		0
	PRPO16	Philosophy of Education	30	15			4
	PRPO17	Developmental Psychology 1	30	30			5
	PRPO18	Basics of Pedagogy	30	30			4
	Total			210	105	90	
	PRPI11	<i>Introduction to Literature</i>	15	15			3
	PRPI12	<i>Croatian Legends</i>	15	15			3
	PRPI13	<i>Musical Styles and Periods</i>	15	15			3
	PRPI14	<i>Dance and Creativity in Motion</i>	15		15		3
Note: Students chose one elective course (3 ECTS).							

List of courses							
Year of study: 1st							
Semester: 2nd							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	PRPO21	Children's Literature	30	30			4
	PRPO22	Introduction to Puppetry and Theatre	30		30		4
	PRPO23	Music Practicum 1			30		2
	PRPO24	Computer Literacy	15		30		4
	PRPO25	Physical Education 2			30		0
	PRPO26	Developmental Psychology 2	30	30			4
	PRPO27	Sociology of Education	30	15			4
	PRPO28	Pedagogy of Early and Preschool Education 1	30	30			4
	PRPO29	Research in Educational Practice 1			30		1
	Total			165	105	150	
Elective	PRPI21	<i>Interpretation of Fairy Tales</i>	15	15			3
	PRPI22	<i>Pedagogical Communication</i>	15	15			3
	PRPI23	<i>Croatian Musical Heritage</i>	15	15			3
	PRPI24	<i>Child and Society</i>	15	15			3
Note: Students chose one elective course (3 ECTS).							

List of courses							
Year of study: 2nd							
Semester: 3rd							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	PRPO31	Media Culture	15	15			3
	PRPO32	Music Practicum 2			30		3
	PRPO33	Basics of Kinesiology	15		15		3
	PRPO34	Psychology of Early Learning	30	30			4
	PRPO35	Pedagogy of Early and Preschool Education 2	30	30			4
	PRPO36	Basic Methodology of Pedagogical Research	30	30	15		5
	PRPO37	Integrated Curriculum of Early and Preschool Education 1	15	15			3
	PRPO38	Research in Educational Practice 2			30		1
	Total			135	120	90	
Elective	PRPI31	<i>Psychology of Child's Drawings</i>	30	15			4
	PRPI32	<i>Cultural Heritage in Croatia</i>	30	15			4
	PRPI33	<i>Education for Peace and Tolerance</i>	30	15			4
	PRPI34	<i>Educational Context of Children's Nurseries</i>	30	15			4
	PRPI35	<i>Developmental Psychopathology</i>	30	15			4
	Note: Students chose one elective course.						

List of courses							
Year of study: 2nd							
Semester: 4th							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	PRPO41	Basics of Natural Science and Mathematical Literacy	15		15		2
	PRPO42	Health care and care of Children Early and Preschool Age	30	15			3
	PRPO43	Pedagogical Concepts and Approaches in Early and Preschool Education	30	15			3
	PRPO44	Integrated Curriculum of Early and Preschool Education 2	30	30			5
	PRPO45	Artistic Expression in Early and Preschool Education 1	30	15			4
	PRPO46	Music in Early and Preschool Education 1	30	15			4
	PRPO47	Methodology of Kinesiological Activities in Early and Preschool Education 1	30	15			4
	PRPO48	Research in Educational Practice 3			30		1
	Total			195	105	45	
Elective	PRPI41	<i>Interactive Pedagogy</i>	30	15			4
	PRPI42	<i>Gifted Children</i>	30	15			4
	PRPI43	<i>Education for Sustainable Development in Early Childhood</i>	30	15			4
	PRPI44	<i>Abused and Neglected Children</i>	30	15			4
	PRPI45	<i>Traditional Stories for Children</i>	30	15			4
Note: Students chose one elective course.							

List of courses							
Year of study: 3rd							
Semester: 5th							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	PRPO51	Family Pedagogy	30	15			4
	PRPO52	Integrated Curriculum of Early and Preschool Education 3	30	30	15		6
	PRPO53	Artistic Expression in Early and Preschool Education 2	15	15	30		5
	PRPO54	Music in Early and Preschool Education 2	15	15	30		5
	PRPO55	Methodology of Kinesiological Activities in Early and Preschool education 2	15	15	30		5
	PRPO56	Research in Educational Practice 4			30		1
	Total			105	90	135	
Elective	PRPI51	<i>Child and Puppet</i>	15		30		4
	PRPI52	<i>Education for Human Rights</i>	30	15			4
	PRPI53	<i>Transition of the Child from Kindergarten to Primary School</i>	30	15			4
	PRPI54	<i>Dancing in Kindergarten</i>	15		30		4
	HZX008	<i>Professional practice at a teaching base*</i>		30	40	80	5
	Note: Students chose one elective course.						

* *Professional practice at a teaching base*-the elective subject can be enrolled in winter or summer semester. Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and earn an additional 5 ECTS credits after completing the course.

List of courses							
Year of study: 3rd							
Semester: 6th							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	T	
Mandatory	PRPO61	Pedagogy of Children with Special Needs and Rights	30	30	15		6
	PRPO62	Partnership between Family and Local Community	15		15		2
	PRPO63	Integrated Curriculum of Early and Preschool Education 4	15	15	45		6
	PRPO64	Research in Educational Practice 5			30		1
	PRPOZR	BA thesis					11
	Total			45	45	120	
Elective	PRPI61	<i>Painting with Preschoolers</i>	15		30		4
	PRPI62	<i>Inclusive Kindergarten</i>	30		15		4
	PRPI63	<i>Holidays and Celebrations in Kindergartens</i>	30	15			4
	HZX008	<i>Professional practice at a teaching base*</i>		30	40	80	5
	Note: Students chose one elective course.						

* *Professional practice at a teaching base*-the elective subject can be enrolled in winter or summer semester. Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and earn an additional 5 ECTS credits after completing the course.

2.13. Course description

COURSE TITLE		CROATIAN LANGUAGE					
Code	PRPO11	Year of study		1. / I.			
Course teacher	Anđela Milinović-Hrga, PhD, Assistant Professor	5		5			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				45	30		
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the Croatian language.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - correctly read and (depending on the complexity of vocabulary) understand texts in Croatian - correctly use basic Croatian grammar - communicate in Croatian in common situations (with limited vocabulary) - know the basic concepts of Croatian history and culture						
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES Uvod Dobro došli! Ljudi i zanimanja Obitelj, prijatelji i poznanici Karakteristike stvari i ljudi Informacije o Hrvatskoj i Hrvatima Znam, hoću, mogu Hajdemo! Dobar tek! Odijelo (ne) čini čovjeka Gdje živimo?						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops						
Student responsibilities	Class attendance.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		
	Tests		Oral exam	2	(Other)		

<i>equal to the ECTS value of the course</i>	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, written and oral exams at the end of term or written and oral midterm exams. Short presentation on previously agreed topic. The grade is to be established on the basis of all previously listed criteria.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Čilaš-Mikulić, M., Gulešić Machata, M., Pasini. D. i Udier, S.L. (2007.), Hrvatski za početnike 1, udžbenik i rječnik, Hrvatska sveučilišna naklada					
	Čilaš-Mikulić, M., Gulešić Machata, M., Pasini. D. i Udier, S.L. (2007.), Hrvatski za početnike 1, vježbenica i gramatički pregled, Hrvatska sveučilišna naklada					
	Čilaš-Mikulić, M., Gulešić Machata, M., Pasini. D. i Udier, S.L. (2007.), Hrvatski za početnike 1, Edukacijski CD, Zagreb, Hrvatska sveučilišna naklada.					
	Cesarec, M. – Čilaš M: Učimo hrvatski – čitanka, Zagreb, 2003.					
	Vidan, Aida i Niebuhr Robert. Begginer's Croatian, Hippocrene Books, Inc., New York, 2009					
Optional literature (at the time of submission of study programme proposal)	Engelsfeld, M., Croatian through Conversation, Zagreb, 1997. C. Hawkesworth, Colloquial Croatian (<i>with CD's</i>), Routledge, 2003. Grubišić, V., Elementary Croatian 1, Zagreb, 1994, 1996, 2003. Barešić, J., Dobro došli 1-2, Udžbenik i rječnik. Zagreb, 2005. Juričić, D., Reci mi hrvatski, Zagreb, 1994. Nemeth-Jajić, J., Sati s jezikom hrvatskim, Poznan, 1997. Gramatike, pravopisi, rječnici: Ham, S., Školska gramatika hrvatskoga jezika, Zagreb, 2017. Anić, V., Rječnik hrvatskoga jezika, Zagreb, 2000. Šonje, J., Rječnik hrvatskog jezika, Zagreb, 2000. Hrvatski enciklopedijski rječnik, Zagreb, 2002. Grubišić, V., Croatian Grammar, Zagreb, 1995. Čubrić, M. – Barbaroša Šikić, M., Praktični pravopis s vježbama i zadacima, Zagreb, 2004.					
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation obtained through anonymous student questionnaires, students' success in the exam, self-evaluation. Institutional evaluation.					
Other (as the proposer wishes to add)						

COURSE TITLE		ENGLISH LANGUAGE					
Code	PRPO12	Year of study		1. / I.			
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)		4			
Associate teachers	Ivana Bojčić, Senior Language Instructor	Type of instruction (number of hours)		L	S	E	F
				30		30	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To enable the students to use technical and scientific literature in English, as well as to express themselves (orally and in writing), with a particular emphasis upon the register and the specific terminology of pedagogy and education.						
Course enrolment requirements and entry competences required for the course	Secondary-school level proficiency in English, basic IT competences and skills. There are no specific enrolment requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be enabled to read and understand a variety of English texts, to independently use technical and scientific literature, to paraphrase a text orally, to recognise and differentiate between various registers of the standard English language; to make an oral presentation in English, as well as to independently write essays and seminar papers.						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture 2. Extending the Curriculum into the Home 3. Present Simple and Present Continuous Tense 4. Plants 5. Future Tense and Future Tense Continuous: 6. Future Perfect and Future Perfect Continuous 7. Ways of expressing futurity in English 8. Language Arts. 9. Present Perfect and Present Perfect Continuous Tense 10. Myself and Other People 11. Simple Past Tense and Past Continuous: 12. Past and perfect tenses in English 13. Colour 14. Past Perfect Tense (with special emphasis upon complex sentences and reported speech). 15. Final written examination. 						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance, writing of short essays and their oral presentation, tests, examination.						
Screening student work (name the	Class attendance	0.5	Research		Practical training		

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Grading of the essays and written assignments, oral presentations, tests, and final examination.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Marasović-Alujević, M. (2003.). <i>English for Educators, texts and language points</i> , Split, Visoka učiteljska škola Sveučilišta u Splitu.			10		
	Eastwood, J. (2005.). <i>Oxford Learner's Grammar; Grammar Finder</i> , OUP (Oxford, Oxford University Press)			3		
	English-Croatian dictionary			10		
	Croatian-English dictionary			10		
	Monolingual dictionary (Oxford, Cambridge, Longman, Cobuild, Collins, Webster)					
Optional literature (at the time of submission of study programme proposal)	Graver, B. D. (2003.). <i>Advanced English Practice</i> , Oxford, OUP. Bujas, Ž. (1999.). <i>Veliki hrvatsko-engleski rječnik</i> , Zagreb: Globus. Collins COBUILD <i>English Dictionary for Advanced Learners</i> (2001). HarperCollins Publishers <i>Cambridge Advanced Learner's Dictionary</i> (2005). Cambridge, CUP (Cambridge University Press)					
Quality assurance methods that ensure the acquisition of exit competences	Grading of essays, tests, and oral presentations. Final written examination.					
Other (as the proposer wishes to add)						

COURSE TITLE		BASICS OF VISUAL ARTS				
Code	PRPO13	Year of study	1. / I.			
Course teacher	Dubravka Kušević, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30		15	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none"> - To enable students to understand visual language, visual-art language, visual communication, visual arts and design - Making students aware of the function and role of visual media - Develop students' artistic and creative abilities - Develop the ability to analyse and understand a work of art (learning about visual arts by historical periods). 					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Prerequisites: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having passed the exam, students will be able to: <ol style="list-style-type: none"> 1. Correlate the acquired theoretical and practical knowledge of arts 2. Work out visual experiences and apply them to their own creative artistic expression 3. Express themselves in various art techniques and materials 4. Discuss the importance of understanding visual and artistic language in modern image communication 5. Analyse and understand, as well as critically evaluate various works of fine art 					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures <ol style="list-style-type: none"> 1. Introduction - analysis of course contents, student obligations (1 period) 2. Visual and creative thinking; The dot and the line (2 periods) 3. Colour, colour contrasts, shades, color degradation, shaping and modulation, the psychological effects and symbolics of color (2 periods) 4. The plane, free-form geometric planes, the plane in painting, sculpture, architecture (1 period) 5. Surface - texture in sculpture, painting, architecture (1 period) 6. Volume – types of sculpture (1 period) 7. Architecture and urbanism (2 periods) 8. Perspective - linear or geometric, reversed, atmospheric, coloristic, semantic, horizontal (1 period) 9. Composition, compositional elements (5 periods) 10. Drawing techniques (2 periods) 11. Painting Techniques (2 periods) 12. Graphic techniques (2 periods) 13. Sculpting techniques (2 periods) 14. Design (2 hours) 15. Communication with the works of fine art (visiting museums and galleries) (4 periods) Exercises <ol style="list-style-type: none"> 1. Drawing (3 periods) 					

	2. Painting (5 periods) 3. Graphic expression (2 periods) 4. Three-dimensional design (5 periods)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>online</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance of lectures; writing and presenting a seminar paper					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Having attended and completed the lecture part, students take a written exam . In exercise classes, students are required to produce a portfolio of artwork reflecting the use of visual language.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Rudolf Arnheim (1974). <i>Art and Visual Perception: A Psychology of the Creative Eye</i> . Berkeley and Los Angeles: University of California Press.					
	Joshua C. Taylor (1981). <i>Learning to Look: A Handbook for the Visual Arts</i> , University of Chicago Press.					
	Dan Jesse (2013) <i>Line Color Form: The Language of Art and Design</i> . New York: Allworth Press,					
	Itten, Johannes (1973). <i>The Art of Color: the subjective experience and objective rationale of color</i> . New York: Van Nostrand Reinhold.					
Optional literature (at the time of submission of study programme proposal)	Gombrich, E.,H., (1995). <i>The Story of Art</i> , Phaidon Press, London Berger, J. (2015). <i>About Looking</i> , Bloomsbury Paperbacks, London					
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation of the course by anonymous survey, students' exam results and practical work results (portfolio of artwork)					
Other (as the proposer wishes to add)						

COURSE TITLE		BASICS OF MUSIC CULTURE				
Code	PRPO14	Year of study	1. / 1.			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credits (ECTS)	2			
Associate teachers	Daniela Petrušić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15		15	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Introduction to key concepts of music and theory, distinction of types of music instruments and types of singing voices, introduction of primary music forms, playing simple melo-rhythmic examples on the piano or synthesizer with the right hand, distinction of music style periods.					
Course enrolment requirements and entry competences required for the course	Entry competences: none. Course enrolment requirements: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: 1. develop the ability of note reading, of analysis and synthesis of music note symbols. 2. apply their note literacy to playing simple compositions for children with the right hand on a keyboard instrument (piano and synthesizer). 3. reproduce simple compositions for children on their own, both with their voice and on an instrument (piano and synthesizer). 4. analyse expressive music elements.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Introduction to music theory 2. Note stave 3. Overview of note values 4. Music alphabet and solmization 5. Pause, symbols for prolongation of notes and pauses 6. Rhythm, measure 7. Pitch symbols, clefs 8. Intervals 9. Tempo and dynamics 10. Scales (major, minor) 11. Chords (quint-chords) 12. Main degrees in a scale 13. Analysis of compositions for children 14. Division of musical instruments 15. Overview of music style periods <p>Exercises:</p> <ol style="list-style-type: none"> 1. Introduction to piano and synthesizer keyboard 2. Examples for acquisition of music terms 3. Position of the right hand 4. Simple technical exercises for the right hand 5. Simple technical exercises for the right hand 6. Simple technical exercises for the right hand 7. Simple technical exercises for the right hand 					

	8. Simple technical exercises for the right hand 9. Simple technical exercises for the right hand 10. Singing and playing simple melo-rhythmic samples with the right hand 11. Singing and playing simple melo-rhythmic samples (with the right hand) 12. Singing and playing simple melo-rhythmic samples (with the right hand) 13. Singing and playing simple melo-rhythmic samples (with the right hand) 14. Chord accompaniment with the left hand 15. Chord accompaniment with the left hand					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Continuous assessment	0.2
	Essay		Seminar essay		(Other)	
	Tests	0.3	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is based on regular class attendance, active participation in class activities, and assessment of acquisition of teaching contents in oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Fisher, D., McDonald, N. (2001) The Intersection Between Music and Early Literacy Instruction: Listening to Literacy! Reading Improvement, 38, 106-115.					
	Wheway, D. (2001) Literacy and music. Kendal : Leicestershire Music Publications and Inset.					
Optional literature (at the time of submission of study programme proposal)	Tobin, C. (1979) First steps to Music Literacy : classroom teachers manual. Sawbridgeworth Herts : Helicon Press.					
Quality assurance methods that ensure the acquisition of exit competences	Student and peer evaluation.					
Other (as the proposer wishes to add)	Motivate students for a continuous work of their own.					

COURSE TITLE		PHYSICAL EDUCATION 1					
Code	PRPO15	Year of study		1. / I.			
Course teacher	Damir Jurko, PhD, Assistant Professor	Credits (ECTS)		0			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
						30	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	The goal is adequate kinesiology meet the biopsychosocial needs of student in the movement as an expression of general satisfaction of needs which are increasing adaptive and creative skills in the modern conditions of life and study.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)							
Course content broken down in detail by weekly class schedule (syllabus)	Excercise in the gym and outdoors. Atletica: various forms of running, low and high start, leaps, throwings. Volleyball: basics tehniques and tactics. Basketball: basics tehniques and tactics. Swimming: basics tehniques and tactics. Hiking tour. Corrective gimnastica.						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular school attendance.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	0	
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluating student work in class and at the final exam							
Required literature (available in the	Title				Number of copies in the library	Availability via other media	

library and via other media)			
Optional literature (at the time of submission of study programme proposal)	<p>Janković, V., Marelić, N. (1995.). <i>Odbojka</i>, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb.</p> <p>Kosinac, Z. (1989.). <i>Kineziterapija, tjelesno vježbanje i sport kod djece i omladine oštećena zdravlja</i>, Split.</p> <p>Šadura, T. (1991.). <i>Gimnastika</i>, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb.</p> <p>Šnajder, V., Milianović, D. (1991.). <i>Atletika hodanja i trčanja</i>, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb.</p> <p>Volčanšek, B. (2002.). <i>Bit plivanja</i>, Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb.</p> <p>Remark: Particular parts of these books will be translated in English</p>		
Quality assurance methods that ensure the acquisition of exit competences			
Other (as the proposer wishes to add)			

COURSE TITLE		PHILOSOPHY OF EDUCATION					
CODE	PRPO16	Year of study	1/I				
Course teacher	Perislava Bešić Smlatić, Msc, Lecturer	Credits (ECTS)	4				
Associate teachers	Josip Guć, Assistant	Type of instruction (number of hours)	P	S	V	T	
			30	15			
Status predmeta	mandatory	Percentage of application of e-learning					
OPIS PREDMETA							
Course objectives	Introduction to the philosophical way of thinking in the field of pedagogy. Through the analysis of the philosophical teachings student will receive appropriate philosophical knowledge that can be applied in the educational process.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirement: none.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. Interpret the relationship of contemporary philosophy to orientations in the science of education. 2. Explain the problem of educational value. 3. Comparing different educational practice. 4. A critical review of their own educational practice. 5. Develop awareness of creativity, self-development, initiative. 						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introductory Lecture 2. Antique Idea Of Education - Socrates - Education In Plato 3. Antique Idea Of Education - Aristotle 4. Humanistic Educational Ideals 5. Rousseau: Educational Transformation Of Man 6. Moral Development - Piaget And Kohlberg 7. Moral Development - Piaget And Kohlberg 8. Philosophy Of Education - John Dewey 9. Education And Values 10. Education And Policy 11. Philosophy Of Education In Contemporary Philosophy 12. Philosophy Of Education In Contemporary Philosophy 13. Education For Entrepreneurial Competence 14. Education For Entrepreneurial Competence 15. Final Hour 						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	The student is required to attend classes regularly, to participate actively in the discussions and held an essay orally.						
Screening student work (name the	Class attendance		Research	1	Practical training		

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay	1	Seminar essay	1	(Other)	1
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students are evaluated for the following elements: essay, reading and interpreting original texts and the level of knowledge displayed at the oral exam. The final grade is derived from class participation, essay, reading of original texts and the oral exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Nel Noddings, <i>Philosophy of Education</i> , 1998. https://pdfs.semanticscholar.org/2000/8e91133fd78f1b223708e3a3a8e4a681901c.pdf				1	
	T.W.Moore, <i>Philosophy of education: an introduction</i> . Routledge & Kegan Paul London, Boston, Melbourne and Henley, 1988.				1	
	Christopher Winch; John Gingel; <i>Philosophy of Education: The Key Concepts</i> . Routledge, New York, 1998.				1	
Optional literature (at the time of submission of study programme proposal)	<p>Gutmann, A., <i>Democratic Education</i>, Princeton University Press, Princeton 1999.</p> <p>Dewey, J., <i>Democracy and Education: An Introduction to the Philosophy of Education</i>, The Macmillan Company, New York 1941.</p> <p>Tim Sprod, <i>Philosophical Discussion in Moral Education. The community of ethical inquiry</i>, London and New York, 2001.</p> <p>Peter M Collins, <i>Aristotle and the Philosophy of Intellectual Education</i>, <i>The Irish Journal of Education</i>, 1990, xxiv, 2, pp 62-88.</p>					
Quality assurance methods that ensure the acquisition of exit competences	Office hours, class attendance lists, review of notes, active participation in discussions, evaluation of the course and course lecturer at the end of the semester.					
Other (as the proposer wishes to add)						

COURSE TITLE		DEVELOPMENTAL PSYCHOLOGY 1				
Code	PRPO17	Year of study	1. / I.			
Course coordinator(s)	Ina Reić Ercegovac, PhD, Associate Professor	Credit value (ECTS)	5			
Associates	Bruno Barać, Assistant	Course delivery types (hours per semester)	L	S	P	T
			30	30		
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To introduce students to developmental psychology, basic theoretical and empirical approaches and methodological features of developmental research. To introduce students to the specific areas of development in childhood – physical, cognitive, emotional and moral and application of knowledge in practical work with early and pre-school aged children.					
Course admission requirements and entrance competences required	Entry competences: computer literacy. Course enrolment requirements: none.					
Expected learning outcomes at a course level (4-10 outcomes)	<p>Upon completion of the course, students will be able to:</p> <ol style="list-style-type: none"> 1. define basic issues in developmental psychology 2. name and explain types of developmental research 3. compare different approaches to developmental researches 4. draft one developmental research 5. analyse different theoretical approaches in developmental psychology 6. explain contribution of main authors in the area of developmental psychology (Hall, Gesell, Piaget, Erikson, Bandura, Kohlberg) 7. name the main characteristics of different phases of cognitive development 8. associate main characteristics of cognitive development in childhood with aspects learning 9. analyse moral development in the context of cognitivist models, ethology and theories of learning 					
Course content elaborated in detail according to the timetable	<ol style="list-style-type: none"> 1. Developmental psychology as psychological discipline, definition and objectives of developmental psychology; relations with other disciplines (2L + 2S) 2. Basic issues in developmental psychology - heritability and environment, maturation and learning, growth and development (2L+2S) 3. Research methodology in developmental psychology; types of research, limitations, ethical issues in developmental research (4L + 4S) 4. Early authors in developmental psychology (2L) 5. Historical view of childhood (2S) 6. Theories of childhood development (cognitivist developmental models, theories about the impact of the environment and learning, psychodynamic approach, ethology, ecology of human development) (4L+4S) 7. Biological basis of human development (2L+2S) 8. Pre-exam I (2L) 9. Prenatal development and teratology (3L) 10. Birth, physical development and growth (1L+2S) 11. Sensory development, development of attention and perception (4S) 12. Cognitive development (J. Piaget and L. Vygotsky) (4L) 					

	13. Cognitive development (information processing and intelligence testing) (2S) 14. Speech development (pre-verbal, semantics and grammar) (2S) 15. Moral development – theories, prosocial behaviour and aggression (2L) 16. Preschool institution as developmental context (2L+2S) 17. Pre-exam II (2S)					
Course delivery types	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Students' duties	Course attendance, seminar paper, exam(s)					
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Course attendance	1	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	3	Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	
Grading and evaluating students' work during the course and in the final exam	Course attendance, seminar paper, exam(s)					
Obligatory reading list (available in the library and in other media)	Title				Number of copies in the library	Available in other media
	Vasta, R., Haith, M., Miller, S. (1998 or other). <i>Child Psychology</i> . John Wiley & Sons. (pp.1-443)				3	
	Berk, L. (2006). <i>Lifespan Development</i> (chapters 1-3). Pearson.				1	
Additional reading list	Buggle, F. (2002). <i>Developmental Psychology of Jean Piaget</i> . Croatia, Jastrebarsko: Naklada Slap. Santrock, J.W. (2003). <i>Life-Span Development</i> . New York: McGraw Hill. Ajduković, M. i Kolesarić, V. (Ur.) (2003). <i>Ethical code for research with children</i> . Council for children of the Government of the Republic of Croatia and the State Institute for the Protection of the Family, Maternity and Youth.					
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.					

COURSE TITLE		BASICS OF PEDAGOGY				
Code	PRPO18	Year of study	1. / 1.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	Ante Grčić, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Acquisition of basic knowledge from the field of pedagogy and linking them in a system. Introduction of students to the field of scientific pedagogy and acquisition of basic terminological definitions. Development of the interest for pedagogical issues.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To define the object of pedagogy as a science. - To explain the position of pedagogy in the system of science. - To differentiate pedagogical disciplines in the system. - To elaborate on basic pedagogical terms. - To get to know educational work with regard to time, educatee's age, place (surrounding) of education and special requirements of educatee. - To discuss various pedagogical questions. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Education – term, place in the life of individuals and society. Basic concepts in the field of education (education, instruction, teaching, training). Relationship between education and related activities (care, protection, management). Intentional and functional education. Education as a lifelong process. 2. Pedagogy – a science of education. Position of pedagogy in the system of science. System of pedagogical disciplines. Relationship with other sciences. Main directions of development of pedagogical thought. 3. Researches in education. Application of methodology of pedagogy. Types of researches. Pedagogical statistics. 4. The course, subjects, and social base of education. a) Education as an open system. Two-way educational communication. 5. b) Educational ideal, objective and assignments. 6. Educator as the leader of educational work. Educator's characteristics. Interpersonal relationship as a basis of educational process. 7. d) Educational system – institutional education (term, structure, support system). National school curriculum. 8. Carrying out educational activities (requirements, methods and actions, technical media). 9. Dimensions of educational activities: educational work according to educatee's age, surrounding, and special conditions. Lifelong education. 10. Educational work with regard to age – education in early and pre-school age (informative level), education at school age, education at mature age, education at elderly age. 11. Educational work with regard to special requirements of educatees – children with special needs and rights (children with difficulties in development, children without proper parental care, molested and neglected children etc.). 12. Educational work with regard to surrounding (1): family as basic educational community: family – social and educational community, parents as educators. 					

	<p>13. Educational work with regard to surrounding (2): kindergarten (informative level), school (term, occurrence, development, school degrees).</p> <p>14. Educational work according to surrounding (3): education in free time, dorms, institutions for adult education, institutions for children with special needs</p> <p>15. Contemporary requirements of pedagogy: human rights, peace, environment. Intercultural education.</p> <p>16. International starting points of the development of education.</p> <p>Seminar: Creation and presentation of seminar essay aiming to elaborate the topics addressed during lectures. Themes:</p> <ol style="list-style-type: none"> 1. Basic pedagogical processes (1st and 2nd part) 2. Pedagogists important for theory and practice of education (1st and 2nd part) 3. Development of pedagogical thought in Croatia 4. System of educational sciences of Gaston Mialaret 5. Different interpretations of the phenomenon of education 6. Pedagogy as theory of training 7. Interaction and communication in educational process 8. Non-aggressive way of conflict solving 9. Children and media 10. Teacher – a mandatory bearer of educational system 11. National curriculum for pre-school, primary and secondary education in Croatia 12. Children at risk 13. Parents as educators 14. Challenges of parenthood 15. Curriculum: key concepts 16. Children and the young in their free time 17. Tolerance in society and in education 18. Through education towards culture of human rights 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; creation and presentation of seminar essay.					
Screening student work (name the <i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	1	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Oral exam – 50 %					
Required literature (available in the	Title			Number of copies in the library	Availability via other media	

library and via other media)	Bratanić, M. (1990), <i>Mikropedagogija</i> , Zagreb: Školska knjiga, pp. 11 – 38, 75 – 103.	5	
	Giesecke (1993), <i>Uvod u pedagogiju</i> , Zagreb: Educa, pp. 91 – 118.	3	
	Gudjons, H. (1994), <i>Pedagogija – temeljna znanja</i> , Zagreb: Educa, pp. 17 – 24, 65 – 91, 123 – 125, 136 – 140, 261 – 270.	5	
	Mušanović, M.; Lukaš, M. (2011), <i>Osnove pedagogije</i> : Rijeka: HFD (selected chapters).	2	
	Silov, M. (2003), <i>Pedagogija</i> , Velika Gorica: Persona (chapters 1, 2, 3, 4, 7). Remark: particular parts of these books will be translated in English	1	
Optional literature (at the time of submission of study programme proposal)	Mijatović, A. /ed./ (2001), <i>Osnove suvremene pedagogije</i> , Zagreb: HPKZ (selected chapters).		
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.		
Other (as the proposer wishes to add)			

COURSE TITLE		CHILDREN'S LITERATURE				
Code	PRPO21	Year of study	1. / II.			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<p>The course aims to introduce students to key themes and content of children's literature, and also to explore the works that are in their subject matter, stylistically and compositionally designed and suitable for children.</p> <p>It is also important to show and explain the path of development of children's literature from literature with a strong didactic and pedagogical dimension all the way to the literature that talks distinctively about the world of children and their right to their own literature and experience free from every load.</p> <p>Define and interpret corpus of children's literature (stories - folk and art, fantastic stories, poetry, fables, various forms of youth adventure novels and literature and science fiction works.</p> <p>Direct attention to the large and canonic names in children's literature (Brothers Grimm, Andersen, Twain, Kipling, F. Molnar, E. Kastner, Gaarder, Pullman, Rowling and others., Also Kuten, Brlić Mažuranić, Balog, Vitez, Paljetak, Kusan.).</p>					
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Prerequisites: none.</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • interpret the meaning and role of individual names and their works in the formation/design/creation of children's literature • interpret most important literary works • apply critical methods and knowledge in the evaluation of new literary works • discuss literary works in a competent and exploratory/researching manner • discuss key issues in the field of children's literature • Participate in thematic conferences and round tables on literary themes/subjects • put emphasis on those names and works that marked the development of this type of literature. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> • Opening hour - (1 P) • Children's Literature / relation towards other forms of literature / picture books and its forms (2P) • Story: art and folk stories; Fairy Tale (Perault, Brothers Grimm, Ivana Brlić Mažuranić) (3P) • H. Cristian Andersen; impact on the development of children's literature (2P) • Fantastic story (Collodi, Carroll, Lagerlof) (2P) • James Barrie, Saint-Exupery, Lidgren; Fantastic stories with animals (Lofting) (2P) • Karel Čapek; Lingren; Nazor; Horvat (2P) • Fables (Aesop, La Fontaine, Lessing, Krylov) (2P) • Croatian fables (1P) • The stories, stories about animals (2P) 					

	<ul style="list-style-type: none"> • Children's poetry; traditional and modern children's poetry (3P) • Children's novels; adventure novels; Science fiction works (3P) • Adventure novels; travel books, biographical works/biographies and diaries (2P) • Plays; Strip (2P) • The final lecture; talk about the exam (1P) 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular and active class participation; preparation and presentation of the term papers.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student success will be evaluated on the basis of participation in lectures and the fulfillment of the seminar obligations (seminar papers and participation in discussions), as well as written and oral exam(s).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Crnković, M. (1990.). Dječja književnost, Školska knjiga, Zagreb.			4		
	Crnković, M. -Težak, D. (2002.). Povijest hrvatske dječje književnosti, Znanje, Zagreb.			3		
	Hazard, P. (1970.). Knjige, djeca i odrasli, Stylos, Zagreb.			1		
	Diklić, Z.; Težak, D.- Zalar, I. (1996.). Primjeri iz dječje književnosti, Divič, Zagreb.			2		
	Pintarić, A. (1999.). Bajke. Pregled i interpretacija, Osijek. Remark: particular parts of these books will be translated in English			1		
Optional literature (at the time of submission of study programme proposal)	Umjetnost i dijete, brojevi od 1969. do 1997. Zalar, I. (1991.). Pregled hrvatske dječje poezije, Zagreb. Skok, J. (1990.). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva, Zagreb. Težak, D. (2001.). Bajke. Antologija, Zagreb. Težak, D. (2001.). Basne. Antologija, Zagreb. Biti, V. (1981.). Bajka i predaja. Liber, Zagreb. Betelheim, B. (1979.). Značenje bajki. Jugoslavija, Beograd. Hranjec, S. (1998.). Hrvatski dječji roman, Znanje, Zagreb. Idrizović, M. (1984.). Hrvatska književnost za djecu, Matica hrvatska, Zagreb. Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Ur. R. Javor, Zagreb, 1998.					

	Remark: particular parts of the books will be translated in English
Quality assurance methods that ensure the acquisition of exit competences	Consults, records of attendance at lectures, active participation in discussions, seminar papers, case evaluation, professor evaluations at the end of the semester.
Other (as the proposer wishes to add)	

COURSE TITLE		INTRODUCTION TO PUPPETRY AND THEATRE				
Code	PRPO22	Year of study	1. / II.			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)	4			
Associate teachers	Silvana Stanić, Lecturer	Type of instruction (number of hours)	L	S	E	F
			30		30	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Acquisition of basic knowledge in the field of stage art, student training for their own creative expression through drama and for application of a stage puppet in educational process.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After passing the exam successfully, students will be able to:</p> <ol style="list-style-type: none"> 1. define drama as a literary genre 2. explain various drama forms 3. see drama structure and composition 4. present and interpret historical development of drama and theatre, especially historical development of drama and theatre for children, as well as to differentiate traditional and contemporary puppet theatre 5. apply speech interpretation of a literary text (speech realisation of a text) 6. describe the course of drama performance creation 7. apply dramatisation and adaptation of texts for drama and puppet plays in kindergarten 8. tell different types of stage puppets, to apply the principles of puppet animation and to make a puppet. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: Drama as a literary form. Drama work – literary/stage work. Drama and stage forms (monologue, dialogue etc.). Drama text structure. Drama composition. Theatre performance. Historical development of drama and theatre. Speech interpretation of a literary text for children. Speech aspects (intonation, intensity, interruptions and pauses, enjambment). Speech and stage text realisation. Recital. Drama and theatre for children. Historical review of the development of children's theatre. The course of creation of children's drama (text selection, adaptation, work on the text). Dramatisation and adaptation of texts for drama plays in kindergarten. Dramatic literature for children. Puppetry as a part of stage art. Traditional and contemporary puppet theatre. Stage puppet types. Basic principles of puppet animation. Stage speech of a puppet. Puppet text and puppet dramaturgy. Literary sample. Dramatisation and adaptation of text for puppet play in kindergarten. Puppet play.</p> <p>Exercises: Speech exercises (describing, telling and re-telling, dramatisation etc.).</p>					

	Expressive reading. Dramatisation and adaptation of text for drama and puppet plays in kindergarten. Dramatisation and adaptation of a picture book. Analysis of a theatre performance for children. Making a puppet (with the help of a visual arts professional). Demonstration of a shorter drama work. Demonstration of a puppet performance.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Setting and performing a drama and/or puppet play. Keeping a diary of visits to the theatre.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Practical training – 25 % Oral exam – 25 %					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Glibo, R. (2000), <i>Lutkarstvo i scenska kultura</i> , Lomnica: Ekološki glasnik (selected chapters).				1	
	Pavličević, D. (2005), <i>Komunikacijom do gramatike</i> . Zagreb: Alfa (chapter titled Govorna interpretacija umjetničkoga teksta).				2	
	Pokrivka, V. (1985), <i>Dijete i scenska lutka</i> , Zagreb: Školska knjiga, pp. 5 – 20.				3	
	Solar, M. (2005), <i>Teorija književnosti</i> , Zagreb: Školska knjiga (chapter titled Drama).				3	
	Vigato, T. (2012), <i>Metodički pristupi scenskoj kulturi</i> , Zadar: Sveučilište u Zadru (selected chapters).				1	
Optional literature (at the time of submission of study programme proposal)	Crnković, M. (1990). <i>Dječja književnost</i> . Zagreb: Školska knjiga. Mrkšić, B. (2006). <i>Drveni osmijesi</i> , Zagreb: Međunarodni centar za usluge u kulturi. Stenzel, V. (1995). <i>Igramo se kazališta</i> . Zagreb: Savez društava „Naša djeca“ Hrvatske. Škreb, Z.; Stamać, A. (1986). <i>Uvod u književnost</i> . Zagreb: Globus, pp. 442 – 487. Remark: Particular parts of these books will be translated in English.					

Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.
Other (as the proposer wishes to add)	

COURSE TITLE		MUSIC PRACTICUM 1				
Code	PRPO23	Year of study	1. / II.			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credits (ECTS)	2			
Associate teachers	Daniela Petrušić, Assistant	Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Development, enriching and improving of knowledge on music language based on acquisition of new music and linguistic concepts and terms. Conscious perception of music and its vocal and instrumental realisation in development of music skills of pre-schoolers.					
Course enrolment requirements and entry competences required for the course	Entry competences: none. Course enrolment requirements: taking the course in <i>Basics of music culture</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: 1. apply the skill of note literacy for interpretation of simple compositions for children 2. demonstrate independent vocal and instrumental reproduction of simple compositions for children 3. apply acquired knowledge in forming chord accompaniment with the left hand 4. analyse expressive music elements 5. apply the acquired knowledge in methodics of music education.					
Course content broken down in detail by weekly class schedule (syllabus)	Exercises: 1. Introduction to literature 2. Arrangement of children's song in C-major 3. Arrangement of children's song in C-major 4. Arrangement of children's song in C-major 5. Arrangement of children's song in G-major 6. Arrangement of children's song in G-major 7. Arrangement of children's song in G-major 8. Arrangement of children's song in e-minor 9. Arrangement of children's song in D-major 10. Arrangement of children's song in D-major 11. Arrangement of children's song in F-major 12. Arrangement of children's song in F-major 13. Arrangement of children's song in d-minor 14. Arrangement of children's song in d-minor 15. Repetition of the acquired songs					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; active class participation.					
Screening student work (name the	Class attendance	0.5	Research		Practical training	

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		Continuous assessment	0.2
	Essay		Seminar essay		(Other)	
	Tests	0.3	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is based on regular class attendance, active participation in class activities, and assessment of acquisition of teaching contents in oral exam (playing the compositions acquired in class).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Examples of songs for children.					
Optional literature (at the time of submission of study programme proposal)	/					
Quality assurance methods that ensure the acquisition of exit competences	Student and peer evaluation.					
Other (as the proposer wishes to add)	Motivate students for a continuous work of their own.					

COURSE TITLE		COMPUTER LITERACY				
Code	PRPO24	Year of study	1. / II.			
Course teacher	Lada Maleš, PhD, Senior Lecturer	Credits (ECTS)	4			
Associate teachers	Denis Jelaš, Lecturer	Type of instruction (number of hours)	L	S	E	F
			15		30	
Status of the course	mandatory	Percentage of application of e-learning	25%			
COURSE DESCRIPTION						
Course objectives	The course objectives are to gain a knowledge about computer and its purpose in ICT. Train students for using ICT in different domains and for resolving various problems. Give foundations for knowledge upgrading in the ICT field.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Classification of numeral systems; converting one numeral system to another; arithmetical operations in binary system (addition and subtraction) 2. Explain a binary notation in computer 3. Explain von Neumann model of computer 4. Enumerate computer basic components and their purpose 5. Differentiate software according to purpose 6. Differentiate services and protocols on the Internet according to their purpose 7. Enumerate security risks on the Internet and explain the difference 8. Use e-mail; use cloud computing applications 9. Application of different type of software i.e. create a formatted document, create a presentation, organize, format, and calculate data with formulas using a spreadsheet system, creating graph with data 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>LECTURES:</p> <p>Introduction to ICT (science and practical implementation) History review of ICT development; components of contemporary computers Components of modern computers Numerical systems (decimal, binary, octal and hexadecimal); converting between different numerical systems Arithmetical operations in binary system Binary notation in computer – coding information with binary digits The Von Neumann model Computer – hardware and software Computer network (basics of data transmission, network classifications) Internet (history, services, protocols) Internet security (type of risks and protection methods)</p> <p>EXERCISES:</p> <p>Personal computer; files and folders Word processing (MS Word) Creating presentations (MS PowerPoint) Organize format and calculate data with formulas and creating graphs with data (MS Excel) E-mail, cloud computing applications</p>					
	<input type="checkbox"/> lectures	<input type="checkbox"/> independent assignments				

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Two preliminary exams (practical work on computer) 35% + 30% Preliminary exam for theoretical part of course 35% OR exam (70% practical work on computer + 30% theory)					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	2,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam						
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	L. Maleš, course materials published on the Faculty web site at http://www.ffst.unist.hr/predmet/infpis			-	yes	
	Software tutorials - online			-	yes	
Optional literature (at the time of submission of study programme proposal)	J. Glenn Brookshear, Computer Science - An Overview, Addison-Wesley, 11th Ed., 2012.					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking preliminary exam or regular exam, note down the number of course attendance (lectures and exercise), active participation in discussions and practical work. Student evaluation.					
Other (as the proposer wishes to add)						

COURSE TITLE		PHYSICAL EDUCATION 2					
Code	PRPO25	Year of study		1. / II.			
Course teacher	Damir Jurko, PhD, Assistant Professor	Credits (ECTS)		0			
Associate teachers	Dodi Malada, PhD, Senior Lecturer	Type of instruction (number of hours)		L	S	E	F
						30	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	The goal is adequate kinesiology meet the biopsychosocial needs of student in the movement as an expression of general satisfaction of needs which are increasing adaptive and creative skills in the modern conditions of life and study.						
Course enrolment requirements and entry competences required for the course	Entry competences: none. Course enrolment requirements: completing student assignments in the course of <i>Physical Education 1</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)							
Course content broken down in detail by weekly class schedule (syllabus)	Exercise in the gym and outdoors. Atletica: various forms of running, low and high start, leaps, throwings. Volleyball: basics techniques and tactics. Basketball: basics techniques and tactics. Swimming: basics techniques and tactics. Hiking tour. Corrective gimnastica..						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular school attendance.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	0	
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluating student work in class and at the final exam							
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media	

Optional literature (at the time of submission of study programme proposal)	<p>Janković, V., Marelić, N. (1995.). <i>Odbojka</i>, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb.</p> <p>Kosinac, Z. (1989.). <i>Kineziterapija, tjelesno vježbanje i sport kod djece i omladine oštećena zdravlja</i>, Split.</p> <p>Šadura, T. (1991.). <i>Gimnastika</i>, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb.</p> <p>Šnajder, V., Milianović, D. (1991.). <i>Atletika hodanja i trčanja</i>, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb.</p> <p>Volčanšek, B. (2002.). <i>Bit plivanja</i>, Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb.</p> <p>Remark: particular parts of these books will be translated in English</p>		
Quality assurance methods that ensure the acquisition of exit competences			
Other (as the proposer wishes to add)			

COURSE TITLE		DEVELOPMENTAL PSYCHOLOGY 2				
Code	PRPO26	Year of study	1. / II.			
Course coordinator(s)	Goran Kardum, PhD, Full Professor	Credit value (ECTS)	4			
Associates	Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher Bruno Barać, Assistant	Course delivery types (hours per semester)	L	S	P	T
			30	30		
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Theoretical and empirical approaches and methodological features of temperament, attachment, development of emotion, social context and cross cultural research. To introduce students to the specific areas of development in childhood with an emphasis to emotional, social and culture dimensions in practical work with early and pre-school aged children.					
Course admission requirements and entrance competences required	Entry competences: computer literacy. Course enrolment requirements: taking the course in <i>Developmental Psychology 1</i> .					
Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: <ol style="list-style-type: none"> 1. determine the features of temperament 2. understanding of attachment development 3. analyse self-control and emotional development 4. recognize development of initiative 5. understanding self development 6. explain and understanding parenting styles and their effects on children 7. analyse different types of motivation for parenthood 					
Course content elaborated in detail according to the timetable	<ol style="list-style-type: none"> 1. Temperament – concept and dimensions 2. Development of attachment 3. Nature vs. nurture – recent researches and theoretical approaches 4. Development of emotion – researches and theoretical approaches 5. Development of self and personality 6. Self-control and initiative in early and pre-school children 7. Cognitive attribution styles 8. Pre-exam I 9. Relationship with peers, sociometry 10. Motivation for parenthood, parenting styles 11. Abnormal behavior – concepts and theory 12. Abnormal behavior – classification and main deviating behaviour 13. Cross-cultural research and finding in early and pre-school children 14. Social and communication skills, non-verbal behavior 15. Pre-exam II 					
	x lectures x seminars and workshops		<input type="checkbox"/> independent tasks			

Course delivery types	<input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)			
Students' duties	Course attendance, seminar paper, exam(s)					
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Course attendance	1	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	2	Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	
Grading and evaluating students' work during the course and in the final exam	Course attendance, seminar paper, exam(s)					
Obligatory reading list (available in the library and in other media)	Title			Number of copies in the library	Available in other media	
	Vasta, R., Haith, M., Miller, S. (1998 or other). <i>Dječja psihologija</i> . Jastrebarsko: Naklada Slap. (pp.1-443)			3		
	Berk, L. (2006). <i>Psihologija cjeloživotnog razvoja</i> (chapters 1-3). Jastrebarsko: Naklada Slap.			1		
Additional reading list	Buggle, F. (2002). <i>Razvojna psihologija Jeana Piageta</i> . Jastrebarsko: Naklada Slap. Santrock, J. W. (2003). <i>Life-Span Development</i> . New York: McGraw Hill. Ajduković, M. i Kolesarić, V. (Ur.) (2003). <i>Etički kodeks istraživanja s djecom</i> . Vijeće za djecu Vlade RH i Državni zavod za zaštitu obitelji, materinstva i mladeži. Remark: particular parts of these books will be translated in English					
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.					

COURSE TITLE		SOCIOLOGY OF EDUCATION				
Code	PRPO27	Year of study	1. / II.			
Course teacher	Vlaho Kovačević, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	Krunoslav Malenica, Assistant	Type of instruction (number of hours)	P	S	V	T
			30	15		
Status of the course	mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Mandatory course objectives: - familiarisation with basic aims, concepts, development, theoretical approaches, social context, special features of educational institutions, position of their employees and relationships among them.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: <ol style="list-style-type: none"> 1. describe and define sociology of education (its occurrence and development, basic concepts, its position in the system of science) 2. explain the wider sociological context of education (values, relationships, functions, (in)equalities, importance of education, processes influencing student success, deviations etc. 3. recognise sociological (theoretical) perspectives related to education (basic concepts, advantages/disadvantages) 4. recognise the influence of sociological and technological changes on the development of education (democratisation, multiculturalism, globalisation, ecology, technology) 5. link the system of educational institutions and importance of teacher's/educator's role in society (characteristics of the profession) and position and the role of the participants 6. demonstrate the presentation of educational content of this course. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Course content comprises:</p> <ol style="list-style-type: none"> 1. Introduction to the course – student duties, program requirements, literature and methods (in accordance with students) 2. Analysis and explanation of basic concepts: education, socialisation... 3. Historical review of development of sociology of education – occurrence, development, scope, tasks; relationship with other sciences 4. Relevant theoretical concepts – functionalism 5. Relevant theoretical concepts (2) – theory of conflict, interactionism <p>Social context of education</p> <ol style="list-style-type: none"> 6. Society and education; industrialisation, modernisation 7. Social inequalities and educational chances 8. Changes in structure and role of family and education 9. Education and social changes <ul style="list-style-type: none"> - social values - socialisation and deviance 10. Labour division, labour market and mobility. 11. Democratisation of society, globalisation, multiculturalism. 12. Ecology and education 13. Institutional system of education in Croatia 					

	<ul style="list-style-type: none"> - social factors of school success - structure of school system - kindergarten as an organisation - school as an organisation - contemporary tendencies and functions <p>14. Sociology of educator's profession and teacher's profession</p> <p>15. New trends and education</p> <ul style="list-style-type: none"> - lifelong learning - alternative education, education for the future 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance; creation and presentation of seminar essay.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	2	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 10% Preliminary exams – final exams – 70% Seminar essay – 15% Class participation / individual assignments – 5%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Haralambos, M., Holborn, M. (2008). Sociology. Themes and Perspectives, 7 th Edition. Chapter: Education. London: Collins Educational.				1	
	2. King, W. E.; Kerber, A. (1968). Sociology of Early Childhood Education. Van Nostrand Reinhold Inc.				1	
	3. Turknnett, C. N. (ed.) (1969). The Sociology of Early Childhood Education: A Review of Literature. Technical Report no.1. Athens: University of Georgia. http://files.eric.ed.gov/fulltext/ED032944.pdf					YES
Optional literature (at the time of submission of study programme proposal)	1. Dahlberg, G.; Moss, P.; Pence, A. (1999). Beyond Quality in Early Childhood Education and Care: Postmodern Perspectives. London: Falmer Press. http://files.eric.ed.gov/fulltext/ED433943.pdf 2. Grace, L.; Keung H. K. (2016). Application of Sociology of Education on Early Childhood Curriculum and Pedagogic Practices in Hong Kong: insight from David Riesman. The International Journal of Progressive Education 2016, 12(2): 112-127. 3. Robinson, K. H. & Diaz, J. C. (2006). Diversity and Difference in Early Childhood Education: Issues for Theory and Practice. New York: Open University Press.					

	4. Marinković, R.; Karajić, N. (ed.) (2004). Future and the role of teachers, Zagreb: PMF/Faculty of science.
Quality assurance methods that ensure the acquisition of exit competences	Lectures and seminars attendance. Participation in seminar discussions and completion of individual assignments (seminar essays). Preliminary exams results. Oral exams. Discussion on the ways to improve student work.
Other (as the proposer wishes to add)	

COURSE TITLE		PEDAGOGY OF EARLY AND PRESCHOOL EDUCATION 1				
Code	PRPO28	Year of study	1. / II .			
Course teacher	Ivana Visković, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	Jelena Topić, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Training for demonstration, creation and evaluation of the programme of early and pre-school education based on contemporary theoretical approaches to education, developmental features and effects of stimulating children in different sociocultural contexts and methodological literacy.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the course in <i>Basics of pedagogy</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To define the objective, subject and tasks of pedagogy of early and pre-school education and to know how to apply basic methodological steps in monitoring and observing children in institutional context. - Elaborate on the determinants of humanistically oriented concept of early and pre-school education and to be able to analyse contemporary pedagogical literature. - Critically interpret phenomena from the field of early and pre-school education. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Pedagogy of early and pre-school education in the system of pedagogical disciplines (concept, scope, objective, tasks, key concepts, relationship between theory and practice). 2. Researches in early and pre-school education (methodological basics). 3. Children of early and pre-school education in an institutional context. 4. Defining institutional context and its dimensions: sociopedagogical surrounding of a child, educator as a part of sociopedagogical surrounding, interaction among children, way of child grouping, physical surrounding of a child, time dimension. 5. Contemporary childhood and children's rights. 6. The needs of a child of early and pre-school age and the possibility of satisfying them in an institutional context. 7. Pedagogical impacts on the development of social competence of a child of early and pre-school age. 8. Basic determinants of humanistically oriented concept of early and pre-school education (orientation towards child and peer interaction, development of child's independence, development of child's creation, choice and planning of educational contents, educator's roles, parents' roles). 9. System of early and pre-school education in Croatia: occurrence of early and pre-school education, programme types, general and specific features. 10. Culture of the institution of early and pre-school education. 11. Educator in the context of early and pre-school education institution – reflexive practitioner. 12. Contemporary approaches to managing early and pre-school education institution. <p>Seminar:</p>					

	Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance; writing and presenting seminar essays.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Oral exam – 50 %					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ridgway, A., Quiñones, G., & Li, L.(2015). <i>Early Childhood Pedagogical Play</i> . London: Springer.					
	Goswami, U. (2015). <i>Children's cognitive Development and learning</i> . Cambridge: Cambridge Primary Review Trust.					
	Lee, N. (2001). <i>Childhood and society: Growing up in an age of uncertainty</i> . Buckingham: Open University Press.					
	Siraj-Blatchford, I. (1999). Early childhood pedagogy: Practice, principles and research. <i>Understanding pedagogy and its impact on learning</i> , 20-45.					
	James, A., James, A. (2008). <i>Key concepts in childhood studies</i> . London: Sage Publications Ltd.					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - Brownlee, J., & Berthelsen, D. (2006). Personal epistemology and relational pedagogy in early childhood teacher education programs. <i>Early Years</i>, 26(1), 17-29. - Christensen, P., & James, A. (2008). Introduction: Researching children and childhood cultures of communication. U: P. Christensen, A. James (Ur.), <i>Research with Children: Perspectives and Practices</i>, 2nd edition (str. 1-9). London: Falmer Press. - Emilson, A. (2007). Young children's influence in preschool. <i>International Journal of Early Childhood</i>, 39 (1), 11-38. - Qvortrup, J. (2005). Varieties of childhood. U: J. Qvortrup (Ur.), <i>Studies in modern childhood: Society, agency, culture</i> (str. 1-21). New York: Palgrave Macmillan. 					

	<p>- Theobald, M., Danby, S., Ailwood, J. (2010). Child participation in the early years: Challenges for education. <i>Australasian Journal of Early Childhood</i>, 36 (3), 19-26.</p> <p>Vis, S. A., & Thomas, N. (2009). Beyond talking – children's participation in Norwegian care and protection cases. <i>European Journal of Social Work</i>, 2, 155-168. http://www.ecceleadership.org.au/module2.html</p> <p>Ljubetić, M. (2009), <i>Vrtić po mjeri djeteta</i>, Zagreb: Školske novine.</p>
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.
Other (as the proposer wishes to add)	

COURSE TITLE		RESEARCH IN EDUCATIONAL PRACTICE 1				
Code	PRPO29	Year of study	1. / II.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)	1			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To make students able to independently apply professional and theoretical knowledge and skills as well as to reflect upon and improve pedagogical practice.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: enrolment for the courses of <i>Pedagogy of early and preschool education 1</i> and <i>Developmental Psychology 2</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To collect and elaborate on pedagogical documentation on the level of educational group and institution of early and pre-school education. - To explain the relationship between planned activities and educational process. - To analyse the quality of interaction between educator and child. - To list the possibilities and ways of educator's lifelong learning. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Exercises:</p> <ol style="list-style-type: none"> 1. General organisation of the institution of early and pre-school education. 2. Cultural and public activity of the institution of early and pre-school education. 3. Managing the work of the institution of early and pre-school education. 4. The work of professional bodies of the institution of early and pre-school education. 5. Work duties of educators and other professional workers. 6. Measures of security and health children protection. 7. Structure and features of the institution of early and pre-school education. 8. Legal regulation of early and pre-school education work. 9. Pedagogical documentation. Curriculum of pre-school institution. 10. Educator's work plan. 11. Material and social context in institutions of early and pre-school education (spatial, material, administrative, program). <p>Work assignments:</p> <ul style="list-style-type: none"> - collecting the documentation on educational group and institution - keeping the records on following the interaction between educator and child - taking notes during professional meetings in kindergarten. 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; keeping a diary of pedagogical practice.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	No grade planned. Written mentor's report. Students who completed all their work assignments have the right to the signature.					
Required literature (available in the library and via other media)	1. Milanović, M.; Stričević, I.; Maleš, D.; Sekulić-Majurec, M. (2000), <i>Skrb za dijete i poticanje razvoja djeteta u Republici Hrvatskoj</i> , Zagreb: Targa. 2. *** (2014), <i>Nacionalni kurikulum za rani i predškolski odgoj</i> , Zagreb: Ministarstvo znanosti, obrazovanja i sporta Republike Hrvatske. 3. *** <i>Državni pedagoški standard</i> , Zagreb: Ministarstvo znanosti, obrazovanja i sporta Republike Hrvatske. Remark: particular parts of these books will be translated in English					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		MEDIA CULTURE				
Code	PRPO31	Year of study	2. / III .			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with basic forms of mass media. Acquisition of basic knowledge about media culture and training for the use of media as a formative and expressive means in educational process. Training for critical evaluation of media content.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the courses of <i>Children's Literature</i> and <i>Introduction to Puppetry and Theatre</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: 1. define a medium as a means of communication 2. differentiate and classify a medium (print, auditive, audio-visual, electronic). 3. explain and define key concepts of the film discourse 4. present historical development of film 5. classify, observe and explain film genres and forms, with special attention to animated movie and its sub-forms 6. observe and define expressive means of film 7. explain creative aspects of screen presentation (direction, acting, scenography, costumography, make-up etc.) 8. interpret film adaptation of a literary work for children 9. recognise the steps in the transfer of a literary character into a film 10. apply and evaluate animated movie and movies for pre-schoolers.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: Media – means of communication Media classification: print (newspapers), auditive (radio), audio-visual (TV) Print media – the concepts and classification (books, newspapers, journals, comic books, posters). Radio and TV. TV programmes for children. Key concepts of film discourse. Film development overview. Film genres and forms. Expressive means of film. Creative aspects of screen presentation (direction, acting, scenography, costumography, make-up, masks, music, tricks). Film adaptation of a literary work for children. Steps in the transfer of a literary character into a film. Animated movie and its sub-forms (cartoon, puppet and collage). Movies for pre-schoolers (Croatian and foreign authors). Electronic media.</p> <p>Seminar: Writing a seminar essay. Analysis of media content for pre-schoolers.</p>					

Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Keeping a diary of watched movies.				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	Practical training	
	Experimental work		Report	(Other)	
	Essay		Seminar essay	1	(Other)
	Tests		Oral exam	1	(Other)
	Written exam		Project		(Other)
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Analysis of movies for children – 25 % Oral exam – 25 %				
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	Glibo, R. (2000), <i>Medijska kultura</i> , Lomnica: Ekološki glasnik.		1		
	Mikić, K. (2001), Stožerni filmovi za djecu (do 12 godina), <i>Metodika</i> , vol. 2 (2-3): 109 – 125.		1		
	Peterlić, A. (2001), <i>Osnove teorije filma</i> , Zagreb: Hrvatska sveučilišna naklada (selected chapters).		2		
	Težak, D. (1992), <i>Dječji junak u romanu i na filmu</i> , Zagreb: Školske novine. Remark: particular parts of these books will be translated in English		1		
Optional literature (at the time of submission of study programme proposal)	Peterlić, A. (2008), <i>Povijest filma</i> , Zagreb: HFS. Škrabalo, I. (1998), <i>101 godina filma u Hrvatskoj</i> , Pregled povijesti hrvatske kinematografije, Zagreb: NZ Globus.				
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.				
Other (as the proposer wishes to add)					

COURSE TITLE		MUSIC PRACTICUM 2				
Code	PRPO32	Year of study	2. / III.			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credits (ECTS)	3			
Associate teachers	Daniela Petrušić, Assistant	Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Development, enriching and improving of knowledge on music language based on acquisition of new music and linguistic concepts and terms. Conscious perception of music and its vocal and instrumental realisation (on piano and synthesizer) in development of music skills of pre-schoolers.					
Course enrolment requirements and entry competences required for the course	Entry competences: none. Course enrolment requirements: passing the exams in <i>Basics of music culture</i> and <i>Music practicum 1</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: 1. apply their note literacy for interpretation of simple compositions for children 2. demonstrate independent vocal and instrumental reproduction of simple compositions for children 3. apply acquired knowledge in forming chord accompaniment with the left hand 4. apply acquired knowledge in methodics of music education. 5. transfer the acquired knowledge and playing enthusiasm to pre-schoolers.					
Course content broken down in detail by weekly class schedule (syllabus)	Exercises: 1. Introduction to literature 2. Arrangement of children's song in A-major 3. Arrangement of children's song in A-major 4. Arrangement of children's song in A-major 5. Arrangement of children's song in E-major 6. Arrangement of children's song in E-major 7. Arrangement of children's song in B-major 8. Arrangement of children's song in B-major 9. Arrangement of children's song in Es-major 10. Arrangement of children's song in Es-major 11. A-major, fis-minor (melo-rhythmic examples) 12. E-major, Cis-minor (melo-rhythmic examples) 13. B-major, g-minor (melo-rhythmic examples) 14. Es-major, c-minor (melo-rhythmic examples) 15. Repetition of acquired compositions					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; active class participation.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Continuous assessment	0.2
	Essay		Seminar essay		(Other)	
	Tests	0.3	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is based on regular class attendance, active participation in class activities, and assessment of acquisition of teaching contents in oral exam (playing the compositions acquired in class).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Examples of songs for children.					
Optional literature (at the time of submission of study programme proposal)	/					
Quality assurance methods that ensure the acquisition of exit competences	Student and peer evaluation.					
Other (as the proposer wishes to add)	Motivate students for a continuous work of their own.					

COURSE TITLE		BASICS OF KINESIOLOGY				
Code	PRPO33	Year of study	2. / III.			
Course teacher	Damir Jurko, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15		15	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	General competences (goal): qualification for students learning basic theoretical knowledge and legality of kinesiology, kinesiology and methodology and methodology. Specific competencies (tasks): the competence of students in the application of methods and procedures for analysis and management of kinesiology activities for preschool children .					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. Explain the general principle of human movement. 2. Identify the degree of motor skills, the level of features and capabilities. 3. Design a variety of kinesiology operators. 4. Distinguished characteristic situation of children in the context of transformation processes. 5. Use different modes of operation. 6. Interpret basic research results on the impact of physical activity on psychological children. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures in the class and exercise in the gym.</p> <ol style="list-style-type: none"> 1. Kinesiology - the science of movement, concept, definition, objectives and structure. Moving as biotic human need. 2. Anatomical and physiological bases of movement. 3. The structure of kinetic activities. 4. The influence of kinetic activity on health. 5. The influence of kinetic activity on anthropological characteristics. 6. Anthropological characteristics and their development in preschool children. 7. Methodical procedures in kinesiology. 8. The basics of teaching methods and didactic principles in kinesiology. 9. The theory and methods of motor learning. 10. Physiological and anatomical basis of the process of motor learning. Changes anthropological status under the influence of motor learning. 11. Biotic motor skills. Basics of kinesiology transformation processes. 12. Change of anthropological status under the influence of kinetic treatment. 13. Basics of research methodology in kinesiology with kinesiometry 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
Student responsibilities	Regular school attendance.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Theoretical and practical knowledge.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Findak, V., D. Metikoš, M. Mraković (1996). <i>Primjenjena kineziologija u školstvu-norme</i> , Zagreb			1		
	Mraković, M. (1997). <i>Uvod u sistematsku kineziologiju</i> . Kineziološki fakultet u Zagrebu, Zagreb.			1		
	Katić, R., N. Rogulj (2005). <i>Osnove kineziologije – priručnik za praćenje nastave i pripremanje ispita</i> . Visoka učiteljska škola u Splitu, Split.			1		
	Kosinac, Z. (1998). <i>Osnove anatomije i fiziologije. Razvoj pokreta i psihomotoričkih sposobnosti</i> . Udruga za šport i rekreaciju djece i mladeži grada Splita.			3		
	Pejčić, A. (2005). <i>Kineziološke aktivnosti za djecu predškolske i rane školske dobi</i> . Visoka učiteljska škola Sveučilišta u Rijeci, Rijeka. Remark: particular parts of these books will be translated in English			3		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> Hopple C.J. (2005). <i>Elementary Physical Education Teaching & Assessment</i>. Human kinetics. Katić, R., D. Bonacin (2001). <i>Kineziologija za sva vremena</i>, Split. Prskalo, I. (2001). <i>Osnove kineziologije</i>. Visoka učiteljska škola u Petrinji, Petrinja. Rogulj, N., V. Srhoj, I. Šimunović (2003). Promjene u motoričkim sposobnostima djece predškolske dobi nakon jednogodišnjeg programiranog kineziološkog tretmana. Zbornik radova Fakulteta prirodoslovno-matematičkih znanosti i odgojnih područja u Splitu, Split, str. 165-173. 					
Quality assurance methods that ensure the acquisition of exit competences						
Other (as the proposer wishes to add)						

COURSE TITLE		PSYCHOLOGY OF EARLY LEARNING				
Code	PRPO34	Year of study	2. / III.			
Course coordinator(s)	Andreja Bubić, PhD, Associate Professor	Credit value (ECTS)	4			
Associates	Bruno Barać, Assistant	Course delivery types (hours per semester)	L	S	P	T
			30	30		
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The goal of this course is to familiarize students with main principles of learning, with an emphasis of early learning.					
Course admission requirements and entrance competences required	Learning competencies: computer literacy. Additional requirements: completed and passed exam in <i>Developmental psychology 1 and 2</i> .					
Expected learning outcomes at a course level (4-10 outcomes)	<p>After this course, students will be able to:</p> <ul style="list-style-type: none"> - define constructs such as memory and learning - explain the fundamental mechanisms underlying different forms of learning - explain the specificities of early learning - analyze the relevance of learning through play - recognize the relevance of motivation for successful learning - recognize the relevance of social processes for learning - recognize the relevance of individual differences at an early age - explain the mechanisms underlying the acquisition of basic literacy and mathematical skills - critically evaluate the methods of teaching basic literacy and mathematical skills - plan strategies for increasing learning efficacy - plan interventions aimed at supporting children's motivation for learning - create a frame for teaching specific content through play - recognize some of the most prominent learning difficulties at an early age. 					
Course content elaborated in detail according to the timetable	<p>Introduction to Educational psychology. Implications of Developmental psychology findings for contemporary theories of learning. Behaviorism: Classical conditioning. Operational conditioning. Social learning theory. The importance of socialization for learning. Cognitivist approaches to learning and memory. Constructivism. Self-regulated learning. The importance of motivation for learning. Individual differences: Abilities. Individual differences: Personality and learning styles. Gifted children. Children with special needs. Planning and choosing teaching methods. Acquiring basic literacy skills. Acquiring basic mathematical skills. Evaluating the quality of own work in teaching children.</p>					
	x lectures		x independent tasks			

Course delivery types	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)			
Students' duties	Students need to actively participate in all activities and organized discussions, as well as to prepare a seminar paper. In addition, they have to successfully pass preliminary and final exams.					
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Course attendance	0.5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	2	Oral exam		(note down other types)	
	Written exam	0.5	Project		(note down other types)	
Grading and evaluating students' work during the course and in the final exam	Students' activity during class will be evaluated and their seminars graded. Two preliminary exams will be organized during class. At the end of the semester, a written and/or oral exam will be organized.					
Obligatory reading list (available in the library and in other media)	Title			Number of copies in the library	Available in other media	
	Slavin. (2006). Educational psychology: Theory and practice. New York: Pearson.			4		
Additional reading list	Wood, D. (1998) How children think and learn. Wiley-Blackwell. Whitebread, D. (2011). Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners. Sage. Reeve J. (2014). Understanding Motivation and Emotion. Wiley.					
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Quality follow-up will be organized through the established quality tracking system at the Faculty.					

COURSE TITLE		PEDAGOGY OF EARLY AND PRESCHOOL EDUCATION 2				
Code	PRPO35	Year of study	2. / III.			
Course teacher	Ivana Visković, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	Jelena Topić, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Student training to understand children's game from different theoretical viewpoints and organisational contexts as well as to monitor and evaluate various game features and behaviours.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the course in <i>Pedagogy of early and pre-school education 1</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To define children's game from different theoretical viewpoints. - To analyse and define results of researches on children's game and factors which define and improve the game. - To explain game behaviours of children of early and pre-school age and significant game aspects. - To interpret features of children's game. - To monitor and evaluate game interactions. - To elaborate on the quality of game context and children's toys. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: Children's game – key features. Categorisation and features of children's game. Theories of children's game. Structure and classification of children's game. Factors influencing children's game (educator, toys, family, peers, culture). System of children's game with regard to its development and content: functional game, symbolic game, game with rules, constructive games. Educator's role in children's game. Parents' role in children's game. Game in mixed-age educational groups. Children's toys: categorisation and key features. Ways of monitoring and stimulating children's game. Stimulating surrounding for children's game. Children's game and creation.</p> <p>Seminar: - Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures.</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work				
Student responsibilities	Regular class attendance, writing and presenting seminar essays, interpretation of the observed game in the form of a shorter seminar essay.				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training
	Experimental work		Report		(Other)
	Essay		Seminar essay	1	(Other)
	Tests		Oral exam	2	(Other)
	Written exam		Project		(Other)
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Oral exam – 50 %				
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Lindon, J. (2001). <i>Understanding Childrens' Play</i> . UK:Nelson Thornes.				
	Play and Playing in the Early Childhood (2014). Special Edition: OMEP 2013. <i>Croatian Journal of Education</i> . Vol. 16. Sp.Ed.No.1/2014. http://www.omep.hr/assets/croatian-journal-of-education.pdf				
	Taguchi, H. L. (2009). <i>Going beyond the theory/practice divide in early childhood education: Introducing an intra-active pedagogy</i> . Routledge.				
	Else, P. (2014). <i>Making Sense of Play</i> . New York: McGraw-Hill. Šagud, M.				
	Göncü, A, & Gaskins, S. (2007). <i>Play and Development</i> . London: Lawrence Erlbaum Associates.			1	
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - Dockett, S., & Fler, M. (1999). <i>Play and pedagogy in early childhood: Bending the rules</i>. Harcourt Brace. - Petrović-Sočo, B., Višnjić Jevtić, A. (Eds.). <i>Play and Playing in Early Childhood</i>. Conference book. European Scientific and professional Conference. Omepe 2013. Zagreb: OMEP. www.omep.hr/assets/play-and-playing.pdf - Hedges, H., & Cullen, J. (2012). Participatory learning theories: A framework for early childhood pedagogy. <i>Early Child Development and Care</i>, 182(7), 921-940. - Klarin, M. (2015). Social interaction among children in play activities. <i>Training and Practice, Journal of Educational Sciences</i>. DOI:10.18133/NYMEBPK.2015.01 - Hughes, B. (2002). <i>A Playworker's Taxonomy of Play Types</i>. London: PlayLink. 				
Quality assurance methods that ensure the	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.				

acquisition of exit competences	
Other (as the proposer wishes to add)	

COURSE TITLE		BASIC METHODOLOGY OF PEDAGOGICAL RESEARCH				
Code	PRPO36	Year of study	2. / III.			
Course teacher	Tonča Jukić, PhD, Associate Professor	Credits (ECTS)	5			
Associate teachers	Ante Grčić, Assistant	Type of instruction (number of hours)	L	S	P	T
			30	30	15	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To enable students for the initial independent and successful research of simple pedagogical problems, statistical data processing (collecting, sorting and presenting) in the teaching and in scientific research as well as independent use of scientific results in professional work.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - to explain gnoseological basics and epistemological characteristics of science - to explain the characteristics of scientific cognition - to differentiate qualitative and quantitative methodology - to indicate the basic characteristics of the methods of data collection - to develop various instruments to collect data - to analyze scientific papers and identify the characteristics of a good professional and scientific paper - on the basis of research problem to make a plan of qualitative (action) and quantitative research and to choose the appropriate procedures for data collection - to conduct a research - to explain basic statistical concepts - statistically collect, edit, process, analyze and display data - to discuss about the methodological issues 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ul style="list-style-type: none"> - definition of the methodology of research – gnoseological basics and epistemological characteristics of science (4); - classification of science and scientific research (2); - characteristics of scientific cognition (2) - limits and possibilities of pedagogical research; sources for the selection of research problems (2) - types and methods of pedagogical research (2) - techniques and instruments for data collection (2) - methods of data analysis (2) - writing reports on research and application of research results (2) - characteristics of a good professional and scientific paper (4) - basic concepts of statistics - statistics in educational and psychological research; collecting, sorting, processing, analysis and presentation of data; mean; standard deviation, scattering indices (8) <p>Seminar: planning and conducting of a research project (30)</p>					

	Exercises: elementary concepts of statistics - the collection, sorting, analysis and presentation of data on actual or simulated projects (15).					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation in lectures, seminars and tutorials. At the seminars/workshops approach analytically and discuss about methodological problems. Individually make a plan of qualitative and quantitative research, conduct research and pass preliminary exams.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2,5	Research	1	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade will be formed on the basis of regular attendance (5%), two preliminary exams (60%) and analysis of research (35%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Bryman, A., Cramer, D. (1999). Quantitative Data Analysis with SPSS Release 8 for Windows. London and New York: Routledge (http://newhvnh2.colombovn.com/upload/170/20131127/Quantitative%20analysis%20with%20SPSS.pdf)				-	-
	2. Creswell, J. W. (2009). Research design: qualitative, quantitative, and mixed methods approaches. Sage: Los Angeles, London (selected chapters)				1	
	3. James, A., Christensen, P. (Ed.) (2008). Research with children: perspectives and practices. London: Routledge (selected chapters)				1	-
	4. McNiff, J. (2002). Action research for professional development: Concise advice for new action researchers (http://www.jeanmcniff.com/booklet1.html)					web
	5. Silverman, D. (2006). Interpreting qualitative data: methods for analysing talk, text and interaction. London: Sage				1	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> Johnson, R. B. i Onwuegbuzie, A. J. (2004). Mixed Methods Research: A Research Paradigm Whose Time Has Come. <i>Educational Researcher</i>, 30 (7), 14-26 Kimchi, J., Polivka, B., Stevenson, J. S. (1991). Triangulation: Operational Definitions. <i>Nursing Research</i>, 40 (6), 364-366. Leech, N. L., Onwuegbuzie A. J. (2007). An Array of Qualitative Data Analysis Tools: A Call for Data Analysis Triangulation. <i>School Psychology Quarterly</i>, 22 (4), 557-584 					

	<ol style="list-style-type: none">4. Silverman. D. (2010). <i>Dong qualitative research: a practical handbook</i>. 3rd Edition. London: Thousand Oaks; Calif.: Sage Publications5. Tashakkori, A. (1998). <i>Mixed methodology: combining qualitative and quantitative approaches</i>. Thousand Oaks, Calif.: Sage
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, preliminary exams, records of attendance at lectures and seminars, active participation in discussions, presentation of research, student evaluation of teaching.
Other (as the proposer wishes to add)	-

COURSE TITLE		INTEGRATED CURRICULUM OF EARLY AND PRESCHOOL EDUCATION 1				
Code	PRPO37	Year of study	2. / III.			
Course teacher	Ivana Visković, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers	Jelena Topić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Training for development of integrated curriculum in the practice of early and pre-school education.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the course in <i>Pedagogy of early and preschool education 1</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To define integrated approach to stimulating the development of children of early and pre-school age. -To elaborate on the process of children's learning and educator's role in integrated curriculum approach. - To explain the factors influencing a quality implementation of integrated curriculum. - To explain the ways of documenting children's activities during the project development. -To demonstrate different children's activities during project work. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Various definitions of the term "curriculum". 2. Traditional and contemporary definition of the curriculum of early and pre-school education. 3. Curriculum of early and pre-school education and basic developmental areas. 4. Integrated approach to stimulating a child of early and pre-school age through different areas (communicative, research and cognition, arts, kinesiological). 5. Features of the process of learning at children of early and pre-school age and educator's role in children's integrated learning. 6. Children's project work – one of the forms of integrated curriculum of early and pre-school education. 7. Children and educators' work on commune planning and implementation of projects as integral and integrated learning. 8. Different concepts of children's project work. 9. The role of documentation in registering children's activities. 10. Organisation of a stimulating physical surrounding (activity centres). 11. Methodology of monitoring the process of integrated curriculum implementation. <p>Seminar: Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures.</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor			

	<input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, writing and presenting seminar essays.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Oral exam – 50 %					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Slunjski, E. (2001), <i>Integrirani predškolski kurikulum</i> , Zagreb: Mali profesor, pp. 8-61, 159 – 173.				3	
	Slunjski, E. (2006), <i>Stvaranje predškolskog kurikuluma u vrtiću organizaciji koja uči</i> , Zagreb: Mali profesor, pp. 43 – 91.				2	
	Slunjski, E. (2011), <i>Kurikulum ranog odgoja</i> , Zagreb: Školska knjiga, pp. 19 – 58.				5	
	Slunjski, E. (2012), <i>Tragovima dječjih stupa</i> , Zagreb: Profil (selected chapters). Remark: Particular parts of these books will be translated in English				2	
Optional literature (at the time of submission of study programme proposal)	Miljak, A. (2007), Teorijski okvir sukonstrukcije kurikuluma ranog odgoja, in: Previšić, V. (ed.), <i>Kurikulum – teorija, metodologija, sadržaj, struktura</i> , Zagreb: Školska knjiga. Miljak, A. (2009), <i>Življenje djece u vrtiću</i> , Zagreb: SM naklada.					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		RESEARCH IN EDUCATIONAL PRACTICE 2					
Code	PRPO38	Year of study		2. / III.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)		1			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
						30	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To make students able to independently apply professional and theoretical knowledge and skills as well as to reflect upon and improve pedagogical practice.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: completing student assignments in the course of <i>Research in Educational Practice 1</i> and enrolment for the courses of <i>Pedagogy of early and preschool education 2</i> and <i>Integrated curriculum of early and preschool education 1</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To analyse possibilities of educational context in their relation with the choice and types of children's games and activities. - To elaborate on children's behaviour and interactions among children in different game activities. - To analyse the role of an educator as a motivator of children's game. - To elaborate on phases of educational project. - To interpret protocols of monitoring children's behaviour in different game situations. 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Exercises: Planning models. Flexible organisation of the space in the group room. Educator's behaviour in children's game. Planning and organisation of visits to direct sociocultural and natural surrounding of a child. Instruments and ways of monitoring children's game and activities.</p> <p>Work assignments: - to describe the equipment in an educational group's area according to defined pedagogical standards - to make check lists on socioemotional atmosphere of an educational group - to follow the course of educational process and compare it with educator's work plan.</p>						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance; keeping a diary of pedagogical practice.						
Screening student work (name the proportion of ECTS credits for each)	Class attendance	0.5	Research		Practical training	0.5	
	Experimental work		Report		(Other)		

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written mentor's report. Students who completed all their work assignments have to right for the signature.					
Optional literature (at the time of submission of study programme proposal)	<p>1. Milanović, M.; Stričević, I.; Maleš, D.; Sekulić-Majurec, M. (2000), <i>Skrb za dijete i poticanje razvoja djeteta u Republici Hrvatskoj</i>, Zagreb: Targa,</p> <p>2. Starc. B. et al. (2001), <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i>, Zagreb: Golden marketing.</p> <p>3. *** <i>Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje</i>, Zagreb: Ministarstvo znanosti, obrazovanja i sporta Republike Hrvatske.</p> <p>4. *** <i>Državni pedagoški standard</i>, Zagreb: Ministarstvo znanosti, obrazovanja i sporta Republike Hrvatske.</p> <p>Remark: particular parts of these books will be translated in English</p>					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		BASICS OF NATURAL SCIENCE AND MATHEMATICAL LITERACY				
Code	PRPO41	Year of study	2. / IV.			
Course teacher	Irena Mišurac, PhD, Assistant Professor; Ivana Restović, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers	Josipa Jurić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15		15	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<p>1. Acquiring basic natural and mathematical literacy in order to ensure quality communication with preschool children.</p> <p>2. In natural science part of the course focus is on knowledge of natural phenomena and laws of nature, the characteristics of animate and inanimate nature, with special emphasis on the development of environmental awareness and developing research capabilities with the use of natural science methods.</p> <p>3. In mathematical part of the course the students learn about basic mathematical concepts necessary to communicate with children of preschool age.</p>					
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Course enrolment requirements: none.</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The students will be trained for the following knowledge and skills:</p> <ul style="list-style-type: none"> - Know and explain the basics of natural and mathematical concepts. - Implement acquired knowledge in every day life. - Analyse and critically and logically deduce about fundamental life processes. and become familiar with mathematical language. - Research, analyse and resolve simple scientific and mathematical problems. - Develop and conduct simple experiments by scientific methods. - Plan individual and group research in the classroom as well as organise the field work. - Apply acquired knowledge in the teaching process. - Be prepare for long life learning. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Mathematical sets and elements. 2. Basic mathematical activities (assignment, classification, pairing, sequencing). 3. Relationships (be equal to, greater-smaller, higher-lower, long-short, inside-out ...) 4. Numbers (forming the concept of number, numerical words, digits, cardinal and ordinal numbers). 5. Geometrical shapes 6. Length and point 7. Measuring and measures (length, area, volume, mass, time, temperature). 8. Nature and living conditions. 9. Water and its basic characteristics. 10. The air and Earth atmosphere. 11. The basics of botany. 12. The basics of zoology. 13. The basics of ecology. . 14. The basics of Human anatomy and physiology. <p>Exercises:</p>					

	<ol style="list-style-type: none"> 1. Sets - simple tasks. 2. The basic mathematical activity in daily children's activities. 3. The comparisons object of the child's environment. 4. Activities which encourage the development of the concept of number. 5. Geometric shapes in the immediate environment. 6. Development of children motor skills. 7. Measurement activities in kindergarten. 8. The field work – living and non-living nature. 9. Physical characteristics of the water. 10. Physical characteristics of the air. 11. The basics of the histology of the plants. 12. Fruits and vegetables. 13. The pyramid of healthy food. 14. Personal hygiene. 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,1	Research		Practical training	0,2
	Experimental work	0,2	Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade will be depending on student activity during classes, participation in debates and in the practical work, ability of concluding and deducing as well as the result of the written exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	OpenStax College. (2013) Biology. Rice University. Houston. Texas. http://openstaxcollege.org . *Selected chapters					
	National Council of Teachers of Mathematics (2000): Principles and standards for school mathematics. Reston, VA: NCTM					
	Vascular Plants taxonomy and Bibliography of Croatian Flora. https://hirc.botanic.hr					
	Williams, R.; Cunningham, D.; Lubawy, J. (2005). Preschool Math. Gryphon House					
Optional literature (at the time of submission of study)	CK-12 Foundation. (2009). Life science. Flexbook, nemxt generation textbooks – selectes chapters. https://www.ck12.org					

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	Monitoring student's activity as well as participation in discussion, monitoring of students presence, student involvement during practical work, personal consultations, students survey, course evaluation.
Other (as the proposer wishes to add)	

COURSE TITLE		HEALTH CARE AND CARE OF CHILDREN EARLY AND PRESCHOOL AGE				
Code	PRPO42	Year of study	2. / IV.			
Course teacher	Joško Markić, MD, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers	Vjekoslav Krželj, MD, PhD, Full Professor; Antonia Jeličić Kadić, MD, PhD, Lecturer, Marko Šimunović, MD, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To enable students to adopt the basics of protection and care of children of preschool age, to learn the most common diseases of that age and the role of educators in the prevention of diseases and treatment					
Course enrolment requirements and entry competences required for the course	Entry competences: basic skills computer. Course enrolment requirements: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will after passing the exam will be able to: <ul style="list-style-type: none"> • recognize the symptoms of the most common acute infections in children • apply the basics of symptomatic approach to treating the most common acute infections in children • identify febrile seizures in children and provide first aid • reanimate children • apply procedures to low fever • recognize childcare's infectious diseases • check the correctness of the implementation of vaccination in children • recognize the symptoms of allergic diseases of children • take care to kindergarten with children suffering from diabetes and celiac disease • applied diet therapy and rehydration in children with acute diarrhea 					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> • Introductory lecture, the characteristics of the newborn and childhood • Growth and Development • Inflammation, Acute tonsillopharyngitis • Paranasal sinusitis, otitis • Acute diarrhea, Rota viral diarrhea • Seizures, Epilepsy • Urinary infections, reflux Vesicoureteralni • Inheritance, Genes, Chromosomes, Hemophilia • Down syndrome, Turner syndrome • Temperature • Vaccination • Anemia • Celiac Disease • Diabetes mellitus • Asthma, obstructive bronchitis, pneumonia • Allergy • Scabies, Pediculosis 					

	<ul style="list-style-type: none"> • Intestinal Parasites • Infectious diseases, hepatitis B and C; AIDS • Accidents in children • Emergency and Resuscitation of children • Headache, • Psychogenic reactions in children, abdominal pain • Rickets • Prevention of atherosclerosis in children • Child and sport • Vital statistical indicators in children • Action for the smile of a child in hospital • Child Care • Nutrition, failure to weight 				
Format of instruction	X lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular school attendance; make and present a seminar report.				
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training
	Experimental work		Report	0,5	(Other)
	Essay		Seminar essay		(Other)
	Tests		Oral exam	1	(Other)
	Written exam	1	Project		(Other)
Grading and evaluating student work in class and at the final exam	Class attendance - 15% Presentation - 15% Written exam - 35% Oral exam - 35%				
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Duško Mardešić et al. (2003). Pediatrics, School Books, Zagreb.			2	
	Miro Juretić, Livio Balarin et al. (1995). Pediatrics for bacc. nurses, University Hospital Split.			2	
	Ivan Malčić (2005). Pediatrics: for nurses. School Books, Zagreb			1	
	Dusko Maredešić (2005). Pediatrics, a textbook for medical school. School books, Zagreb			2	
	Proceedings published by the Croatian Spring Pediatric School (2005 - 2016). HPPS Split			10	
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Ariane Mijak (1986). The education and care of children in the second and third life manual for educators, School Newspapers, Zagreb 2. Ilija Kuzman (2012). Infectology. Medical Edition, Zagreb 3. Srdjana Čulić et al. (2006). Iron deficiency anemia. Medical Edition Zagreb 				

	<ol style="list-style-type: none">4. Julije Meštrović et al. (2011). Emergencies in pediatrics. Medical Edition, Zagreb5. Josip Grgurić et al. (2004). Vitamins and minerals in children. Children's Hospital Zagreb. <p>Remark: particular parts of these books will be translated in English</p>
Quality assurance methods that ensure the acquisition of exit competences	The quality and success of the realization of the subject follows the student pool, the success of students in teaching college, periodic independent external inspection program and periodic internal review of the annual detailed school curriculum and testing procedures.
Other (as the proposer wishes to add)	

COURSE TITLE		PEDAGOGICAL CONCEPTS AND APPROACHES IN EARLY AND PRESCHOOL EDUCATION					
Code	PRPO43	Year of study		2. / IV .			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)		3			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				30	15		
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Being able to apply and comparatively review certain alternative concepts and approaches in early and pre-school education.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: passed exam in the course of <i>Pedagogy of early and preschool education 1</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To elaborate on theoretical base and basic features of certain alternative concepts. - To explain advantages of certain alternative concepts in relation with national curriculum. - To discuss pedagogical phenomena from the viewpoint of a certain alternative pedagogical concept. - To create educational plan of action according to a certain alternative pedagogical concept. 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ul style="list-style-type: none"> - Main directions in development of institutional early and pre-school education. - Pedagogical pluralism in early and pre-school education. - Alternative ideas in education. - Montessori pedagogy. - Waldorf pedagogy. - Reggio pedagogy. - Agazzi pedagogy. - Examples of various curricula (Head start, curriculum Step by step, Social and situational approach / curriculum social learning etc.) - Various concepts of early and pre-school education. <p>Seminar:</p> <p>Creation and presentation of seminar essays aiming to elaborate on the topics addresses in class.</p>						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; creation and presentation of seminar essay.						
Screening student work (name the	Class attendance	0.5	Research		Practical training		

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1.5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Oral exam – 50 %					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Hansen, K. et al. (2001), <i>Kurikulum za vrtiće</i> , Zagreb: Korak po korak (introductory chapter).			1		
	Milanović, M.; Stričević, I.; Maleš, D.; Sekulić-Majurec, A. (2000), <i>Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj</i> , Zagreb: Targa.			5		
	Philipps, S. (1999), <i>Montessori priprema za život, odgoj neovisnosti i odgovornosti</i> , Jastrebarsko: Naklada Slap.			2		
	Seitz, M.; Hallwach, U. (1997), <i>Montessori ili Waldorf</i> , Zagreb: Educa (selected chapters).			2		
	Slunjski, E. (2001), <i>Integrirani predškolski kurikulum – rad djece na projektima</i> , Zagreb: Mali profesor (chapter on Reggio pedagogy). Remark: particular parts of these books will be translated in English			4		
Optional literature (at the time of submission of study programme proposal)	Calgren, F. (1990), <i>Odgoj ka slobodi</i> , Zagreb: Društvo prijatelja Waldorfske pedagogije. Ivon, H.; Krolo, L.; Mendeš, B. (ed.) (2011), <i>Pedagogija Marije Montessori – poticaj za razvoj pedagoškog pluralizma</i> , Split: Dječji vrtić Montessori dječja kuća, Split. Krstović, J. (1997), <i>Inovacijski pristupi ili razvojne perspektive predškolskog odgoja</i> . In: Božić, Ž. (ed.), <i>Inovacijski pristupi Korak bliže djetetu</i> , Rijeka: Adamić, 44 – 55. Matijević, M. (2001), <i>Alternativne škole</i> , Zagreb: Tipex (13 – 16; 33 – 45; 56 – 77; 133 – 198).					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		INTEGRATED CURRICULUM OF EARLY AND PRESCHOOL EDUCATION 2				
Code	PRPO44	Year of study	2. / IV.			
Course teacher	Ivana Visković, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	Jelena Topić, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Training for development of integrated curriculum in the practice of early and pre-school education.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the course in <i>Pedagogy of early and preschool education 2, Integrated curriculum of early and preschool education 1.</i>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: - organise a stimulating communication surrounding in kindergarten - stimulate and monitor everyday speech and communication activities with children - methodically present literary contents for children of early and pre-school age - choose a quality picture book.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Communicative orientation of integrated curriculum of early and pre-school education. 2. Institutional context and child's speech competence. Basic communication competences (listening, speaking) and their stimulation in an institutional context. 3. Early communication literacy. Types and basic features of communication (verbal, non-verbal). The role of communication in the development of a child of early and pre-school age. 4. Children's questions in the context of children's speech competence. Nature and types of the questions. 5. The significance of symbolic game for the development of early speech competence. Speech and communication games. Children's speech creation. 6. Educator as a communication partner. Features of the communication between child and educator. Educator's speech and children's activities. 7. Stimulating surrounding in kindergarten: corner with picture books, centre for communication skills, centre for drama games. Didactic equipment (visual, manipulative and other means). 8-9. Literary material in the context of stimulating communication surrounding. Methodical approaches to literary contents. Early literary interests and their stimulation. Reading and re-telling. Literary text as a stimulation for expression and creation. 10. Picture book – child's first book. Features of a quality picture book. Picture book as a stimulus for expression and creation. 11. Application of different media for stimulation of early speech communication. 12. Drama game. Stage puppet as a stimulus for expression and creation. Children's stage creation. 13. Child and cartoon. Film as a stimulus for expression and creation. 14-15. Pre-reading skills and their stimulation. The importance of the surrounding for development of pre-reading skills. 					

	Seminar:: - Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures. - Presentation and analysis of the chosen picture book. - Analysis of videos.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, writing and presenting seminar essays.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	1	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project	1	(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Practical training – 25 % Oral exam – 25 %					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Babić, N. (1990), <i>Govor odgojitelja i dječje aktivnosti</i> , Zagreb: Školske novine, pp. 57 – 67.			1		
	Bašić, S. et al. (2005), <i>Integralna metoda</i> , Zagreb: Alineja, pp. 35 – 86.			1		
	Čudina-Obradović, M. (2003), <i>Igrom do čitanja</i> , Zagreb: Školska knjiga (selected chapters).			2		
	Ivon, H. (2012), <i>Dijete, odgojitelj i lutka</i> , Zagreb: Golden marketing, pp. 55 – 66.			10		
	Miljak, A. (1987), <i>Uloga komunikacije u razvoju govora djece predškolske dobi</i> , Zagreb: Školske novine (chapter 3).			1		
	Rade, R. (2003), <i>Poticanje ranog govorno-jezičnog razvoja</i> , Zagreb: Foma.			1		
	Velički. V. (2013), <i>Pričanje priča, stvaranje priča</i> , Zagreb: Alfa. Remark: particular parts of these books will be translated in English			2		
Optional literature (at the time of submission of study)	Čudina-Obradović, M. (2001), <i>Dosadno mi je – što da radim</i> (reference book for creativity development), Zagreb: Školska knjiga. Likierman, H; Muter, V. (2007), <i>Pripremite dijete za školu</i> , Buševac: Ostvarenje, pp. 171 – 193.					

programme proposal)	Slunjski, E. (2010), Razvoj jezika i rane pismenosti u dječjem vrtiću, in: Hočevar, A.; Mažgon, J. (eds.), <i>Opismenjavanje učenk in učencev, pismenost mladih i odraslih</i> (zbornik prispekov), Žalec:: Zveza društev pedagoških delavcev Slovenije, 38 – 49. Vilke, M. (1991), <i>Vaše dijete i jezik</i> , Zagreb: Školska knjiga.
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.
Other (as the proposer wishes to add)	

COURSE TITLE		ARTISTIC EXPRESSION IN EARLY AND PRESCHOOL EDUCATION 1				
Code	PRPO45	Year of study	2. / IV.			
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	Mia Bogdan, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Qualification for organization of educational contexts and approaches in order encouraging artistic expression and creation in the early and pre-school education.					
Course enrolment requirements and entry competences required for the course	Language, computer and information literacy. Course enrolment requirements: passed exam in the course of <i>Basics of Visual Arts</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Explain and define the fine arts as an integral part of education, and its historical development.</p> <ul style="list-style-type: none"> Identify and differentiate the characteristics and special features of artistic expression in children early and preschool age. To interpret the development of creativity and the development of observation and experience of artistic reality. Apply incentives, artistic techniques and creative play in working with children early and preschool age Identify thematic content and incentives to work with children in the natural environment 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> Visual art - a component of education. Historical development of the theory and practice of art education. Importance of art-educational areas in the early and pre-school education. Characteristics of artistic expression and creation in children early and preschool age. Specific features artistic expression in children early and preschool age. Process of cognition (criteria and distinguishing feature of the visual art of thinking). Development of artistic creativity in children. Development of skills of observation and experience of visual reality. Motivation in art activities. Principles and methods in visual art education. The organization and self-organization of children. Art techniques in working with children of early and preschool age. Creatively as an incentive for artistic activity Thematic content-incentives to work with preschool children. The role of educators in encouraging artistic expression in children 					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				

Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam						
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Berger, J. (2015). <i>About Looking</i> , Bloomsbury Paperbacks, London					
	Gombrich, E.,H., (1995). <i>The Story of Art</i> , Phaidon Press, London					
Optional literature (at the time of submission of study programme proposal)	<p>Duh, M., Hezog, J., (2016). <i>Monitoring the Level of Art Appreciation of Fourth-Grade Primary School Students</i>, Croatian Journal of Education, Vol. 18 No. Sp. Ed. 2</p> <p>Brajčić, M., Jujnović, A. (2016). <i>Application of Aesthetic transfer Method in Art Teaching – Vincent van Gogh</i>, Školski vijesnik: časopis za pedagoški teoriju i praksu, Vol 65. No. Tematski broj</p> <p>Brajčić, M., Kuščević D. (2016). <i>Child and the Work of Art</i> <i>European Journal of Social Sciences Education and Research</i>, Volume 8, Nr. 1.; 144-155</p>					
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation of the course by anonymous survey, students' exam results.					
Other (as the proposer wishes to add)						

COURSE TITLE		MUSIC IN EARLY AND PRESCHOOL EDUCATION 1				
Code	PRPO46	Year of study	2. / IV.			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<p>To provide qualification for organizing educational context and approaches to encourage music expression and music-making in early and pre-school education. Introducing students to relevant music and art literature for children.</p> <p>To develop individual's interpretative abilities in singing, listening to music, nature of the instruments and playing techniques.</p> <p>To develop skills and abilities (singing, playing) relevant to the function of group music-making (rhythmic, dynamic contrasts, tempo, expressive performance).</p>					
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Course enrolment requirements: passed exam in the course of <i>Basics of Music Culture</i> and <i>Music Practicum 1</i>; completing student assignments in the course of <i>Music Practicum 2</i>.</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After passing the exam, students will be able to:</p> <ul style="list-style-type: none"> - introduce the basics of vocal techniques, - play a harmonic instrument and instruments from Orff instruments, - teach children to play some instruments from Orff instruments (percussion) - perform melo-rhythmic exercises, - participate and perform in the children's choir or ensemble or singing group or folklore - dance group relevant to the function of group music-making, <p>In addition to playing, students will acquire artistic and folk songs related to the group music playing and expressive performance.</p>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Fundamentals of musical methodical and pedagogical theory and practice 2. Development of musical abilities in pre-school children 3. Tone painting in instrumental music - the musical experience of a child 4. Simple elements of musical form (motive, turn, small musical phrase.....) 5. Intonation and rhythm skills 6. Rhymes as sound and rhythm game and song 7. Development of intonation attitudes and skills 8. New technologies and programs to encourage music making 9. Elaboration of compositions from art music of local and foreign authors 10. Motivation of children for group music making (singing and playing) 11. Exercises for voice placement: breathing, diction and articulation 12. Listening to music literature 13. A child socialization through music games 14. Children's folk song 15. Monitoring and Evaluation (evaluation). 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory			

	<input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regularly attend classes, exercises and demonstrations of practical work.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students will be realized on the basis of regular attendance, active participation in educational activities, and testing the acquisition of teaching contents in the oral examination. Monitoring and supporting (mentoring) students in the process of writing the final paper.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	McPherson, G. E. (2016) <i>The Child as Musician. A Handbook of Musical Development</i> . Oxford: Oxford University Press. McPherson, G. E. (2005) From child to musician: Skill development during the beginning stages of learning an instrument. <i>Psycholog of music</i> , 33, 5-35.					
Optional literature (at the time of submission of study programme proposal)	Schellenberg, E. G. (2004) Music lessons enhance IQ. <i>Psychological Science</i> , 15, 511-514.					
Quality assurance methods that ensure the acquisition of exit competences	Student evaluation, collegial evaluation					
Other (as the proposer wishes to add)						

COURSE TITLE		METHODOLOGY OF KINESIOLOGICAL ACTIVITIES IN EARLY AND PRESCHOOL EDUCATION 1					
Course code	PRPO47	Year of study	2 nd / 4 th				
Course lecturer(s)	Lidija Vlahović, PhD, Associate Professor	Credits (ECTS)	4				
Associate(s)		Teaching methods (number of classes per semester)	L	S	E	T	
			30	15			
Type of course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Acquiring basic theoretical knowledge and laws of the physical and health education process. Understanding the methodical laws and their theoretical and practical aspects. Acquiring knowledge on relevant topics in Physical education.						
Enrolment requirements and entry competences required for the course	Entry competences: computer skills.						
	Pre-requirements: taking the course in <i>Basics of Kinesiology</i> .						
Expected learning outcomes at the course level (from 4 to 10 learning outcomes)	<ul style="list-style-type: none"> - Defining basic fields in kinesiological culture - Understanding the relationship between methodology and other sciences - Relating organizational work forms with methods and methodological principles - Presenting a daily preparation for a physical activity 						
Course content broken down according to the hours of teaching	1.-2. Concept, definition and structure of kinesiological methodology. 3.-4. Subject, objective and tasks of kinesiological methodology. 5.-6. Basic fields in kinesiological methodology. 7.-8. Relationship between methodology and other sciences. 9.-10. Anthropological characteristics of preschool children. 11.-12. Organizational work forms. 13.-14. Methodological principles. 15.-16. Methodological organizational work forms. 17.-18. Work methods and methodological procedures. 19.-20. Organization and course of teaching process. 21.-24. Planning and programming. 25.-26. Teacher preparation for the activities in Physical education. 27.-28. Working premises, equipment and means. 29.-30. Anatomical-physiological characteristics of preschool children.						
Teaching methods:	x lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>fully online</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes	<input type="checkbox"/> independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentor work <input type="checkbox"/> (Write other)					
Student requirements	To regularly attend classes; to draw up and present a written paper.						
Monitoring of students' work (write the share of the ECTS credits)	Class attendance	1	Research		Practical work		
	Experimental work		Report		(Write other)		

<i>belonging to each activity so that the total number of the credits equals the ECTS value of the course):</i>	Essay		Seminar paper	0,5	(Write other)	
	Partial exams	1	Oral exam	0,5	(Write other)	
	Written exam	1	Project		(Write other)	
Assessment and evaluation of students' work during the semester and at the final exam	Class attendance 25%, Seminar paper 12%, Partial exam 25%, Written exam 25% and Oral exam 13%					
Required reading (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Johnson, R. B., & Christensen, L. B. (2016). <i>Educational research: quantitative, qualitative and mixed approaches</i> (6th ed.). Thousand Oaks, California: SAGE Publications.					
	Plan and program of Physical educational area in pre-school education (2006). Zagreb: Ministry of Education, Cltire and Sport					
	Hoffman, S. J., & Harris, J. C. (1999). <i>Introduction to Kinesiology: studying physical activity</i> . Champaign. Human Kinetics.					
Supplementary reading	Babin, J., Bavčević, T.& Prskalo, I. (2010). <i>Comparative analysis of the specially programmed kinesiological activity on motor area structural changes of male pupils aged 6 to 8</i> . <i>Odgojne znanosti</i> , 12(1), 79-96.					
Quality assurance methods that ensure the acquisition of the established learning outcomes	Student evaluation by means of an anonymous questionnaire, and teacher's evaluation during the course.					
Other (according to the proposer's opinion)						

COURSE TITLE		RESEARCH IN EDUCATIONAL PRACTICE 3					
Code	PRPO48	Year of study		2. / IV.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)		1			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
						30	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To make students able to independently apply professional and theoretical knowledge and skills as well as to reflect upon and improve pedagogical practice.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the courses of <i>Pedagogy of early and preschool education 2</i> , <i>Integrated curriculum of early and preschool education 1</i> and <i>Basic Methodology of Pedagogical Research</i> , enrolment for the course of <i>Integrated curriculum of early and preschool education 2</i> , completing student assignments in the course of <i>Research in Educational Practice 2</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To elaborate on the work plan based on following children's needs and interests. - To analyse content and quality of each of the stages in educational project in relation with the defined objective. - To keep ethnographic records during educational project. - To list professional literature serving for educational project. 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Exercises:</p> <ul style="list-style-type: none"> Planning based on following children's needs and interests. Monitoring the process of learning of children of early and pre-school age. Development of educational projects. Monitoring a game involving a smaller group of children. Monitoring a cooperative game. Lifelong learning of educators. Alternative concepts in practice. <p>Work assignments:</p> <ul style="list-style-type: none"> - keeping records on educational project - analysis of educational project from the viewpoint of different methodical courses - writing a report on the work done. 						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance; keeping a diary of pedagogical practice.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	0.5	Research		Practical training	0.5	
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		

<i>ECTS credits is equal to the ECTS value of the course)</i>	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written mentor's report. Students who completed all their work assignments have the right for the signature.					
Optional literature (at the time of submission of study programme proposal)	<p>1. Milanović, M.; Stričević, I.; Maleš, D.; Sekulić-Majurec, M. (2000), <i>Skrb za dijete i poticanje razvoja djeteta u Republici Hrvatskoj</i>, Zagreb: Targa,</p> <p>2. Mužić, V. (2004), <i>Uvod u istraživanja odgoja i obrazovanja</i>, Zagreb: Educa.</p> <p>3. Starc. B. et al. (2001), <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i>, Zagreb: Golden marketing.</p> <p>4. *** <i>Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje</i>, Zagreb: Ministarstvo znanosti, obrazovanja i sporta Republike Hrvatske.</p> <p>5. *** <i>Državni pedagoški standard</i>, Zagreb: Ministarstvo znanosti, obrazovanja i sporta Republike Hrvatske.</p> <p>Remark: particular parts of these books will be translated in English</p>					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		FAMILY PEDAGOGY				
Code	PRPO51	Year of study	3. / V.			
Course teacher	Maja Ljubetić. PhD, Full Professor	Credits (ECTS)	4			
Associate teachers	Toni Maglica, PhD, Postdoctoral Researcher, Ana Ribičić, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none"> - Acquire basic - general knowledge in the field of study; - Identify, understand and respect the peculiarities of family community, - To enable students to adequately and timely respond to the specific needs of family members; - Successfully communicate orally and in writing and present their own creations; - Develop skills in the use of information from various sources and use them for practical purposes; - To enable students to work in teams. 					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student, upon completion of the course be able to:</p> <ul style="list-style-type: none"> - Correctly interpret the fundamental concepts in the field of family pedagogy (the family in the pedagogical and psychological sense, parenting, assessment and self-assessment) - Analyze and arguments to explain various theories and approaches to the understanding of the family, - Develop and implement an action plan to work with parents applying new paradigm in access to family, - Develop material suitable for teaching parents (raising awareness of the role, responsibilities, functions, styles of parenting, communication, self-assessment, relationships, etc.). <p>Carry out and interpret simple research tasks in the field of family pedagogy.</p>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following facilities:</p> <ol style="list-style-type: none"> 1. The first family - movement, problems and perspectives - definition of the family, from modern to vital families) 2. Second family unit as a system 3. Characteristics of modern family 4. functional and dysfunctional families 5. family atmosphere and family functioning 6. modern family in Croatia 7. parenthood - relationship, role and / or process? 8. parenthood and factors that affect it; 9. parenting styles and children behavior as possible responses to them, 10. influence of mother and father to child development and education, 11. pedagogical education of parents as a prerequisite parental educational competence 12. self-assessment and (meta-level) - attitude, effects 13. relations and communication processes (family-school-kindergarten) 					

	14. communication habits that endanger and enhance human relationships 15. conducting effective interviews with parents					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the execution of individual assignments, write a seminar paper, follow the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Activity	1
	Essay		Seminar essay	1	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students' work during the semester is done through self-assessment of students and professors, and in accordance with pre-agreed standards.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Arendell, T. (1997) A Social Constructionist Approach to Parenting. In: Contemporary Parenting, Terry Arendell (Ed.) Sage Publications. (chapter)			1		yes
	Fine, J. M., Wardle, K. F. (2001) A Psychoeducational Program for Parents of Dysfunctional Backgrounds. In: Fine, M. J. & Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic Press. (chapter)			1		
	Hartog, M. D., Brosnan, P. A. (2005) Doing Mathematics with Your Child. ERIC Digest http://www.math.com/parents/articles/domath.html#1			1		
Lareau, A. (2003) Unequal Childhoods: Class, Race, And Family Life. Berkley:University of California Press.						
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> Benett, J., Grimley, L. K. (2001). Parenting in the Global Community: A Cross-Cultural International Collins, W. A., Russell, G. (1991). Mother-child and father-child relationships in middle childhood and adolescence: A developmental analysis. Developmental Review, 11, 99-136 Eric D. Widmer (2010). Family Configurations: a Structural Approach to Family Diversity, England, Ashgate Publishing Limited. Karpowitz, D. H. (2001) American families in the 1990 s and Beyond. In: Fine, M. J. & Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic Press. 					

	<p>6. Jaeckle, S. (2006) <i>Managing Yourself and Your Learning</i>. In: <i>Early Childhood – A Guide for Students</i>, Bruce. T. (Ed.) SAGE Publications Ltd., London, UK. (chapter)</p> <p>XXX Network recent sources. www.</p>
Quality assurance methods that ensure the acquisition of exit competences	<p>The assessment appears during the academic year, through: presentations of seminar papers, small studies, tests of active participation in classes and discussions. Examination: colloquium / written / oral. External evaluation: Evaluation sheets, test achievement.</p>
Other (as the proposer wishes to add)	

COURSE TITLE		INTEGRATED CURRICULUM OF EARLY AND PRESCHOOL EDUCATION 3				
Code	PRPO52	Year of study	3. / V .			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)	6			
Associate teachers	Mirjana Bakotić, Lecturer	Type of instruction (number of hours)	L	S	E	F
			30	30	15	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Training for development of integrated curriculum in the practice of early and pre-school education.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the course in <i>Integrated curriculum of early and preschool education 2</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To elaborate on a context which stimulates research and cognition competences of a child of early and pre-school age. - To explain possibilities of enriching children's experiences of research and cognition in an institutional context. - To list the features of learning in order to understand and explore the phenomenon in a direct surrounding. - To analyse different aspects of early literacy (communication, social, civil, research and cognition). 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: Direct surrounding as a source of initial cognition and experiences. Actions for exploring of, discovering and concluding about the laws of natural and sociocultural surrounding. Objects and materials for children exploration and creative expression. Children's experiments as sources of initial knowledge and experiences about direct natural surrounding. Early eco-literacy and possibilities of its stimulation through eco-projects. Direct surrounding as a source of initial sociocultural experiences. Early mathematical literacy. Basic mathematical and logical activities (joining, division, pairing, sequencing) through games with various materials and in various contexts. Institution surrounding as a layout for designing educational projects</p> <p>Seminar: - Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures - Analysis of videos.</p> <p>Exercises: Hospitation in institutions of early and pre-school education (nursery, kindergarten) with regard to contents of the course in Integrated curriculum of early and pre-school education 1, 2 and 3 (5 x 3 hrs = 15 hrs).</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory			

	<input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, writing and presenting seminar essays, keeping a diary of methodical exercises.				
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	Practical training	1
	Experimental work		Report	(Other)	
	Essay		Seminar essay	(Other)	1
	Tests	1	Oral exam	(Other)	2
	Written exam		Project	(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Diary of methodical exercises – 25 % Oral exam – 25 %				
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media	
	Došen-Dobud, A. (2005), <i>Malo dijete veliki istraživač</i> , Zagreb: Alinea.		4		
	Liebeck, P. (1995), <i>Kako djeca uče matematiku</i> , Zagreb: Educa, pp. 13 – 65.		2		
	Slunjski, E. (2010), Mogućnosti razvoja matematičkog mišljenja i učenja u samoorganiziranim aktivnostima djece u vrtiću, <i>Magistra ladertina</i> , vol. 5 (5): 89 – 101.		1		
	Slunjski, E. (2012), <i>Tragovima dječjih stupa</i> , Zagreb: Profil (selected chapters).		5		
	Slunjski, E. (2012), Dijete kao znanstvenik – prirodoslovni aspekti suvremeno koncipiranog kurikuluma ranog i predškolskog odgoja, <i>Školski vjesnik</i> , vol. 61 (1 – 2): 163 – 178.		1		
	Uzelac, V. (1993), <i>Djelatnosti u razvoju ekološke osjetljivosti djece</i> . Zagreb: HPKZ.		1		
	Remark: particular parts of these books will be translated in English				
Optional literature (at the time of submission of study programme proposal)	Irović, S. (1994), Dječja znatiženja i eksploracijsko ponašanje u kontekstu vršnjačke interakcije, <i>Napredak</i> , vol. 135 (01): 42 – 50. Irović, S. (1994), „Strategije“ odgajatelja i dječja eksploracija, <i>Napredak</i> , vol. 135 (02): 162 – 169. Uzelac, V. i dr. (2014), <i>Djeca, odgoj, obrazovanje i održivi razvoj</i> , Zagreb: Golden marketing (selected chapters).				
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.				

Other (as the proposer wishes to add)	
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COURSE TITLE		ARTISTIC EXPRESSION IN EARLY AND PRESCHOOL EDUCATION 2					
Code	PRPO53	Year of study		3. / V.			
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credits (ECTS)		5			
Associate teachers	Mia Bogdan, Assistant	Type of instruction (number of hours)		L	S	E	F
				15	15	30	
Status of the course	mandatory	Percentage of application of e-learning		30%			
COURSE DESCRIPTION							
Course objectives	Preparing students for critical and creative content analysis methodical and practical activities from art education with professional and methodological point of view, to find interesting and relevant motives - incentives for artistic expression and creation, correlated approach in planning and carrying out a methodical practical art activities. Developing creative and critical thinking, research skills to the organization of educational contexts and approaches in order to encourage artistic expression and creation in the early and pre-school education.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Prerequisites: passed exam in <i>Artistic Expression in Early and Preschool Education 1</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> • Create artistic activity in kindergarten • Make preparations for methodical - practical art activity • Implement artistic activity in kindergarten • Differentiate, identify and evaluate children's art showcase on • Develop sensibility for work with gifted children and children with special needs • Present children work of art within the visual arts activities in kindergarten • Participate in the aesthetic development of space in kindergarten • Analyze public lectures students 						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Planning of artistic activities in an integrated curriculum 2. Planning methodical and practical art activities 3. Preparation for methodical and practical art activity 4. Evaluating the children's art 5. Work with gifted children 6. Work with children with special needs 7. Art activities in the museum environment 8. Design in artistic activities 9. Preschool child and work of art 10. Aesthetic development of space 11. Children's art exhibitions 12. Art corner in kindergarten 13. Preparing, realization and analysis of public lectures students 						
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises		<input type="checkbox"/> independent assignments				
Student responsibilities	Attending lectures, test activity in kindergarten, term paper and written exam.						
Screening student work (name the proportion of ECTS credits for each)	Class attendance	0,5	Research		Practical training	2	
	Experimental work		Report		(Other)		

<i>activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In this subject is a written exam. The student is obliged to attend lectures and exercises in the kindergarten where he will hold a public test activity. He is obliged to do a seminar on the topic that will be presented to students. The scope of the seminar paper, bibliography, notes and graphic attachments may not exceed 15 pages, or 30,000 characters (seminar can be prepared as a Power Point presentation or in HTML to create an interesting web page).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Berger, J. (2015). <i>About Looking</i> , Bloomsbury Paperbacks, London					
	Kuščević, D., Brajčić, M., Matijašević, I., <i>A child and the art in the first and the second grade of the primary school. // Journal of Elementary Education. 2</i> (2009) , 2-3; 121-135			1		
	Brajčić, M., Kuščević, D. <i>Child and the Work of Art. // European Journal of Social Sciences Education and Research. Volume 8</i> (2016) , Nr. 1.; 144-155			1		
	Brajčić, M., Kovačević, S., Kuščević. <i>Learning at the Museum. // Croatian Journal of Education. Vol: 15</i> (2013) , Sp.Ed.No.2/2013; 159-178			1		
Optional literature (at the time of submission of study programme proposal)	Kuščević, D., Kardum g., Brajčić, M. <i>Visual Preferences of Young School Children for Paintings from the 20th Century. // Creativity Research Journal. 26</i> ((2014)) , 3; 297-304					
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation of the course by anonymous survey, students' exam results.					
Other (as the proposer wishes to add)						

COURSE TITLE		MUSIC IN EARLY AND PRESCHOOL EDUCATION 2				
Code	PRPO54	Year of study	3. / V.			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credits (ECTS)	5			
Associate teachers	Daniela Pertušić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15	15	30	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<p>Creating, planning and implementing of musical activities in the institutional context. Training for independent performance of various forms of musical activities, integration of different musical activities in everyday educational practice. Introducing students to adapted artistic musical literature for children.</p> <p>Developing individual interpretive skills, singing, playing, listening to music, nature of the instruments and playing techniques. Developing skills and abilities (singing playing) relevant to the function of group music-making (rhythmic, dynamic contrasts, tempo, expressive performance).</p>					
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Prerequisites: passing exam in <i>Music in Early and PreSchool Education 1</i>.</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After passing the exam scores students will be able to:</p> <ul style="list-style-type: none"> - introduce the fundamentals of vocal techniques, - play a harmonic instrument and instruments from Orff instruments, - teach children to play some instruments from Orff instruments (percussion) - perform melo-rhythmic exercises, - participate and perform in the children's choir or ensemble or singing group or folklore - dance group relevant to the function of group music-making, - in addition to playing, students will acquire artistic and folk songs relevant for group musicianship and expressive performance. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Development of intonation and rhythm sensibility in pre-school children, 2. Music stories and musical plays, 3. Tone painting in instrumental music - the musical experience in a child, 4. Music in the cultural/ multicultural development of a child, 5. Orff instruments in the educational practice of music, 6. Music for a child and the influence of the media, 7. Genres of popular music in the upbringing of a child, 8. The instruments as acoustic characters (for ex. S. Prokofiev: Peter and the Wolf), 9. Associative listening and musical experience (for ex. Carnival of the Animals of C. Saint-Saens, all fourteen movements, or another example), 10. Singing and playing in the development of music reproduction, 11. Music- creative educator, 12. Musical expressive elements in the educational areas and activities, 13. Individual and collective music games, 14. educator and children's creativity in music and music- making, 15. music therapy and children with special needs. 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
Student responsibilities	Regular attendance of the lectures, excersises and demonstartions of practical work					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	2	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation and grading of the students will be realised on the basis of regular attendance of lectures, active participation and testing of the acquired teaching contents in oral examination. Monitoring and mentoring of student's work in the process of writing the final paper.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Deliege, I., Sloboda, J. (Eds.) (1996) <i>Musical Beginnings</i> . Oxford: Oxford University Press.					
	Marsh, K. (2008) <i>The Musical Playground: Global Tradition and Change in Children's Songs and Games</i> . New York: Oxford University Press.					
Optional literature (at the time of submission of study programme proposal)	Miell, R., MacDonald, R., Hargreaves, D. J. (Eds.) (2005) <i>Music communication</i> . New York: Oxford University Press. Rutkowski, J. (1990) The measurement and evaluation of children's singing voice development. <i>The Quarterly</i> , 1, 81-95.					
Quality assurance methods that ensure the acquisition of exit competences	Student's evaluation, collegial evaluation.					
Other (as the proposer wishes to add)						

COURSE TITLE		METHODOLOGY OF KINESIOLOGICAL ACTIVITIES IN EARLY AND PRESCHOOL EDUCATION 2					
Course code	PRPO55	Year of study		3 rd / 5 th			
Course holder(s)	Lidija Vlahović, PhD, Associate Professor	Credits (ECTS)		5			
Associate(s)	Bojan Babin, PhD, Assistant	Teaching methods (number of classes per semester)		L	S	E	T
				15	15	30	
Type of course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Training the students for an independent organization and implementation of kinesiological activities in early and preschool education.						
Enrolment requirements and entry competences required for the course	Entry competences: computer skills.						
	Pre-requirements: taking the course in <i>Methodology of Kinesiological Activities in Early and Preschool Education 1</i> .						
Expected learning outcomes at the course level (from 4 to 10 learning outcomes)	<p>Adopting a particular fund of the motor information essential for a successful implementation of the program contents.</p> <p>Being able to review educational tasks.</p> <p>Assessing motor skills and achievements.</p> <p>Being able to monitor and assess own work, and gain the ability to evaluate the work of others.</p>						
Course content broken down according to the hours of teaching	<p>1.-3. Programming, stages of programming.</p> <p>4.-6. Global, operational and implementation plan and program.</p> <p>7.-9. Drawing up annual activity plan and program.</p> <p>10.-11. Motor knowledge and a hypothetical model of the motor knowledge structure.</p> <p>12.-13. Teacher within the realisation of the plan and program.</p> <p>14.-15. Physical education premises, equipment and means.</p> <p>1.-7. Drawing up preparations for the activities in Physical education.</p> <p>8.-15. Integrating different types of physical activities in everyday educational situations.</p> <p>1.-30. Independent implementation of individual and public activities of physical expression and moving creation.</p>						
Teaching methods:	x lectures x seminars and workshops x exercises <input type="checkbox"/> <i>fully online</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field classes			x independent assignments x multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentor work <input type="checkbox"/> (Write other)			
Student requirements	To regularly attend the classes; to draw up and present a written paper.						
Monitoring of students' work (write the share of the ECTS credits belonging to each activity so that the total number of the credits equals the	Class attendance	1	Research	1	Practical work	1	
	Experimental work		Report		(Write other)		
	Essay		Seminar paper	1	(Write other)		
	Partial exams		Oral exam	1	(Write other)		

<i>ECTS value of the course):</i>	Written exam		Project		(Write other)	
Assessment and evaluation of students' work during the semester and at the final exam	Class attendance 20%, Research 20%, Practical work 20%, Seminar paper 20% and Oral exam 20%					
Required reading (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Hoffman, S. J., & Harris, J. C. (1999). <i>Introduction to Kinesiology: studying physical activity</i> . Champaign: Human Kinetics.					
	Johnson, R. B., & Christensen, L. B. (2016). <i>Educational research: quantitative, qualitative and mixed approaches</i> (6th ed.). Thousand Oaks, California: SAGE Publications.					
	<i>Plan and program of Physical educational area in pre-school education</i> (2006). Zagreb: Ministry of Education, Culture and Sport.					
Supplementary reading	Vlahović, L., Babin, B., & Babin, J. (2016). <i>Relationship between Morphological Characteristics and Motor Knowledge in Elevenyear-old Female Pupils</i> . <i>Croatian Journal of Education</i> , 18(1), 137-156. doi: 10.15516/cje.v18i1.1885					
Quality assurance methods that ensure the acquisition of the established learning outcomes	Monitoring student activity during the creation of the presentation and the discussion on seminar papers. Evaluating public and individual student activity.					
Other (according to the proposer's opinion)						

COURSE TITLE		RESEARCH IN EDUCATIONAL PRACTICE 4				
Code	PRPO56	Year of study	3. / V.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)	1			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To make students able to independently apply professional and theoretical knowledge and skills as well as to reflect upon and improve pedagogical practice.					
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Course enrolment requirements:</p> <ul style="list-style-type: none"> - taking the courses of <i>Integrated curriculum of early and preschool education 2, Basic Methodology of Pedagogical Research, Music in early and preschool education 1, Artistic Expression in Early and Preschool Education 1</i> and <i>Methodology of Kinesiological Activities in Early and Preschool Education 1</i>; - enrolment for the courses of <i>Integrated curriculum of early and preschool education 3, Music in early and preschool education 2, Artistic Expression in Early and Preschool Education 2, Methodology of Kinesiological Activities in Early and Preschool Education 2</i> and <i>Family pedagogy</i>; - completing student assignments in the course of <i>Research in Educational Practice 3</i>. 					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To make a plan of an integral educational project and to define the roles of educator during the project. - To list the contents of the structure of educational surrounding for the educational project. - To analyse and document the monitoring process during educational project through self-reflection and reflection with others. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Exercises:</p> <ul style="list-style-type: none"> - Planning based on monitoring children's needs and interests, and setting objective and tasks of educational project. - Analysis of monitoring children's behaviour in certain games and activities from the viewpoint of integrated curriculum. - Participating in thematic parents' reunion. - Monitoring, documenting, analysing and explaining behaviour and development of a child in group and linking those with family context (information is gathered directly from parents and indirectly from educator) – individually. - A mini-research with the topic of Family and child's development and behaviour at the sample of parents and processing (descriptive statistics) and interpretation of the obtained results (group work, poll). <p>Work assignments:</p> <ul style="list-style-type: none"> - planning types of activities with regard to objective, tasks, and stages of an educational project, - analysis of videos (3) of educational process in children's game, - creation of transcripts and noting down the observations about the video. 					
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; keeping a diary of pedagogical practice.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written mentor's report. Students who completed all their work assignments have the right for the signature.					
Optional literature (at the time of submission of study programme proposal)	1. Ljubetić, M. (2011), <i>Partnerstvo obitelji, vrtića i škole</i> , Zagreb: Školska knjiga. 2. Milanović, M.; Stričević, I.; Maleš, D.; Sekulić-Majurec, M. (2000), <i>Skrb za dijete i poticanje razvoja djeteta u Republici Hrvatskoj</i> , Zagreb: Targa, 3. Mužić, V. (2004), <i>Uvod u istraživanja odgoja i obrazovanja</i> , Zagreb: Educa. 4. Slunjski, E. (2002), <i>Integrirani predškolski kurikulum</i> , Zagreb: Mali profesor. 5. Starc. B. et al. (2001), <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i> , Zagreb: Golden marketing. Remark: particular parts of the books will be translated in English					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		PEDAGOGY OF CHILDREN WITH SPECIAL NEEDS AND RIGHTS				
Code	PRPO61	Year of study	3. / VI.			
Course teacher	Esmeralda Sunko, PhD, Assistant Professor	Credits (ECTS)	6			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	15	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Training for development of inclusive curriculum and construction of partnership with parents/guardians of children with special needs.					
Course enrolment requirements and entry competences required for the course	Linguistic, computer and information literacy. Course enrolment requirements: passed exam in the course of <i>Developmental psychology 1 and 2; Pedagogy of early preschool education 1 and 2; Psychology of early learning.</i>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To elaborate on paradigms within inclusive curriculum of education. - To distinguish authoritative and hierarchical educational paradigm from democratic and pluralistic one. - To apply adaptation of pedagogical approaches to children with special needs. - To analyse the ways of approaching the parents of children with special needs and rights. - To recognise special features of children with different developmental difficulties. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Pedagogy of children with special needs and rights in the system of pedagogical disciplines - concept, subject, aim and tasks. 2. Children with special needs - terminological definitions, basic questions, classification 3. Basic paradigms and models of raising children with special needs 4. Structure of inclusive educational process (starting subsystems) 5. Structure of inclusive educational process (transformation subsystem) 6. Structure of inclusive educational process (organizational and evaluation subsystem) 7. Inclusion of children with special needs and rights in the system of early and preschool education - concepts and models 8. Inclusion of children with visual impairments in the system early and preschool education 9. Inclusion of children with hearing impairments in the system early and preschool education 10. Inclusion of children with physical disabilities in the system of early and preschool education 11. Inclusion of children with speech and language difficulties in the system of early and preschool education 12. Inclusion of children with intellectual disabilities in the system of early and preschool education 13. Inclusion of children with behavioral difficulties in an early and pre-school education 14. Inclusion of children with autistic spectrum disorders in an early and pre-school education 15. Violations of children's rights - pedagogical implications <p>Seminar: Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures.</p> <p>Exercises:</p>					

	- observing children with special needs and/or disabled persons in institutions with inclusive approach and institutions with segregated conditions.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; writing and presenting seminar essays.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	1	Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar – 25 % Tests– 25 % Oral exam– 25 %					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	California Childcare Health Program (2004) Children with disabilities and other special needs https://cchp.ucsf.edu/sites/cchp.ucsf.edu/files/15_C_CHC_SpecialNeeds_0406_v2.p					
	Hennonger, W. R., Gupta S. (How do children benefit from inclusion. Chapter 3 in Excerpted from First Steps to Preschool Inclusion: How to Jumpstart Your Programwide Plan by Sarika S. Gupta, Ph.D., William R. Henninger, IV, Ph.D., & Megan E. Vinh, Ph.D. Brookes Publishing www.brookespublishing.com . http://archive.brookespublishing.com/documents/gupta-how-children-benefit-from-inclusion.pdf).					
	National Institute on Child Health and Human Development. (2012). <i>What Are Intellectual and Developmental Disabilities?</i> Available: https://www.nichd.nih.gov/health/topics/idds/conditioninfo/Pages/default.aspx					
	Odom SL. Peer-related social competence for young children with disabilities. In: Tremblay RE, Barr RG, Peters RV. (Ed.) <i>Encyclopedia on Early Childhood Development</i> . Montreal, Quebec: Centre of Excellence for Early Childhood Development; 2005; 1-6..			1		

	Smith, M.V. (2014). <i>The New Haven Moms Partnership: Combatting Depression, Reducing Stress and Building Foundational Skills for Success</i> . Available: http://www.buildingbetterprograms.org/wp-content/uploads/2014/03/New-Haven-MOMSPartnership-Slides.pdf [February 2016]		
	Resource Guide for children with special needs, (2010), Austin Texas, https://www.dellchildrens.net/wp-content/uploads/sites/60/2015/08/AARG-PRIN		
Optional literature (at the time of submission of study programme proposal)	Substance Abuse and Mental Health Services Administration. (2014a). <i>Grants to Expand Services to Children Affected by Methamphetamine in Families Participating in Family Drug Court</i> . Available: https://ncsacw.samhsa.gov/files/CAM_Brief_2014-Final.pdf [January 2016]. Wilkinson, J.,Bowyer, S. (2017). The impact of abuse and neglected on children – Research in Practice, https://www.rip.org.uk/.../Childhood_neglect_and_abuse_compar .		
Quality assurance methods that ensure the acquisition of exit competences	The quality and success of the realization of the subject follows the student questionnaire, the success of students in teaching college, periodic independent external program and periodic internal review of the annual detailed curriculum of the subject and testing procedures.		
Other (as the proposer wishes to add)			

COURSE TITLE		PARTNERSHIP BETWEEN FAMILY AND LOCAL COMMUNITY				
Code	PRPO62	Year of study	3. / VI.			
Course teacher	Maja Ljubetić. PhD, Full Professor	Credits (ECTS)	2			
Associate teachers	Toni Maglica, PhD, Postdoctoral Researcher, Ana Ribičić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15		15	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<p>Acquire basic - general knowledge in the field of study;</p> <ul style="list-style-type: none"> - Identify, understand and take into account the peculiarities of the partnership family and the local community; - To enable students to adequately and timely respond to the specific needs of family members; - Successfully communicate orally and in writing and present their own creations; - Develop skills in the use of information from various sources and use them for practical purposes; - To enable students to work in teams. 					
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Course enrolment requirements: taking the course in <i>Family Pedagogy</i>.</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student upon completion of the course be able to:</p> <ul style="list-style-type: none"> - Correctly interpret the fundamental concepts in the field of family partnerships and community (family, institution, community, cooperation vs. Partnership). - Analyze and arguments to explain various theories and approaches to understanding the partnership family and the local community. - Develop a plan and independently perform activities aimed at strengthening the parent / teacher competence. - Develop a specific plan and program of activities aimed at building partnerships and program of pedagogical education of parents. - Carry out and interpret simple research tasks in the field of family and community partnerships. - Self operate an effective discussion with parents and other factors of the educational process. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following facilities:</p> <ul style="list-style-type: none"> - The principles of the construction, maintenance and improvement of relations; - The expectations of parents and teachers of the partnership family - O-O ustanove-local communities; - Motivation factors O-O process for partnership; - Quality communication; - Involvement vs. Engagement - The functioning of the microsystem (family / school /) and possible ways of their cooperation, - Types of communication with parents; - The role of educators in pedagogical education of parents; - Quality management (parents, children); - Advisory work with parents 					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, monitoring the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Research		Practical training	
	Experimental work		Report		Activity	0,5
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students' work during the semester is done through self-assessment of students and professors, and in accordance with pre-agreed standards.					
Required literature (available in the library and via other media)	Title		Number of copies in the library	Availability via other media		
	McDermot, D. (2008.) Developing Caring Relationships Among Parents, Children, Schools, and Communities. Sage Publications, Inc.		1			
	Benson, L. (2006) Leading and Managing Others. U: T. Bruce. (Ur.), <i>Early Childhood - A Guide for Students</i> (pp. 279-295). London: SAGE Publications Ltd.		1			
Optional literature (at the time of submission of study programme proposal)	Dinkmeyer, D., Mc Kay, G. D., Dinkmeyer, J. S. (1989). Parenting young children – helpful strategies based on systematic training for effective parenting (STEP). Inc. Minnesota, American guidance service. Ljubetić, Maja (2012). The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindergartens. Saarbrucken, Germany: LAP LAMBERT Academic Publishing GmbH & Co. KG (monograph).					
Quality assurance methods that ensure the acquisition of exit competences	The assessment appears during the academic year, through: presentations of seminar papers, small studies, tests of active participation in classes and discussions. Examination: colloquium / written / oral. External evaluation: Evaluation sheets, test achievement.					
Other (as the proposer wishes to add)						

COURSE TITLE		INTEGRATED CURRICULUM OF EARLY AND PRESCHOOL EDUCATION 4					
Code	PRPO63	Year of study		3. / VI.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)		6			
Associate teachers	Mirjana Bakotić, Lecturer; Ani Mrnjavac, M. A., Lecturer	Type of instruction (number of hours)		L	S	E	F
				15	15	45	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Training for development of integrated curriculum in the practice of early and pre-school education.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the course in <i>Integrated curriculum of early and preschool education 3</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To define the objective and tasks of educational project. - To gather different material and organise it for project implementation. - To independently implement the designed educational project. - To monitor and evaluate educational project. 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Seminar: Designing a stimulating child-oriented kindergarten surrounding. Analysis of videos. Models of planning educational process in the process of early and pre-school education.</p> <p>Exercises:</p> <ul style="list-style-type: none"> - Methodical realisations of students through different roles (observer, co-worker, practitioner in kindergarten-exercise room). - Hospitation in model situations of educator-mentor. - Hospitation in individual educational situations of students. - Independent performance of educational exam situations. - Making didactic equipment and material. 						
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> practicum (kindergarten-exercise room)				
Student responsibilities	Regular class attendance. Independent performance of two educational situations. Interpretations of videos in the form of a shorter seminar assignment.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training	4	
	Experimental work		Report		(Other)		
	Essay		Seminar essay	1	(Other)		
	Tests		Oral exam		(Other)		

<i>equal to the ECTS value of the course</i>)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Practical exam – 50 %					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Britton, L. (2000), <i>Montessori učenje kroz igru</i> , Zagreb: Hena com.			2		
	Rothschild, J.; Daniels, E. R. (1999), <i>Bogatstvo materijala kao izvor dječje spoznaje</i> , Zagreb: Udruga roditelja Korak po korak.			2		
	Slunjski, E. (2003), <i>Kad djeca pišu, broje, računaju...</i> , Varaždin: Stanek.			2		
	Slunjski, E. (2006), <i>Kad djeca istražuju...</i> , Varaždin: Stanek.			2		
	Slunjski, E. (2008), <i>Dječji vrtić – zajednica koja uči</i> , Zagreb: SM naklada (selected chapters).			1		
	Slunjski, E. (2012), <i>Tragovima dječjih stupa</i> , Zagreb: Profil (selected chapters). Remark: particular parts of these books will be translated in English			4		
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - Picture books and encyclopaedias for children - Literary works for pre-schoolers - Collections of games and children's activities 					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		RESEARCH IN EDUCATIONAL PRACTICE 5				
Code	PRPO64	Year of study	3. / VI.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)	1			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To make students able to independently apply professional and theoretical knowledge and skills as well as to reflect upon and improve pedagogical practice.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy.					
	Course enrolment requirements: - taking the courses of <i>Integrated curriculum of early and preschool education 3</i> , <i>Music in early and preschool education 2</i> , <i>Artistic Expression in Early and Preschool Education 2</i> and <i>Methodology of Kinesiological Activities in Early and Preschool education 2</i> ; - enrolment for the courses of <i>Integrated curriculum of early and preschool education 4</i> , <i>Partnership between Family and Local Community</i> , <i>Pedagogy of children with special needs and rights</i> ; - completing student assignments in the course of <i>Research in Educational Practice 4</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To make a plan of an integral educational project and to define educator's roles during the project. - To list the contents of the structure of educational surrounding for the educational project. - To analyse and document monitoring process during educational project through self-reflection and reflection with others. 					
Course content broken down in detail by weekly class schedule (syllabus)	Exercises: <ul style="list-style-type: none"> - Educational projects and project planning according to different pedagogical concepts. - Monitoring and evaluation of educational projects. - Educator's reflection and self-reflection. - Action researches. - Monitoring the learning process at children of early and pre-school age. - Development of educational projects. - Models of inclusion of children with special needs and rights. - Monitoring, documenting, analysing and explaining institutional atmosphere and surrounding which ensures and prevents creation and development of a quality partnership in the institution; offering concrete solutions for improving (individually along with the Monitoring protocol). - Critical review (essay) on the position of a partnership among family, institution and local community in the practice of a concrete kindergarten (individually). - Carrying out a mini-research with the topic of partnership relations on the sample of parents and processing (descriptive statistics) and interpretation of the obtained results (group work, poll). - Creation and carrying out a structured interview with parents and educators with the topic of partnership. 					

	- Practical part of the final thesis.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance; keeping a diary of pedagogical practice.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written mentor's report. Students who completed all their work assignments have the right for the signature.					
Optional literature (at the time of submission of study programme proposal)	1. Ljubetić, M. (2011), <i>Partnerstvo obitelji, vrtića i škole</i> , Zagreb: Školska knjiga. 2. Milanović, M.; Stričević, I.; Maleš, D.; Sekulić-Majurec, M. (2000), <i>Skrb za dijete i poticanje razvoja djeteta u Republici Hrvatskoj</i> , Zagreb: Targa, 3. Mužić, V. (2004), <i>Uvod u istraživanja odgoja i obrazovanja</i> , Zagreb: Educa. 4. Slunjski, E. (2002), <i>Integrirani predškolski kurikulum</i> , Zagreb: Mali profesor. 5. Starc. B. et al. (2001), <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i> , Zagreb: Golden marketing. Remark: particular parts of these books will be translated in English					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		BA THESIS					
Code	PRPOZR	Year of study		3. / VI.			
Course teacher	chosen by the student	Credits (ECTS)		11			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	The purpose of the final thesis is that the students demonstrate the capability to independently approach the problem from the selected area of study using extensive literature, empirical research, valuable educational practice and the basics of scientific methodology.						
Course enrolment requirements and entry competences required for the course	entry competences: computer literacy.						
	course enrolment requirements: all requirements for the completion and defence of the final thesis must be fulfilled.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. explain the basic characteristics of the research 2. differentiate between ways of conducting action research (direct and indirect involvement into action research) 3. specify the research problem 4. plan, conduct and evaluate the research 5. develop instruments for collecting data 6. collect, arrange and present data in the research 7. critically evaluate the results and the educational process in general 8. write the complete final thesis 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Stages in the development of the final thesis. Parts of the final thesis. The structure of the thesis - theoretical and practical part. Finding the necessary sources. Division of sources. Citation. Approaches to bibliography creation. The structure of the empirical part of the thesis: the problem, the goal and objectives, methods, techniques of data collection, data analysis, interpretation of results and conclusions. The defence of the final thesis.</p>						
Format of instruction	<input type="checkbox"/> lectures x seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		x independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory x work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regularly attend mentoring consultations						
Screening student work (name the proportion of ECTS credits for	Class attendance		Research	5	Practical training		
	Experimental work		Report		(Other)		

<i>each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay		(Other)	
	Tests		Oral exam	6	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Defined by the Regulations for the final thesis					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	as agreed with the mentor					
Optional literature (at the time of submission of study programme proposal)	as agreed with the mentor					
Quality assurance methods that ensure the acquisition of exit competences	The quality and success of the course is evaluated through the student survey, the students' success in the course, periodic independent external inspection and periodic internal review of the annual syllabus and examination procedures.					
Other (as the proposer wishes to add)						

ELECTIVE COURSES

COURSE TITLE		INTRODUCTION TO LITERATURE			
Code	PRPI11	Year of study	1. / I.		
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E
			15	15	
Status of the course	elective	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	<p>Introduce students to the key issues of poetics and literary theory in such a way that they are able to competently understand the complex issues of literature and literary creation.</p> <p>Focus on the analysis of the characteristics of literary genres and types, theory of verse and prose, as well as the methodology of the study and interpretation of literary works. Expand and enrich student knowledge and further encourage students to work independently in order to realize/understand the full extent of the literary word and its manifestations and forms.</p> <p>Define and interpret significant literary phenomena and forms.</p>				
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Prerequisites: none.</p>				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> • interpret the literary genres and types and forms of literary creation • interpret literary works and phenomena • apply critical methods and knowledge in evaluating literary works • discuss literature in a competent and exploratory manner • Participate in thematic literary gatherings/meetings 				
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> • Introductory lecture, objectives and tasks of the course (2P) • Literature, Literature and Language, genres, literary science (theory of literature, literary criticism, literary history, literary methodology) (2P) • Literature types - oral and written literature (2P + 2S) • Oral literature: genres, features (2P + 2S) • Epochs and periods in the development of literature (1P) Lyrics: division, types, examples; figures (2P + 2S) Epics: in verse and prose; types, examples (3S) • Novel, novel types, examples (2P + 3S) • Dramatic literature: types, examples; drama and the theater (2P + 2S) • Style and stylistics (2P + 2S) • Literary movements; directions of literature research (1P) 				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		

	<input type="checkbox"/> field work					
Student responsibilities	Regular and active class participation; preparation and presentation of the term papers.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student success will be evaluated on the basis of participation in lectures and the fulfillment of the seminar obligations (seminar papers and participation in discussions), as well as written and oral exam(s).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Humphrey Carpenter i Mary Prichard, The Oxford Companion to Children's Literature, Oxford-New York, 1984.					
	2. Henry Steel Commager, A Critical History of Children's Literature.					
	3. Peter Hunt, Criticism, Theory & Children's Literature, Oxford, 1992.					
	4. Charlote Huck et all, Children's Literature in the Elementary Schools, Chicago, 1990.					
Optional literature (at the time of submission of study programme proposal)	James Steel Smith, A Critical Approach to Children's Literature, New York, 1967.					
Quality assurance methods that ensure the acquisition of exit competences	Consults, records of attendance at lectures, active participation in discussions, seminar papers, case evaluation, professor evaluations at the end of the semester.					
Other (as the proposer wishes to add)						

COURSE TITLE		CROATIAN LEGENDS				
Code	PRPI12	Year of study	1. / 1.			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with the features of the genre and training for field work. Reference to intertextuality of oral narratives and written literature, as well as reference to the present of oral narratives in everyday life.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ol style="list-style-type: none"> 1. To classify and explain the genre system of oral tradition. 2. To tell oral tradition from fairy tales and legends. 3. To recognise and differentiate between different forms of oral narratives (memorate, fabulate, chronicate). 4. To recognise style features of oral narratives. 5. To classify and interpret theme categorisation of oral narratives: historical, demonologic/mythical and ethiological. 6. To make reference to intertextuality of oral narratives and written literature with special attention to Croatian authors. 7. To explain the concept of contemporary oral narratives and to describe their style features. 8. To apply and design work with pre-schoolers in the field of oral tradition aiming to preserve Croatian cultural heritage. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Genre system of Croatian oral tradition. 2. Oral narratives vs. fairy tales and legends. 3. Forms of oral narratives (memorate, fabulate, chronicate). 4. Theme categorisation of oral narratives: historical, demonologic/mythical and ethiological. 5. Style features of oral narratives. 6. Intertextuality of oral narratives and written literature with special attention to Croatian authors. 7. Contemporary oral narratives and their style features. 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; creation and presentation of seminar essays.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	Independent assignments	0.5
	Tests		Oral exam		Field work	0.5
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam, independent assignments, seminar essay.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Bošković-Stulli, M. (1997), <i>Priče i pričanja, Stoljeća usmene hrvatske proze</i> , Zagreb.			1		
	Bošković-Stulli, M. (1993), Narodna predaja-Volksage kamen spoticanja u podjeli vrste usmene proze, Usmena književnost kao umjetnost riječi, Zagreb, 35 – 51, pp. 139 – 151.			1		
	Rudan, E. (2000), Motivi usmenih predaja u novijem čakavskom pjesništvu Istre, <i>Riječ</i> . vol. 21, pp. 63 – 171.			1		
	Zečević, D. (1989), Usmene predaje kao književna organizacija čovjekovog doživljavanja povijesti i prirode, Književnost na svakom koraku, Studije i članci, Zagreb.			1		
Optional literature (at the time of submission of study programme proposal)	Biti, V. (1981), <i>Bajka i predaja. Povijest i pripovijedanje</i> , Zagreb. Botica, S. (1990), Vile u hrvatskoj mitologiji, <i>Radovi zavoda za slavensku filologiju</i> , 25, pp. 29 – 40. Dégh, L. (2001), <i>Legend and Belief. Dialectics of folklore genre</i> , Bloomington and Indianapolis. Dragić, M. (1999), <i>Deset kamenih mačeva</i> , Mala nakladna kuća Sveti Jure, Baška Voda. Remark: particular parts of these books will be translated in English					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		MUSICAL STYLES AND PERIODS				
Code	PRPI13	Year of study	1. / I.			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Introducing a wide factographic base that creates totality of historical facts through musical styles in longer period of time to the most recent phenomena/streams in modern music. Introducing obligatory guidelines that forms a social background to historical music events, listening to representative music examples from all periods and styles of music.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer skills. Prerequisites: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam, students will have further competences: - to interpret relevant facts from the field of the history of music - to recognise music literature from different stylistic periods and styles - to develop skills in recognising simpler music forms and features of particular stylistic periods and styles in music -to engage in achieving more qualitative habits and improved monitoring of the content within domain of one's close surrounding					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Music culture of the Ancient Greece 2. Renaissance 3. Baroque 4. Rococo 5. Music classic 6. Romanticism 7. Styles of the late 19th century 8. Realism 9. Impressionism 10. Styles of 20th century 11. Expressionism 12. Music in Croatia in the 19th century 13. Effect of jazz on the development of artistic music 14. Music in Croatia in the 20th century 15. Music literature for children in the works of artistic music 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Attendance of the lectures, research assignment: to find folk elements from specific music periods and styles.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work	0,5	Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation and grading of the students will be realised on the basis of regular attendance of lectures, active participation and testing of the acquired content in oral examination. Monitoring and supporting (mentoring) student's work in the process of writing the final paper.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Andreis, J. (1975) <i>Povijest glazbe I, II, III</i> , Zagreb: Liber, Mladost			3		
	2. Tuksar, S. (2000) <i>Kratka povijest hrvatske glazbe</i> , Zagreb: Matica hrvatska			3		
	3. Bobetko-Majer, S., (1991) <i>Osnove glazbene kulture</i> , Zagreb: Školska knjiga			2		
	4. Šćedrov, Lj., Perak-Lovričević, N., Ambruš-Kiš, R. (1998) <i>Glazbeni susreti I., II., III., IV. Vrste</i> , Zagreb: Profil international,			2		
	5. Ivan Mane Jarnović, (1978.,1988) <i>hrvatski skladatelj (urednik S. Tuksar), sv. I. i II., Muzički informativni centar, Osorske glazbene večeri, Zagreb-Osor.</i>			1		
	6. Dobrota, S. (2012). <i>Uvod u suvremenu glazbenu pedagogiju</i> . Split: Filozofski fakultet Sveučilišta u Splitu			2		
	7. Sučić, G. (2016). <i>Razvojni integrirani kurikulum u umjetničkim područjima</i> , Split: Filozofski fakultet Remark: particular parts of these books will be translated in English			1		
Optional literature (at the time of submission of study programme proposal)	1. Danko Grlić, (1979) <i>Estetika IV</i> . Zagreb: Naprijed. 2. Sanja Majer –Bobetko, (1975) <i>Estetika glazbe u Hrvatskoj</i> , Zagreb. 3. Pavao Marković, (1985) <i>Izabrani članci i eseji</i> , Zagreb: Hrvatski glazbeni zavod. 4. Lovro Županović, (1981) <i>stoljeća hrvatske glazbe</i> , Zagreb: Školska knjiga. 5. Guido Adler, (1911) <i>Der Stil in der Music</i> , Leipzig: Breitkopf & Hartel.					
Quality assurance methods that ensure the acquisition of exit competences	Student's evaluation, collegial evaluation.					
Other (as the proposer wishes to add)						

COURSE TITLE		DANCE AND CREATIVITY IN MOTION				
Code	PRP114	Year of study	1. / I.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15		15	
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The impact of kinesiological program of creative movement and dance on the development and maintenance of different anthropological characteristics.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Prerequisites: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>COGNITIVE AREA:</p> <ul style="list-style-type: none"> - implement methodological procedures for the adoption of dance elements for children - use methods for the transformation of anthropological characteristics - apply methods - describe dance elements for children <p>AFFECTIVE DOMAIN:</p> <ul style="list-style-type: none"> - explain the proper dance performance for children - intergrate the training operators of dances - recognize the mistakes of performance elements of dances - use methodological procedures for the correction of errors of different elements of dance techniques <p>PSYCHOMOTOR AREA:</p> <ul style="list-style-type: none"> - perform elements of dance - show elements of dance - to engage in achieving a better and more intensive presentation of motion and movement in preschool 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Acquisition of general and specific competencies in terms of knowledge of dance operators for the adoption of creativity in motion. 2. Dance - an incentive of overall development of children. Meaning of dance education in child development emphasizing creative movement as an important method of learning this dance education as part of the overall teaching. 3. Insight into the possibility of including movement-dance activities. 4. Positive impacts of the introducing methods of creative movement in the process of education point to all areas of child development: emotional-social, cognitive and conative. 5. Perceptions, exploring and enjoying the art (dance). 6. Developing aesthetic and artistic perception. Introduction of certain areas of art. 7. Development of expression and communication through the (dance) art, developing creativity and specific artistic skills. 					

	8. Methods of developing a sense for meter and simple rhythms with processing rhymes with movement, and creating a short choreography and performance - the story of the movement.					
Format of instruction	x lectures <input type="checkbox"/> seminars and workshops x exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam, independent work, seminar.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Dopuđa, J. (1980), <i>Ritmičke igre kao osnov estetske kulture pokreta</i> , Svjetlost – Zavod za udžbenike i nastavna sredstva.			1		
	Borota, B., Geršak, V., Korošec, H., Majaron, E. (2006), <i>Otrok v svetu glasbe, plesa in lutk</i> . Koper: Pedagoška fakulteta Koper			1		
	Geršak, V. (2006), <i>Stvaralački ples i pokret – cjeloviti odgojno-obrazovni pristup u vrtiću i osnovnoj školi</i> , Univerza na Primorskem, Pedagoška fakulteta Koper in Univerza v Ljubljani, Pedagoška fakulteta.			1		
	Ivanković, A. i Njirić, N. (1983), <i>Pokret i glazba za najmlađe</i> , Školska knjiga, Zagreb			1		
	Miletić, Đ. (2007), <i>Estetska gibanja (udžbenik)</i> . Fakultet prirodoslovno matematičkih znanosti i kineziologije, Split. Schmidt, R. A., C. A. Remark: particular parts of these books will be translated in English			2		
Optional literature (at the time of submission of study programme proposal)	Dodi Malada, Ljerka Srhoj, Nebojša Zagorac (2006), <i>Morfological features and motor abilities effects in female dance structures</i> . <i>Fizička kultura</i> , Skopje, 34, br. 2, str 53-62. Maletić, A. (1983), <i>Pokret i ples</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske.					

Quality assurance methods that ensure the acquisition of exit competences	The quality and success of the realization of the subject follows the student survey, the success of students, periodic independent external inspection of the program and the periodic internal review of the annual detailed school curriculum and testing procedures.
Other (as the proposer wishes to add)	

COURSE TITLE		PEDAGOGICAL COMMUNICATION				
Code	PRPI22	Year of study	1. / II.			
Course teacher	Sonja Kovačević, PhD, Full Professor	Credits (ECTS)	3			
Associate teachers	Antonela Mrsić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<p>Introduce education as a communication process.</p> <p>Introduce education in the group.</p> <p>Familiar models of communication.</p> <p>Familiar communication models of teaching</p> <p>Develop basic communication skills.</p> <p>Develop a critical attitude towards the educational reality of the group.</p>					
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Course enrolment requirements: taking the course in <i>Basics of pedagogy</i>.</p>					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>It is expected that students will develop following general competencies:</p> <ul style="list-style-type: none"> - General communication skills - Analyze and understand the complexities of education in group - The ability to apply ideas in analysis of practice <p>Of specific competencies, it is expected that students can:</p> <ul style="list-style-type: none"> - Describe, define, understand and explain the communication - educational events in the group - Adopt the techniques of the interview - Develop communication skills - Solve conflicts between children - Raise awareness of personal theories of teaching - Develop communication skills leadership 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Models educational communication. 2. Education as communication. 3. Education in a small joint. 4. High quality verbal and non-verbal communication, recognize the signs of nonverbal communication. 5. The formation of social skills and their role in communication. (Presentation, handling, interview). 6. Conflicts and peaceful conflict resolution. 7. Interpersonal communication and communication models (Schramov model and Glasser's model of "total communication"). 8. Axioms of communication. 9. Basic characteristics of educational communication 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, making e-portfolio, monitor relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Workshops	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students will be defined implementing the curriculum. Activity in workshops.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1.Borg, James – Body language: How to Know What's REALLY Being Said; FT Press (2011) 2.Pease, Allan – The Definitive Book of Body Language; Orion Books Ltd. (2004)					
Optional literature (at the time of submission of study programme proposal)	3. Pearsons, J.C., Spitzberg, B.H. (1990): Interpersonal communication – Concepts, Components, And Context, WM.C: Brovn publishers USA					
Quality assurance methods that ensure the acquisition of exit competences	Evaluation sheets, test achievement.					
Other (as the proposer wishes to add)						

COURSE TITLE		CROATIAN MUSICAL HERITAGE				
Code	PRPI23	Year of study	1. / II.			
Course teacher	Marijo Krnić, Msc, Lecturer	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Introducing a broad factographic base that forms the totality of historical facts on the Croatian musical heritage throughout longer period of time to the most recent phenomena. Introducing mandatory guidelines that form the social background to music and historical events, listening to music examples from the traditional music field.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer skills. Prerequisites: none.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After passing the exam students will be able to:</p> <ul style="list-style-type: none"> - interpret the relevant facts in the field of Croatian musical heritage, - identify music literature of national orientation and traditional music, - demonstrate influential examples from the traditional music on the development of artistic music, - develop observing skills for more simple musical forms, - engage in achieving finer habits and more intense monitoring of the content pertaining to the field of Croatian musical heritage 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Origins of Croatian traditional heritage, 2. Croatian traditional music , 3. Traditional music-making in kindergarten, 4. Reflection of traditional music in artistic music, 5. Folk music and folk dances, 6. Traditional music instruments, 7. Development of traditional culture and creativity, 8. Music works, listening, performing pieces from the collection of folk songs, 9. Ethno- music areas-zones in Croatia, 10. The Alps region, 13. The Panonnian region, 14. The Dinaric region, 15.The Adriatic region. 					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance of the lectures, research assignment: to find folk elements from different parts of Croatia					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report	0,5	(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Evaluation and grading of the students will be realised on the basis of regular attendance of lectures, active participation and testing the acquired contents in oral examination.					
	Monitoring and supporting (mentoring) student's work in the process of writing the final paper.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Bagur, V., Gašparđi, A., Sučić, G., (2008.). <i>Glazbeni folklor Hrvatske</i> (cd), Zagreb. Alfa.			1		
	2. Andreis, J. (1975.). <i>Povijest glazbe I, II, III</i> , Zagreb: Liber, Mladost.			3		
	3. Tuksar, S. (2000.). <i>Kratka povijest hrvatske glazbe</i> , Zagreb: Matica hrvatska,			1		
	4. Šćedrov, Lj., Perak-Lovrićević, N., Ambruš-Kiš, R. (1998.). <i>Glazbeni susreti I., II., III., IV. Vrste</i> , Zagreb: Profil international,			2		
	5. Thoms, W. J. (1996.). <i>Folk-Lore</i> , u: Hameršak,			1		
	6. Marjanić, S. (2010.). <i>Folkloristička čitanka</i> , Zagreb: Biblioteka Tragom struke.			1		
	7. Dobrota, S. (2012.). <i>Uvod u suvremenu glazbenu pedagogiju</i> . Split: Filozofski fakultet Sveučilišta u Splitu			2		
	8. Sučić, G. (2016). <i>Razvojni integrirani kurikulum u umjetničkim područjima</i> , Split: Filozofski fakultet Remark: particular parts of these books will be translated in English			1		
Optional literature (at the time of submission of study programme proposal)	1. Majer-Bobetko, S. (1991.). <i>Osnove glazbene kulture</i> , Zagreb: Školska knjiga, 2. Ivančan, I. (1971.). <i>Folklor i scena</i> , Zagreb: Prosvjetni sabor Hrvatske. 3. Knežević, G. (1993.). <i>Hrvatski dječji folklor</i> , Gradivo iz 19. i 20. stoljeća, Zagreb: Ethno. 4. Srhoj, Lj., Đ. Miletić (2000.). <i>Plesne strukture</i> , Split: Abel international. 5. www.ethno.hr 6. www.etnocentar.blogger.hr					
Quality assurance methods that ensure the acquisition of exit competences	Student's evaluation, collegial evaluation.					
Other (as the proposer wishes to add)						

COURSE TITLE		CHILD AND SOCIETY				
Code	PRPI24	Year of study	1. / II.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers	Toni Maglica, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Understanding of child position in modern society.					
Course enrolment requirements and entry competences required for the course	Previous competences: computer literacy. Course enrolment requirements: taking the course in <i>Basics of pedagogy</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - to explain process of socialization - to classify socialization process factors - to define social and civil competences - to differentiate support system for children - to promote child rights in different institutions (schools, homes) 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: Status of the child within the society Child development and social context Child in the process of socialization Socialization factors: family, peers, preschool institutions, schools, media, religious organizations, free time, sport Interventions in risk socialization process Social support for children in Croatia Child rights in context of human rights International papers for child protection Social support for children with special needs and their rights: children without proper parental care, neglected and abused children, children with disabilities) Child support through civil society institutions Tolerance in society and upbringing</p> <p>Seminars: Presentations of student works that deepen the lectures contents</p>					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Attendance on lectures - 25% Seminar essay - 25% Oral exam - 50%					
Screening student work (name the	Class attendance	1	Research		Practical training	

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Attendance on lectures- 25% Seminar essay- 25% Oral exam- 50%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Bilić, V. i Zloković, J. (2004). <i>Fenomen maltretiranja djece</i> , Zagreb: Naklada Ljevak, str. 77 – 121.			2		
	Itković, Z. i dr. (1999). <i>Obiteljska i društvena socijalizacija</i> , Zadar: Filozofski fakultet u Zadru.			5		
	Miljević-Ričićki, R. i dr. (1998). <i>Odgoj za razvoj</i> . Jastrebarsko: Slap.			2		
	Paravina, E. (1999). <i>Ostvarivanje prava djeteta</i> , Zagreb: Savez društava Naša djeca Hrvatske.			10		
	*** <i>Konvencija UN o pravima djeteta</i> , različiti izdavači Remark: particular parts of these books will be translated in English				+	
Optional literature (at the time of submission of study programme proposal)	Bognar, L. (2001). <i>Metodika odgoja</i> . Osijek: Pedagoški fakultet. Čudina-Obradović, M. i Težak, D. (1995). <i>Mirotvorni razred</i> . Zagreb: Znamen. Spajić-Vrkaš, V. i dr.. (2004). <i>Poučavati prava i slobode</i> . Zagreb: Filozofski fakultet (odabrana poglavlja).					
Quality assurance methods that ensure the acquisition of exit competences	Quality and success of the realization of class content if ensured through student questionnaire, success of the students, periodical independent external evaluation of the program, and periodical internal evaluation of the program and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		CULTURAL HERITAGE IN CROATIA					
Code	PRPI32	Year of study		2. / III.			
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credits (ECTS)		4			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				30	15		
Status of the course	elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Acquiring knowledge about the cultural heritage on Croatian soil to cultural resources could approach the children. To become aware of the importance of knowledge of cultural heritage in working with children; develop creative and critical thinking, research skills, independence and individuality of students.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Prerequisites: passed exam in <i>Basics of Visual Arts</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> • Define the concept of cultural heritage • Classify cultural heritage • Identify the cultural and artistic periods in Croatia • Describe and explain the cultural and artistic periods in Croatia • Interpret the importance of cultural heritage in working with children • Present the ways and possibilities of introducing children to cultural heritage and ethnographic sources 						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. The definition of cultural heritage, classification and division 2. Croatian cultural heritage in the European context 3. Prehistoric era in Croatia 4. Ancient Art in Croatia 5. Early Christian Art in Croatia 6. Pre-Romanesque Art in Croatia 7. Romanesque Art in Croatia 8. Gothic Art in Croatia 9. Renaissance Art in Croatia 10. Baroque Art in Croatia 11. Art of the 19th and 20th Century in Croatia 12. Contemporary Art tendencies in Croatia 13. The importance of knowledge of cultural heritage and its achievements in working with children 14. Ways and possibilities of introducing children to the cultural heritage and ethnographic sources 15. The importance of introducing children to the cultural heritage and ethnographic sources 						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops		<input type="checkbox"/> multimedia				
Student responsibilities	Attending lectures, test activity in kindergarten, term paper and written exam.						
Screening student work (name the	Class attendance	0,5	Research		Practical training		

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In this subject is a written exam. The student is obliged to attend lectures and exercises in the kindergarten where he will hold a public test activity. He is obliged to do a seminar on the topic that will be presented to students. The scope of the seminar paper, bibliography, notes and graphic attachments may not exceed 15 pages, or 30,000 characters (seminar can be prepared as a Power Point presentation or in HTML to create an interesting web page).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Norwich, J., J. (2009) Croatia – Aspects of Art, Architecture and Cultur Heritage, Frances Lincoln					
	Ivančević, R. (1993). <i>Umjetničko blago Hrvatske</i> , ITP Motovun			2		
	Marasović, T. (2001). <i>Kulturna baština 1/2</i> , Veleučilište u Splitu, 2001.			1		
	Brajčić, M. (2014). <i>Arheološki parkovi u Hrvatskoj – stanje i perspektive</i> , Filozofski fakultet u Splitu Remark: particular parts of these books will be translated in English			10		
Optional literature (at the time of submission of study programme proposal)	Marasović, T. (1982). <i>Dioklecijanova palača</i> , Sloboda, Beograd Ratković, K. (2001). <i>Likovna umjetnost 20. stoljeća</i> , Školska knjiga, Zagreb. Prijatelj, K. (1983). <i>Dalmatinsko slikarstvo 15. i 16 .stoljeća</i> , Grafički zavod Hrvatske, Zagreb. Gamulin, G. (1988). <i>Hrvatsko slikarstvo XX. stoljeća</i> , Naprijed, Zagreb.					
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation of the course by anonymous survey, students' exam results.					
Other (as the proposer wishes to add)						

COURSE TITLE		EDUCATIONAL CONTEXT OF CHILDREN'S NURSERIES					
Code	PRPI34	Year of study		2. / III .			
Course teacher	Ivana Visković, PhD, Assistant Professor	Credits (ECTS)		4			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				30	15		
Status of the course	elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Gaining additional competences for the development of integrated nursery curriculum.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the course in <i>Pedagogy of early and preschool education 1</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To define educational context of children's nursery. - To observe the change of the context and educational practice of children's nursery. - To implement integrated nursery curriculum. 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: Overview of development of children's nursery. Developmentally appropriate curriculum for children of nursery age. Components of nursery curriculum. Development and enriching of children's experience in nursery context. Everyday activities – opportunities for learning. Offering support to nursery-age children. Creation of a safe, healthy and stimulating nursery surrounding. Educator in a nursery context. Parents in a nursery context.</p> <p>Seminar: Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures.</p>						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, writing and presenting seminar essays.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	1	(Other)		
	Tests		Oral exam	2	(Other)		

<i>equal to the ECTS value of the course)</i>	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Oral exam – 50 %					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Hyson, M., & Tomlinson, H. B. (2014). <i>The early years matter: Education, care, and the well-being of children, birth to 8</i> . Teachers College Press. (selected chapters).					
	Cople, C., & Bredekamp, S. (2009). <i>Developmentally appropriate practice in early childhood programs serving children from birth through age 8</i> . National Association for the Education of Young Children. 1313 L Street NW Suite 500, Washington, DC 22205-4101.(selected chapters)					
	Samuelsson, I. P., & Carlsson, M. A. (2008). The playing learning child: Towards a pedagogy of early childhood. <i>Scandinavian journal of educational research</i> , 52(6), 623-641.					
	Craft, A. (2002). <i>Creativity and early years education: A lifewide foundation</i> . Bloomsbury Publishing.					
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - Leira, A., & Saraceno, C. (2008). Childhood: Changing contexts. In: A. Leira, C. Saraceno (Eds.), <i>Comparative Social Research Volume 25: Childhood: Changing contexts</i> (pp.1-24). Bingley: Emerald Publishing Group Ltd. - Hedges, H., Cullen, J., & Jordan, B. (2011). Early years curriculum: Funds of knowledge as a conceptual framework for children's interests. <i>Journal of Curriculum Studies</i>, 43(2), 185-205. - Stephen, C. (2010). Pedagogy: The silent partner in early years learning. <i>Early Years</i>, 30(1), 15-28. - Petrović-Sočo, B., Badurina P. (2015). The Effect of the Developing Environment on Symbolic Play Appearance and Development in Children at an Early Age. IN Materials international conference "Current trends in the development of early childhood education and care in the world" Collected papers (24-25 September 2015.) (pp.167- 177) Moscow : Ministry of Education and Science of Russia Moscow State University of Education 					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		DEVELOPMENTAL PSYCHOPATHOLOGY				
Code	PRPI35	Year of study	2. / III .			
Course teacher	Ina Reić Ercegovac, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher, Bruno Barać, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15		
Status of the course	elective	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	The aim of this course is to introduce students to basic concepts of childhood developmental psychopathology which will enable them to recognise and adequately respond to different developmental difficulties as well as to improve the quality of psychophysical child development in the framework of educational work.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course students will be able to:</p> <ol style="list-style-type: none"> 1. Identify and explain basic concepts of developmental psychopathology 2. Explain basic knowledge and determinants of developmental psychopathology 3. Recognise specific behaviours in various psychopathological disorders 4. Analyse and categorise specific psychopathological disorders with the aim to adequately react to children with difficulties 5. Interact appropriately with children and their parents based on specific psychopathological determinants 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introduction to developmental psychopathology, etiology and process of developing various forms of difficulties 2. Risk and protective factors of different disorders 3. Contemporary theoretical paradigms of developmental psychopathology 4. A bridge to psychopathology: from normal to psychopathological development 5. Phenomenology, classification and prevalence of psychological difficulties in childhood 6. Psychological assessment (psychodiagnostics and therapeutic techniques) of children with attention deficit, hyperactive disorder 7. Psychological assessment (psychodiagnostics and therapeutic techniques) of children with oppositional defiant disorder 8. Colloquium 9. Psychological assessment (psychodiagnostics and therapeutic techniques) of children with anxiety disorders 10. Depression, grieving: psychological assessment (psychodiagnostics and therapeutic techniques) 11. Psychological assessment (psychodiagnostics and therapeutic techniques) of children with autism spectrum disorder 12. Chronic disorders and child psychopathology 13. Other childhood disorders: psychotic disorder, eating disorder, addiction 14. Prevention and treatment, child mental health care 15. Colloquium 					
	<input checked="" type="checkbox"/> lectures		<input checked="" type="checkbox"/> independent assignments			

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	
Student responsibilities	Course attendance, active participation in course assignments, successfully fulfil individual and group tasks, seminar presentation, passed two tests (if both tests are successfully completed, students are not obligated to take exam)			
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	Practical training
	Experimental work		Report	(Other)
	Essay		Seminar essay	1 (Other)
	Tests	2	Oral exam	(Other)
	Written exam		Project	(Other)
Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), seminar (20%), and oral exam (60%). Criteria for evaluating and grading individual elements are described in the course repository.			
Required literature (available in the library and via other media)	Title		Number of copies in the library*	Availability via other media
	1. Wenar, C. (2003). <i>Razvojna psihopatologija i psihijatrija</i> . Jastrebarsko: Naklada Slap		1	
	2. Vulić-Prtorić, A. (2003). <i>Depresivnost u djece i adolescenata</i> . Jastrebarsko: Naklada Slap.		1	
	3. Davison, G. C. i Neale, J. M. (1999). <i>Psihologija abnormalnog doživljavanja i ponašanja</i> . Jastrebarsko: Naklada Slap. (odabrana poglavlja)		1	
Optional literature (at the time of submission of study programme proposal)	1. Ambrosi - Randić, N. (2004). <i>Razvoj poremećaja hranjenja</i> . Jastrebarsko: Naklada Slap. 2. Bašić, J. (2009). <i>Teorije prevencije: prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih</i> . Školska knjiga: Zagreb 3. Cicchetti, D., Ackerman, B., & Izard, C. (1995). Emotions and emotion regulation in developmental psychopathology. <i>Development and Psychopathology</i> , 7(1), 1-10. doi:10.1017/S0954579400006301 4. Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. <i>Development and Psychopathology</i> , 20(3), 775-803. doi:10.1017/S0954579408000370 5. Forbes, M. K., Tackett, J.L. et al. (2016). Beyond comorbidity: Toward a dimensional and hierarchal approach to understanding psychopathology across the lifespan. <i>Developmental Psychopathology</i> , 28(4), 971–986. 6. Kocijan - Hercigonja, D., Buljan - Flander, G., i Vučković, D. (2004). <i>Hiperaktivno dijete. Uznemireni roditelji i odgajatelji</i> , 4. izdanje. Jastrebarsko: Naklada Slap. 7. Lacković-Grgin, K. (2000). <i>Stres u djece i adolescenata</i> . Jastrebarsko: Naklada Slap. 8. Osterling, J., Dawson, G., & Munson, J. (2002). Early recognition of 1-year-old infants with autism spectrum disorder versus mental retardation. <i>Development and Psychopathology</i> , 14(2), 239-251. doi:10.1017/S0954579402002031 9. Pollak, S. D. (2015). <i>Developmental psychopathology: recent advances and future challenges</i> . <i>World Psychiatry</i> , 14(3), 262–269.			

	<p>10. Sroufe, L. (1997). Psychopathology as an outcome of development. <i>Development and Psychopathology</i>, 9(2), 251-268. doi:10.1017/S0954579497002046</p> <p>11. Vulić-Prtorić, A. (2001). Razvojna psihopatologija: normalan razvoj koji je krenuo krivim putem. <i>Radovi Filozofskog fakulteta u Zadru</i>, 40(17), 161-186.</p> <p>12. Vulić-Prtorić, A. (2002). Obiteljske interakcije i psihopatološki simptomi u djece i adolescenata. <i>Suvremena psihologija</i>, 5, 1-2.</p>
Quality assurance methods that ensure the acquisition of exit competences	Course attendance and activity, successful participation in class work, student's annual evaluation of course quality on university level, successfully passed exams and other course obligations defined in syllabus, individual consultations, student's self-assessment of achieved learning outcomes, collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

COURSE TITLE		EDUCATION FOR SUSTAINABLE DEVELOPMENT IN EARLY CHILDHOOD				
Code	PRPI43	Year of study	2. / IV.			
Course teacher	Vesna Kostović-Vranješ, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15		X
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Enable students for critical thinking and creative applying of cooperative and interdisciplinary activities that suit children's age, with the objective of taking up Education for Sustainable Development in early childhood as a cornerstone for lifelong learning and active participation in accordance with sustainable development.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy.					
	Preconditions: there aren't any.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completing this college students will be able to:</p> <ul style="list-style-type: none"> - interpret the complexity of Education for Sustainable Development in early childhood - describe the importance of Education for Sustainable Development in early childhood - create the program of Education for Sustainable Development in a pedagogical practice in kindergarten, - create and apply interdisciplinary activities for children, with the objective of promoting Education for Sustainable Development in early childhood - design materials necessary for Education for Sustainable Development in early childhood - analyze, monitor, evaluate their own work during promoting Education for Sustainable Development. 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. From prehistory until sustainable development 2. From the concept of sustainable development to the Education for Sustainable Development 3. The role and key characteristics of Education for Sustainable Development 4. The elements of kindergarten curriculum in the development of children's sensibility for sustainable development 5. Education for Sustainable Development in practice in Croatian kindergartens 6. Care for the environment in early childhood 7. From the care for the environment to the Education for Sustainable Development 8. The care for the environment in practice in Croatian kindergartens 9. Activities for the growth of an ecologically aware child 10. Sensory or perceptive activities in Education for Sustainable Development 11. Expressive activities in Education for Sustainable Development 12. Practical activities in Education for Sustainable Development 13. Didact game in the growth of sensibility for sustainable development 					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor				

	<input type="checkbox"/> partial e-learning x field work		<input type="checkbox"/> (other)			
Student responsibilities	Regular attendance to all forms teaching in the classroom and outside the classroom and actively participate in the work					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,8	(Other)	
	Tests	0,6	Oral exam	1,5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance - 3% Colloquium - 20% Seminar Work - 27% Oral Examination - 50%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Pap, T., Šarić, Lj., Lončar, I., Domac, J. (2012): Odgoj djece predškolske dobi za održivi razvoj i racionalno korištenje energije, priručnik. Grad Zagreb, Gradski ured za energetiku, zaštitu okoliša i održivi razvoj, Zagreb.			1		
	Vrbanec, B., Garašić, D., Pašalić, A. (2011): Obrazovanje za održivi razvoj, priručnik za osnovne i srednje škole. Agencija za odgoj i obrazovanje, Zagreb.			1		
	Lepičnik Vodopivec, J. (2007): Prvi koraci u odgoju i obrazovanju za okoliš. Alisa press d.o.o. Kraljevo			1		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Kostović-Vranješ, V. (2013): Uloga suvremenog učitelja u implementaciji obrazovanja za održivi razvoj U: Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene. Ivon, H. (ur.), Filozofski fakultet u Splitu. 2. Husanović-Pejnović, D. (2011): Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga, Zagreb. 3. Murphy, G. (2011): Mali koraci, jednostavne zamisli koje mijenjaju planet Zemlju. Mozaik knjiga, Zagreb. 4. UNESCO (2010): Teaching and learning for sustainable future, www.unesco.org/education/tlsf/index.htm 5. Šimleša, D. (2010): Ekološki otisak – Kako je razvoj zgazio održivost. TIM press d.o.o., Zagreb. Institut društvenih znanosti Ivo Pilar, Zagreb. 6. Kostović-Vranješ, V. (2009): Vzgoja in izobraževanje za okolje v zgodnjem otroštvu - podlaga za trajnostni razvoj. U: Edukacija za trajnostni razvoj. Duh, Matjaž (ur.). Založba PEF, Pedagoška fakulteta Univerze v Mariboru, RIS Dvorec Rakičan: 17-28. 7. Milčec, M. (2008): Nije smeće sve za vreće. Školska knjiga, Zagreb. 8. UNESCO (2005). UNESCO and Sustainable Development, http://unesdoc.unesco.org/images/0013/001393/139369e.pdf 9. Remark: particular parts of these books will be translated in English 					
Quality assurance methods that ensure the	Monitoring students work and participation in discussions during classes, creation and presentation of term papers, monitoring presence continues, discussions,					

acquisition of exit competences	personal consultations, check achievements by the colloquium, questionnaire at the end of the semester, evaluation of cases
Other (as the proposer wishes to add)	

COURSE TITLE		ABUSED AND NEGLECTED CHILDREN					
Code	PRPI44	Year of study		2. / IV.			
Course teacher	Esmeralda Sunko, PhD, Assistant Professor	Credits (ECTS)		4			
Associate teachers	Toni Maglica, PhD, Postdoctoral Researcher	Type of instruction (number of hours)		L	S	E	F
				30	15		
Status of the course	elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	The ability to recognize different forms of child abuse and neglect early and preschool age						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: passed exams in the courses of <i>Developmental psychology 1 and 2</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To distinguish types of violence against children of early and preschool age. - To compare different types of violence against children and among children. - To recognise violence as non-adaptive behaviour. - To analyse behaviours of molested children. - To recognise signs of molestation and negligence of children of early and preschool age. - To list consequences of children's molestation and negligence. 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none"> 1. Defining the term of child molestation. 2. Defining the term of neglected child. 3. Physical forms of molestation. 4. Psychological (emotional) forms of molestation. 5. Sexual forms of molestation. 6. Violence in relationships as a form of psychological molestation. 7. Violence among children of early and preschool age. 8. Risk factors of child molestation and negligence. 9. Pre-school molestation and neglected prevention programmes. 10. Protocol on acting in case of family violence. 11. Protocol on acting in case of violence among children. 12. Consequences of molestation and neglected child. 13. Recognising molested and neglected children. 14. Aggressive child behaviour – aggressive impulses: causes and consequences. 15. Interventions in risky socialisation processes. <p>Seminar: Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures.</p>						
Format of instruction	Regular class attendance; writing and presenting seminar essays.						
Student responsibilities							
Screening student work (name the	Class attendance	1	Research		Practical training		

<i>proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar – 25 % Experimental work – 25 % Oral exam – 25 %					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Child Welfare Informatin Gateway (2013). <i>Parenting a Child who has experienced Abuse or Neglect</i> . https://www.childwelfare.gov/pubPDFs/parenting_CAN.pdf					
	Smith, M., Lawrence Robinson, M., and Segal, J . (2017). Child Abuse & Neglect https://www.helpguide.org/articles/abuse/child-abuse-and-neglect.htm?pdf=true				1	
Optional literature (at the time of submission of study programme proposal)	Wilkinson, J., Bowyer, S. (2017). The impact of abuse and neglected on children – Research in Practice, https://www.rip.org.uk/.../Childhood_neglect_and_abuse_compar .					
Quality assurance methods that ensure the acquisition of exit competences	The quality and success of the realization of the subject follows the student questionnaire, the success of students in teaching college, periodic independent external program and periodic internal review of the annual detailed curriculum of the subject and testing procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		TRADITIONAL STORIES FOR CHILDREN					
Code	PRPI45	Year of study		2. / IV.			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)		4			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				30	15		
Status of the course	elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with traditional narratives for children as an integral part of traditional works for children.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: none.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: - name, list and define oral traditional forms - apply and interpret traditional forms for children - recognise style features of traditional narratives - apply knowledge in practice - evaluate and select traditional narratives from Croatian and world literature in their work with children.						
Course content broken down in detail by weekly class schedule (syllabus)	Oral tradition – 1. Lyric poetry; 2. Epic poetry; 3. Drama (folklore theatre); 4. Stories (tales); 5. Rhetoric (oral) forms; 6. Genre features of the following forms: I. Lullabies II. Fairy tales (vs. classic tales) III. Fables (vs. classic fables) IV. Narratives; legends V. Short stories, anecdotes i parables VI. Life stories VII. Jokes; proverbs; riddles VIII. Counting rhymes; tongue twisters Applying traditional narratives in work with children Motive world of Croatian oral stories Mythical and demonologic creatures from oral stories Croatian vs. world traditional narratives						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, writing and presentation of seminar essays.						
Screening student work (name the proportion of ECTS credits for each)	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(Other)		

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	1	Independent assignments	0.5
	Tests		Oral exam	2	Field work	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Oral exam, independent assignments, seminar essay.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Bošković–Stulli, M. (1997), <i>Usmene pripovijetke i predaje, SHK</i> , Zagreb: MH.			1		
	Bošković–Stulli, M. (1967), <i>Narodna predaja o vladarevoj tajni</i> , Institut za narodnu umjetnost, Zagreb.			1		
	Botica, S. (2013), <i>Povijest hrvatske usmene književnosti</i> , Zagreb: Školska knjiga.			1		
	Botica, S. (1999), <i>Hrvatska usmenoknjiževna čitanka</i> , Zagreb: Školska knjiga.			1		
	Dragić, M. (2007/2008), <i>Poetika i povijest hrvatske usmene književnosti</i> , Fakultetski udžbenik, Split: Filozofski fakultet u Splitu, www.ffst.hr Remark: particular parts of these books will be translated in English				+	
Optional literature (at the time of submission of study programme proposal)	<p>Basne, <i>Zlatni danci 4</i>, (2003), (ed.) Ana Pintarić. <i>Zbornik radova s međunarodnoga znanstvenoga skupa</i>, Osijek: Filozofski fakultet, 4. travnja 2002.</p> <p>Biti, V. (1981), <i>Bajka i predaja, Povijest i pripovijedanje</i>, Zagreb.</p> <p>Bošković, J. Ivan, „Legenda, predaja-živa književnost“, http://www.ffst.hr.</p> <p>Botica, S. (1990), <i>Vile u hrvatskoj mitologiji, Radovi zavoda za slavensku filologiju</i>, 25, pp. 29 – 40.</p> <p>Grgurević, I.; Fabris, K. (2012), <i>Bajka i dijete s aspekta junaka usmenoknjiževne i filmske bajke, Metodčki obzori</i>, 7/1.</p> <p>Hameršak, M. (2011), <i>Pričalice o povijesti djetinjstva i bajke</i>, Zagreb: Algoritam.</p> <p>Ivon, H. (2012), <i>Baština u motrištu odgoja i obrazovanja, Zbornik radova s Trećeg okruglog stola o zavičajnosti u knjigama za djecu i mlade</i>, (ed.) Ribičić, G.; Mihanović, V., Split: Gradska knjižnica Marka Marulića, p. 14.</p> <p>Ivanišević, F. (1987), <i>Poljica. Narodni život i običaji</i>, Split: Književni krug.</p> <p>Kekez, J. (1983), <i>Usmena književnost, Uvod u književnost</i>, Škreb/Stamać, Zagreb.</p> <p>Lozica, I. (1995), <i>Dva demona: Orko i macić. Narodna umjetnost</i>, 32/2 11 – 63.</p> <p>Marković, J. (2012), <i>Pričanja o djetinjstvu</i>, Zagreb: Biblioteka nova etnografija.</p> <p>Marks, Lj. (1991), <i>Dječji vicevi-mogućnosti klasifikacije i intepretacije, Narodna umjetnost</i>, v. 28, pp. 213 – 225.</p> <p>Marks, Lj. (2003), <i>Nadnaravno žensko</i>, Zagreb: Zbornik zagrebačke slavističke škole.</p> <p>Marks, Lj. (1997), <i>Od Dioklecijana do Splita, Ethnologica Dalmatica</i>.</p> <p>Vrkić, J. (1994 – 1995), <i>Hrvatske bajke</i>, Zagreb: Glagol.</p>					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		CHILD AND PUPPET					
Code	PRPI51	Year of study		3. / V.			
Course teacher	Ivana Visković, PhD, Assistant Professor	Credits (ECTS)		4			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				15		30	
Status of the course	elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Training for use of a puppet as a medium in educational process.						
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Course enrolment requirements: taking the courses in <i>Pedagogy of early and preschool education 1 and 2</i> .						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To elaborate on the possibility of using a puppet as a medium for stimulation of integral child's development. - To explain the possibilities of using a puppet as a stimulation of certain child's behaviour. - To explain the results of monitoring child's puppet game. - To make different kinds of puppets. 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures: Features of child's symbolic game. Developmental possibilities and functions of symbolic game with a puppet. A puppet in a humanistically oriented pre-school curriculum. Puppet's role in child's development (cognitive, social, emotional, mobile and motoric); A puppet in the process of learning and creation. A puppet as a toy and stage figure. Puppet and drama games. Modes of puppet use. A puppet as a stimulation for expression and creation.</p> <p>Seminar: Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures.</p>						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, writing and presenting seminar essays.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	1	(Other)		
	Tests		Oral exam	2	(Other)		
	Written exam		Project		(Other)		

Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Seminar essay – 25 % Oral exam – 50 %		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Ivon, H. (2003), <i>Lutka kao animacijsko, odgojno i metodičko sredstvo u dječjem vrtiću, Zbornik radova, Sveučilište u Zadru, Stručni odjel za izobrazbu učitelja i odgojitelja predškolske djece</i> , Zadar: Sveučilište u Zadru.	1	
	Ivon, H. (2010), <i>Dijete, odgojitelj, lutka</i> , Zagreb: Golden marketing, Zagreb.	10	
	Ivon, H. (2013), <i>Lutka u dječjem vrtiću</i> , Split: Filozofski fakultet.	5	
	Majaron, E. , Kroflin L. (2004), <i>Lutka...divnog li čuda!</i> , Zagreb: MČUK. Remark: particular parts of these books will be translated in English	1	
Optional literature (at the time of submission of study programme proposal)	Ivon, H. (2007), <i>Poticanje govornog razvoja i jezičkog stvaralaštva kroz igre s lutkama, Hrvatski časopis za teoriju i praksu nastave hrvatskogajezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture</i> . Vuković-Žunić, J.; Delaš, B. (2006), <i>Lutkarski medij u školi</i> , Priručnik za učitelje i voditelje lutkarskih družina, Zagreb: Školska knjiga.		
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.		
Other (as the proposer wishes to add)			

COURSE TITILE		DANCING IN KINDERGARTEN				
Code	PRPI54	Year of study	3. / V.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15		30	
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Capacity to encourage dance expression and creation in practice within early and preschool education.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Prerequisites: passed exam in the course of <i>Basics of Kinesiology and Methodology of Kinesiological Activities in Early and Preschool Education 1</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>COGNITIVE AREA:</p> <ul style="list-style-type: none"> - implement methodological procedures for the adoption of dance elements for children - use methods for the transformation of anthropological characteristics - apply methods - describe dance elements for children <p>AFFECTIVE DOMAIN:</p> <ul style="list-style-type: none"> - explain the proper dance performance for children - intergrate the training operators of dances - recognize the mistakes of performance elements of dances - use methodological procedures for the correction of errors of different elements of dance techniques <p>PSYCHOMOTOR AREA:</p> <ul style="list-style-type: none"> - perform elements of dance - show elements of dance - to engage in achieving a better and more intensive presentation of motion and movement in preschool 					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Acquisition of general and specific competencies in terms of knowledge of dance operators for the adoption of creativity in motion. 2. Dance - an incentive of overall development of children. Meaning of dance education in child development emphasizing creative movement as an important method of learning this dance education as part of the overall teaching. 3. Insight into the possibility of including movement-dance activities. 4. Positive impacts of the introducing methods of creative movement in the process of education point to all areas of child development: emotional-social, cognitive and conative. 5. Perceptions, exploring and enjoying the art (dance). 6. Developing aesthetic and artistic perception. Introduction of certain areas of art. 7. Development of expression and communication through the (dance) art, developing creativity and specific artistic skills. 					

	8. Methods of developing a sense for meter and simple rhythms with processing rhymes with movement, and creating a short choreography and performance - the story of the movement.					
Format of instruction	X lectures <input type="checkbox"/> seminars and workshops X exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The assessment is carried out continuously during the semester in the form of preliminary exams and the final score is given at the end of the semester.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Dopuđa, J. (1980), <i>Ritmičke igre kao osnov estetske kulture pokreta</i> , Svjetlost – Zavod za udžbenike i nastavna sredstva.			1		
	Geršak, V. (2006), <i>Stvaralački ples i pokret – cjeloviti odgojno-obrazovni pristup u vrtiću i osnovnoj školi</i> , Univerza na Primorskem, Pedagoška fakulteta Koper in Univerza v Ljubljani, Pedagoška fakulteta.			1		
	Ivanković, A. i Njirić, N. (1983), <i>Pokret i glazba za najmlađe</i> , Školska knjiga, Zagreb Remark: particular parts of these books will be translated in English			1		
Optional literature (at the time of submission of study programme proposal)	Dodi Malada, Ljerka Srhoj, Nebojša Zagorac (2006), <i>Morfological features and motor abilities effects in female dance structures</i> . <i>Fizička kultura</i> , Skopje, 34, br. 2, str 53-62.					
Quality assurance methods that ensure the acquisition of exit competences	The quality and success of the realization of the subject follows the student survey, the success of students, periodic independent external inspection of the program and the periodic internal review of the annual detailed school curriculum and testing procedures.					

Other (as the proposer wishes to add)	
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COURSE TITLE		PAINTING WITH PRESCHOOLERS					
Code	PRPI61	Year of study		3. / VI.			
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credits (ECTS)		4			
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				15		30	
Status of the course	elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	<p>Train students to work with painting and graphic techniques, the theoretical and practical level, in order to be able to apply their knowledge in working with children early and preschool age.</p> <p>Train students: for a creative approach in the choice of incentives for painting with children; Creative linking incentives and painting techniques in working with children; to work with gifted children and for children with disabilities</p>						
Course enrolment requirements and entry competences required for the course	<p>Entry competences: computer literacy.</p> <p>Prerequisites: taking the course in <i>Artistic Expression in Early and Preschool Education 2</i></p>						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> • Properly applied drawing, graphics and painting techniques • Define visual language • Spotting artistic elements in the natural environment • Interpret artistic language in practical work • Create artwork by default visual problem 						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Colure theory:</p> <ol style="list-style-type: none"> 1. The line - clearance and structural 2. Texture - drawing and painting 3. Colors - primary colors and secondary colors 4. Color - achromatic, the color spectrum 5. Color - mixing colors, warm colors 6. Color – cold colors, complementary colors 7. Contrast - achromatic contrast, contrast, color by color 8. Contrast - hot - cold contrast, complementary contrast 9. Drawing techniques - dry and wet 10. Graphic techniques - monotypes, collography and gratage 11. Painting techniques - pastel, watercolor 12. Painting techniques - tempera, collage 13. Combined techniques - drawing, painting, and graphic images 14. The rhythm - the rhythm of line, rhythm color 15. Re-composing – re-composing of children's art, assemblage 						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> practical training		<input type="checkbox"/> multimedia				
Student responsibilities	Attending lectures, practical work, written exam.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	0,5	Research		Practical training	2	
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		

<i>ECTS credits is equal to the ECTS value of the course)</i>	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In this subject is a written exam. The student is obliged to attend lectures and make all required practical work.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Alexander, H., Hamilton, M. (2014). <i>Child Introduction to Art: The World's Greatest Paintings and Sculptures</i>					
	Bowker, J., & Sawyers, J. (1988). Influence of exposure of preschoolers' art preferences. <i>Early Childhood Research Quarterly</i> , 3, 107-115.					
	Feeney, S., & Moravick, E. (1987). A thing of beauty: Aesthetic Development in young children. <i>Young Children</i> , 9, 6-15.					
	Rosenstiel, A.K., Morrison, P., Silverman, J., & Gardner, H. (1978). Critical judgment: A developmental study. <i>Journal of Aesthetic Education</i> , 12 (4), 95-107.					
	Sharp, P. (1976). Aesthetic responses in early education. <i>Art Education</i> , 29 (5), 25-29.					
	Taunton, M. (1982). Aesthetic responses of young children to the visual arts: A review of the literature. <i>Journal of Aesthetic Education</i> , 16, 93-109.					
	Taunton, M. (1983). Questioning strategies to encourage young children to talk about art. <i>Art Education</i> , 36 (4), 40-43.					
	Broudy, H. (1972). <i>Enlightened cherishing: An essay on aesthetic education</i> . Urbana, IL: University of Illinois Press.					
	Stoddard, S. (1990) <i>Looking, Talking, and Experiencing Art with Preschoolers</i> , Marilyn Zurmuehlen Working papers in Art Education Vol. 8. pp. 2-11					
Optional literature (at the time of submission of study programme proposal)	<p><i>Children's Book of Art Hardcover</i> (2009) by DK Publishing https://www.amazon.com/Childrens-Book-Art-DK-Publishing/dp/0756655110/ref=pd_sim_14_3?_encoding=UTF8&psc=1&refRID=00HKFA62SVJP3MXZCZGT#reader_075665Stoddard, S. (1990) Looking, Talking, and Experiencing Art with Preschoolers</p> <p>Painting with young children https://extension.psu.edu/programs/betterkidcare/early-care/tip-pages/all/painting-with-young-children <i>Painting Activities with Preschoolers</i> https://artfulparent.com/2014/08/painting-activities-for-preschoolers-favorites.html</p>					
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation of the course by anonymous survey, students' exam results and practical work results (portfolio of artwork).					

Other (as the proposer wishes to add)	
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COURSE TITLE		INCLUSIVE KINDERGARTEN				
Code	PRPI62	Year of study	3. / VI.			
Course teacher	Esmeralda Sunko, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers	Vedrana Vučković, Lecturer	Type of instruction (number of hours)	L	S	E	F
			30		15	+
Status of the course	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Training for development of inclusive curriculum and construction of partnership with parents/guardians of children with special needs.					
Course enrolment requirements and entry competences required for the course	Linguistic, computer and information literacy. Enrolled course: <i>Pedagogy of Children with Special Needs and Rights</i> .					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"> - To elaborate on paradigms within inclusive curriculum of education. - To distinguish authoritative and hierarchical educational paradigm from democratic and pluralistic one. - To apply adaptation of pedagogical approaches to children with special needs. - To analyse the ways of approaching the parents of children with special needs and rights. - To recognise special features of children with different developmental difficulties. 					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ul style="list-style-type: none"> - Pedagogy of children with special needs and rights in the system of pedagogical disciplines – the term, scope, objective and tasks (the Salamanka statement and Action framework). - Terminological determinations of segregation, integration and inclusion. - Disabled persons and children with special needs – key questions and features. - Basic pedagogical paradigms and education models of children with special needs. - The structure of inclusive educational process (starting and arriving sub-system). - The structure of inclusive educational process (transformational sub-system). - The structure of inclusive educational process (organisational and evaluative sub-system). - Inclusion of children with special needs and rights in Croatian system of education – concepts and models. - Inclusion of disabled adult persons in the system of education. - Inclusion of children with hearing, speech, vision problems in the system of education. - Inclusion of children with sensorimotor difficulties in the system of education. - Inclusion of children with intellectual disabilities in the system of education. - Inclusion of gifted children and children with behavioural problems in the system of education. - Cooperation and partnership with parents/guardians of children with special needs and disabled persons. <p>Seminar: Writing and presenting seminar essays aiming to elaborate on the topics addressed during lectures.</p> <p>Exercises:</p> <ul style="list-style-type: none"> - observing children with special needs and/or disabled persons in institutions with inclusive approach and institutions with segregated conditions. 					
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular attendance in class.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Dyson, A. i Millward A. (2000) <i>Schools and special needs: issues of innovation and inclusion</i> . London: Paul Chapman.					
	2. Freire, S., Cesar, M. (2003). Inclusive ideas/inclusive practices: How far is a dream from reality? Five comparative case studies. <i>European Journal of Special Needs Education</i> , 18 (3): 341-354.					
	National Registry of Evidence-based Programs and Practices. (2016a). <i>SAMHSA's National Registry of Evidence-based Programs and Practices: Intervention Summary—Incredible Years (IY)</i> . Available: http://legacy.nreppadmin.net/ViewIntervention.aspx?id=311 [March 2016].					
National Registry of Evidence-based Programs and Practices. (2016a). <i>SAMHSA's National Registry of Evidence-based Programs and Practices: Intervention Summary—Incredible Years (IY)</i> . Available: http://legacy.nreppadmin.net/ViewIntervention.aspx?id=311 [March 2016].						
Optional literature (at the time of submission of study programme proposal)	NSW Department of Education and Communities (2014). <i>Children with disability in inclusive early childhood, education and care</i> . Centre for education, statistics and evaluation, https://www.det.nsw.edu.au/media/downloads/our-services/children-and-you					
Quality assurance methods that ensure the	The quality and success of the realization of the subject follows the student questionnaire, the success of students in teaching college, periodic independent					

acquisition of exit competences	external program and periodic internal review of the annual detailed curriculum of the subject and testing procedures.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	PROFESSIONAL PRACTICE AT A TEACHING BASE					
Code	HZX008	Year of study	3 rd (undergraduate study programme)			
Course teacher	all teachers appointed to scientific-teaching grades who are involved in teaching	Credits (ECTS)	5			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
				30	40	80
Status of the course	elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	To introduce students to specific practical conditions at a teaching base and enable them to independently identify and solve simpler practical problems in a real work environment.					
Course enrolment requirements and entry competences required for the course	Students are eligible to apply to the competition for professional practice before the start of the third year of the undergraduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Learning outcomes:</p> <ol style="list-style-type: none"> applying the knowledge and skills acquired during undergraduate study programme which are required to independently identify and solve simpler concrete problems in a real work environment; preparing a professional practice report to explain the tasks performed; relevant documents should be attached to the report. <p>Individual learning outcomes - upon the completion of professional practice, students will be able to:</p> <ol style="list-style-type: none"> describe the structure of the selected teaching base; recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges; analyze concrete practical situations based on recent scientific sources; monitor, document, and evaluate processes at the teaching base; describe problems arising from specific work assignments at the teaching base and explain the procedures for solving them; document personal practice and evaluate it reflexively. 					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by the mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 working hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentors				

	<input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> other			
Student responsibilities	The student who enrolls in this course is obliged to follow the schedule as defined by the mentor from the teaching base. He/she is obliged to follow the mentor's instructions and diligently perform the assigned work tasks. Upon completion of the professional practice, the student must prepare the report on professional practice and publicly present the experiences gained.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Literature research	0,25	Practical training	3
	Experimental work		Report		Consultations with mentors	0,75
	Essay		Seminar essay		Data gathering	
	Tests		Oral exam		Report on professional practice	0,7
	Written exam		Project		Report defense	0,3
Grading and evaluating student work in class and at the final exam	<p>Professional practice is assessed descriptively by the mentors from the teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks.</p> <p>At the end of the practice, the mentor assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully completed the professional practice • The student has not successfully completed the professional practice. <p>In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.</p> <p>If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyzes the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully written and defended the professional practice report. • The student has not successfully written and defended the professional practice report. <p>If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing.</p> <p>Professional practice is considered to have been passed if the descriptive grades given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.</p>					
	Title			Number of copies	Availability via other media	

Required literature (available in the library and via other media)		in the library	
Optional literature	Specialist literature is defined by the mentor from the teaching base.		
Quality assurance methods that ensure the acquisition of exit competences	<p>Prior to professional practice at the teaching base, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the practice, documenting the process and writing the professional practice report.</p> <p>During professional practice, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split, the mentor from the teaching base and the student regularly discuss the process; the record is kept of the student's presence and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored.</p> <p>After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance.</p>		
Other (as the proposer wishes to add)	/		

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Poljičanka
Location of building	Poljička cesta 35
Year of completion	1991.
Total square area in m ²	4885,20 m ²

3.2. List of teachers and associate teachers

Course title	Course teacher and Associate teachers
Abused and Neglected Children	Esmeralda Sunko, PhD, Assistant Professor, Toni Maglica, PhD, Postdoctoral Researcher
Artistic Expression in Early and Preschool Education 1 and 2	Marija Brajčić, PhD, Assistant Professor, Mia Bogdan, Assistant
Basic Methodology of Pedagogical Research	Tonča Jukić, PhD, Associate Professor, Ante Grčić, Assistant
Basics of Kinesiology	Damir Jurko, PhD, Assistant Professor
Basics of Music Culture	Snježana Dobrota, PhD, Full Professor, Daniela Petrušić, Assistant
Basics of Natural Science and Mathematical Literacy	Irena Mišurac, PhD, Assistant Professor, Ivana Restović, PhD, Assistant Professor, Josipa Jurić, Assistant
Basics of Pedagogy	Branimir Mendeš, PhD, Assistant Professor, Ante Grčić, Assistant
Basics of Visual Arts	Dubravka Kuščević, PhD, Assistant Professor
Child and Puppet	Ivana Visković PhD, Assistant Professor
Child and Society	Branimir Mendeš, PhD, Assistant Professor, Toni Maglica, PhD, Postdoctoral Researcher
Children's Literature	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer
Computer Literacy	Lada Maleš, PhD, Senior Lecturer, Denis Jelaš, Lecturer
Croatian Language	Anđela Milinović-Hrga, PhD, Assistant Professor
Croatian Legends	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer
Croatian Musical Heritage	Marijo Krnić, MSc, Lecturer

Cultural Heritage in Croatia	Marija Brajčić, PhD, Assistant Professor
Dance and Creativity in Motion	Dodi Malada, PhD, Senior Lecturer
Dancing in Kindergarten	Dodi Malada, PhD, Senior Lecturer
Developmental Psychology 1	Ina Reić Ercegovac, PhD, Associate Professor , Bruno Barać, Assistant
Developmental Psychology 2	Goran Kardum, PhD, Full Professor , Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher, Bruno Barać, Assistant
Developmental Psychopathology	Ina Reić Ercegovac, PhD, Associate Professor , Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher, Bruno Barać, Assistant
Education for Human Rights	Esmeralda Sunko, PhD, Assistant Professor
Education for Peace and Tolerance	Branimir Mendeš, PhD, Assistant Professor
Education for Sustainable Development in Early Childhood	Vesna Kostović-Vranješ, PhD, Associate Professor
Educational Context of Children's Nurseries	Ivana Visković, PhD, Assistant Professor
English Language	Eldi Grubišić Pulišelić, PhD, Full Professor , Ivana Bojčić, Senior Language Instructor
Family Pedagogy	Maja Ljubetić, PhD, Full Professor , Toni Maglica, PhD, Postdoctoral Researcher, Ana Ribičić, Assistant
Gifted Children	Ina Reić Ercegovac, PhD, Associate Professor
Health care and care of Children Early and Preschool Age	Joško Markić, PhD, Assistant Professor and associates from the Department of Pediatrics, School of Medicine at University of Split
Holidays and Celebrations in Kindergartens	Branimir Mendeš, PhD, Assistant Professor
Inclusive Kindergarten	Esmeralda Sunko, PhD, Assistant Professor , Vedrana Vučković, Lecturer
Integrated Curriculum of Early and Preschool Education 1 and 2	Ivana Visković, PhD, Assistant Professor , Jelena Topić, Assistant
Integrated Curriculum of Early and Preschool Education 3	Branimir Mendeš, PhD, Assistant Professor , Mirjana Bakotić, Lecturer
Integrated Curriculum of Early and Preschool Education 4	Branimir Mendeš, PhD, Assistant Professor , Mirjana Bakotić, Lecturer, Ani Mrnjavac, M. A., Lecturer
Interactive Pedagogy	Branimir Mendeš, PhD, Assistant Professor
Interpretation of Fairy Tales	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer
Introduction to Literature	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer
Introduction to Puppetry and Theatre	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer , Silvana Stanić, Lecturer
Media Culture	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer

Methodology of Kinesiological Activities in Early and Preschool Education 1	Lidija Vlahović, PhD, Associate Professor
Methodology of Kinesiological Activities in Early and Preschool Education 2	Lidija Vlahović, PhD, Associate Professor, Bojan Babin, PhD, Assistant
Music in Early and Preschool Education 1	Snježana Dobrota, PhD, Full Professor
Music in Early and Preschool Education 2	Snježana Dobrota, PhD, Full Professor, Daniela Pertušić, Assistant
Music Practicum 1 and 2	Snježana Dobrota, PhD, Full Professor, Daniela Petrušić, Assistant
Musical Styles and Periods	Snježana Dobrota, PhD, Full Professor
Painting with Preschoolers	Marija Brajčić, PhD, Assistant Professor
Partnership between Family and Local Community	Maja Ljubetić, PhD, Full Professor, Toni Maglica, PhD, Postdoctoral Researcher, Ana Ribičić, Assistant
Pedagogical Communication	Sonja Kovačević, PhD, Full Professor, Antonela Mrsić, Assistant
Pedagogical Concepts and Approaches in Early and Preschool Education	Branimir Mendeš, PhD, Assistant Professor
Pedagogy of Children with Special Needs and Rights	Esmeralda Sunko, PhD, Assistant Professor
Pedagogy of Early and Preschool Education 1 and 2	Ivana Visković, PhD, Assistant Professor, Jelena Topić, Assistant
Philosophy of Education	Perislava Bešić Smlatić, Msc, Lecturer, Josip Guć, Assistant
Physical Education 1	Damir Jurko, PhD, Assistant Professor
Physical Education 2	Damir Jurko, PhD, Assistant Professor, Dodi Malada, PhD, Senior Lecturer
Professional practice at a teaching base	all teachers appointed to scientific-teaching grades who are involved in teaching
Psychology of Child's Drawings	Ina Reić Ercegovac, PhD, Associate Professor
Psychology of Early Learning	Andreja Bubić, PhD, Associate Professor, Bruno Barać, Assistant
Research in Educational Practice 1-5	Branimir Mendeš, PhD, Assistant Professor
Sociology of Education	Vlaho Kovačević, PhD, Assistant Professor, Krunoslav Malenica, Assistant
Traditional Stories for Children	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer
Transition of the Child from Kindergarten to Primary School	Ivana Visković, PhD, Assistant Professor

3.3. Optimal number of students

The optimal number is 40. This number meets the needs of the labour market in Split-Dalmatia, Šibenik-Knin and Dubrovnik-Neretva County.

3.4. Estimate of costs per student

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria the annual cost per student of the undergraduate study programme *Early and Preschool Education* is 24.000,00 Croatian kunas.

3.5. Plan of procedures of study programme quality assurance

<p>In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.</p>	
<p>Documentation on which the quality assurance system of the constituent part of the University is based:</p>	
<ul style="list-style-type: none"> • Regulations on the quality assurance system of the constituent part (enclose if existing) • Handbook on the quality assurance system of the constituent part (enclose if it exists) 	
<p>Description of procedures for evaluation of the quality of study programme implementation:</p> <ul style="list-style-type: none"> • For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation • If procedure is described in an attached document, name the document and the article. 	
Evaluation of the work of teachers and associates	Evaluation includes the implementation of anonymous student questionnaire organized by the University of Split. Questionnaires are conducted at the end of each semester and are computer-analysed. Students are informed regarding cumulative results.
Monitoring of grading and harmonization of grading with anticipated learning outcomes	
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Evaluation includes the implementation of anonymous questionnaire for the students organized by the University of Split. Questionnaires are conducted at the end of each semester and are computer-analysed. Students are informed regarding cumulative results.
Availability and evaluation of student support (mentorship, tutorship, advising)	Evaluation includes the implementation of anonymous questionnaire for the students organized by the Faculty. Questionnaires are conducted upon completion of BA/MA

	thesis and are computer-analysed. Students are informed regarding cumulative questionnaire results.
Monitoring of student pass/fail rate by course and study programme as a whole	
Student satisfaction with the programme as a whole	Evaluation includes the implementation of anonymous questionnaire for the students organized by the University of Split. Questionnaires are conducted at the end of each semester and are computer-analysed. Students are informed regarding cumulative results.
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	
Evaluation of student practical education (where this applies)	Evaluation includes the implementation of anonymous questionnaire for the students organized by the University of Split. Questionnaires are conducted at the end of each semester and are computer-analysed. Students are informed regarding cumulative results.
Other evaluation procedures carried out by the proposer	
Description of procedures for informing external parties on the study programme (students, employers, alums)	