UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE STUDY PROGRAMME

German Language and Literature (double-major)

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	**Faculty of Humanities and Social Sciences in Split**
Address	Poljička cesta 35, 21000 Split, Croatia
Phone	(021) 386 122, (021) 490 280; Dean's Office: (021) 384 144
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GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	Graduate university study programme *German Language and Literature* (double-major; teacher education)		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	N /A		
Type of study programme	Vocational study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☐	Graduate ☒	Integrated ☐
	Postgraduate ☐	Postgraduate specialist ☐	Graduate specialist ☐
Academic/vocational title earned at completion of study	*Master of Education (MEdu) in German Studies* (double-major; teacher education) mag.educ.philol.germ.		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The graduate study programme German Language and Literature at the Faculty of Humanities and Social Sciences, University of Split, educates experts in the humanities who will have knowledge and competences in the field of German language and linguistics, literature and teaching German. The need for these professionals has long been present in the contemporary job market, both within the local community and within the wider community. Students acquire general and specific, or specialist knowledge in the field of German studies. The completion of the graduate study programme *German Language and Literature* provides employment opportunities in primary and secondary schools, as well as in various foreign language schools. There is a constant need for teaching staff because of the great interest in teaching German in primary and secondary schools in Split-Dalmatia County, as well as in many foreign language schools. This need was increased by the introduction of a foreign language as a compulsory subject in the first grade of primary school and the introduction of learning a second foreign language in the fourth grade of primary school.

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

Possible partners outside the higher education system at the graduate study programme are elementary and secondary schools and foreign language schools in the area of Split-Dalmatia County, the Split-Dalmatia County, the Croatian Chamber of Economy, the Tourist Board of Split, various cultural institutions, as well as all institutions and legal entities related to tourism.

1.3. Compatibility with requirements of professional organizations

The graduate study programme at the Department of German Language and Literature is conceived in accordance with contemporary considerations of the structure of German studies. The study program is designed to enable students to develop existing and acquire new skills and competences in the field of German studies. The study program is designed in accordance with contemporary considerations of the organization of German studies: courses in German, linguistics, literature and foreign language acquisition are balanced, thus meeting the requirements of professional associations such as KDV (Der Kroatische Deutschlehrerverband - Croatian Society of German Teachers). The course syllabuses have been compiled according to contemporary sources and cover basic content from particular scientific disciplines as well as recent scientific knowledge. The forms of teaching and teaching techniques provided in the implementation of the study programme create the preconditions for the development of critical thinking and for stimulating creativity and professional development of students. The teachers are active members of relevant professional associations such as the SOEGV (Südosteuropäischer

Germanistenverband - Southeast European Germanist Association) MGV (Mitteleuropäischer Germanistenverband - Central European Germanist Association), KDV (Der Kroatische Deutschlehrerverband - Croatian Society of German Teachers), HDPL (Croatian Society for Applied Linguistics), etc.

1.4. Name possible partners outside the higher education system that expressed interest in the study programme

Possible partners outside the higher education system include institutions that have shown interest in the study and / or its start-up: elementary and secondary schools, foreign language schools, the County of Split-Dalmatia, Croatian Chamber of Commerce, the Tourist Board of Split, as well as various legal entities related to tourism.

1.5. Financing

The study programme is funded, like all other double-major study programs at the Faculty of Philosophy in Split, by the dedicated funds of the Ministry of Science, Education and Sports. DAAD (Deutscher Akademischer Austauschdienst), which finances foreign language editors and language assistants, has a special place in the spread of German in the world.

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

The study programme was created in accordance with European educational structures (ECTS system, study cycles, etc.). Programmes designed on the basis of the above mentioned principles are already in place at many other universities abroad as well as in Croatia.
The graduate study programme *German Language and Literature* is comparable to related studies at universities in the Republic of Croatia and in the European Union, which allows mobility, outgoing and incoming students.
The graduate study programme *German Language and Literature* is comparable to the graduate study programme of the Department of German Studies in Zadar (www.unizd.hr/njemacki) and study programme of the Department of German Studies of the University of Maribor, Slovenia (www.ff.um.si/oddelki/germanistika/).

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

The graduate study programme in German Language and Literature is open to student mobility with equivalent study programmes in Croatia and the EU via transfers within a given study year.
Within Croatia, such student mobility has been established with the University of Zagreb, University of Zadar, University of Rijeka and University of Osijek. Furthermore, students can achieve mobility with a number of universities abroad with which the Faculty has established mobility agreements.

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 Development Strategy of the Faculty of Humanities and Social Sciences, University of Split, as well as the Strategic document of the network of higher education institutions.

1.9. Current experiences in equivalent or similar study programmes

A similar double-major graduate programme, Italian Language and Literature (double-major; teacher education), as well as English Language and Literature (double-major; teacher education), was successfully implemented at the Faculty of Humanities and Social Sciences in Split.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Humanities/Philology/German Studies
Duration of the study programme	2 years (4 semesters)
The minimum number of ECTS required for completion of study	60 (120)
Enrolment requirements and admission procedure	BA degree in *German Language and Literature* or its equivalent (minimum of 180 ECTS points).

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

1. explain the basic concepts in the field of developmental psychology and the differences in theoretical approaches and research in educational psychology;

2. define basic concepts of educational sociology;

3. describe the basic aspects of the German language teaching approach;

4. evaluate students' achievements from a didactic perspective, i.e. observe and critically analyze different types of teaching;

5. apply theoretical and practical knowledge in teaching;

6. competently structure teaching lessons and properly define and formulate learning goals and outcomes;

7. critically evaluate and create assignments and exercises for each phase of work on the text in German;

8. explain the types and possibilities of applying different innovative media in German language teaching as well as the ability to compare distance learning programs and tools;

9. represent opinions and critically discuss experiences in teaching German;

10. develop communication and presentation skills in German;

11. develop the ability to critically understand relevant professional literature;

12. effectively apply the methods of the contemporary approach to foreign language teaching, which are oriented towards the development of communication competence;

13. identify difficulties in speech-language functioning and speech-language disorders;

14. explain the concept of linguistic awareness in terms of intercultural communication and pragmatics;

15. recognize trends in modern German from the point of view of linguistic criticism, linguistic change and linguistic variation;

16. actively and passively use vocabulary of different text types and current topics in German;

17. translate different types of texts in writing and orally, taking into account terminological and socio-cultural differences;

18. use appropriate linguistic terminology;

19. apply the knowledge of modern linguistics in the analysis of particular aspects of language;

20. use relevant professional and scientific literature;

21. competently discuss the research approaches used in the field of literature theory in German;

22. to represent and argue, verbally and in writing, their own opinions in interpreting works from German literature;

23. interpret literary texts in German;

24. discuss important German authors and their literary work in a socio-historical context;

25. to critically consider literary works in the context of teaching German as a foreign language;

26. to critically judge the history of German-speaking film;

27. to think critically about individual European films on the subject of German history and civilization;

28. to critically reflect on the works of Thomas, Heinrich and Klaus Mann in the context of socio-

historical, political, cultural and literary developments of the 20th century;

29. critically judge the women's literature in the context of German literature;

30. develop intercultural communication competences.

2.3.   Employment possibilities

After the completion of the graduate study programme in German Studies; teacher education, the *Master of Education (MEdu) in German Studies* will be able to work in primary and secondary schools and foreign language schools, as well as in publishing, media, tourism, scientific, cultural and economic institutions and in diplomatic missions.

2.4.   Possibilities of continuing studies at a higher level

Master of Education in German Studies can enroll in postgraduate doctoral studies in the field of humanities, philology, or in interdisciplinary linguistic, literary and cultural fields, and continue scientific research at universities in the country and abroad. He may also enroll in a relevant postgraduate specialist course.

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

The university graduate programme at the Faculty of Humanities and Social Sciences in Split can be enrolled by students who have completed an accredited undergraduate study of German language and literature. At enrollment, the student must have passed a minimum of 90 ECTS credits (or 180 ECTS credits).

2.6.   Structure of the study

The graduate study programme lasts for two years or four semesters. The study is a specialization in teacher education and is combined with other double-major graduate studies at the Faculty of Humanities and Social Sciences in Split. A total of 30 ECTS credits are earned in one year of study. All students may enroll in one elective course from another study program of the Faculty of Philosophy in Split during their studies. Students' obligations during their studies are determined by the syllabuses of individual subjects (see course descriptions), and their obligations to participate in classes and the rhythm of study and examination, as well as the size of groups for all teaching forms are determined by regulations of the Faculty of Humanities and Social Sciences in Split.

2.7.   Guiding and tutoring through the study system

Most of the courses are intended for work in small groups. Students are expected to consult course instructors regularly during office hours regarding the writing of their essays, presentations and exams. During the winter semester of their third year students choose their supervisor who will then supervise their research and the writing of their final thesis during the summer semester. There is one student representative for each academic year, and two students are representatives of the Department Council.

The Centre for Student Counselling has been opened at the Faculty of Humanities and Social Sciences since 2013. Departmental student representatives and the student office staff are

responsible for giving advice on student rights and duties. For all queries regarding the applications for Erasmus+ programme students and staff can contact the departmental Erasmus coordinator. The Head of Department is responsible for advice regarding the study programme.

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

All students may enroll in one course during their studies through elective courses offered at other study programs of the appropriate level at the Faculty 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 as well (name which language)

All coursework in German studies is conducted in German. Croatian is used only in courses which deal with translation from or translation into Croatian. General courses in Education Studies, taught outside the Department, which are mandatory for students enrolled in the Teacher Education specialization, are taught in Croatian.

2.10.　Criteria and conditions for transferring the ECTS credits

Students who have achieved more than 42 ECTS in a 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 German language and literature. 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

Final requirement for completion of study	Final thesis ☐ **Diploma thesis ☒**	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	Requirementss for registering an MA thesis: Successfully completed third (winter) semester of the second year. Requirements for registering an MA thesis defence: successfully completed fourth (summer) semester of the second year of graduate study programme and completion of all other enrolled courses (50ECTS; the course *Graduate thesis* carries 10 remaining ECTS).	
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	After successfully passing all the exams and obtaining a positive grade for the thesis by the supervisor, the student defends his/her thesis before a committee consisting of three members.	

2.12. List of mandatory and elective courses

List of courses						
Year of study: 1st						
Semester: 1st (winter)						
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		Language exercises: Oral communication skills			30		2
		Psychology of Nurture and Education*	30	30			2.5
		Sociology of Education*	30	30			2.5
		Speech fluency development	15	15			3
		Introduction to the didactics of literature	30	15			3
	Total						13
Elective		A history of German film	15	15			2
		Images of Germany in European film	15	15			2
	Students choose one elective course.						

Psychology of Nurture and Education and *Sociology of Education* are mandatory courses in double-major degree programme in teacher education specialization. Credits obtained for these courses are evenly distributed to both study programmes (2.5 credits for each course, 5 credits altogether).

List of courses						
Year of study: 1st						
Semester: 2nd (summer)						
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		Language exercises: Written communication skills			30		2
		German language teaching methods	15	15			3

		Didactics*	30	30			2.5
		Fundamentals of pedagogy*	30	30			2.5
		The Mann family- the works of a literary dynasty	15	15			3
	Total						13
Elective		Trends in contemporary German	15	15			2
		Discourse analysis	15	15			2
	Students choose one elective course.						

Didactics and *Fundamentals of pedagogy* are mandatory courses in double-major degree programme in teacher education specialization. Credits obtained for these courses are evenly distributed to both study programmes (2.5 credits for each course, 5 credits altogether).

List of courses							
Year of study: 2nd							
Semester: 1st							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		Language exercises: Translation			30		2
		The media in the German language teaching	15	15			3
		Rhythm, movement and drama in the methodological design of German language teaching	15	15			3
		Language-pragmatic theories in intercultural language teaching	30	15			4
	Total						12
Elective		Speech production models	30	15			3
		German women's literature of the 19th and 20th century	30	15			3
		Professional practice at a teaching base*	0	30	40	80	5
	Students choose one elective course.						

*Professional practice at a teaching base-the elective course can be enrolled in winter or summer semester. The course is not included in the ECTS credits for electives and is optional. Students can apply for a vocational internship contest and earn additional 5 ECTS upon completion of the course.

List of courses							
Year of study: 2nd							
Semester: 2nd (summer)							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory		Internship and school practice		30	60		5
		Diploma Thesis					10
	Total						15
Elective		*Professional practice at a teaching base**					5

*Professional practice at a teaching base-the elective course can be enrolled in winter or summer semester. The course is not included in the ECTS credits for electives and is optional. Students can apply for a vocational internship contest and earn additional 5 ECTS upon completion of the course.

2.13. Course description

NAME OF THE COURSE	LANGUAGE EXERCISES: WRITTEN COMMUNICATION SKILLS					
Code		Year of study	1st			
Course teacher	Silvija Ugrina, language instructor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to develop the writing skill in German.					
Course enrolment requirements and entry competences required for the course	Enrolment into the graduate study programme of German Language and Literature					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and completing the course students will be able to: - to compile, with appropriate linguistic style and register, a concise argumentation on familiar topics; - express their thoughts and ideas logically and thus make it easier for the recipient to understand the message; - apply actively the vocabulary processed; - apply actively the processed grammatical structures in written expression; - express complex topics in a clear, concise and structured manner; - apply the acquired knowledge in creating a unit and activities aimed at developing writing skills in foreign language teaching.					
Course content broken down in detail by weekly class schedule (syllabus)	The focus of teaching activities is on practicing written expression and broadening the knowledge (lexical and grammatical) necessary for free written communication: 1. Overview of forms of formal and informal writings (2 E) 2. Defining and analyzing different styles, and their functional differentiation (4 E) 3 Review of structural norms of particular genres, as well as exercises in selected genres (word play, creating text in a group, working on selected types of texts, etc.) (6 E) 4. Exercises on writing different types of texts (abstract, description, essay) and development of creativity in writing (6 E) 5. Writing motivation letter, application and CV (6 E) 6. Exercises on writing different types of informal correspondence from e-mails to sms (6 E)					
Format of instruction	☐ lectures ☐ seminars and workshops x exercises ☐ *on line* in entirety ☐ partial e-learning	x independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)				

	☐ field work					
Student responsibilities	Regular class attendance, active participation in class, writing homework and preparation for classes, passing the written 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		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is based on the continuous work during the term:active participation in class; writing homework (class attendance), as well as on the results of the written exam at the end of the term.					

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Bünting, Karl-Dieter, Axel Bitterlich und Ulrike Pospiech: Schreiben im Studium mit Erfolg, Ein Leitfaden, (2000), Cornelsen, Berlin		
	Esselborn-Krumbiegel, Helga: Von der Idee zum Text. Eine Einleitung zum wissenschftlichen Schreiben, (2002), Verlag Ferdinand Schöningh, Paderborn		

Optional literature (at the time of submission of study programme proposal)	Langenscheidts Großwörterbuch Deutsch als Fremdsprache; Christian Seiffert: Schreiben im Alltag und Beruf, (2009) Langenscheidt KG, Berlin und München
Quality assurance methods that ensure the acquisition of exit competences	- Keeping track of regular class attendance - Annual analysis of exam performance - Evaluation of students - Self-evaluation of the teacher
Other (as the proposer wishes to add)	Independent assignments primarily refer to work at home (preparation for class, writing homeworks).

NAME OF THE COURSE	RHYTHM, MOVEMENT AND DRAMA IN THE METHODOLOGICAL DESIGN OF GERMAN LANGUAGE TEACHING		
Code		Year of study	2nd
Course teacher	Eldi Grubišić Pulišelić, PhD (full professor) Gloria Vickov, PhD (associate professor)	Credits (ECTS)	3
Associate teachers	Irina Boban, assistant	Type of instruction (number of hours)	L: 15 S: 15
Status of the course	mandatory	Percentage of application of e-learning	0

COURSE DESCRIPTION	
Course objectives	To introduce students with the ability to implement different didactic methods including movement, music, rhythm in German language lessons with the aim of achieving better results at all levels of communication competence and presenting the topic from the perspective of neurolinguistics as well as from the perspective of foreign language didactics.
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: - describe the fundamental aspects of contemporary approach to foreign language teaching, including speech, rhythm and movement in early German language learning, with a focus on the development of communicative competence; - describe the neural basis of speech-language functioning and to identify elements of dysfunctional functioning; - explain the process of learning and language acquisition supported by activities that will activate the right and left brain hemisphere; -evaluate different learning methods that promote the natural acquisition of language by visual, kinesthetic and auditory expression; -describe theoretical exercises aimed at learning new words, proper pronunciation, listening perception and intonation in the German language; - explain the application of dramatic practices in German language teaching and the influence on the development of student communication competences, creativity and self-expression.

Course content broken down in detail by weekly class schedule (syllabus)	1. The connection of speech, music, rhythm and movement in early German language learning (1L + 1S). 2. Definitions of scientific terms: verbal and paraverbal communication (1L + 1S). 3. Definitions of concepts: Non-verbal behavior and nonverbal communication: gestures as body language (arms, legs, head, shoulders, body) and mimic as facial expressions (facial and eye movements) (1L + 1S). 4. Role of gestures and mimics in the child's language development. Integrity as a characteristic of children's learning / acquisition of language content (1L + 1S). 5. How do children learn foreign languages? Acquisition / Learning of Language Content (1L + 1S). 6. Levels of language acquisition (phonetic, phonological, morphological, syntactic, semantic, pragmatic and cultural) (1L + 1S) .7. The importance of developing positive emotions and motivation techniques (1L + 1S). 8. Functions of left and right hemispheres. The basics of speech-language functioning and disorders (1L + 1S). 9. The role of vocabulary in developing language skills in the process of learning German as a foreign language in early learning (listening, speaking, reading, writing) (1L + 1S) .10. Listening and Articulation Habits in Early Learning of a Foreign Language. Development of auditory perception associated with a proper articulation (1L + 1S) .11. Vocabulary activities and techniques for young learners. Logotype Exercises in Early Foreign Language Learning (1L + 1S) .12. German language teaching (1L + 1S) .13. Application of drama in German language teaching. The role of dramatic education and its position / realization in teaching (1L + 1S). 14. Development of student competences. Communication competence versus linguistic competence (1L + 1S). 15. Rehearsal and exam preparation (1L + 1S).

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Active participation in all activities: lectures, consultations, searching the literature, individual 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		Research		Practical training	
	Experimental work		Report		Individual work	2
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	2	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student	Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. At the end of the semester the grades are formed according to this scale:

work in class and at the final exam	50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic calendar.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Sambanis. M. (2013). Fremdsprachenunterricht und Neurowissenschaften. Narr Studienbücher. 2.Schiffler, L. (2002): Fremdsprachen effektiver lehren und lernen – Beide Gehirnhälften aktivieren, Dortmund: Auer.		
Optional literature (at the time of submission of study programme proposal)	1. Wilson, F.R. (1998): The Hand. How Its Use Shapes the Brain, Language and Human Culture, New York: Vintage Books. 2. Ashton-Hally, S. (2005). Drama: Engaging all Learning Styles. http://eprints.qut.edu.au/12261/1/12261a.pdf 3. DICE/Drama Improves Lisbon Key Competences in Education (2011.). http://www.dramanetwork.eu/file/Policy%20Paper%20long.pdf.		
Quality assurance methods that ensure the acquisition of exit competences	• Evaluation of results in accordance with the above learning outcomes • Feedback from students via surveys • Self-evaluation of teachers • Institutional and non-institutional evaluations		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		LANGUAGE EXERCISES: TRANSLATION				
Code		Year of study	2nd			
Course teacher	Silvija Ugrina, language instructor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives		The aim of the course is to develop the ability to effectively translate different types of texts (general and professional translations).				

Course enrolment requirements and entry competences required for the course	Enrolment into the second year of graduate study programme of German Language and Literature
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and completing the course students will /will be able to: - use actively and passively vocabulary of different text types and current topics in German; - use actively and passively grammatical structures of the German language; - translate different types of texts in writing and orally, taking into account terminological and socio-cultural differences; - be familiar with the translation of certain types of texts and justify their own translation decisions when translating; - explain the peculiarities of translating useful texts.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the specifics of different types of texts in the selected corpus in the context of translation (4 E) 2. Basic translation techniques using contrastive methods (2 E) 3. Using reference literature and the Internet when translating (2 E) 4. Translating thematic texts from fields of culture and society (6 E) 5. Translation of thematic texts from the field of politics (6 E) 6. Translation of thematic texts from different fields of science (6 E) 7. Interpreting exercises (4 E)
Format of instruction	☐ lectures ☐ seminars and workshops **x** exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work **x** independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Writing two translations (about 10,000 characters), regular class attendance, active participation in class, writing homework and preparation for classes, regular reading of authentic German and Croatian texts, media monitoring and passing the written 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		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is based on the continuous work during the term: active participation in class; writing homework (class attendance)**,** as well as on the results of the written exam at the end of the term.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Monolingual and bilingual dictionaries (eg. Anić et. al., Hrvatski enciklopedijski rječnik (2003), Novi liber;		

	Zagreb; Duden Deutsches Universalwörterbuch, Mannheim; etc.)		
	Hansen-Kokoruš, Renate i dr., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus, Zagreb		
	Duden: Der Duden in 12 Bändern. Band 9: Richtiges und gutes Deutsch, Mannheim		
Optional literature (at the time of submission of study programme proposal)	Articles from the Internet; Wahrig Fehlerfreies und gutes Deutsch, Bertelsmann Lexikon Institut 2003; Hall/Schreiner, Übungsgrammatik für Fortgeschrittene, (2001), Verlag für Deutsch.		
Quality assurance methods that ensure the acquisition of exit competences	• Keeping track of regular class attendance • Annual analysis of exam performance • Evaluation of students • Self-evaluation of the teacher		
Other (as the proposer wishes to add)	Independent assignments primarily refer to work at home (preparation for class, writing homeworks, written translations).		

NAME OF THE COURSE	GERMAN LANGUAGE TEACHING METHODS		
Code		Year of study	1st
Course teacher	Gloria Vickov, PhD (Associate Professor)	Credits (ECTS)	3
Associate teachers	Irina Boban, assistant	Type of instruction (number of hours)	L: 15, S: 15
Status of the course	mandatory	Percentage of application of e-learning	0

COURSE DESCRIPTION	
Course objectives	To introduce the students with the basic aspects of teaching methods of German as a foreign language and how to evaluate language competences; present appropriate teaching methods at different levels of language knowledge and with students of different ages; develop planning skills, systematically prepare and conduct the teaching lesson according to the didactic articulation model, determine the criteria for selecting the material for the target group.

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: - describe the fundamental approaches to foreign language teaching; - differentiate and analyze the processes of teaching language skills; - structure the lesson; - evaluate and create tasks and exercises for each individual phase of working with a text in German; - explain the functions of different roles of teachers in the teaching process; - develop the ability to critically understand the relevant professional literature; - advocate one's opinion and critically discuss the experiences obtained in the German language class.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction (1L+1S) 2. The concept of teachers in contemporary German language teaching. Class Interaction Analysis (Interaction Models, Teacher-Student Relationship) (1L+1S); 3. Styles and Teaching Strategies; free work, project teaching (1L+1S). 4. Relationship between traditional and modern approaches to learning and German language teaching with regard to the target group (1L+1S); 5. Developing receptive skills (listening and reading) and productive (speech and writing) (1L+1S); 6. Speech Communication in the Didactic Center. Teacher's speech. Student's speech (1L+1S). 7. Speech tasks aimed at developing fluent speech (1L+1S); 8. Media in Contemporary Foreign Language Teaching (1L+1S); 9. Lesson preparation (planning and determination of teaching objectives and tasks and the order of activities) (1L+1S); 10. The structure and dynamics of teaching class (selection, preparation and application of teaching materials and aids, selection of teaching methods and procedures, determination, selection of teaching style in accordance with the objectives of the classroom, class articulation) (1L+1S); 11. Assessment and creation of tasks based on linguistic material (1L+1S); 12. School textbooks and the role of textbooks as a core medium for learning German as a foreign language in elementary and high school (1L+1S); 13. Analysis of the textbook. Critical review of the choice of linguistic material (1L+1S); 14. Evaluation and self-evaluation of student's knowledge and skills (1L+1S); 15. Closing class. Outcome Analysis (1L+1S).					
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Teacher presentation, discussion, student presentation, work in groups					
Screening student work *(name the*	Class attendance		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		Individual work	2
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Oral and written assignments during the semester, oral exam.					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Blažević, N. (2007). Grundlagen der Didaktik und Methodik des Unterrichts Deutsch als Fremdsprache, Sveučilište u Rijeci. Rijeka.		

Optional literature (at the time of submission of study programme proposal)	1. Heyd, G. (1990). Deutsch lehren. Grundwissen für den Unterricht in Deutsch alsFremdsprache, Diesterweg, Frankfurt.
Quality assurance methods that ensure the acquisition of exit competences	• Evaluation of results in accordance with the above learning outcomes • Feedback from students via surveys • Self-evaluation of teachers • Institutional and non-institutional evaluations
Other (as the proposer wishes to add)	None.

NAME OF THE COURSE		SPEECH PRODUCTION MODELS		
Code		Year of study	2nd	
Course teacher	Mirjana M. Kovač, PhD (Associate Professor)	Credits (ECTS)	3	
Associate teachers	Iva Grubišić Ćurić, assistant	Type of instruction (number of hours)	L	S
			30	15
Status of the course	elective	Percentage of application of e-learning	0	
COURSE DESCRIPTION				
Course objectives	Obtaining a comprehensive view of a special psycho-linguistic field that includes theories of speech production that can be categorized into modular theories and theories of spreading activation; speech monitoring; occurrence and correction of speech errors as well as appropriate information repairs.			
Course enrolment requirements and entry competences required for the course	Students are enrolled into the fifth year of graduate German studies.			
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After successfully mastering the program, students will be able: - to compare theories of speech production that can be classified into modular and theories of spreading activation; - explain the three levels of speech production, that is, conceptualization, formulation, and articulation of speech; - describe the feedbacks that the speaker has to monitor the speech production, which ensure the effectiveness of communication and the self-correction and further enrichment of the propositional content of the utterance; - identify errors and self-corrections made in performance and identify whether the difficulty has occurred at the conceptualization level, at the level of formulation (lexical, syntactic, and morphological errors) or at the level of articulation; - to critically evaluate scientific literature in the field of psycholinguistics, especially theories related to speech production; - identify the reasons for the occurrence of speech disfluencies and explain them within the framework of the psycho-linguistic processes of speech planning and speech performance.			

Course content broken down in detail by weekly class schedule (syllabus)	1. Theories and Models of Speech Production (4L+2S) 2. The Modular Theory (2L+1S) 3. The Speech Model proposed by Levelt (2L+1S) 4. The Speech Production Model (Borden and Harris) (2L+1S) 5. Speech Production Model (Postma) (2L+1S) 6. Bilingual Speech Production Model (Kormos) (2L+2S) 7. Speech Monitoring and Self-repairs (2L+1S) 8. Activation Theory (2L+1S) 9. Classification of Errors in L2 (2L+1S) 10. Appropriate information repairs (AR) and Different Information repairs (DR) (2L+1S) 11. Lexical error repairs (2L+1S) 12. Grammatical error repairs. Repairs of Speech Errors (4L+2S). 13. Speech error research (2L)

Format of instruction	⊠ lectures ⊠ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ⊠ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Active participation in all activities: lectures, consultations, searching the literature, individual 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	0.5	Research		Practical training	
	Experimental work		Report		Individual work	1
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	1	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. At the end of the semester the grades are formed according to this scale: 50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic calendar.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Horga, D., and Liker, M. (2016). Artikulacijska fonetika. Ibis grafika d.o.o. (pp. 1-46)		

	Rickheit, G., Herrmann, Th. & Deutsch, W. (Eds.) (2002). Handbuch der Psycholinguistik. Berlin: de Gruyter.		
Optional literature (at the time of submission of study programme proposal)	1. Aguado, Karin. (2003). Mündliche Produktion in der Fremdsprache. Gunter Narr Verlag. 2. Kormos, Judit (2006). Speech production and Second language Acquisition. Lawrence Erlbaum Associates.		
Quality assurance methods that ensure the acquisition of exit competences	• Evaluation of results in accordance with the above learning outcomes • Feedback from students via surveys • Self-evaluation of teachers • Institutional and non-institutional evaluations		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	DISCOURSE ANALYSIS					
Code		Year of study		2nd		
Course teacher	Mirjana Matea Kovač, PhD (Associate professor)	Credits (ECTS)		4		
Associate teachers	Sandra Lukšić, PhD (Postdoctoral fellow)	Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	elective	Percentage of application of e-learning		0		
COURSE DESCRIPTION						
Course objectives	Introducing students to basic principles of discourse and critical discourse analysis, theoretical frameworks, methodology as well as to features of spoken and written texts.					
Course enrolment requirements and entry competences required for the course	Enrollment in the 5th year of graduate studies of German language and literature.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After having successfully completed the programme, the students will be able to: - assess which theoretical frameworks to apply when analyzing and interpreting particular texts or spoken discourse - understand the role of grammar, vocabulary and phonology in discourse analysis - understand and analyse the structure of different spoken and written texts (newspaper, political, advertising etc.) - apply appropriate meta-linguistic terminology when analysing texts of different genres.					

Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: the concept of discourse and historical overview (1L+1S) 2. The relationship between text and discourse and text, discourse and context (1L+1S) 3. Units of analysis (statement, sentence, clause, proposition, speech act, paragraph, text, discourse) (2L+2S) 4. Types of discourse (2L+2S) 5. Structure of discourse (1L+1S) 6. Conversation analysis by Schegloff (1L+1S) 7. Linguistic theory of markedness (Fleischmann) (1L+1S) 8. Critical discourse analysis (concept, starting points, represenatatives and thier strategies) (2L+2S) 9. Ideology and manipulation (1L+1S) 10. Political discourse (1L+1S) 11. Problems and perspectives (2L+2S)

Format of instruction	☐lectures **X**seminars and workshops ☐exercises ☐*on line*in entirety ☐partial e-learning ☐field work	**X** independent assignments ☐multimedia ☐laboratory ☐work with mentor ☐ (other)

Studentresponsibiliti es	Regular attendance, individual presentations, active participation in classes, praparation for exams, taking exams

Screening student work*(name the proportion of ECTS credits for eachactivity 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		Individual work	2
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students take two midterm exams and/or a written exam checking their theoretical knowledge. Students who successfully pass both midterm exams are exempt from taking a written exam. After passing the midterm or the written exam the student takes the oral exam. Grading is formed as follows: 88-100% - excellent (5) 75-87% - very good (4) 63-74% - good (3) 50-61% - sufficient (2) Midterm tests and exams are held at the times specified according to the calendar of exam periods in the current academic year.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Glovacki-Bernardi, Zrinjka. 2004. *O tekstu.* Zagreb: ŠK		
	Busse, Dietrich. 1992. *Textinterpretation. Sprachtheoretische Grundlagen einer explikativen Semantik.* Opladen.		
	Warnke, Ingo H. /Spitzmüller, Jürgen 2011a. *Diskurslinguistik. Eine Einführung inTheorien und Methoden der transtextuellen Sprachanalyse.* Berlin & Boston: de Gryter		

Optional literature (at the time of submission of study programme proposal)	1. Schiffrin, Deborah (Hg.). 2001. *The handbook of discourse analysis*. Blackwell 2. Wodak, Ruth / Meyer, Michael (Hg.). 2016. *Methods of Critical Discourse Studies*, 3rd edition. Los Angeles: Sage.		
Quality assurance methods that ensure the acquisition of exit competences	• Maintaining attendance records • Annual analysis of exam performance • Student survey aimed at teacher evaluation • Self-evaluation		
Other (as the proposer wishes to add)	None		

NAME OF THE COURSE	LANGUAGE EXERCISES: ORAL COMMUNICATION SKILLS				
Code		Year of study	1st		
Course teacher	Silvija Ugrina, language instructor	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
					30	
Status of the course	mandatory	Percentage of application of e-learning	0		
COURSE DESCRIPTION					
Course objectives	The aim of the course is to develop the speaking skill as a core competence of a foreign language teacher and to apply the acquired knowledge and skills in teaching German as a foreign language.				
Course enrolment requirements and entry competences required for the course	Enrolment into the graduate study programme of German Language and Literature.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and completing the course students will be able to: - consult independently different sources of knowledge in German for further training; - use actively and passively vocabulary of different text types and current topics in German; - use grammatical structures of the German language actively and passively; - analyze various thematically selected phenomena in the fields of culture and society, and discuss and think about them showing a high degree of linguistic / speech and pragmatic competence; - apply the acquired knowledge and skills in teaching German as a foreign language				
Course content broken down in detail by weekly class schedule (syllabus)	The focus of the teaching activities is on the development of oral expression and the enrichment of knowledge (lexical and grammatical) necessary for free oral communication: 1. Discussion on topics related to the German-speaking society, culture and sport based on texts from different magazines and newspaper articles (4 E) 2. Expressing opinions on topics from everyday life eg housing, food, etc. (4				

	E) 3 Analysis of posters, brochures, advertisements, etc. (4 E) 4. Expressing opinions on topics related to politics and economics based on texts from various magazines and newspaper articles (6 E) 5. Discussion on travel and topics related to tourism (4 E) 6. Discussion on Contemporary Literary Texts (4 E) 7. Discussion on current films (4 E)
Format of instruction	☐ lectures ☐ seminars and workshops x exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work x independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular class attendance, active participation in class, various group work and presentations, writing homework and preparation for classes**,** regular reading of authentic German texts, and passing the oral 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		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is based on the continuous work during the term:active participation in class; writing homework (class attendance)**,** as well as on the results of the assessment test and oral exam at the end of the term.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Various newspapers (Die Presse, FAZ, Süddeutsche Zeitung, Der Tagesspiegel, etc.)		
	Various magazines (Der Speigel, Stern, Focus, Bunte, etc,)		
	Brochures, posters, advertisements etc.		
	Duden: Der Duden in 12 Bändern. Band 9: Richtiges und gutes Deutsch, Mannheim		

Optional literature (at the time of submission of study programme proposal)	Depending on the topics covered. On supplementary literature instructs the teacher or students, on their own initiative, to look for other sources that will enable them to understand and master the material more easily.
Quality assurance methods that ensure the acquisition of exit competences	• Keeping track of regular class attendance • Annual analysis of exam performance • Evaluation of students • Self-evaluation of the teacher

Other (as the proposer wishes to add)	Independent assignments primarily refer to work at home (preparation for class, writing homeworks, independent research and processing of information on a given topic).

NAME OF THE COURSE		THE MEDIA IN THE GERMAN LANGUAGE TEACHING					
Code		Year of study	1st				
Course teacher	Eldi Grubišić Pulišelić, PhD (Full Professor)	Credits (ECTS)	3				
Associate teachers	Iva Grubišić Ćurić, 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	The aim of the course is to gain key vocational linguistic and digital competences and a range of applied competences, ie methodological and practical skills for dealing with communication, linguistic, literary, textual and cultural issues.						
Course enrolment requirements and entry competences required for the course	Enrolment into the fisrt year of the graduate programme of German Language and Literature.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending and completing the course, students will be able to: - explain the types and possibilities of applying different innovative media in German language teaching as well as know how to compare distance learning programs and tools - define the basis of the characteristics of (multi) medial and (multi) modal learning of the German language - explain and analyze morphological features using digital tools - explain and apply online foreign language learning tools - create self-tests online to test German language skills - process authentic German-speaking texts - improve online self-study techniques (use of monolingual and bilingual dictionaries, lexicons and encyclopedias and secondary literature) - evaluate different computer programs and websites for foreign language students and teachers - explain the ADDIE model for designing German language teaching content in e-directories and online knowledge assessment tests						
Course content broken down in detail by weekly class schedule (syllabus)	1. From traditional to modern media in German language teaching: types and roles of contemporary and digital media (1L + 1S) 2. Advantages and disadvantages of new media in teaching (1L + 1S) 3. Continuing design in an E-learning environment (1L + 1S) 4. Theories of multimodal and multimedia learning (1L + 1S) 5. Verbal and non-verbal (de)coding in the learning process with new media (1L + 1S) 6. Significance of Mono-bimodal web presentations in e-learning German (1L + 1S) 7. Development of software implementation in German Web environment (1L + 1S) 8. Communication and collaboration tools in (web)teaching (1L + 1S) 9. Designing						

	educational teaching materials (1L + 1S) 10. Improving the web freelance work (use of monolingual and bilingual dictionaries, lexicons and encyclopedias and secondary literature) (1L + 1S) 11. Criteria for evaluating teaching web materials (1L + 1S) 12. Creating online content: tools for knowledge assessment (1L + 1S) 13. ADDIE model for teaching content design (1L + 1S) 14. Evaluation of teaching materials (1L + 1S) 15. Practical creation of online questionnaires and tasks (TeamViewer, DOCS, Moodle, WebQuest, Hotpotateos) (1L + 1S)
Format of instruction	x lectures x seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work　　x independent assignments x multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Independent creation of online tasks (translations) and tests. Regular class attendance and preliminary preparation (given text, online assignments), active participation in class and taking tests / 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	1	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The grade is based on the written and oral exams, test and self-produced practical work along with active participation in class. Students are are obligated to attend classes regularly and they are *constantly* being assessed on their *knowledge* through discussions on planned topics at the seminars. The final grade is based on the following elements: active participation in seminars (30%), assessment of one test or written exam (30%), oral exam (20%) and practical work (20%).

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Herzig, B., Aßmann, S. (2009), *Mediendidaktik.-* Handbuch der Erziehungswissenschaft. Band III: Familie, Kindheit, Jugend, Gender, Umwelten. Hrsg. Gerhard Mertens, Ursula Frost, Winfried Böhm und Volker Ladenthin. Paderborn S. 893–912		https://www.researchgate.net/publication/269669941_Wie_wirksam_sind_digitale_Medien_im_Unterrich
	Niegemann, H, M. (2001),*Neue Lernmedien :Konzipieren, entwickeln, einsetzen*, Bern: Hans Huber Verlag		http://library.mpib-berlin.mpg.de/toc/z2007_872.pdf
	Blömeke, S. (2003), Lehren und Lernen mit neuen Medien - Forschungsstand und		https://www.pedocs.de/volltext

	Forschungsperspektiven, In: *Unterrichtswissenschaft Zeitschrift für Lernforschung* 31. Jahrgang, Heft 1, S. 57-82		e/2013/6773/pdf/UnterWiss_2003_1_Bloemeke_Lehren_Lernen.pdf
Optional literature (at the time of submission of study programme proposal)	1. Elgun, M. (2012), *Medien Im Deutschunterricht - Führt der Einsatz von Medien im Deutschunterricht zur Steigerung der Lernmotivation*?, GRIN Publishing, München 2. Kurzrock, T. (2003), *Neue Medien und Deutschdidaktik. Eine empirische Studie zu Mündlichkeit und Schriftlichkeit*. Tübingen: Niemeyer,(Reihe Germanistische Linguistik 239). – ISBN 3-484-31239-4. 335 Seiten, 3. Schaumburg, H. (2003), *Konstruktivistischer Unterricht mit Laptops? Eine Fallstudie zum Einfluss mobiler Computer auf die Methodik des Unterrichts*. Dissertation. Freie Universität Berlin. Berlin. 4. Herzig, B. (2004), *Medienpädagogische Kompetenz*. Handbuch Lehrerbildung. Hrsg. Sigrid Blömeke, Peter Reinhold, Gerhard Tulodziecki und Johannes Wild. Bad Heilbrunn S. 578–594.		
Quality assurance methods that ensure the acquisition of exit competences	• Keeping track of regular class attendance • Annual analysis of exam performance • Evaluation of students • Self-evaluation of the teacher		
Other (as the proposer wishes to add)	No.		

NAME OF THE COURSE	TRENDS IN CONTEMPORARY GERMAN				
Code		Year of study	2nd		
Course teacher	Mirjana Matea Kovač, PhD (Associate professor)	Credits (ECTS)	4		
Associate teachers	Sandra Lukšić, PhD (Postdoctoral fellow)	Type of instruction (number of hours)	L	S	E	F
			15	15		
Status of the course	elective	Percentage of application of e-learning	0		
COURSE DESCRIPTION					

Course objectives	Introducing students to current discussion about trends in contemporary German language from the aspect of critique of language, linguistic change and language variation. Introducing the processes of individualization, differentiation and simplification of language that occur due to different extralinguistic influences, such as advances in science, historical and political events, changes in communication techniques, internationalization and globalisation in the fields of politics, economy, science and culture.					
Course enrolment requirements and entry competences required for the course	Enrollment in the 2nd year of graduate studies of German language and literature.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After having successfully completed the programme, students will: - get acquainted with the distinctive features of language varieties with an emphasis on the development of different sociolects: written sociolects (*Fachsprache*, *Verwaltungsdeutsch*) and spoken sociolects (languages of different subcultural groups, *Jugendsprache* and *Szenensprache*) → reasons for their development and function of use - get to know and describe historical events and factors which influenced the development of language from 1945 to the present - identify the pragmatic properties of anglicisms in contemporary German (pragmatic widening, differentiation and/or suppression) - individually present some new trends in contemporary German since the mid 90s, such as the so called *Kiezdeutsch*, which developed as a contact language - explain the potential problems and threats of the linguistic change to standard German language in terms of critique of language					
Course content broken down in detail by weekly class schedule (syllabus)	1. Defining the processes of individualization, differentiation and simplification of language and their examples (2L+2S) 2. Factors affecting the described processes: a historical overview (aftermath of the WW II, the fall of the Berlin Wall and the unification of Germany, the migrant wave) and the influence of contemporary media (2L+2S) 3. Development of sociolects and segmentation of social groups ((2L+2S) 4. The development od teenage slang (Germ*. Jugendsprache*), causes and functions (2L+2S) 5. Features of teenage slang: changes in meaning and the emerging of neologisms (1l+1S) 6. Features of teenage slang: creative word games, loanwords and accumulation of superlatives (1L+1S) 7. Anglicisms: definition and functions of pragmatic widening, differentiation and suppression (2L+2S) 8. *Kiezdeutsch* – wrong German or a new dialect? (1L+1S) 9. Other trends and assessment(1L+1S) 10. The collapse of language (1L+1S)					
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Regular attendance, previous preparation of the given text, active participation in classes, preparation for exams and taking exams.					
Screening student work *(name the proportion of ECTS credits for each*	Class attendance		Research		Practical training	
	Experimental work		Report		Individual work	2

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	2	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students take two midterm exams and/or a written exam checkin their theoretical knowledge. Students who successfully pass both midterm exams are exempt from taking a written exam. After passing the midterm or the written exam the student takes an oral exam. Grading is formed as follows: 80-100% - excellent (5) 75-87% - very good (4) 63-74% - good (3) 50-61% - sufficient Midterm tests and exams are held at the times specified according to the calendar of exam taking periods in the current academic year.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Moraldo, Sandro M./Soffritti, Marcello (Hrsg.). 2004. Deutschaktuell. Einführung in die Tendenzen der deutschen Gegenwartssprache. Rom: Carocci.		
	Stedje, Astrid. 2004. Deutsche Sprache gestern und heute. Einführung in Sprachgeschichte und Sprachkunde. München.		

Optional literature (at the time of submission of study programme proposal)	1. Kühnhold, Ingeburg/Prell, Heinz-Peter. Deutsche Wortbildung. Typen und Tendenzen in der Gegenwartssprache. Düsseldorf: Schwann.
Quality assurance methods that ensure the acquisition of exit competences	• Maintaining attendance records • Annual analysis of exam performance • Student survey aimed at teacher evaluation • Self-evaluation
Other (as the proposer wishes to add)	None

NAME OF THE COURSE	SPEECH FLUENCY DEVELOPMENT		
Code		Year of study	1st
Course teacher	Mirjana M. Kovač, PhD (Associate Professor)	Credits (ECTS)	3

Associate teachers	Iva Grubišić Ćurić, assistant	Type of instruction (number of hours)	L	S
			15	15
Status of the course	elective	Percentage of application of e-learning	0	

COURSE DESCRIPTION				

Course objectives	▪ Obtaining a comprehensive view of the concept of fluency and mastering the ways of fluent speech development through the implementation of speech tasks in the context of teaching activities.
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: - to provide the basic definitions of speech fluency and the variables of analyzing fluency in the narrow sense, which can be explained and described by the psycho-linguistic aspects of speech production; - identify the reasons for the occurrence of speech disfluency and explain them within the framework of psycholinguistic processes of speech planning and speech performance; - to explain the difference between fluency as a phenomenon of performance and the consequence of the effective and unproblematic processing of psycho-linguistic speech planning and speech performance from other elements that include linguistic knowledge; - to recognize the importance of systematic teaching of discourse markers and formulaic sequences as key factors in developing fluency in a foreign language.
Course content broken down in detail by weekly class schedule (syllabus)	1. Fluency Definition (1L + 1S) 2. Speech Performance Variables in Applied Linguistics (1PL+ 1S) 3. Utterance Fluency (1L + 1S) 4. Cognitive Fluency (1L + 1S) 5. Perceptual Fluency (1L + 1S) 6. Fluency and Speech Rate (1L + 1S) 7. Silent and Filled pauses (1L + 1S) 8. Breakdown Fluency (1L + 1S) 9. Formulaic language as a Speech Fluency Measurement Variable (1L + 1S) 10. Discourse Markers (1L + 1S) 11. Non-lexicalized Pauses (1L + 1S) 12. Fluency on a higher proficiency level. Targeted Fluency Development (2PL+ 2S) 13. Communicative Tasks within Levelt's Model of Speech Production. Planning and repetition of Tasks. Speech Errors. Fluency Research (2L + 2S).
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Active participation in all activities: lectures, consultations, searching the literature, individual 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		Research		Practical training	
	Experimental work		Report		Individual work	2
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	2	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students are required to pass two midterm exams or a final exam covering the contents of the course. Students who obtain passing grades on the midterm exams do not take the final exam. The written exam is followed by an oral exam. At the end of the semester the grades are formed according to this scale: 50% - 61% - sufficient (2), 62% - 74%- good (3), 75% - 87% - very good (4), 88% - 100% - excellent (5). The midterm exams and final exams are held in accordance with the academic calendar.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Reitbrecht, Sandra (2017). Häsitationsphänomene in der Fremdsprache Deutsch und ihre Bedeutung für die Sprechwirkung. (Schriften zur Sprechwissenschaft und Phonetik 10). Frank & Timme Berlin.		

Optional literature (at the time of submission of study programme proposal)	1. Aguado, Karin. (2003). Mündliche Produktion in der Fremdsprache. Gunter Narr Verlag. 2. Götz, Sandra (2013): Fluency in Native and Nonnative English Speech. Amsterdam and Philadelphia: John Benjamins.

Quality assurance methods that ensure the acquisition of exit competences	• Evaluation of results in accordance with the above learning outcomes • Feedback from students via surveys • Self-evaluation of teachers • Institutional and non-institutional evaluations

Other (as the proposer wishes to add)	None.

NAME OF THE COURSE	LANGUAGE-PRAGMATIC THEORIES IN INTERCULTURAL LANGUAGE TEACHING		
Code		Year of study	2nd
Course teacher	Mirela Müller, PhD (Assistant professor)	Credits (ECTS)	4
Associate teachers	Sandra Lukšić, PhD (Postdoctoral fellow)	Type of instruction (number of hours)	L: 30 / S: 15
Status of the course	mandatory	Percentage of application of e-learning	0

COURSE DESCRIPTION	
Course objectives	The objective of the course is to equip students with the basic knowledge of linguistic theories that are present in communication practice, as well as to develop their awareness of the intercultural approach and its impact on language teaching methodology.
Course enrolment requirements and entry competences required for the course	Students are enrolled into the second year of graduate German studies.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After successfully mastering the program, students will be able: - define and explain types of linguistic-pragmatic theories - define different approaches to intercultural pragmatics - explain the concept of linguistic awareness in terms of intercultural communication and pragmatics - meaningfully link the integrated didactic approach with the methodology of teaching a foreign language - explain the importance of intercultural communication in relation to the outcomes of the European dimension of education - explain and independently apply intercultural semantic analysis on practical examples - independently evaluate different units of intercultural education in second / foreign language learning - independently (re) design foreign language teaching exercises in terms of linguistic-pragmatic theories and intercultural competence

Course content broken down in detail by weekly class schedule (syllabus)	1. Communication theories (2L + 1S) 2. General theoretical starting points in the analysis of language-pragmatic approaches to language learning (2L + 1S) 3. Socioculturally oriented theories of language acquisition (2L + 1S) 4. Significance of the Luhmann and Habermas approach in defining the intercultural education (2L + 1S) 5. Concepts of linguistic awareness: advantages and disadvantages (2L + 1S) 6. Significance of an integrated didactic approach (2L + 1S) 7. Introduction to analyzes of intercultural-structural pragmatics (2L + S) 8. Problems of mastering intercultural language learning (2L + 1S) 9. Problems of Identifying and defining (inter) communication competence (2L + 1S) 10. Recommendations of the European Council for Intercultural Foreign / Second Language Learning (2L + 1S) 11. Communication immersion methods in foreign language didactics (2L + 1S) 12. Introduction to research on intercultural strategies for foreign language learning Stuart & Hall's En / Decoding Model in Communication Competence (4L + 2S) 13. Foreign practice examples (from the University of Mannheim and Fulde): a teaching transformation of foreign language exercises in terms of linguistic-pragmatic theories and aspects of intercultural competence (4L + 2S).

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☒ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Independent creation of online tasks (translations) and tests. Regular class attendance and preliminary preparation (text, online assignments), active participation in class preparation for exams and mid-term 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	1	Research		Practical training	1
	Experimental work		Report		Individual work	
	Essay		Seminar essay		(Other)	
	Midterm exam		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The grade is formed on the basis of written, oral examination, midterm exam and self-produced practical work in addition to teaching activities. Students are required to attend classes regularly and their knowledge is continuously tested through discussions on specific topics at seminars. The final grade is derived from the following elements: active participation in seminars (30%), a grade based on a midterm examination or written examination (30%), oral examination (20%) and practical work (20%).

Required literature (available in the	**Title**	**Number of copies in the library**	**Availability via other media**

library and via other media)	Ernst, P. (2002): Pragmalinguistik. Grundlagen, Anwendungen, Probleme. Berlin, New York: de Gruyter.		https://www.researchgate.net/publication/269669941_Wie_wirksam_sind_digitale_Medien_im_Unterricht
	Straub, J., Weidemann, A., Weidemann, D. (2007), Handbuch interkulturelle Kommunikation und Kompetenz: Grundbegriffe, Verlag J.B. Metzler, Stuttgart		https://books.google.hr/books?id=M-1FDwAAQBAJ&pg=PA131&lpg=PA131&dq=sprachpragmatische+theorien+in+der+interkulturelle+sprache&source
	Habermans, J. (1981), Theorie des kommunikativen Handelns, 2. Bd., Frankfurt/M:Suhrkamp		https://scholar.google.com/scholar_lookup?title=Theorie%20des%20kommunikativen%20Handelns&author=J.%20Habermas&publication_year=1981
Optional literature (at the time of submission of study programme proposal)	1.Blank, S. (2006), Verständigung und Versprechen: Sozialität bei Habermas und Derrida, Verlag GmbH, Bielefeld 2.Hall, S. (1999), Die zwei Paradigmen der Cultural Studies, in Wiederspenstige Kulture, Cultiral Studies als Herasforderung, Frankfurt, Suhrkamp, S. 13-43 3.Krueger, H. P., (1987)., Grenzen der "Theorie des kommunikativen Handelns" von Jürgen Habermas für die Begründung einer Theorie der Wissenschaftsentwicklung. In: Kritische Studien zu bürgerlichen Wissenschaftskonzeptionen. S. 339-390., Berlin. 4.Putnam, H. (1995), Pragmatismus. Eine offene Frage. Frankfurt, Campus		
Quality assurance methods that ensure the acquisition of exit competences	• Maintaining attendance records • Annual analysis of exam performance • Student survey aimed at teacher evaluation • Teacher self-evaluation		
Other (as the proposer wishes to add)	None.		

NAME OF THE COURSE	IMAGES OF GERMANY IN EUROPEAN FILM					
Code		Year of study	1st			
Course teacher	Marijana Erstić, PhD (Associate 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	The aim of the course is to deal with different images of Germany in European film history. The historical / historiographical values of each film will also be analysed.					
Course enrolment requirements and entry competences required for the course	Enrolled in the first year of graduate study of German language and literature.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course, students will be able to: - think critically about individual European films on the subject of German history and civilization, and in the context of the socio-historical, political and cultural developments of the 20th century; - competently discuss the characteristics of filmmaking by selected filmmakers - make critical judgments about the historical, artistic and film value of selected film works - discuss the specifics of the origin of particular film works - explain the elements of individual film epochs and place them in the context of European cinema - explain the features of basic film theories (Gilles Deleuze)					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction (1L + 1S), 2. Who is Jean Renoir? (1L + 1S), 3. *La Grande Illusion* film, F 1937, dir. Jean Renoir (1L + 1S), 4. *La Grande Illusion* - film analysis (1L + 1S), 5. What is neorealism? (1L + 1S), 6. *Germania, anno zero*, film, I 1948, dir. Roberto Rossellini (1L + 1S), 7. *Germania, anno zero* - film analysis (1L + 1S), 8. *La caduta degli dei*, I 1969, dir. Luchino Visconti (1P + 1S), 9. Analysis of *La caduta degli dei* (1I + 1S), 10. Auschwitz in text and film (1L + 1S), 11. *La vita è bella*, I 1997, dir. Roberto Benigni (1L + 1S), 12. Analysis of *La vita è bella* (1L + 1S), 13. Film *The Pianist*, F / GB / D / PL 2002, dir. Roman Polanski (1L + 1S), 14. Analysis of *The Pianist* (1P + 1S), 15. Current images of Germany in European film (1L + 1S)					
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)				

Student responsibilities	Regular attendance and preliminary preparation (default text), active participation in classes (discussions, analysis of text), preparation for and passing the midterm / 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		(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	Students are required to attend classes regularly and their knowledge is continuously tested through discussions on specific topics at seminars. The final grade is derived from the following elements: active participation in seminars (30%), grades from two exams or written examination (40%), oral examination (30%).

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Nowel-Smith, Geoffrey: *Geschichte des internationalen Films*. Stuttgart. Metzler 1998.		

Optional literature (at the time of submission of study programme proposal)	Deleuze, Gilles: *Kino I. Das Bewegungs-Bild*. Frankfurt a.M.: Suhrkamp 1997. Deleuze, Gilles: *Kino II. Das Zeit-Bild*. Frankfurt a.M.: Suhrkamp 1997. Erstić, Marijana: „Das Jahr Null irgendwo in Berlin. Denken und Pathos bei Morin, Rossellini, Lamprecht, Kluge". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft,* ISSN 1867-7762 (forthcoming). Erstić, Marijana: „Exerzitium Mentale. Ein Vergleich von Stefan Zweigs ‚Schachnovelle' und Roman Polanskis Film ‚Der Pianist' im Lichte der Gedächtnisphilosophie Henri Bergsons". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft*. 3 (2011), 2, 299-314 (PDF). Erstić, Marijana: *Kristalliner Verfall. Luchino Viscontis (Familien-)Bilder al di là della fissità del quadro*. Heidelberg: Winter 2008 (PDF). Erstić, Marijana: „Zwischen ‚fingere sempre di avere capito' und ‚belle nuit d'amour': Theatralität und Improvisation in Roberto Benignis Film ‚La vita è bella'".Michael Lommel/Isabel Maurer Queipo/Nanette Rißler-Pipka (Hrsg.): *Theater und Schaulust im aktuellen Film*. Bielefeld: Transcript 2004, 33-53 (PDF). Theweleit, Klaus: *Deutschlandfilme. Godard, Hitchcock, Pasolini. Filmdenken und Gewalt*. Frankfurt a.M.: Stroemfeld-Roter Stern 2003.

Quality assurance methods that ensure the acquisition of exit competences	• Keeping attendance records. • Annual analysis of exam performance. • Student survey aimed at teacher evaluation. • Self-evaluation of teachers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		GERMAN WOMEN'S LITERATURE OF THE 19TH AND 20TH CENTURY				
Code		Year of study	2nd			
Course teacher	Eldi Grubišić Pulišelić, 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	The aim of the course is to get acquainted with literary works of German female authors of the 19th and 20th century. Apart from the works of the classic literature, works belonging to the so-called popular literature, will also be analyzed.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - to critically judge the so-called women's literature within the German literature in the context of socio-historical, political, cultural and literary events of the 19th and 20th centuries - competently discuss the characteristics of literary creativity of selected authors - to critically judge the artistic and literary value of selected literary works - discuss the specifics of the emergence of women's literature - explain feminist and post-feminist literary theories					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the concept and issue of women's literature (2 L) 2. Historical account of the social position of women (2 L) 3. Anthropological texts on women in the 19th century and the beginning of the fight for equality of women (2 L) 4. Feminist and post-feminist literary theories (2 L) 5. 19th century authors: Bettina von Arnim, Annette von Droste-Hülshoff, Fanny Lewald, Louise Aston, Marie von Ebner-Eschenbach (2 L + 2 S) 6. 19th century travel writers: Ida von Hahn Hahn, Ida Pfeiffer (4 L + 2 S) 7. Trivial literature: Eugenie Marlitt, Hedwig Courths-Mahler, Wilhelmine Heimburg (4 L + 2 S) 8. Authors at the turn of the century: Vicki Baum, Gabriele Reuter, Franziska Reventlow, Richarda Huch (4 L + 2 S) 9. 20th century authors: Marie Luise Kaschnitz, Ingeborg Bachmann, Christa Wolf (4 L + 3 S) 10. Contemporary authors: Monika Maron, Elfriede Jelinek, Herta Müller, Juli Zeh, Emine Sevgi Özdamar (4 L + 4 S)					
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)				
Student responsibilities	Regular attendance and preliminary preparation (default text), active participation in classes (discussions, analysis of text), preparation for and passing the midterm / 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	1	Research		Practical training	
	Experimental work		Report		(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	Students are required to attend classes regularly and their knowledge is continuously tested through discussions on specific topics at seminars. The final grade is derived from the following elements: active participation in seminars (30%), grades from two exams or written examination (40%), oral examination (30%).

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Brinker-Gabler, Gisela (ur.): Deutsche Literatur von Frauen (19. und 20. Jahrhundert). Beck, München 1988.		
	Schößler, Franziska: Einführung in die Gender Studies. Akademie Verlag, Berlin 2008.		
	Benthien, Claudia / Stephan, Inge (Hrsg.): Meisterwerke: deutschsprachige Autorinnen im 20. Jahrhundert. Böhlau, Köln [u.a.] 2005.		
	A selection of literary works (students choose literary works according to given instructions)		

Optional literature (at the time of submission of study programme proposal)	Gnüg, Hiltrud / Möhrmann, Renate: Frauen Literatur Geschichte: Schreibende Frauen vom Mittelalter bis zur Gegenwart. Suhrkamp Verlag, Berlin 2002. Bovenschen, Silvia: Die imaginierte Weiblichkeit. Exemplarische Untersuchungen zu kulturgeschichtlichen und literarischen Präsentationsformen des Weiblichen. Edition Suhrkamp, Frankfurt/M. 2003. Catani, Stephanie: Das fiktive Geschlecht. Weiblichkeit in anthropologischen Entwürfen und literarischen Texten zwischen 1885 und 1925. Königshausen und Neumann, Würzburg 2005.
Quality assurance methods that ensure the acquisition of exit competences	• Keeping attendance records. • Annual analysis of exam performance. • Student survey aimed at teacher evaluation. • Self-evaluation of teachers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	DIDACTICS					
Code	XZX002		Year of study	1st		
Course teacher	Morana Koludrović, Ph.D, (Assistant Professor)		Credits (ECTS)	5		
Associate teachers	Joško Barbir, assistant		Type of instruction (number of hours)	L	S	E	F
				30	30	0	0
Status of the course	mandatory		Percentage of application of e-learning	0%		
COURSE DESCRIPTION						
Course objectives	Course objectives are to introduce students with the concept of didactics; to learn about the theoretical and methodological grounding of didactics and about basic didactic terms; to learn about didactic systems of education and teaching with a critical and creative attitude to didactic theory and practice; to get acquainted with the process of planning and programming teaching process and to be able to create the teaching curriculum; to get acquainted with the theory of curriculum; to get acquainted with the elements of teaching situations and other educational situations; to learn about the communication processes in the classroom; to get acquainted with the elements that affect the educational atmosphere; to be able to transfer and interference of knowledge of didactics on different situations of teaching and educational process; to motivate students for research in the field of didactics and the teaching profession.					
Course enrolment requirements and entry competences required for the course	-					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: - Identify didactics as a pedagogical discipline and analyze its relationship to other disciplines - Identify and explain the relationship between didactics and methodics - Identify the causal relationship between the various didactic phenomena - Identify different didactic theories, trends, models and systems - Distinguish types of teaching styles and explain their impact on the teaching process - List and describe the elements of the teaching process - Properly define and formulate the objectives and learning outcomes - Describe the phases, approaches and aspects of the planning and programming of the teaching process - Prepare and analyze the teaching curriculum - Explain the stages of the teaching process - Describe the articulation of learning and teaching - Distinguish the didactic principles, methods, social forms and media in the process of teaching and learning - Create and analyze materials for teaching process - Define and analyze the concept of educational ecology					
Course content broken down in detail by weekly class schedule (syllabus)	1. Scientific, practical, methodological and epistemological merits of the didactics (2P + 2S) 2. The basic didactic concepts and training system (2L + 2S) 3. Didactic theories, trends, models and systems (2L + 2S) 4. Educational and teaching situations (2L + 2S) 5. Education and teaching (goals, outcomes and activities; Bloom's Taxonomy) (2L + 2S) 6. Analyzing and creating the curriculum (4L + 2S)					

	7. Planning and programming teaching classes (2L + 4S) 8. The National Curriculum Framework and various strategies of education (2L + 2S) 9. Educational Standards (2L + 2S) 10. Theories about the selection and structuring of teaching content (2L + 2S) 11. Didactic cycle and its stages (preparation, implementation and evaluation of teaching and education) (4L + 2S) 12. The articulation of the situation of learning and teaching (2L + 2S) 13. Communication processes in teaching (2L + 2S)
Format of instruction	☑lectures ☑seminars and workshops ☑exercises ☐*on line*in entirety ☐partial e-learning ☐field work ☑independent assignments ☐multimedia ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	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.

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	0,5	Practical training	
	Experimental work		Report		Didactic exercise	1,5
	Essay		Seminar essay		Class participation	0,5
	Tests		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Examination success, the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Bognar, L., Matijević, M. (2002). Didaktika. Zagreb: Školska knjiga. (selected chapters)	3	-
	Mušanović, M., Vasilj, M. Kovačević, S. (2010). Vježbe iz didaktike. Rijeka: HFD.	no	e-form
	Previšić, V. (Ed.) (2007). Kurikulum: Teorije – Metodologija – Sadržaj – Struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu: Školska knjiga. (selected chapters)	2	-

Optional literature (at the time of submission of study programme proposal)	Bežen, A., Jelavić, F., Kujundžić, N., Pletenac, V. (1991), Osnove didaktike. Zagreb: Školske novine. Jelavić, F. (1994). Didaktičke osnove nastave. Jastrebarsko: Slap. Jensen, E. (2003). Super-nastava. Zagreb: Educa. Kovačević, S., Mušanović, L. (2013). Od transmisije do majeutike – modeli nastave. Zagreb: HFD. Kramar, M. (1993). Načrtovanje in priprava izobraževalno-vzgojnega dela v šoli. Novo mesto, Nova Gorica: Educa. Kyriacou, C. (1995). Temeljna nastavna umijeća. Zagreb: Educa. Marentič-Požarnik, B., Strmčnik, F., Cencič, M., Blažič, M. (1991). Izbrana poglavlja iz didaktike. Novo mesto: Pedagoška obzorja. Marsh, J.C. (1994). Kurikulum: temeljni pojmovi. Zagreb: Educa. Meyer, H. (2002). Didaktika razredne kvake.Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa.

Quality assurance methods that ensure the acquisition of exit competences	In accordance with applicable regulations
Other (as the proposer wishes to add)	

NAME OF THE COURSE	PSYCHOLOGY OF NURTURE AND EDUCATION					
Code	HZX003	Year of study	1st			
Course coordinator(s)	Goran Kardum, PhD. (Full Professor)	Credit value (ECTS)	5			
Associates		Course delivery types (hours per semester)	L	S	P	T
			30	30	0	0
Course status	mandatory	E-learning percentage	0%			
COURSE DESCRIPTION						
Course objectives	Theoretical, empirical approaches and methodological features of psychology of nurture and education.To introduce students to the specific areas of education and development in childhood and adolescents with an emphasis to cognitive, emotional, social and culture dimensions in practical work with children and adolescents.					
Course admission requirements and entrance competences required						
Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: -distinguish scientific and nonscientific approach in psychology of nurture and education -understanding the elements of development and development theories -operacionalization of basic concepts of behavioral approach -operacionalization of basic concepts of psychodinamic approach -operacionalization of basic concepts of cognitive approaches of memory and learning processes -explain and understanding environmental factors that affect learning and memory -analyse and understanding the role of temeperamen and personality traits in the context of learning and memory -understand the basic principles of psychometric characteristics of knowledge tests and assessment					
Course content elaborated in detail according to the timetable	1. Psychology of nurture and education; science and practice 2. Methodological principles in the field of nurture and education 3. Biological basis of neuronal signalization and neurotransmiters in the behavior regulation 4. Genetics, nurture and education, epigenetics and behavioral genetics					

	5. Psychodinamic theory; scientific evaluation
	6. Behavioral theories
	7. Cognitive and social cognitive approach of development, learning and memory
	8. Intelligence; different theories and approaches
	9. Emotion; the role, theory and researches in the field of nurture and learning
	10. Motivation and attribution theories
	11. Abnormal behavior – concepts and theory
	12. Abnormal behavior – classification and main deviating behaviour
	13. Cross-cultural research and finding
	14. Social and communication skills
	15. Pre-exam II

Course delivery types	☑lectures ☑seminars and workshops ☐ tutorials ☐ completely *on line* ☐ mixed e-learning ☐ field teaching	☑independent tasks ☐ multimedia ☐ laboratory ☐ mentorship work ☐ (note down other types)

Students' duties	Course attendance, seminar paper, exam(s)

Following up students' work *(note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):*	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**
	Handouts, lectures	-	-
	Selected scientific articles from databeses	-	Yes
	Vlasta Vizek Vidović, Majda Rijavec, Vesna Vlahović - Štetić, Dubravka Miljković, Psihologija obrazovanja, Zagreb 2003.	1	-

Additional reading list	Berk, L. (2006). *Psihologija cjeloživotnog razvoja* (chapters 1-3). Jastrebarsko: Naklada Slap. Nietzel M. T., Bernstein D. A., Milich, R. (2001). Dječja klinička psihologija, u: Uvod u kliničku psihologiju (365-413). Jastrebarsko: Naklada Slap. Santrock, J. W. (2003). Life-Span Development. New York: McGraw Hill. Vasta, R., Haith, M., Miller, S. (1998 or other). *Dječja psihologija*. Jastrebarsko: Naklada Slap. Wenar, C. (2003). Razvojna psihopatologija i psihijatrija: od dojenačke dobi do adolescencije. Jastrebarsko: Naklada Slap.

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.

NAME OF THE COURSE	FUNDAMENTALS OF PEDAGOGY		
Code	**HZX001**	Year of study	1st
Course teacher	Tonća Jukić, PhD, (Associate professor)	Credits (ECTS)	5
Associate teachers	Sani Kunac, assistant	Type of instruction (number of hours)	L: 30 / S: 30
Status of the course	obligatory	Percentage of application of e-learning	0%

COURSE DESCRIPTION

Course objectives	To enable students for critical scientific study of pedagogy as theory and practice of development of competencies for life, for successful organisation and satisfactory professional and scientific dealing with pedagogical issues and activities in the processes of education, upbringing and training.
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)	- to explain the epistemological characteristics of pedagogy - critically analyze and compare traditional and modern definitions of basic pedagogical terms and different understandings of pedagogy as a science - to argue the basic postulates of pedagogy as theory of competencies - identify the advantages and disadvantages of pedagogical theories of personality development - distinguish the qualitative levels in individual's development and the teachers' tasks in their implementation - explain the aspects and methods of pedagogical work in the development of competencies

	- set in relation pedagogy and andragogy - to explain the need for theoretical and practical development of competencies for intercultural relations - explain the reasons why curriculum development is a pedagogical problem - critically reflect and discuss on basic pedagogical conceptions and reform pedagogies and identify their strengths and weaknesses - to take a stand on the need to respect the rights, needs and interests of each individual and his uniqueness
Course content broken down in detail by weekly class schedule (syllabus)	1.Introduction to the course. (2L + 2S) 2.Scientific definition - epistemological characteristics of pedagogy. Pedagogy in science system and scientific system of pedagogy. (2L + 2S) 3.Socio-historical dimension and the development of pedagogy. The basic postulates of pedagogy as theory of competencies. (4L + 4S) 4.Different pedagogical paradigms. (4L + 4S) 5.Reform pedagogies. (2L + 2S) 6.Basic characteristics of the school system. (2L + 2S) 7.Development of curriculum as a pedagogical problem. (2L + 2S) 8.Pedagogical theories of personality development. Competence approach in pedagogy. The qualitative levels in individual's development. (4L + 4S) 9.Aspects and methods of pedagogical work in development of competencies. (2L + 2S) 10.The relation between pedagogy and andragogy in the system of lifelong learning. (2L + 2S) 11.Development of competencies for sustainable development and life in a plural society (2L + 2S) 12.Conclusions of the course. (2L + 2S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and active participation in lectures and seminars. At the seminars/workshops analytically access and discuss pedagogical issues. Present term paper and take preliminary 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	2	Research		Practical training	
	Experimental work		Report	0.5	Individual work	
	Essay		Seminar essay		(Other)	
	Midterm exam	1	Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Oral Final grade will be formed on the basis of oral presentations (20%), written preliminary exams (30%) and written exam (50%).		
	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi, Zagreb: Educa (selected chapters)	4	
	König E. Zedler, P.(2000). Teorije znanosti o odgoju. Zagreb: Educa (selected chapters)	3	
	Malić, J., Mužić, V. (1981). Pedagogija, Zagreb: Školska knjiga (selected chapters)	1	
	Milat, J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga	1	
	Vukasović, A. (1990). Pedagogija. Zagreb: HKZ „Mi" (selected chapters)	1	
Optional literature (at the time of submission of study programme proposal)	1. Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa 2. Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa - (selected chapters) 3. Delors, J. (1998). Učenje - blago u nama. Zagreb: Educa - (selected chapters) 4. Hentig, von H. (2008), Što je obrazovanje? Zagreb: Educa 5. Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa 6. Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa 8. Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško- književni zbor 9. Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa		
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, taking the tests, keeping record of attendance at lectures and seminars, active participation in discussions, presentation of papers, student evaluation of teaching.		
Other (as the proposer wishes to add)	None.		

NAME OF THE COURSE		INTERSHIP AND SCHOOL PRACTICE					
Code		Year of study		2nd			
Course teacher	Gloria Vickov, PhD (Associate professor)	Credits (ECTS)		5			
Associate teachers	Irina Boban	Type of instruction (number of hours)		L	S	E	F
					30	60	
Status of the course	mandatory	Percentage of application of e-learning		4%			
COURSE DESCRIPTION							
Course objectives	The course is designed to train students for the elements of planning, preparation and teaching German as a foreign language at different levels of learning, as well as to develop their ability to (self)analysis and (self)evaluation of their own teaching skills and to make them familiar with the institution of school and elementary school educational documentation.						
Course enrolment requirements and entry competences required for the course	Enrollment in the 2nd year of graduate studies of German language and literature.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After having successfully completed and passed the course, the students will be able to: - discuss reflectively about the observed teaching techniques and competences - operationalize the main objectives of education for successful teaching - apply the basic forms and methods of work in the area of monitoring and improving the teaching of German - interpret the efficiency of teaching strategies (materials, forms of work, interaction) - analyze the structure and dynamics of the course and teaching preparations for different types of lessons - perform a self-prepared teaching unit with the help of ITT - follow the teaching appropriate protocols - report on the progress and the quality of lessons held by others and the student(s) themselves, while discussing advantages and disadvantages of the procedures and methods used - individually create and display the E-portfolio and its values - create collaborative partnership with all the participants in the curriculum						
Course content broken down in detail by weekly class schedule (syllabus)	Students are introduced to the following contents in the seminar: 1. Characteristics of teaching skills (planning and preparation, classroom instruction and atmosphere, discipline and self-evaluation) 2. Components of teacher competence for foreign language teaching and teacher behaviour 3. Analysis of classroom interaction and the impact of school climate on student achievement 4. Principles of effective class management 5. Quantitative measurement of real-time learning 6. Analysis of planning elements and lesson preparation (purposes and functions)						

	7. Preparation of teaching materials and aids and didactic hexagon analysis 8. Didactic design of ITT 9. Analysis of media tools for a specific German language unit (linguistic and literary structure) 10. Lesson performance (forms of teaching preparation, elements and structure of teaching preparation, sequence of activities, formulation of goals, lesson tasks, didactic design of educational tasks with the help of multimedia) 11. The significance of collaborative problem-solving activities (nature of students' (dis)obedience, significance of partnership development) 12. Assessment of student progress (record of student progress, purpose of assessment) and evaluation of classroom activities 13. Review and self-evaluation (methods of collecting information on one's own work) 14. e-class log application analysis and e-portfolio analysis School practice includes 60 hours of total student workload. Within school practice students will: - participate in practical work involving student preparation for monitoring, analysis and lesson preparation, analysis of simulation of sequences of lessons (12 hours of practice before going to school), analysis of the journal of teaching practice via e-portfolio, analysis of the teaching hours of students (30 hours of seminars during and after school practice) - monitor 8 tutor classes in different classrooms (4 classes in elemenatry and 4 classes in high school) and at least 4 sample classes of other students - prepare and perform two trial lessons in elementary school and high school and 1 sample lesson in the class of his/her choice (either elementary or high school) - keep an e-portfolio teaching practice journal (via the e-portfolio creation tools *Mahara* or *WebFoilo*) in which he/she takes notes on various aspects of the lesson and makes observations and comments based on the acquired expertise, analyse the same lessons, collect information on self-evaluation, acquired teacher competence, mentor review, copies of self-made teaching material and optionally individually design didactic media tools in *e-classroom* application and create digital material (8 hours) - after completing school internship the conducted practical work will be individually presented to other students in the seminar (2 hours)		
Format of instruction	**X**lectures **X**seminars and workshops **X**exercises ☐*on line* entirely ☐partial e-learning **X** field work	**X**independent assignments **X**multimedia ☐laboratory ☐work with mentor ☐ (other)	
Studentresponsibilities	Students should actively participate in class attendance fulfilling all obligations within the internship and school practice, keeping a journal of teaching practice in the form of e-portfolio, preparing and performing lessons, actively participating in the lesson analysis, performing the tasks with continuous monitoring of students' work according to the given syllabus.		

Screening student work*(name the proportion of ECTS credits for*	Class attendance	1.1	Research		Practical training	3.4
	Experimental work		Report		e-portfolio	0.3

eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		Continuous monitoring	0.2
	Tests		Oral exam			
	Written exam		Project			

Grading and evaluating student work in class and at the final exam	Students are required to attend 70% of the classes held, to prepare, perform and analyze a planned number of classes and to collect the required documents (records, preparations, related materials, e-portfolio) according to the given programme. In forming the final grade continuous monitoring is 30%, e-portfolio 30%, preparation, performance and analysis of practical teaching in school is 40% of the final grade. Calculating the grade: *An example of forming the final grade*: The student has achieved an A in continuous monitoring, an A in portfolio, a B in preparing and performing practical work. The final score is calculated according to the formula: (cont. monitoring x 0.3) + (portfolio x 0.3) + (practical work x 0.4). In the above example the calculation would be: (5x0.3) + (5x0.3) + (4x0.4) = 1.5 + 1.5 + 1.6 = 4.6. The final grade would be excellent (A).

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Garbe, c., Maik, P., Ohlsen, N. (2009), *Lesesozialisation-* Arbeitsbuch, Schöningh, UTB Verlag, München.		
	Bleissem, I. (1994), *Unterrichtideen- Textarbeit im Deutsch.* Unterricht der Sekundarstufe 1.- Didaktische Kommentare und methodische Anregungen zu ausgewählten Texten und Gattungen, Klett Verlag, Stuttgart.		
	Mayer, H. (2012), *Leitfaden Unterrichtsvorbereitung*, Cornelesen Verlag, Berlin.		
	Altrichter, H., Posch, P. (2007*), Lehrerinnen und Lehrer erforschen ihren Unterricht- Unterrichtsentwicklung durch Aktionforschung.*, Klinkhard verlag, Bad Heilbrunn.		
	Baurmann, J. (2013*), Schreiben Űberarbeiten – Beurteilen-* Ein Arbeitsbuch zur Schreibdidaktik, Klett Verlag, Seelze.		

Optional literature (at the time of submission of study programme proposal)	1. Becker, G. u.a. (Hrsg.): Guter Unterricht – Maßstäbe & Merkmale – Wege & Werkzeuge. Friedrich Jahresheft XXV/2007, Seelze: Friedrich-Verlag, 2007 2. Heidemann, Rudolf (2003): Körpersprache im Unterricht. Wiebelsheim: Quelle & Meyer. 3. Jank, W. i H. Meyer (1991): Didaktische Modelle. Frankfurt /M.Meyer, Hilbert : Was ist guter Unterricht ? Berlin: Cornelsen-Scriptor, 2004 Internet : www.staff.uni-oldenburg.de/hilbert.meyer/9287.html 4. Ende, K. (2014). Motivation durch digitale Medien im Unterricht? Aber ja! *Fremdsprache Deutsch, 51,* 42-48.

	5. Peterwerth, A. (2014). Fremdsprachenlernen in sozialen Netzwerken. Die Schüler-Community der Website www.pasch-net.de. *Fremdsprache Deutsch, 51,* 49-54. 6. Wagner, J. & V. Heckmann (Hrsg.) (2012). *Web 2.0 im Fremdsprachenunterricht. Ein Praxisbuch für Lehrende in Schule und Hochschule.* Glückstadt, Werner Hülsbusch Articles from journals (Fremdsprache Deutsch, Primar, Strani jezici, Fremdsprache Deutsch Heft)
Quality assurance methods that ensure the acquisition of exit competences	• Maintaining attendance records • Annual analysis of exam performance • Student survey aimed at teacher evaluation • Teacher self-evaluation
Other (as the proposer wishes to add)	None.

NAME OF THE COURSE	A HISTORY OF GERMAN FILM					
Code		Year of study	1st			
Course teacher	Marijana Erstić, PhD (Associate 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	The aim of the course is to get acquainted with the epochs of German film. In addition to the history and analysis of the film, individual film works will be themed and analysed as examples.					
Course enrolment requirements and entry competences required for the course	Enrolled in the first year of graduate study of German language and literature.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course, the students are able to: - critically reflect on the history of German-language cinema and in the context of the socio-historical, political and cultural developments of the 20th century; - explain the elements of certain film epochs and to place them in the context of film history in German-speaking countries;					

	- competently discuss the characteristics of selected film authors; - judge critically the artistic and cinematic value of the selected film works; - discuss the peculiarities of the creation of certain film works; - explain the characteristics of basic film theories (Gilles Deleuze)
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction (1L + 1S), 2. Early Film (1L + 1S), 3. Expressionism on Film (1L + 1S), 4. *Metropolis,* Film, D 1927, Dir .: Fritz Lang (1L + 1S), 5. "Neue Sachlichkeit" era on film (1L + 1S), 6. NS film (1L + 1S), 7. "Trümmerfilm" or film after the fall of NS and the end of World War II (1L + 1S). 8. Film *Irgendwo in Berlin*, D 1947, Dir.: Gerhard Lamprecht (1L + 1S), 9. Films of the 1950s (1PL + 1S), 10. Neuer deutscher Film / New German Film (1L + 1S), 11. Film in DDR (1L + 1S), 12. Films after the fall of the Berlin Wall (1L + 1S), 13. Film *Das Leben der anderen*, D 2006, Dir.: Florian Henckel von Donnersmarck (1L + 1S), 14. Film in Austria: Michael Haneke (1L + 1S), Film in Austria and Switzerland (1L + 1S)

Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)

Student responsibilities	Regular attendance and preliminary preparation (default text), active participation in classes (discussions, analysis of text), preparation for and passing the midterm / 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		(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	Students are required to attend classes regularly and their knowledge is continuously tested through discussions on specific topics at seminars. The final grade is derived from the following elements: active participation in seminars (30%), grades from two exams or written examination (40%), oral examination (30%).

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Jacobsen, Wolfgang/Anton Kaes: *Geschichte des deutschen Films*. Stuttgart. Metzler 2004[2].		

Optional literature (at the time of submission of study programme proposal)	Deleuze, Gilles: *Kino I. Das Bewegungs-Bild*. Frankfurt a.m.: Suhrkamp 1997. Deleuze, Gilles: *Kino II. Das Zeit-Bild*. Frankfurt a.m.: Suhrkamp 1997. Erstić, Marijana: *Paragone 1900. Studien zum Futurismus*. Siegen: Universi 2018 (PDF online, Fritz Lang: *Metropolis*).

	Erstić, Marijana: *Ein Jahrhundert der Verunsicherung. Medienkomparatistische Analysen.* Siegen: Universi 2017 (PDF online; Rainer Werner Fassbinder: *Fontane Effi Briest*).
	Navigationen - Zeitschrift für Medien- und Kulturwissenschaften. Tema: *Pasolini-Haneke. Filmische Ordnungen von Gewalt.* 14 (2014), 1 (ed.: Marijana Erstić and Christina Natlacen) (PDF online).
Quality assurance methods that ensure the acquisition of exit competences	• Keeping attendance records. • Annual analysis of exam performance. • Student survey aimed at teacher evaluation. • Self-evaluation of teachers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	THE MANN FAMILY - THE WORKS OF A LITERARY DYNASTY				
Code		Year of study	1st		
Course teacher	Marijana Erstić, PhD (Associate 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	The aim of the course is to get to know the selected literary works of Thomas, Heinrich and Klaus Mann, taking into account the family theme, i.e. the Haus Mann, as well as the film adaptations of certain literary works by the authors mentioned.				
Course enrolment requirements and entry competences required for the course	Enrolled in the first year of graduate study of German language and literature.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course, students will be able to: - critically reflect on the works of Thomas, Heinrich and Klaus Mann in the context of socio-historical, political, cultural and literary developments of the 20th century - competently discuss the characteristics of literary creativity of selected authors - critically judge the artistic and literary value of the selected works - discuss the specifics of the occurrence of particular works - explain the elements of modern epics and place them in the context of literature of German language expression				

	- explain the function of 'house' within German literature from the late 19th and early 20th centuries. - explain the basic features of film adaptations of individual works
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the theme and function of the house Mann (1L + 1S), 2. Thomas Mann: *Buddenbrooks* - novel (1L + 1S), 3. *Buddenbrooks* - characters (1L + 1S), 4. *Buddenbrooks* - death of the characters (1L + 1S), 5. *Buddenbrooks* - style (irony, editing) (1L + 1S), 6. *Buddenbrooks* - film (2008) (1L + 1S), 7. *Buddenbrooks* - film analysis (1L + 1S), 8. Heinrich Mann: *Professor Unrat* - action and style (1L + 1S), 9. *Professor Unrat* - characters and style (1L + 1S), 10. *Der blaue Engel* (1930) - film (1L + 1S), 11. *Der blaue Engel* - film analysis (1L + 1S), 12. Klaus Mann: *Mephisto* (1936) - novel (1L + 1S), 13. *Mephisto* - characters and style (1L + 1S), 14. *Mephisto* (1981) - film (1L + 1S), 15. *Mephisto* - film analysis (1L + 1S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and preliminary preparation (default text), active participation in classes (discussions, analysis of text), preparation for and passing the midterm / 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		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students are required to attend classes regularly and their knowledge is continuously tested through discussions on specific topics at seminars. The final grade is derived from the following elements: active participation in seminars (30%), grades from two exams or written examination (40%), oral examination (30%).

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Mann, Heinrich: *Professor Unrat oder Das Ende eines Tyrannen* (1904). Frankfurt a.M.: Büchergilde Gutenberg 2014.	2	
	Mann, Klaus: *Mephisto* (1936). Frankfurt a.M.: Büchergilde Gutenberg 1993.		
	Mann, Thomas: *Buddenbrooks* (1901). Frankfurt a.M.: Fischer Tb 2017.	2	

Optional literature (at the time of submission of study programme proposal)	Baumgart, Reinhard: *Ironische und Ironie in den Werken Thomas Manns*. Frankfurt a.M./Berlin/Wien: Ullstein 1974. Erstić, Marijana: „Der Tod des Autors? Thomas Manns Buddenbrooks". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft*. 10 (2018), 2, 331-342 (PDF). Ghanbari, Nacim: *Das Haus. Eine deutsche Literaturgeschichte 1850-1926*. Berlin: De Gruyter 2011. Lévi-Strauss, Claude: *Der Weg der Masken*. Frankfurt a.M.: Insel tb 1977. Ridley, Hugh/ Jochen Vogt: *Thomas Mann*. Paderborn: Fink Verlag 2009. Stanzel, Franz K.: *Typische Formen des Romans*. Göttingen: Vandenhoeck & Rupprecht 1993[12]. Vogt, Jochen: *Aspekte erzählender Prosa. Eine Einführung in Erzähltechnik und Erzähltheorie*. Opladen: Westdeutscher Verlag 1990[7]. Žmegač, Viktor: „Montage/Collage". Dieter Borchmeyer/Žmegač (ur.): *Moderne Literatur in Grundbegriffen*. Frankfurt a.M.: Athenäum 1987, 259-264 (PDF).
Quality assurance methods that ensure the acquisition of exit competences	• Keeping attendance records. • Annual analysis of exam performance. • Student survey aimed at teacher evaluation. • Self-evaluation of teachers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		INTRODUCTION TO THE DIDACTICS OF LITERATURE				
Code		Year of study	1st			
Course teacher	Eldi Grubišić Pulišelić, PhD (Full 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		The aim of the course is to get acquainted with different aspects of didactics of literature with special emphasis on literature for children and young people. The ways of teaching German literature will be analyzed as well as the media close to the field of literature in the context of teaching German as a foreign language.				
Course enrolment requirements and entry competences		Enrollment in the 1st year of graduate studies of German language and literature.				

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - to critically consider literary works in the context of teaching German as a foreign language - apply the methods of didactics of literature - discuss the specifics of individual works and their didactic applicability - explain the importance of individual literary works for children and young people from a didactic perspective
Course content broken down in detail by weekly class schedule (syllabus)	1. Literature didactics as a scientific discipline: field of activity and tasks (2 L + 1 S) 2. History of didactics of literature: proofreading and reading culture from the 18th century to the present (2 L + 1 S) 3. Literature as a medium in education (2 L + 1 S) 4. Literature reception: literary text and reading strategies (2 L + 1 S) 5. Reading and growing up: socialization through reading (2 L + 1 S) 6. Literature reception: Literary text and reading competence (2 L + 1 S) 7. Canon and history of literature in foreign language teaching (2 L + 1 S) 8. Literary types in literature teaching (2 L + 1 S) 9. Literature and school: Epics (2 L + 1 S)) 10. Literature and school: Lyric (2 L + 1 S) 11. Literature and school: Drama and theater (2 L + 1 S) 12. Literature and school: Media (Film) (2 L + 1 S) 13. Literature and school: Media (Internet) (2 L + 1 S) 14. Methods in literature teaching (2 L + 1 S) 15. Planning, performance and assessment of literature teaching (2 L + 1 S)
Format of instruction	☒ lectures ☒ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☒ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance and preliminary preparation (default text), active participation in classes (discussions, analysis of text), preparation for and passing the midterm / 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		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students are required to attend classes regularly and their knowledge is continuously tested through discussions on specific topics at seminars. The final grade is derived from the following elements: active participation in seminars (30%), grades from two exams or written examination (40%), oral examination (30%).

Required literature (available in the	Title	Number of copies in the library	Availability via other media

library and via other media)	Leubner, Martin/Anja Saupe/Matthias Richter: *Literaturdidaktik*, Berlin: Akademie Verlag 2011.		
	Schulz-Pernice, Florian: *Die Literatur der Literaturdidaktik*, Stuttgart: Metzler 2019.		PDF.
	Spinner, Kaspar H./Standke, Jan (Hrsg.): Erzählende Kinder- und Jugendliteratur im Deutschunterricht (Textvorschläge-Didaktik-Methodik), Paderborn: UTB GmbH 2016.		PDF.
Optional literature (at the time of submission of study programme proposal)	Ehlers, Svantje: *Literaturdidaktik. Eine Einführung*, Phillip Reclam jun.: Stuttgart 2016. Dawidowski, Christian: *Literaturdidaktik Deutsch: Eine Einführung*, Paderborn: Schöningh 2016. Kämper-van den Boogaart, Michael (Hrsg.): *Deutsch-Didaktik. Leitfaden für die Sekundarstufe I und II*, Berlin: Cornelsen 2019.		
Quality assurance methods that ensure the acquisition of exit competences	• Keeping attendance records. • Annual analysis of exam performance. • Student survey aimed at teacher evaluation. • Self-evaluation of teachers.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	SOCIOLOGY OF EDUCATION				
Code	HZX004	Year of study	1st		
Course teacher	Ivanka Buzov, PhD (Assistant Professor)	Credits (ECTS)	5		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	mandatory	Percentage of application of e-learning	10%		
COURSE DESCRIPTION					
Course objectives	The aim of the course is to acquire knowledge about the basic terms of sociology of education, and particularly about the relationship between educational subsystems and global social system. Then the aim is also to introduce students about the major sociological theories of education and contemporary educational perspectives in sociology. Also, gaining knowledge about the social basis of the teaching profession and the processes of action of educational institutions in modern society.				

Course enrolment requirements and entry competences required for the course	Enrolled graduate study. After completing the course, the student will be able to:
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: - Describe and define the basic concepts of the sociology of education; - Explain the social context of education; - Recognize sociological theoretical perspectives on education; - Identify the impact of social and technological change on the development of education; - Link the system of educational institutions and the social importance of the role of teachers (characteristics of professions).
Course content broken down in detail by weekly class schedule (syllabus)	1.Introduction to course (guideline through course topics, mode, literature, methods, deadlines, exam), clarification of basic concepts.(2L+2S) 2. The creation and development of the sociology of education; Subject and methods of sociology of education, relation to other sociological disciplines.(2L+2S) 3. Sociological approach and relevant theoretical concepts of education, Part I.: functionalist, liberal and socialdemocratic perspectives. (2L+2S) 4. Sociological approach and relevant theoretical concepts of education, Part II.: Conflict and Interactionist perspectives. (2L+2S) 5. The social character of education: inequalities in education; educational opportunity inequalities (2L+2S) 6. The sociology of school education.(2L+2S) 7. Colloquium (1st), Service Learning (1+1L) 8. Central European and Scandinavian Structure of Education (PISA project) / Bologna process in higher education (2L+2S) 9. Transition problems of education; education and globalization(2L+2S) 10. Education and European Integration (2L+2S) 11. Contemporary Perspectives in the Sociology of Education - Education for Democracy and Human Rights, Environmental Education, Intercultural education .... (2L+2S). 12. Entrepreneurship education (2L+2S) 13. Sociologiy of curriculum (2L+2S) 14. Sociology of profession; status, role and reputation of teacher. (2L+2S) 15. Colloquium (2nd) and Evaluation (2L+2S)
Format of instruction	☑lectures ☑seminars and workshops ☐exercises ☐*on line*in entirety ☑ partial e-learning ☐field work ☑independent assignments ☐multimedia ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	Students are required to attend classes regularly and actively participate in discussions.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests	3	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The records of attendance, seminar(essay), and two tests are assessing and evaluating.		

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.	10	No
	2. Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Prsitupi i izazovi: Rijeka: Filozofski fakultet.	1	Available on line
	3. Pilić, Š. (2008.), /ur./, Obrazovanje u kontekstu tranzije. Split: HPKZ, pp.. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244	10	No

Optional literature (at the time of submission of study programme proposal)	1. Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall. 2. Baranović, B. /ur./ (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog RAZVOJA, 44(2/3):181-200. 3. Barber, B. (1963.) Some problems in the Sociology of Professions, *Daedalus,* 92(4): 669-688. 4. Bernstein, B. (1994.), Jezik i društvene klase. Beograd: BIGZ. 5. Bourdieu, P. I Passeron, J. C. (2000.), Reproduction in Education,Society and Culture. London: Sage Publications. 6. Buzov, I. (2009).Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak TITIUS, 1(1): 303-315. 7. Delors, J. i sur. (1998.), Učenje:blago u nama, Educa, Zagreb. 8. Durkheim, E. (1996.), Obrazovanje i sociologija, Societas, Zagreb. 11. 9. Favell, A. & Guiraudon, V. (2011). Sociology of European Union, Red Globe Press. 10. Giddens, A. (2007.), Sociologija, Ekonomski fakultet, Beograd, (16. Poglavlje – Obrazovanje, str. 494-536) 11. Illich, I. (1990.), Dole škole. Beograd:BIGZ: 12. Jal, M. & Scott, D.(2018) Education in a New Society: Renewing the Sociology of Education 1st Edition, University of Chicago Press 13.. Lesourne, J. (1993.), Obrazovanje i društvo: izazovi 2000.godine. Educa, Zagreb, str. 79-104. 14. Liessmann, K.P. (2006.), Teorija neobrazovanosti: zablude društva znanja, Zagreb, Naklada Jesenski i Turk. 15 . Mialaret, G. i sur. (1989.), Uvod u edukacijske znanosti, Školske novine, Zagreb. 23. Morin, E. (2002.), Odgoj za budućnost, Educa, Zagreb. 16. Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju, Drugi kao polazište, Nova prisutnost 7, 59-84 26. 17. Obrazovanje za poduzetništvo - E4E: Znanstveno stručni časopis o obrazovanju za poduzetništvo, Zagreb: Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski.		

18. Pastuović, N. (2012). Obrazovanje i razvoj, Institut za društvena istraživanja i učiteljski fakultet, Zagreb.

19. Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja, Znamen, Zagreb (V. Poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371).

20. Pilić, Š. (2008). *Knjiga o nastavnicima*. Split: Filozofski fakultet, dostupno na https://www.ffst.unist.hr/_download/repository/Pilic_nastavnici.pdf

21. Pilić, Š. (2002). The Education of Teachers in a Post-Socialist Society: the Case of Croatia. In Sultana, R. G. (Ed.). Teacher Education in the Euro-Mediterranean Region. (pp. 51-68). New York, Washington, Baltimore,Bern, Frankfurt an Main, Berlin, Brussels, Vienna, Oxford: Peter Lang Publishing.

22. Pilić, Š. (2007). Bolonjski proces kao proces stvaranja europskog prostora visokog obrazovanja: tragom dokumenata, Školski vjesnik, 3 : 247-271. (tematski broj)

23. Stanić S., Hren D., Buzov I. (2016) Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (eds.) *School Effectiveness and Educational Management*. Palgrave Macmillan,

24. Štulhofer, A. (1992). Mitologija obrazovnih šansi. Theleme, 38, 2, 61-72. 36.

25. Vujčić, V. (1990.), Obrazovne šanse, Školske novine, Zagreb.

26. Vujčić, V. (1989.), Obrazovanje i društvo, CDD, Zagreb.

27. Waller, R. (2012). Sociologija obrazovanja. U: Duffour, B. i Curtis, W. Studij odgojno-obrazovnih znanosti. Zagreb: Educa, str. 123-151.

Quality assurance methods that ensure the acquisition of exit competences	Records of attendance at lectures and seminars. Seminar discussion activities, preparation and presentation of seminar papers. Results of colloquiums. Oral exams. Discussions with students about ways for improving the work. Students' evaluation.
Other (as the proposer wishes to add)	Optional literature also serves as the basis for seminar literature, which are supplemented by more recent bibliographic in sociology of education.

NAME OF THE COURSE	PROFESSIONAL PRACTICE AT A TEACHING BASE				
Code		Year of study	2 nd (graduate 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)	P	S	V	T
			0	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 the teaching base and enable them to independently identify and solve more complex 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 second year of graduate 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)	Learning outcomes: 1. applying the knowledge and skills acquired during undergraduate and graduate study programme which are required to independently identify and solve more complex concrete problems in a real work environment; 2. preparing a professional practice report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of professional practice, students will be able to: 1. explain the structure of the selected teaching base; 2. recognize and explain the challenges posed by the work environment and create the processes for dealing with specific challenges; 3. analyze and evaluate concrete practical situations based on recent scientific sources; 4. (co-)organize, monitor, document, and evaluate processes in the teaching base; 5. analyze problems arising from specific work assignments in the teaching base and suggest the procedures for solving them; 6. 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 a 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 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	☐ lectures ☑ seminars and workshops ☑ exercises ☐ *on line* in entirety ☐ partial e-learning ☑ field work ☑ independent assignments ☑ multimedia ☐ laboratory ☑ work with mentors ☐ other
Student responsibilities	The student who enrols 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 the completion of professional practice, the student must prepare a report on professional practice and publicly present the experiences gained.

Screening student work (name the proportion of	Class attendance		Literature research	0,25	Practical training	3

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		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	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. At the end of the practice, the mentor assigns one of the following two descriptive grades: • The student has successfully completed the professional practice • The student has not successfully completed the professional practice. 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. 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 analyses the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades: • The student has successfully written and defended the professional practice report. • The student has not successfully written and defended the professional practice report. 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. 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.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Specialist literature is defined by the mentor from the teaching base.		

Optional literature	Specialist literature is defined by the mentor from the teaching base.

Quality assurance methods that ensure the acquisition of exit competences	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.
	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 attendance and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored.
	After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance.
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	The building od the Faculty of Humanities and Social Science in Split
Location of building	Poljička 35, 21000 Split
Year of completion	1990
Total square area in m²	5.217,10
Identification of building	
Location of building	
Year of completion	
Total square area in m²	

3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
A history of German film	Marijana Erstić
Didactics	Morana Koludrović/ mr. sc. Joško Barbir
Discourse analysis	Mirjana M. Kovač/ Sandra Lukšić
Fundamentals of pedagogy	Tonća Jukić /Sani Kunac
German language teaching methods	Gloria Vickov/ Irina Boban
German women's literature of the 19th and 20th century	Eldi Grubišić Pulišelić
Images of Germany in European film	Marijana Erstić
Introduction to the didactics of literature	Eldi Grubišić Pulišelić
Internship and school practice	Gloria Vickov/ Irina Boban
Language exercises: Oral communication skills	Silvija Ugrina
Language exercises: Translation	Silvija Ugrina

Language exercises: Written communication skills	Silvija Ugrina
Language-pragmatic theories in intercultural language teaching	Mirela Müller/ Sandra Lukšić
Psychology of Nurture and Education	Goran Kardum
Rhythm, movement and drama in the methodological design of German language teaching	Eldi Grubišić Pulišelić / Gloria Vickov/ Iva Grubišić Ćurić
Speech fluency development	Mirjana M. Kovač/ Iva Grubišić Ćurić
Sociology of Education	Ivanka Buzov
Speech production models	Mirjana M. Kovač/ Iva Grubišić Ćurić
The Mann family- the works of a literary dynasty	Marijana Erstić
The media in the German language teaching	Eldi Grubišić Pulišelić / Iva Grubišić Ćurić
Trends in contemporary German	Mirjana M. Kovač/ Sandra Lukšić
Professional practice at a teaching base	all teachers appointed to scientific-teaching grades who are involved in teaching

3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	Mirjana M. Kovač, PhD (Associate Professor)
The course he/she teaches in the proposed study programme	Speech fluency development Trends in Modern German Discourse analysis Models of speech production
GENERAL INFORMATION ON COURSE TEACHER	
Address	Put sv. Lovre 35, 21 215 Kaštel Lukšić
Telephone number	091 4 305 715
E-mail address	mirjana@ffst.hr
Personal web page	
Year of birth	1971
Scientist ID	297 640
Research or art rank, and date of last rank appointment	Senior Research Associate, 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 2017
Area and field of election into research or art rank	Humanities and Social Sciences; Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	13th November, 2017
Name of position (professor, researcher, associate teacher, etc.)	Professor

Field of research	Speech production mechanisms, speech disfluencies, communication strategies, speech fluency
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb
Date	10th March, 2010
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Introduction to Linguistics; Introduction to Rhetorics; German syntax; German morphology; German phraseology; German semantics; German phonetics and phonology; German lexicology and lexicography at the undergraduate study programme of German Language and Literature, University of Split
Authorship of university/faculty textbooks in the field of the course	Kovač, Mirjana M.; Sirković, Nina (2015). Strategije rješavanja poteškoća u komunikaciji na stranom jeziku. Zagreb: Hrvatska sveučilišna naklada, str. 1-153.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Kovač, Mirjana.M.; Vickov, Gloria (2018). The impact of immediate task repetition on breakdown fluency, Govor : časopis za fonetiku, 35 (2), 139-160. Kovač, Mirjana M. (2018). Usporedba brzine govora u materinskome hrvatskome (J1) i stranome engleskome (J2) jeziku. Fluminensia, 30 (2018), 1; 77-97. Kovač, Mirjana M. (2016). The Influence of Task Type on Perceived Fluency, Studies in English Language Teaching, 4 (2), 241-252. Kovač, Mirjana M. (2016). Repetitions as a Communication Strategy: A Case Study, Studies in English Language Teaching, 4 (1), 87-103.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Kovač, Mirjana M.; Sarić, Ana (2019). Učestalost neleksikaliziranih poštapalica u ponovljenome zadatku. Društvene i humanističke studije, 2, 123-132. Kovač, Mirjana M.; Mršić Zdilar, Ana. (2017). Students' Attitudes towards Foreign Languages, Journal of Educational and Developmental Psychology, 7(2), 124-133.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Scientific project: *Corpus of speech errors*. Faculty of Humanities and Social Sciences, Department of Phonetics, University of Zagreb.
The name of the programme and the volume in which the main	Graduate study programme in German Language and Literature;

teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study programme in English Language and Literature.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Sandra Lukšić, Ph.D.
The course he/she teaches in the proposed study programme	Discourse Analysis Trends in Contemporary German Language-pragmatic theories in intercultural language teaching
GENERAL INFORMATION ON COURSE TEACHER	
Address	10 A. B. Šimića
Telephone number	098 257858
E-mail address	sluksic@ffst.hr
Personal web page	
Year of birth	1970
Scientist ID	365856
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Humanities, Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences University of Split
Date of employment	7 January 2018
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral research associate
Field of research	Philology - Linguistics
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	10 July 2017
INFORMATION ON ADDITIONAL TRAINING	
Year	2009-2017
Place	Zagreb, Zadar

Institution	Faculty of Humanities and Social Studies (Linguistics Department) - workshops and linguistic forums within postgraduate studies in linguistics.
Field of training	Applied linguistics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	The Morphology of German The Syntax of German Sociolonguistics Stylistics of the German language
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Uses of the category of free indirect thought presentation in Virginia Woolf's novel „To the Lighthouse". In: *HUM XII* (2017) no. 17-18, Journal of the Faculty of Humanities and Social Sciences, University of Mostar, 326-340. Exploring interpersonal components of language in a work of fiction. In: *Lingua Montenegrina* XII/1, no. 23 (2019), 83-97. Prividna nereferencijalnost kao način stjecanja imuniteta govornika. In: *Jezikoslovlje* 20.2 (2019), 353-390. https://doi.org/10.29162/jez.2019.13 Die diskursive Rolle von Nominalisierungen in der deutschen Politikersprache. In: *Deutsch in Südosteuropa: Rück- und Ausblicke*, Conference Proceedings of the Faculty of Humanities and Social Studies of University of Mostar, 2020. (forthcoming)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of	Graduate study program in German Language and Literature Graduate study program in English Language and Literature

competences?-pedagoške kompetencije?	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Silvija Ugrina, language instructor
The course he/she teaches in the proposed study programme	Language exercises: Oral communication skills Language exercises: Written communication skils Language exercises: Translation
GENERAL INFORMATION ON COURSE TEACHER	
Address	Terzićeva 15, Split
Telephone number	021 383691 / 0915627781
E-mail address	sugrina@ffst.hr
Personal web page	
Year of birth	1969
Scientist ID	
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Language instructor, 18.09.2019
Area and field of election into research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	29.10.2019.
Name of position (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Humanities, philology, Germanistics
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Foreign language teacher
Institution	Universität Hannover, Fachbereich Erziehungswissenschaften I
Place	Hannover, Niedersachsen
Date	01.10.1987 - 30.09.1992 (Erstes Staatsexamen), 01.11.1992 - 30.04. 1994 (Zweites Staatsexamen für das Lehramt an Realschulen - Bezirksregierung Hannover/ Prüfungsamt)

INFORMATION ON ADDITIONAL TRAINING	
Year	2001; 2002; 2006, 2008/2011/2016; 2018; 2019
Place	Split; Hürth; Beč; Garmisch- Partenkirchen; Zadar/Opatija/Šibenik/Poreč
Institution	British Council ELT Conference on Testing and Evaluation, Bundessprachenamt; Landesverteidigungsakademie Sprachinstitut des Bundesheeres- LVAk Wien; George C. Marshall European Center for Security Studies, Partner Language Training Center Europe (PLTCE); CroTESOL/HUPE/IATEFL
Field of training	Setting Standards; Sastavljanje i provođenje testova STANAG; AAF- Military Terminlogy Seminar; NATO-GCMC-LT Language Standards and Assessment Seminar; Annual HUPE Conferences
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Sarić, Ana; Ugrina, Silvija; (2018). Kulturni sadržaji u osnovnoškolskim udžbenicima njemačkog jezika. *LINGUA MONTENEGRINA XI/I,* 21: 315-331. 2. Kovač; Mirjana, Matea; Ugrina, Silvija; (2017). Ähnlichkeiten und Unterschiede in der Motivation beim Erlernen der deutschen und italienischen Sprache. *HUM XI*, 17-18: 237-255. 3. Grubišić, Pulišelić, Eldi; Ugrina, Silvija; (2008). Pitanje ženskog obrazovanja u književno-pedagoškim tekstovima njemačkih autorica. *Didaktički putokazi,* 47: 21-27.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Eldi Grubišić Pulišelić, PhD (Full Professor)
The course he/she teaches in the proposed study programme	German women's literature of the 19th and 20th century Introduction to the didactics of literature Rhythm, movement and drama in the methodological design of German language teaching The media in the German language teaching
GENERAL INFORMATION ON COURSE TEACHER	
Address	Zagrebačka 21, 21000 Split
Telephone number	099 2966 117
E-mail address	eldi@ffst.hr
Personal web page	
Year of birth	1971
Scientist ID	275983
Research or art rank, and date of last rank appointment	Scientific counsellor, 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 2019
Area and field of election into research or art rank	Humanities and Social Sciences; Philology; Literary Studies
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	October, 2017

Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Philology; Literary Studies
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	2007
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Realism and Naturalism in German Literature, Department of German Studies, University of Zadar German Language 1,2,3,4, Faculty of Humanities and Social Sciences, University of Split Introduction to the History of German Literature Introduction to German Literary Studies German Literature of the 18th Century German Literature of the 19th Century The Literary Opus of Marie von Ebner-Eschenbach German Literature of the 20th Century I
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Grubišić Pulišelić, Eldi: „*Germanski Turčin" Murad Efendi: književnost, politika i/ili identitet*, Leykam international d.o.o., Zagreb, 2019. Grubišić Pulišelić, Eldi: „Das Bild der Morlaken in Ida von Düringsfelds 'Aus Dalmatien'". U: Wynfrid Kriegleder, Andrea Seidler, Jozef Tancer (ur.): *Deutsche Sprache und Kultur in Kroatien. Studien zu Geschichte, Presse, Literatur und Theater, sprachlichen Verhältnissen, Wissenschafts-, Kultur- und Buchgeschichte, Kulturkontakten und Identitäten*, Bremen: edition lumière, 2017., str. 167-178. Grubišić Pulišelić, Eldi: „Das Patriarchat als Ort männlicher Macht in den Erzählungen von Marie von Ebner-

	Eschenbach", *Folia Linguistica et Litteraria*, 2017, 18, 1, str. 67-82. Grubišić Pulišelić, Eldi: „Zwischen Tradition und Emanzipation. Frauenliteratur am Ende des 19. Jahrhunderts am Beispiel von Jagoda Truhelkas 'Plein air' und Marie von Ebner-Eschenbachs 'Wieder die Alte'", *Zeitschrift für Slawistik*, 63 (2018), 1, 52-73. Grubišić Pulišelić, Eldi: „'Žena je jedno ništa' Mele Hartwig: Feminizam u književnom narativu postimperijalnog naslijeđa, *Književna smotra*, 188 (2018), 2, str. 95-103.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study program in German Language and Literature Graduate study program in English Language and Literature;
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Marijana Erstić, PhD (Associate professor)
The course he/she teaches in the proposed study programme	The Mann family. The works of a literary dynasty History of German Film Images of Germany in European film
GENERAL INFORMATION ON COURSE TEACHER	
Address	Ul. Marina Držića 4, 21 000 Split, Croatia
Telephone number	00385 99 457 8339
E-mail address	merstic@ffst.hr
Personal web page	www.marijanaerstic.com
Year of birth	1971

Scientist ID	307815
Research or art rank, and date of last rank appointment	Senior research associate, 08.11.2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assoc. prof., 13.02.2019
Area and field of election into research or art rank	-
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	01.03.2019
Name of position (professor, researcher, associate teacher, etc.)	Assoc. prof.
Field of research	German literature
Function	Assoc. prof.
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Habilitation (german professorial degree - PD Dr. phil. habil.)
Institution	Siegen University, Germany
Place	Siegen
Date	23.11.2016 and 07.12.2016
INFORMATION ON ADDITIONAL TRAINING	
Year	01.11.2011-30.09.2012
Place	Mainz
Institution	Johannes Gutenberg University of Mainz
Field of training	Film science
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Lecturer in various courses on literary, cultural and media studies at the Siegen University, 2002-2018
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Erstić, Marijana: "Der Tod des Autors? Thomas Manns 'Buddenbrooks'". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft*. 10 (2018), 2, 331-342. Erstić, Marijana: *Paragone 1900. Studien zum Futurismus*. Siegen: Universi 2018. Erstić, Marijana: *Ein Jahrhundert der Verunsicherung. Medienkomparatistische Analysen*. Siegen: Universi 2017.

	Navigationen - Zeitschrift für Medien- und Kulturwissenschaften. Topic: *Pasolini-Haneke. Filmische Ordnungen von Gewalt.* 14 (2014), 1 (ed.: Marijana Erstić and Christina Natlacen). Erstić, Marijana: *Kristalliner Verfall. Luchino Viscontis (Familien)Bilder al di là della fissità del quadro*. Heidelberg: Universitätsverlag Winter 2008.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Erstić, Marijana: "Die 'Banalität des Bösen' im Film 'Sturm' von Hans Christian Schmid und im Roman 'Meeresstille' von Nicol Ljubić". Sieglinde Grimm/Nathalie Kónya-Jobs/Mark O. Carl (ed.): *Umbrüche und Aufbrüche - 1918 und 2018. Das östliche Mitteleuropa als Ort und Gegenstand interkultureller literarischer Lernprozesse.* Göttingen: V&R 2020 [TOLD. Themenorientierte Literaturdidaktik] (forthcoming).
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Scientific Project Manager, Siegen University, Germany, DFG / German Research Community, International Scientific Conference "100 Years on from Fiume. Talks on Gabriele d'Annunzio", German-Italian Center for European Excellence Villa Vigoni, Loveno di Menaggio, Italy, 01.02.2018-30.11.2018.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Higher Education didactics at Siegen University (topic: group work)

PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Rector's Award, Siegen University, dissertation, 27.11.2007.
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	University of Split, Faculty of Humanities and Social Sciences, 2019: Introduction to literary interpretation (4,6; 4,6) Introduction to the culture and history of German-speaking countries (4,3; 4,3) Introduction to German Literary Studies (4,3; 4,3)

First and last name and title of teacher	Morana Koludrović, PhD (Assistant professor)
The course he/she teaches in the proposed study programme	Didactics

GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35
Telephone number	
E-mail address	morana@ffst.hr
Personal web page	
Year of birth	1979.
Scientist ID	306406

Research or art rank, and date of last rank appointment	Research Associate, 28.10.2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 27.3.2015.
Area and field of election into research or art rank	Social sciences, Pedagogy, Didactics
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15.4.2008.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Didactics, curriculum design, school pedagogy
Function	Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb
Date	15.3.2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	For a several years she continuously maintains classes in courses of Didactics at several departments of the Faculty of Humanities and Social Sciences, University of Split. Also, she maintains classes in courses of Didactics 1 and Didactics 2 in Arts Academy, University of Split.
Authorship of university/faculty textbooks in the field of the course	1. Koludrović, M.; Vučić, M. (2018), Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (urednička knjiga).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Koludrović, M.; Vučić, M. (2018), Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (urednička knjiga).
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Koludrović, M. (2018), Problemsko učenje u obrazovanju odraslih. Zbornik radova 8. Međunarodne konferencije o obrazovanju odraslih: Upravljanje kvalitetom u obrazovanju odraslih. Zagreb, 30.11.-2.12.2018. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih i Hrvatsko andragoško društvo, 104-111. 2. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2018), Percipirana sigurnost u školi i razredno- nastavno ozračje kao

	prediktori doživljavanja nasilnih ponašanja, Napredak : časopis za pedagogijsku teoriju i praksu, 159(1-2), 31-52. 3. Koludrović, M.; Kalebić Jakupčević, K. (2017), Odnos razrednog ozračja i školskog uspjeha učenika osnovnoškolske dobi. Školski vjesnik : časopis za pedagoška i školska pitanja, 66(4), 557-572. 4. Koludrović, M.; Reić Ercegovac, I. (2017), Does higher education curriculum contribute to prospective teachers' attitudes, self – efficacy and motivation? World journal of Education, 7(1), 93-104. 5. Reić Ercegovac, I.; Alfirević, N.; Koludrović, M. (2016), School Principals' Communication and Co-operation Assessment: The Croatian Experience. U: V. Potočan, M. Ungan i Z. Nedelko (ur.), Handbook of Research on Managerial Solutions in Non-Profit Organizations. Pennsylvania, USA : IGI Global, 276-297.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	- 2019 – today; project team member (ESF project UP.03.1.1.03.0056 Competence standards of teachers, pedagogues and mentors) - 2016 – 2018; project team member (Erasmus + KA3: Educa T project, Emphasis on developing and upgrading of competences for academic teaching) - 2014 – 2017; team member (field of pedagogy in the Science Center of Excellence for School Effectiveness and Management) - 2014 – 2016; project team member (ESF project HR.3.1.15-0014 Development of Occupational and Qualification Standards for Adult Education)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Master's degree in primary education, University of Split M. Sc. Faculty of philosophy, University of Zagreb Ph.D. Faculty of philosophy, University of Zagreb Numerous education in the field of didactics, pedagogy and andragogy
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Mirela Müller, PhD (Assistant professor)
The course he/she teaches in the proposed study programme	Linguistic-pragmatic theories in intercultural language teaching
GENERAL INFORMATION ON COURSE TEACHER	
Address	Petra Zrinski 5, 21223 Okrug Gornji
Telephone number	021 886 282
E-mail address	muellermirela@gmail.com

Personal web page	http://www.binarnet.hr/doc-dr-sc-mirela-tolic-profesor-pedagogije-i-germanistike
Year of birth	28.09.1981.
Scientist ID	298176
Research or art rank, and date of last rank appointment	1. Research Associate: 7/4/2013 Zagreb, MO - for the area of social sciences - field of pedagogy, speech therapy, educational and rehabilitation sciences and kinesiology 2. Research Associate: 10/4/2019. Zagreb, Parent Committee for Interdisciplinary Area (Science; Art)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor of Social Sciences, Pedagogy: 27 November 2014.
Area and field of election into research or art rank	1. Social sciences, field of pedagogy 2. Interdisciplinary Area, field of pedagogy and interdisciplinary humanities
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Osijek
Date of employment	
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Pedagogy
Function	Scientific- Teaching- Research
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD in the area of social sciences, scientific field - pedagogy
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	22/09/2013
INFORMATION ON ADDITIONAL TRAINING	
Year	10th – 16th October 2011; 11th – 14th April 2011; 16th – 18th May 2011;

	20th – 23rd June 2011; 28th January – 21st May 2011; 21st – 29th July 2011; 4th – 19th March 2019.
Place	Germany, Switzerland, Germany, Slovenia
Institution	University of Bielefeld, Fakultät für Erhiehungswissenschaft, Sozialpädagogische Fortbildunginstiut Potsdam (SFBB), Institut für Weiterbildung, Bern, Technische Universität Berlin, Institut für Sprache und Kommunikation, Faculty of Humanities and Social Sciences, University of Maribor.
Field of training	Social Sciences and Humanities

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (5)
Foreign language and comma nd of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (4)

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	• Courses at the University of Zadar - Faculty of Humanities and Social Sciences (undergraduate and graduate level in Pedagogy), 2007-2010. Course titles: Media pedagogy, Educational policies. • Courses at the University of Split-Faculty of Humanities and Social Sciences (undergraduate and graduate level - Pedagogy), 2010-2014. Course titles: Multimedia didactics, Media socialization, Media culture, Basic pedagogies, Distance education • Courses at the University of Osijek, Department of Pedagogy - Faculty of Humanities and Social Sciences 2014-present. Course titles: Distance Education and Teaching Methods (Programme for Acquiring Teaching Competences- Online Teaching); -Currently, Theories of Educational Systems (2014/2015, 2015/2016, undergraduate Level), Class Management (Graduate Level) - Current, Research with Children (Graduate Level) -Current, School Pedagogy (Course Leader) (Programme for Acquiring Teaching Competences), Evaluation and Design of E-Learning and Systems,

	Multimedia Training, Multimedia didactics: E-learning and M-learning - currently • Postgraduate Doctoral Study of Pedagogy on University of Osijek. Information and Media Culture, Differential Pedagogy • Within the programme of Professional development for teachers at University of Osijek gave lectures on the subject of Multimedia German Language Learning
Authorship of university/faculty textbooks in the field of the course	• Miliša, Z., Tolić, M., Vertovšek, N. (2009), *Mediji i mladi*, Zagreb, Sveučilišna knjižara, 208 str. CIP zapis dostupan u računalnom katalogu Nacionalne i sveučilišne knjižnice u Zagrebu. ISBN 978-953-7015-47-3 • Miliša, Z., Tolić, M., Vertovšek, N. (2010), *Mladi – odgoj za medije*, M.E.P. d.o.o Zagreb, 148 str. CIP zapis dostupan u računalnom katalogu Nacionalne i sveučilišne knjižnice u Zagrebu pod brojem 734824. ISBN 978-953-6087-48-2 • Miliša, Z., Tolić, M. (2011), *How to acquire media competences? - Example of prevention projects*, LAP LAMBERT Academic Publishing GmbH&Co. KG, **American International University (**AIUB**)**, 105 str. UDK 384.5416.653, ISBN 978-3-8473-2798-1 • Tolić, M. (2012), Procesi medijske socijalizacije*, Tamna strana ekrana*, Zlatko Miliša (ur.); Tiva Tiskara Varaždin, str. 49–69 (znanstvena monografija), str. 302. ISBN: 978-953-333-001-3 (chapter in the book). • Tolić, M. (2012), Medijska kultura i odgoj za medije u suvremenoj školi, *Tamna strana ekrana*. Zlatko Miliša (ur.); Tiva Tiskara Varaždin, str. 69–82, str. 302. ISBN: 978-953-333-001-3 (chapter in the book) • Müller, M., Perić, I. (2019), *Pedagogical-linguistic analysis of the role of media from the aspect of childhood upbringing*, LAP LAMBERT Academic Publishing GmbH& Co. KG, **American International University (**AIUB**)**, 50 str. Online ISBN: 978-620-0-11861-5.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Tolić, M. (2016), Kontroverze u etimološkim analizama medijske kulture s aspekta digitalnog društva, *Hrvatski filmski ljetopis*, 86–87, Zagreb, str. 137–144. Print ISSN:1330-7665, UDK 791.43/45 (original scientific article) 2. Müller, M., Landmayer, B. (2019), The link between entrepreneurial learning and the use of E-visitors in the function of sustainble tourism development (example of the peninsuala of Čiovo), Economics of Digital Transformation – Research monograph- First Edition, Sveučilište u Rijeci, Ekonomski fakultet., str. 213–225. ISBN: 978-953-7813-45-1 (print), ISBN (online): 978-953-7813-46-8 (original scientific article) 3. Müller, M., Spasenovski, N. (2015), Vjerodostojnost tiskanih medija u slučaju kölnske Silvester noći 2015./2016. (seksualni napadi na žene njemačko-hrvatski primjer), Jahrbuch – Godišnjak njemačke zajednice, DG., Vol. 25., Osijek, str. 393–408. ISSN: 1849-8159, UDK: 08:0621.2 4. Miliša, Z., Tolić, M. (2015), Research Perspectives on the Impact of Media on childern and yound adults,

	Science Journal of Education, 3(3), str. 50–59. ISBN: 2329-0900 (print), ISBN (online): 2329-0897, doi: 10.11648/j.sjedu.20150303.12 (original scientific article)
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Müller, M., Kuprešak, I. (2018), Perceptions of high school students of the use of ICT in the process of a foreign (Pogledi srednješolcel na rabo IKT v procesu učenja tujega jezika), *Didactica Slovenica – pedagoška obzorja znanstvena revija za didaktiko*; <u>akad. prof. dr. Marjan Blažič</u> (ur.), Vol. 1., letnik 33, Slovenija, str. 95–104. Print ISSN: 03531392, UDK: 373.5:81243:004. (original scientific article) Citiranost publikacije. <u>SCOPUS,</u> 2. Müller, M. (2017), Der Zusammenhang der Multimedia-Entwicklungskompetenz und ausländischen Studierenden der deutschen Sprache, *DG Jahbbuch, Godišnjak njemačke zajednice*, Zbornik radova 24. Znanstvenog skupa „Nijemci i Austrijanci u hrvatskom kulturnom krugu", Zorislav Schönberger, Osijek, Vol. 24, 315–328. Print ISSN: 1849-8159, UDK: 08:061.2 (prethodno priopćenje) 3. Müller, M., Schwarz, J. (2019), The impact of the animated childern´s program of Baby TV on the handled government- language development of the child, *World Journal of Education,* Canada, Vol. 9., No. 3. ISSN 1925-0746(Print), ISSN 1925-0754 (Online). *(*original scientific article*)* 4. Tolić, M., Pejaković, S. (2016), Self-assesment of digital competences of higher education professors, 5th International Scientific Symposium Economy of Eastern Croatia- vision and growth, Osijek, str. 570-579. ISSN: 1848-9559 (original scientific article) 5. Müller, M. (2017), Educational standard sin the school curriculum and the role of the mass media. The case of Croatia, *Annales, Series Historia es Sociologija*, 27 (1), Ljubljana, str. 159- 175. ISSN: 1408-5348, UDK 009, Curent Contex (review article)
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	• Project title: Partnership of Germanic Institutions: German Traces in Croatia, Institution: Institute of German Studies, University of Justus Liebig in Gießen (Federal Republic of Germany) and Department of German Language and Literature, J. J. Strossmayer University of Osijek: funded by DAAD; presenters: doc. dr. sc. Tihomir Engler. (2017 - 2018) • Project title: Developing an e-learning environment for young students to become data literate (project K201-Erasmus- applied) in cooperation with the University of Ljubljana, Maribor, Osijek and Ankara, TR01 The Center for European Union Education and Youth Programs, 2019 .-Leaders: Doc.dr.sc. Mirela Müller Prof.dr.sc. Marjan Krašne (project submitted)

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	• Graduate study of Pedagogy and German Language and Literature, Faculty of Humanities and Social Sciences, University of Zadar. • Doctoral study of pedagogy, University of Zagreb
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	• Scholarship of the Fortbildungistituta Berlin-Brandenburg i Medienwerkstatt Potsdam- *Kreativ und kritisch mit Medien leben*, University of Potsdam and Fortbildungstitute Berlin, 2010. • Award - Certificate- GMK- Gesellschaft für die Medien und Kommunikationskultu based in Bielefeld - Cybermobbing, (Online) media dependency and prevention, Gesellschaft für die Medien und Kommunikationskultursa based in Bielefeld, 2011. • Certificate of Crown Block Conssultants Scientific Review Committee, 2017 Consultants Scientific Review Committee.
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Gloria Vickov, PhD (Associate Professor)
The course he/she teaches in the proposed study programme	German language teaching methods Internship and school practice Rhythm, movement and drama in the methodological design of German language teaching
GENERAL INFORMATION ON COURSE TEACHER	
Address	Templarska 14, 21 000 Split

Telephone number	098 218 255
E-mail address	gvickov@ffst.hr
Personal web page	
Year of birth	1968
Scientist ID	270024
Research or art rank, and date of last rank appointment	Senior Research Associate, 19 January 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14 February 2017
Area and field of election into research or art rank	Humanities, Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences University of Split
Date of employment	1 November 2005
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Humanities, Philology, English Studies
Function	Dean
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	5.11.2010
INFORMATION ON ADDITIONAL TRAINING	
Year	2005
Place	Broadstairs, Kent, UK
Institution	Hilderstone College
Field of training	EFL Teacher Training Programme
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Department of Teacher Education: *Engllish I, English II* (1st year of the pregraduate study)*, Early EFL* (4 year), *EFL Teaching Methodology* and *Praktikum* (5. godina), *Introduction to Linguistics* (3 year) and *Integrated language activities* (2 year). Department of the English Language and Literature: *Language and Discourse* (1 year of the graduate studies). Department of Pedagogy: *English for Specific Purposes* (1 year of the pregraduate studies).
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five	Vickov, Gloria (2014). Investigating L1 influence on the acquisition of L2 discourse markers. U: Peti-Stantić, Anita i

years in the field of the course (5 works at most)	Stanojević, Mateusz-Milan (ur.), *Language as Information: proceedings from the CALS conference 2012,* Frankfurt am Main: Peter Lang Verlag, 71-89. Vickov, Gloria (2015). Discourse marker acquisition and out-of-school activities: evidence from EFL writing, *TEM Journal,* 4,2, 207-218. Vickov, G. i Jakupčević, E. (2017). Discourse markers in non-native EFL teacher talk. *Studies in Second Language Learning and Teaching,* Vol. 7, 4, 649-672. Kovač, M.M. i Vickov, G. (2018). The impact of immediate task repetition on breakdown fluency, *Govor: časopis za fonetiku*, 35, 2, 139-160.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Kostović Vranješ, Vesna i Vickov, Gloria (2013). Interdisciplinarno poučavanje nastavnih sadržaja prirode i društva i engleskog jezika u ranoj školskoj dobi, *Hrvatski časopis za odgoj i obrazovanje, 15, 3, 823-848.* Vickov, Gloria (2014), Investigating L1 Influence on the Acquisition of L2 Discourse Markers, *Language as Information: proceedings from the CALS conference 2012,* Peti-Stantic, Anita i Stanojević, Mateusz-Milan (ur.), Frankfurt am Main etc.: Peter Lang Verlag, 71-89. Vickov, Gloria (2014). Incorporating L1 Culture into Primary EFL: Research into the EFL Teachers' Perspective. U: Gačić, Milica i Šamo, Renata (ur.), *Early Foreign Language Learning and Teaching: Perspectives and Experience,* Zagreb: Učiteljski fakultet, 142-154. Vickov, Gloria (2016). *Hrvatska kultura u učenju stranog jezika.* Zagreb: Hrvatska sveučilišna naklada, Filozofski fakultet u Splitu.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Four-year graduate study program in English Language and Literature and German Language and Literature at the Faculty of Humanities and Social Sciences University of Zagreb Two-year postgraduate doctoral studies in EFL Teaching Methodology and Second Language Acquisition (Faculty of Humanities and Social Sciences University of Zagreb)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation	

organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Ivanka Buzov, PhD (Assistant professor)
The course he/she teaches in the proposed study programme	Sociology of Education

GENERAL INFORMATION ON COURSE TEACHER	
Address	Hrvatske mornarice 22
Telephone number	021/ 386-122
E-mail address	ibuzov@ffst.hr
Personal web page	-
Year of birth	1958
Scientist ID	298413
Research or art rank, and date of last rank appointment	Znanstvena suradnica, 14. 11. 2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Docentica 14.03.2016.
Area and field of election into research or art rank	Social sciences, sociology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.10. 2007
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Social sciences
Function	Head of Department

INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	2013

INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Germany (Erfurt; Kassel)
Institution	University of Erfurt and Kassel
Field of training	Environmental Education - Socially Beneficial Learning at University (Study visit)

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French (2)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	.
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociologija obrazovanja, (predavanja i seminari) – Preddiplomski studij sociologije, od 2007. godine. Obrazovne perspektive u novim integracijama, (predavanja i seminari) - Preddiplomski studij sociologije, od 2008. godine. Sociologija odgoja (predavanja i seminari) – Studij predškolskog odgoja, 2008, 2009, 2014. i 2015. godine. Sociologija odgoja i obrazovanja (predavanja i seminari)– Učiteljski studij (integrirani), 2014., 2015., 2016. i 2017. godine.
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Buzov, I., i Rončević,N. (2017). Razumijevanje koncepta održivog razvoja studenata Sveučilišta u Splitu i Rijeci. // *ZNANSTVENO-STRUČNI SKUP Održivi razvoj i odgojno-obrazovni sustav Hrvatske* / Radeka, Igor (ur.). Zadar: Sveučilište u Zadru, Dječji vrtić,str. 263-272 Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (eds.) *School Effectiveness and Educational Management*. Palgrave Macmillan, pp.49-65. Buzov, I. (2014). Zastupljenost sadržaja o okolišu u srednjoškolskim nastavnim programima, *Školski vjesnik, časopis za pedagogijsku teoriju i praks*u , 63(3):353-365. Buzov, I. (2014). Social network sites as area for students' pro-environmental activities, *Proceedia Social and Behavioral Sciences*, 152:1233-1236
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. 2018. –2020. "P:A:Z:I:. Praktično-Aktivno-Zajedno-Interdisciplinarno! - programi društveno korisnog učenja za okoliš i održivi razvoj – Eusropski Socijalni Fond (Udruga „Sunce" Split, Filozofski fakultet, Ekonomski fakultet, Kemijsko-tehnološki fakultet i Pravni fakultet Sveučilita u Splitu). 2. Od 2016.g. – "Youth Aspirations, Identity, and Demographic Change in Rural Croatia: Implications for Education and Rural Regional Development (Sveučilište u Splitu i Penn State University, SAD). 3. 2016- August 2018. COMMIX: Empowering Literacy in Adolescents through Creative Engagement with Comics (ERASMUS plus – Filozofski fakultet Split i istraživački centri I fakulteti iz Bugarske, Cipra, Grčke,Velike Britanije, Poljske i Rumunjske).

<table>
<tr><td></td><td>4. 2014-2016: Boys' reading (ERASMUS plus - Strategic Partnership s - Filozofski fakultet Split i istraživački centri I fakulteti iz Austrije, Cipra, Grčke, Poljske, Portugala I Rumunjske). .
5. 2014-2016, Znanstveni centar izvrsnosti za školsku efektivnost i menadžment" , Ministarstvo znanosti, obrazovanja I športa - Institut z adruštvena istraživanja "Ivo Pilar", Ekonomski fakultet Zagreb, Filozofski fakultet Split)</td></tr>
</table>

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Graduate study programme in Sociology (teacher education)

PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Goran Kardum, PhD (Full professor)
The course he/she teaches in the proposed study programme	Psychology of Nurture and Education

GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	021/ 541 914
E-mail address	gkardum@ffst.hr
Personal web page	-
Year of birth	1974
Scientist ID	276756
Research or art rank, and date of last rank appointment	Scientific counsellor, 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, 2019.
Area and field of election into research or art rank	Social sciences, psychology

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences University of Split
Date of employment	1.11. 2008
Name of position (professor, researcher, associate teacher, etc.)	Full professor
Field of research	Psychology
Function	Vice-rector

INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD

Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	4. 7. 2007
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (39
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Developmental psychology
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Kuscević, D., Kardum, G., Brajčić, M. (2014). Visual Preferences of Young School Children for Paintings From the 20th Century. *Creativity Research Journal.* Doi: 10.1080/10400419.2014.929410 Stojanovic Stipic, S., Carev, M., Kardum, G., Roje, Z., Milanovic Litre, D., Elezovic, N. (2014). Are postoperative behavioural changes after adenotonsillectomy in children influenced by the type of anaesthesia? *European Journal of Anaesthesiology.* doi: 10.1097/EJA.0000000000000104 Vučinović, M., Kardum, G., Rešić, B., Vuković, J. (2013). Heritability of sleep EEG in the first three months of life. *Clinical EEG and Neuroscience.* 45(3), 193-200. Franić, T., Kralj, Ž., Kardum, G., Marčinko, D., Knez, R. (2013). Suicidal ideations and sleep related problems in early adolescence. *Early Intervention in Psychiatry*. doi: 10.1111/eip.12035 Antičević, V., Kardum, G., Britvić, D. (2012). War Veterans uality of Life: The Impact of Lifetime Traumatic Experiences, Psychological Physical and Health-Related Characteristics. *Društvena istraživanja*, 20, 4(114). Franić, T., Kardum, G., Marin Prižmić, I., Pavletić, N., Marčinko, D. (2012). Parental involvement in the war in Croatia 1991-1995 and suicidality in Croatian male adolescents. *Croatian Medical Journal,* 53(3), 244-253.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	-
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Kuscević, D., Kardum, G., Brajčić, M. (2014). Visual Preferences of Young School Children for Paintings From the 20th Century. *Creativity Research Journal.* Doi: 10.1080/10400419.2014.929410 Vučinović, Mirjana, Kardum, Goran, Rešić, Biserka, Vuković, Jonatan. (2013). Heritability of sleep EEG in the first three months of life. *Clinical EEG and Neuroscience*. DOI:10.1177/1550059413497000 Franić, Tomislav, Dodig, Goran, Kardum, Goran, Marčinko, Darko, Ujević, Ante, Bilušić, Mario. (2011). Early adolescence and suicidal ideations in Croatia: sociodemographic, behavioral, and psychometric correlates. *Crisis* 32(6): 334-345. Kardum, Goran. (2013). O žrtvi u pravcima suvremene psihologije. U: Vučković, Ante (Ur.) *Antropološka i religiozna dimenzija žrtve, XVIII. Međunarodni teološki simpozij Katoličkog bogoslovnog fakulteta Sveučilišta u Splitu*, Split. 209-238. Kondić, Ljiljana, Jakovljević, Miro, Kardum, Goran. (2010). Učinak molitve i duhovne obnove na anksioznost, depresivnost i kvalitetu življenja. *Duhovnost u suvremenoj medicini i psihijatriji* (Mostarska psihijatrijska škola) 3:219-235.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Within the graduate study program in Psychology.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Sani Kunac, teaching assistant

The course he/she teaches in the proposed study programme	Fundamentals of Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	-
E-mail address	skunac@ffst.hr
Personal web page	-
Year of birth	1990.
Scientist ID	352646
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	Social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.4.2016.
Name of position (professor, researcher, associate teacher, etc.)	Teaching assistant
Field of research	Higher Education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. paed. and mag. educ. philol. croat.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split
Date	15.7.2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	.
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, undergraduate study Fundamentals of Pedagogy, double major teachers' studies, graduate studies Creativity as pedagogical challenge, Study of Pedagogy, undergraduate study
Authorship of university/faculty textbooks in the field of the course	-

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Kunac, S. (2015.), Kreativnost i pedagogija. *Napredak*, 156(4), 423-446. Kunac, S. i Frania, M. (2018). Necessary Skills and Competencies of the 21st Century Teacher – Croatian and Polish Students' Attitudes. In: Dedić Bukvić, E. i Bjelan-Guska, S. (eds.), *Zbornik radova 2. međunarodna znanstveno-stručne konferencije „Ka novim iskoracima u odgoju i obrazovanju“.* Sarajevo: Filozofski fakultet Univerziteta u Sarajevu, pp. 65-84.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Frania, M. i Kunac, S. (2018). Variety of Gamification in the Education - the Polish and Croatian Perspective. In: Beseda, J. i Rohlikova, L. (eds.). *DisCo 2018: Overcoming the Challenges and Barriers in Open Education, 13th conference reader.* Prag : Centre for Higher Education Studies, pp. 5-20. Jukić, T., Kostović-Vranješ, V., Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In: Kaljača, S. i Nikolić, M. (eds.), *Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book).* Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli, pp 314-323.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2016.-2018., researcher, Erasmus Plus K2 project – TaSDI-PBS (2016-1-HR01-KA201-022147)., leader Dr. Ivana Batarelo Kokić, Full Professor
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Study of Pedagogy and Study of Croatian language and literature - teacher orientation (graduate level) on Faculty of Humanities and Social Sciences, University of Split.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Tonća Jukić, Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Fundamentals of Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	-
E-mail address	tjukic@ffst.hr
Personal web page	-
Year of birth	1978.
Scientist ID	290210

Research or art rank, and date of last rank appointment	Higher Research Associate, 7. 2. 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 1.10. 2019.
Area and field of election into research or art rank	Social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1. 10. 2019.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Higher Education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	16. 5. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002./2003.
Place	Split
Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, Teaching methodologies
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	.
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, undergraduate study Fundamentals of Pedagogy, Study of Pre-school Education, undergraduate study Fundamentals of Pedagogy, Teacher Study, integral study Fundamentals of Pedagogy, double major teachers' studies, graduate studies Systematic Pedagogy, Program of pedagogical-psychological-didactic and methodical education, Faculty of Humanities and Social Sciences Split Creativity as pedagogical challenge, Study of Pedagogy, undergraduate study Pedagogy, Health Studies, graduate studies
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five	Jukić, Tonća (2019). Creativity in Education. In: Proceedings of the *Seventh International Science Conference Contemporary*

years in the field of the course (5 works at most)	*Education – Conditions, Challenges and Perspectives (pp. 11.-16),*. Blagoevgrad, Bugarska, 14.-16. 6. 2019. ISBN: 978-954-00-0200-2 Bubić, Andreja; Jukić, Tonća (2017). Jedna lasta (ne) čini proljeće: perspektiva pojedinca u kontekstu održivog razvoja. *Napredak: časopis za pedagogijsku teoriju i praksu*, 158 (3):271-289.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Jukić, Tonća; Anđelić, Marija; Reškov, Mihaela (2015). Poimanje i poticanje kreativnosti u visokoškolskoj nastavi. In: Ivon, H., Mendeš, B. (Eds.). *Kompetencije suvremenog učitelja i odgajatelja – izazov za promjene: znanstvena monografija / Competencies of modern teachers and educators – challenge for change: scientific monograph.* Split: Filozofski fakultet u Splitu, pp 25-34. Jukić, Tonća; Kostović-Vranješ, Vesna; Kunac, Sani (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In: Kaljača, S. i Nikolić, M. (Eds.), *Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book)*. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli*, pp* 314-323.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2016.-2018., researcher, European Commission; Erasmus Plus K2: Strateška partnerstva; *COMMIX br.* 2016-1-BG01-KA201-0236572014 - 2016, leader Dr. Ivana Batarelo Kokić, Full Professor 2014-2016**,** researcher, European Commission; Erasmus Plus K2: Strateška partnerstva; *Boys Reading br.* 2014-1-HR01-KA200-007171, leader Dr. Ivana Batarelo Kokić, Full Professor
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Faculty of Natural Sciences and Education University of Split, 6 teaching methodologies Forum for Freedom in Education, Project Reading and Writing for Critical Thinking (RWCT), (since 2006. leads woorkshops for teachers)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Iva Grubišić Ćurić, assistant
The course he/she teaches in the proposed study programme	Rhythm, movement and drama in the methodological design of German language teaching Speech fluency development Speech production models The media in the German language teaching
GENERAL INFORMATION ON COURSE TEACHER	
Address	Vinka Maglice 52, Šibenik
Telephone number	0976717755
E-mail address	iva.grubisic@gmail.com
Personal web page	
Year of birth	1988

Scientist ID	
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Teaching assistant, 12 July 2019
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	
Date of employment	
Name of position (professor, researcher, associate teacher, etc.)	
Field of research	
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MA in English language and literature and German language and literature
Institution	Faculty of Humanities and Social Sciences
Place	Osijek, Croatia
Date	2011
INFORMATION ON ADDITIONAL TRAINING	
Year	2011
Place	Premuda, Croatia
Institution	University of Graz
Field of training	Literary translation
Year	2012
Place	Osijek
Institution	Faculty of Humanities and Social Studies
Field of training	Conference interpreting
Year	2019
Place	Online course
Institution	University of Zurich
Field of training	Digital humanities
Year	2019
Place	Cologne, Germany
Institution	University of Cologne
Field of training	Forensic linguistics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German – 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French – 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme	

where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Grubišić Ćurić, Iva. "TIME metaphors in English, German, and Croatian". In: Matešić, Mihaela and Vlastelić, Anastazija (eds.) Language and Mind. Proceedings of the 32nd international CALS conference, 73-86. Grubišić Ćurić, Iva; Lepoglavec, Valentina. "A Kingdom for a Horse! A Contrastive Analysis of Horse Idioms in English and Croatian". In: Jug, Danijel and Brozović, Bojana (eds.) Proceedings and abstracts of the 12th international scientific and professional conference Agriculture in nature and environment protection, 99-103.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Grubišić Ćurić, Iva. "Croatian secondary school students' errors in forming syntactic negation in English" (in press)
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Pedagogical-psychological-didactic- methodological education (Faculty of Humanities and Social Sciences, J. J. Strossmayer University of Osijek, 60 ECTS credits)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Irina Boban, assistant
The course he/she teaches in the proposed study programme	German language teaching methods Internship and school practice
GENERAL INFORMATION ON COURSE TEACHER	
Address	Uskoćka 14
Telephone number	0919087094
E-mail address	niboban@gmail.com
Personal web page	
Year of birth	1988.
Scientist ID	

Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistent, 12.07.2019.
Area and field of election into research or art rank	Humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of philosophy
Date of employment	12.07.2019.
Name of position (professor, researcher, associate teacher, etc.)	Assistent
Field of research	Philology, German language and literature studies
Function	Assistent
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. educ. philol. germ., mag. educ. philol. franc.
Institution	University of Zadar
Place	Zadar
Date	07.06.2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English - 4
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course	

carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	During the academic studies, magisterium, teaching post, german and french language and literature studies
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Joško Barbir, assistant
The course he/she teaches in the proposed study programme	Didactics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Zore Dalmatinske 16, Sveti Filip i Jakov
Telephone number	+385977508725
E-mail address	
Personal web page	-
Year of birth	1966
Scientist ID	366034
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	
Area and field of election into research or art rank	Social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	27.11.2017
Name of position (professor, researcher, associate teacher, etc.)	Teaching assistant
Field of research	Social sciences, pedagogy
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	M.A.

Institution	Faculty of Humanities and Social Sciences, University of Rijeka
Place	Rijeka
Date	2002
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	.
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

3.4. Optimal number of students

Enrolment quota for the first year of the graduate study programme is 30 students.

3.5. 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 graduate study programme is 12.500,00 Croatian kunas.

3.6. Plan of procedures of study programme quality assurance

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 Zagreb 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.	
Documentation on which the quality assurance system of the constituent part of the University is based:	
• 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)	
Description of procedures for evaluation of the quality of study programme implementation:	
• Fore 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 part-time teachers	Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo) Counselling at the level of Department (and broader) during the semester (teachers who teach related subjects cooperate and jointly take care of the quality of teaching)
Monitoring of grading and harmonization of grading with anticipated learning outcomes	Student survey (CIRCO, https://www.ffst.hr/centri/circo) Self-evaluation Internal student evaluations via anonymous questionnaires
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Student survey (CIRCO, https://www.ffst.hr/centri/circo)
Availability and evaluation of student support (mentorship, tutorship, advising)	Student survey (CIRCO, https://www.ffst.hr/centri/circo) Self-evaluation Internal student evaluations via anonymous questionnaires
Monitoring of student pass/fail rate by course and study programme as a whole	ISVU system

Student satisfaction with the programme as a whole	Student survey (CIRCO, https://www.ffst.hr/centri/circo) Self-evaluation Internal student evaluations via anonymous questionnaires
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	E-mail communication with members of the Department
Evaluation of student practical education (where this applies)	
Other evaluation procedures carried out by the proposer	Formal and informal counselling with colleagues from the field on Departmental level and elsewhere Class-shadowing with feedback by colleagues from the field
Description of procedures for informing external parties on the study programme (students, employers, alums)	Faculty Web-pages Prospectus (updated every year) University Open Day *Universitas* –University of Split supplement in *Slobodne Dalmacija* daily newspaper Participation of teachers and students at the Festival of Science and other similar events