UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE STUDY PROGRAMME

German Language and Literature

Class: 602-04/20-02/0002
Reg. No: 2181-190-03-1/1-20-0001
Split, 30 January 2020

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

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

Name of the study programme	Graduate university study programme *German Language and Literature*		
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 Language and Literature* (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 abovementioned 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. use relevant professional and scientific literature;

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

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

22. interpret literary texts in German;

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

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

25. to critically judge the history of German film;

26. develop intercultural communication competences.

2.3.   Employment possibilities

After the completion of the graduate study programme in *German Language and Literature*; teacher education, the *Master of Education (MEdu) in German Language and Literature* 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 Language and Literature 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	GER401	Language exercises: Oral communication skills	0	0	30	0	2
	HZX003	Psychology of Nurture and Education*	30	30	0	0	2.5
	HZX004	Sociology of Education*	30	30	0	0	2.5
	GER402	Speech fluency development	15	15	0	0	3
	GER403	Introduction to the didactics of literature	30	15	0	0	3
	Total		105	90	30	0	13
Elective	GER404	A history of German film	15	15	0	0	2
	GER405	Images of Germany in European film	15	15	0	0	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	GER406	Language exercises: Written communication skills	0	0	30	0	2
	GER407	German language teaching methods	15	15	0	0	3
	HZX002	Didactics*	30	30	0	0	2.5
	HZX001	Fundamentals of pedagogy*	30	30	0	0	2.5
	GER408	The Mann family- the works of a literary dynasty	15	15	0	0	3
	Total		90	90	30	0	13
Elective	GER409	Trends in contemporary German	15	15	0	0	2
	GER410	Discourse analysis	15	15	0	0	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).

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	GER501	Language exercises: Translation	0	0	30	0	2
	GER502	The media in the German language teaching	15	15	0	0	3
	GER503	Rhythm, movement and drama in the methodological design of German language teaching	15	15	0	0	3
	GER504	Language-pragmatic theories in intercultural language teaching	30	15	0	0	4
		Total	60	45	30	0	12
Elective	GER505	Speech production models	30	15	0	0	3
	GER506	German women's literature of the 19th and 20th century	30	15	0	0	3
	HZX009	*Professional practice at a teaching base**	0	30	40	80	5
		Students choose one elective course.					

List of courses
Year of study: 2nd
Semester: 1st

**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.

STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	GER507	Internship and school practice	0	30	60	0	5
	GER508	Diploma Thesis	0	0	0	0	10
		Total	0	30	60	0	15
Elective	HZX009	*Professional practice at a teaching base**	0	0	0	0	5

List of courses
Year of study: 2nd
Semester: 2nd (summer)

**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: ORAL COMMUNICATION SKILLS					
Code	GER401	Year of study	1.			
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	20%			

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	None.
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 e.g. 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 ☐ **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 to complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to participate actively and constructively in class and discussions during class as well as to complete individual and group tasks in a timely manner and to the best of their ability. Students are required to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written

	examination) and to achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an 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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 20% 2. a passing grade in the oral exam – 60% 3. activity in class, participation in discussions during class – 10% 4. successful fulfilment of individual and group tasks – 10% The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Various newspapers (Die Presse, FAZ, Süddeutsche Zeitung, Der Tagesspiegel, etc.)	/	yes
	Various magazines (Der Speigel, Stern, Focus, Bunte, etc,)	/	yes
	Brochures, posters, advertisements etc.	/	yes
	Duden: Deutsches Universalwörterbuch, Dudenredaktion, 9., vollständig überarbeitete und erweiterte Aufl.; Berlin; Dudenverlag, 2019	1	/

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, 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	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process

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

NAME OF THE COURSE	PSYCHOLOGY OF NURTURE AND EDUCATION				
Code	HZX003	Year of study		1st year of graduate study	
Course coordinator(s)	Goran Kardum, PhD, Full Professor	Credit value (ECTS)		5	
Associates	Vesna Antičević, PhD, Associate Professor	Course delivery types (hours per semester)	L	S	E	F
			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	None
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	☐ **lectures** ☐independent tasks

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

Students' duties	Course attendance, class activity, successfully completing tasks; write and present a seminar paper in line with previously determined criteria; pass a written exam (or an equivalent of 2 tests)

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	2	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	2	Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	

Grading and evaluating students' work during the course and in the final exam	Final grade is a result of course attendance and activity in in-class assignements (40%), seminar paper (20%) and preliminary tests/written exam (40%). The assessment and marking criteria of individual elements can be found in the course repository.

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	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.

NAME OF THE COURSE	**SOCIOLOGY OF EDUCATION**		
Code	HZX004	Year of study	1
Course teacher	Ivanka Buzov, PhD,	Credits (ECTS)	2,5 (5)

	Assistant Professor					
Associate teachers	Tea Gutović, Teaching 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	10%			

COURSE DESCRIPTION						
Course objectives	- Gaining knowledge of the basic concepts of the sociology of education, and especially the relationship between the educational subsystem and the global social system. - Introduction to the main sociological theories of upbringing and education and -contemporary perspectives in sociology. - Understanding of the social basis of the teaching profession and the processes of operation of educational institutions in modern society. - Also, gaining knowledge about the social basis of the teaching profession and the processes of operation of educational institutions in modern society					
Course enrolment requirements and entry competences required for the course	Enrolled graduate study.					
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+2S) 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. Education for entrepreneurship (2L+2S) 13. Sociology 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	☐ independent assignments ☐ **multimedia** ☐ laboratory ☐ work with mentor ☐ (other)				

	□ field work	

Student responsibilities	Participate in the teaching process: lectures 70%, seminars (80%). - Behave in accordance with ethical and scientific principles in higher education. - Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. - Analytically approach and discuss the topic at seminars / workshops. - Prepare and present a seminar paper according to pre-established criteria. - Pass the oral exam (equivalent to the oral exam are 2 passed colloquia) - To be informed about the classes he / she missed during the consultations of teachers and with other students. - Adhere to the time frames required to perform activities in the course. - Actively and constructively participate in teaching

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		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Oral exam - 70% 2. Prepared and presented seminar paper in accordance with the instructions of teachers - 20% 3. Class activity: success in solving individual and group tasks - 10% Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. 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	Yes
	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)	- Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall. - 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. - Barber, B. (1963.) Some problems in the Sociology of Professions, *Daedalus,* 92(4): 669-688. - Bernstein, B. (1994.), Jezik i društvene klase. Beograd: BIGZ. - Bourdieu, P. i Passeron, J. C. (2000.), Reproduction in Education,Society and Culture. London: Sage Publications. - Buzov, I. (2009).Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak TITIUS, 1(1): 303-315. - Durkheim, E. (1996.), Obrazovanje i sociologija, Societas, Zagreb. 11.

	- Giddens, A. (2007.), Sociologija, Zagreb: Nakladni zavod, (16. Poglavlje – Obrazovanje, str. 494-536) - Hagège, H. (2019). *Education for Responsibility. Science, Society and New Technologies Series- Eduaction Set.* London and New York: *ISTE Ltd & John Willey and Sons.* - Jal, M. & Scott, D. (2018) Education in a New Society: Renewing the Sociology of Education 1st Edition, University of Chicago Press - Lesourne, J. (1993.) Obrazovanje i društvo: izazovi 2000.godine. Educa, Zagreb, str. 79-104. - Liessmann, K.P. (2006.), Teorija neobrazovanosti: zablude društva znanja, Zagreb, Naklada Jesenski i Turk. - Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju, Drugi kao polazište, Nova prisutnost 7, 59-84 26. - Obrazovanje za poduzetništvo - E4E: Znanstveno stručni časopis o obrazovanju za poduzetništvo, Zagreb: Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski. - Pastuović, N. (2012). Obrazovanje i razvoj, Institut za društvena istraživanja i učiteljski fakultet, Zagreb. - Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja, Znamen, Zagreb (V. Poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371). - Pilić, Š. (2008). *Knjiga o nastavnicima.* Split: Filozofski fakultet, dostupno na https://www.ffst.unist.hr/_download/repository/Pilic_nastavnici.pdf 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, - Štulhofer, A. (1992). Mitologija obrazovnih šansi. Theleme, 38, 2, 61-72. 36. - Vujčić, V. (1990.), Obrazovne šanse, Školske novine, Zagreb. - Vujčić, V. (1989.), Obrazovanje i društvo, CDD, Zagreb. - Waller, R. (2012). Sociologija obrazovanja. U: Duffour, B. i Curtis, W. Studij odgojno-obrazovnih znanosti. Zagreb: Educa, str. 123-151. NOTE: Optional literature also serves as a basis for seminar literature, which is usually supplemented by newer bibliographic units from the sociology of education.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, individual consultations, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations. Students' self-assessment of achieved learning outcomes, collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		SPEECH FLUENCY DEVELOPMENT				
Code	GER402	Year of study	1st			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%			
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	1. Active participation in lectures and seminars; 2. A passing grade in the written exam (min. 50%), i.e. two tests (a positive grade in both midterm tests is equivalent to the written examination) 3. After the written test, students are required to pass the oral exam. 4. Create a seminar paper with set criteria. 5. Active participation in classes (discussions, text analysis).

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		Individual work	
	Essay		Seminar essay	0.5	(Other)	
	Midterm exam		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at	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.

the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1.a passing grade in the written exam, i.e. two midterm tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. created seminar paper with set criteria – 15% 3. oral exam –35% The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Reitbrecht, Sandra (2017). Häsitationsphänomene in der Fremdsprache Deutsch und ihre Bedeutung für die Sprechwirkung. (Schriften zur Sprechwissenschaft und Phonetik 10). Frank & Timme Berlin.	1	/

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	-　class attendance and class participation, -　student survey on the teaching and teacher's quality at the university level, -　passed exam and fulfilled obligations prescribed by the syllabus, -　individual consultations -　students' self-assessment of their learning outcomes
Other (as the proposer wishes to add)	None.

NAME OF THE COURSE		INTRODUCTION TO THE DIDACTICS OF LITERATURE				
Code	GER403	Year of study	1.			
Course teacher	Mirela Müller, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
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 required for the course	None.					
Learning outcomes expected at the level of the course	Students will be able to: - to critically consider literary works in the context of teaching German as a foreign language;					

(4 to 10 learning outcomes)	- 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 theatre (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	Students are required to attend classes regularly and to complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to write and present a seminar paper in line with previously determined criteria, to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 50% on the exam/tests as well as to pass an oral exam (after passing the written exam or 2 tests).

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	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 40% 2. writing and presenting a seminar paper – 20% 3. activity in class, participation in discussions during class – 10% 4. a passing grade in the oral exam – 30% The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Leubner, M; Saupe/Matthias, R. (2011),	2	/

	Literaturdidaktik, Berlin: Akademie Verlag		
	Schulz-Pernice, F. (2019): *Die Literatur der Literaturdidaktik*, Stuttgart: Metzler	1	/
	Spinner, Kaspar H./Standke, Jan (2016): Erzählende Kinder- und Jugendliteratur im Deutschunterricht (Textvorschläge-Didaktik-Methodik), Paderborn: UTB GmbH.	1	/
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	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	A HISTORY OF GERMAN FILM				
Code	GER404	Year of study	1		
Course teacher	Marijana Erstić, PhD, Associate Professor	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%		
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	None.				
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	1. Introduction (1L + 1S)				

broken down in detail by weekly class schedule (syllabus)	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	Students are required to participate in classes and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are required to pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an 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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% 2. activity in class, participation in discussions during class and seminars – 10% 3. oral exam – 30% The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Jacobsen, Wolfgang/Anton Kaes: *Geschichte des deutschen Films*. Stuttgart. Metzler 2004².	1	/

Optional literature (at the time of submission of study programme proposal)	1. Deleuze, Gilles: *Kino I. Das Bewegungs-Bild*. Suhrkamp, Frankfurt a.M. 1997. 2. Deleuze, Gilles: *Kino II. Das Zeit-Bild*. Suhrkamp, Frankfurt a.M. 1997. 3. Erstić, Marijana: *Paragone 1900. Studien zum Futurismus*. Universi, Siegen 2018. PDF. Fritz Lang: *Metropolis*. 4. Erstić, Marijana: *Ein Jahrhundert der Verunsicherung. Medienkomparatistische Analysen*. Universi, Siegen 2017, PDF. Rainer Werner Fassbinder: *Fontane Effi Briest*).

	5. Kühnel, Jürgen: *Einführung in die Filmanalyse*. Teil I. Die Zeichen des Films. Universi, Siegen 2004. PDF.
	6. Kühnel, Jürgen: *Einführung in die Filmanalyse*. Teil II. Dramaturgie des Spiefilms. Universi, Siegen 2004. PDF.
	7. Monaco, James: *Film verstehen. Kunst, Technik, Sprache, Geschichte und Theorie des Films und der Neuen Medien (Mit einer Einführung in Multimedia)*. Rowohlt, Reinbek b. Hamburg 2009.
	8. *Navigationen - Zeitschrift für Medien- und Kulturwissenschaften*. Tema: *Pasolini-Haneke. Filmische Ordnungen von Gewalt*. 14 (2014), 1 (ur. Marijana Erstić i Christina Natlacen). PDF.
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		IMAGES OF GERMANY IN EUROPEAN FILM				
Code	GER405	Year of study	1st			
Course teacher	Marijana Erstić, PhD, Associate Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%			
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	None.					
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	Students are required to participate in classes and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are required to pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an 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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% 2. activity in class, participation in discussions during class and seminars – 10% 3. oral exam – 30% The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Monaco, James: *Film verstehen. Kunst, Technik, Sprache, Geschichte und Theorie des Films und der Neuen Medien (Mit einer Einführung in Multimedia)*. Rowohlt, Reinbek b. Hamburg 2009.	1	/
	Nowel-Smith, Geoffrey: *Geschichte des internationalen Films*. Stuttgart. Metzler 1998.	1	/

Optional literature (at the time of submission of study programme proposal)	1. Deleuze, Gilles: *Kino I. Das Bewegungs-Bild*. Suhrkamp, Frankfurt a.M. 1997. 2. Deleuze, Gilles: *Kino II. Das Zeit-Bild*. Suhrkamp, Frankfurt a.M. 1997. 3. Erstić, Marijana: „Das Jahr Null irgendwo in Berlin. Denken und Pathos bei Morin, Rossellini, Lamprecht, Kluge". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft,*12 (2020), 1, 79-96. 4. 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*

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Vergleichende Literaturwissenschaft. 3 (2011), 2, 299-314.
5. Erstić, Marijana: *Kristalliner Verfall. Luchino Viscontis (Familien-)Bilder al di là della fissità del quadro*. Winter, Heidelberg 2008.
6. 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 (ur.): *Theater und Schaulust im aktuellen Film*. Transcript, Bielefeld 2004, 33-53.
7. Kühnel, Jürgen: *Einführung in die Filmanalyse*. Teil I. Die Zeichen des Films. Universi, Siegen 2004. PDF.
8. Kühnel, Jürgen: *Einführung in die Filmanalyse*. Teil II. Dramaturgie des Spiefilms. Universi, Siegen 2004. PDF.
9. Theweleit, Klaus: *Deutschlandfilme. Godard, Hitchckock, Pasolini. Filmdenken und Gewalt*. Stroemfeld-Roter Stern, Frankfurt a.M. 2003.
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Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	LANGUAGE EXERCISES: WRITTEN COMMUNICATION SKILLS				
Code	GER406	Year of study	1.		
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	20%		

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	None.
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	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)

(syllabus)	3. Review of structural norms of particular genres, as well as exercises in selected genres (word play, creating a 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 ☐ **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 to complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to participate actively and constructively in class and discussions during class as well as to complete individual and group tasks in a timely manner and to the best of their ability. Students are required to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an 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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% 2. a passing grade in the oral exam – 20% 3. activity in class, participation in discussions during class – 10% 4. successful fulfilment of individual and group tasks – 10% The assessment and marking criteria of individual elements can be found in the course repository.

	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	1	/
	Esselborn-Krumbiegel, Helga: Von der Idee zum Text. Eine Einleitung zum wissenschftlichen Schreiben, (2002), Verlag Ferdinand Schöningh, Paderborn	1	/
Optional literature (at the time of submission of study programme proposal)	Langenscheidt Großwörterbuch Deutsch als Fremdsprache, (2015), Redaktion Langenscheidt, München und Wien Christian Seiffert: Schreiben im Alltag und Beruf, (2009) Langenscheidt KG, Berlin und München		

Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	Independent assignments primarily refer to work at home (preparation for class, writing homework).

NAME OF THE COURSE		GERMAN LANGUAGE TEACHING METHODS					
Code	GER407		Year of study		1.		
Course teacher	Mirela Müller, PhD, Assistant Professor		Credits (ECTS)		3		
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				15	15	0	0
Status of the course	mandatory		Percentage of application of e-learning	20%			
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 | Students are required to attend classes regularly and to complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to write and present a seminar paper in line with previously determined criteria, to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to pass an 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	1	Research		Practical training	
	Experimental work		Report		Individual work	
	Essay		Seminar essay	0.5	(Other)	
	Midterm exam		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	

| Grading and evaluating student work in class and at the final exam | In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:
1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%
2. writing and presenting a seminar paper – 20%
3. activity in class, participation in discussions during class – 10%
4. a passing grade in the oral exam – 20%
The assessment and marking criteria of individual elements can be found in the course repository. |

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Elgun, M. (2012), Medien Im Deutschunterricht - Führt der Einsatz von Medien im Deutschunterricht zur Steigerung der Lernmotivation?, GRIN Publishing, München	1	/
	Niegemann, H, M. (2001), *Neue Lernmedien:Konzipieren, entwickeln, einsetzen*, Bern: Hans Huber Verlag	1	/
	Schultz, D., Bradbeer, M., Bimont, V., Band, G., Stiglbauer, A. (2013): *Aktivierende Methodik im Fremdsprachenunterricht- Nutzen, Wikung, praktische Beispiele* in: Wissenschaftliche Beiträge, Technische Hochschule Wildau	/	yes
	Ciepielewska, L., Goraca-Sowczyk (2014): Glottodidaktik, füher, heute und morgen. University Press, Poznan	/	yes
Optional literature (at the time of submission of study programme proposal)	- Beisbart, O; Marenbach, D. (2003). Bausteine der Deutschdidaktik. Ein Studienbuch. Donauwörth. - Heyd, G. (1990). Deutsch lehren. Grundwissen für den Unterricht in Deutsch als Fremdsprache, Diesterweg, Frankfurt. - Koeppel, R. (2016). Deutsch als Fremdsprache. Spracherwerblich reflektierte Unterrichtspraxis. Hohengehren: Schneider Verlag, 3. überarb. und erweit. Aufl. - Lange, Günter; Weinhold, S. (2005). Grundlagen der Deutschdidaktik. Sprachdidaktik - Mediendidaktik - Literaturdidaktik. Baltmannsweiler.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	DIDACTICS					
Code	HZX002	Year of study	1.			
Course teacher	Morana Koludrović, PhD, Associate Professor	Credits (ECTS)	5			
Associate teachers	Ante Grčić, Teaching 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	20%			
COURSE DESCRIPTION						
Course objectives	Within the course, students will get to know the basics of modern didactics in such a way that they can apply the acquired competences in their own teaching process with special emphasis on the competence - based and constructivistic - based approach to planning, organizing, implementing and evaluating the educational					

	process.
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)	Upon completion of this course, students will be able to: - analyse different didactic theories and approaches regarding the organization of the educational process, the roles of participants in the educational process, social and economic factors. - apply the principles of competence -based and constructivist – based approaches in educational process - analyse curricula regarding their purpose and goals - choose didactic strategies, methods, media, and social forms of work in accordance with learning outcomes and respecting the individual characteristics of students - design a teaching process based on constructive alignment - choose appropriate didactical approaches, methods, and techniques for evaluating student achievement and self-evaluation - define forms and evaluate effective ways of cooperation with parents, students, employees of the educational institution and the local community
Detailed course content by weekly class schedule (syllabus)	1. Determinants of contemporary didactics based on competence and curriculum approach of education: educational, social, and economic context (2P) 2. The role of the teacher in contemporary education process (1P) 3. Educational atmosphere and environment. Educational and classroom management. (2P) 4. Characteristics of students and individualization in modern educational process and didactics (2P) 5. National, subject, and school curriculum (3P) 6. The theory of constructive alignment (2P) 7. Planning and organizing the teaching process (2P) 8. Teaching strategies, methods, and social forms of work (3P) 9. Teaching media (2P) 10. Implementation of the teaching process (1P) 11. (Self) evaluation in educational process (1P) 12. Evaluation of student achievements: types, methods, approaches (2P) 13. Techniques and methods of (self) evaluation (2P) 14. Parents' meetings and individual parents' income (1P) 15. The educational role of teaching and teachers (class management; cooperation with the local community) (2P) 16. Reform pedagogies and pedagogical pluralism (2P)
Types of teaching	**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 obligations	Participate in the educational process: lectures 80% and seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Plan, organize and present the plan of the teaching unit. Actively and constructively participate in the teaching process. Participate and perform teaching and extracurricular (individual, group and research) activities that enable the acquisition of learning outcomes provided by the course. Create and present a seminar paper according to established criteria. Pass the written exam (passed two colloquia are equivalent to a 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	2	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Written exam (i.e. successfully passed two colloquia) - 50% 2. Seminar paper - 20% 3. Success in solving individual and group tasks - 20% 4. Class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Miljković, D.; Strugar, V.; Cindrić, M. (2016), Didaktika i kurikulum. Zagreb: Učiteljski fakultet.	10	
	Bognar, L., Matijević, M. (2005). *Didaktika.* Zagreb: Školska knjiga. (odabrana poglavlja)	2	
	Pivac, J. (2010), Izazovi školi. Zagreb: Školska knjiga	1	
	Vizek Vidović, V. i sur. (2014), Psihologija odgoja i obrazovanja. Zagreb: IEP-VERN. (odabrana poglavlja)	5	
	Previšić, V. (ur.) (2007), Kurikulum: Teorije – Metodologija – Sadržaj – Struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)	2	

Optional literature (at the time of submission of study programme proposal)	1. Koludrović, M.; Rajić, V. (2019), Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152. 2. Rijavec, M.; Miljković, D. (2010), Pozitivna disciplina u razredu. Zagreb: IEP. 3. Koludrović, M. (2013), Mogućnosti razvijanja kompetencija učenja u suvremenoj nastavi. Pedagogijska istraživanja, 10(2), 295-307. 4. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75. 5. Gudjons, H. (1994), Pedagogija – temeljna znanja. Zagreb: Educa. 6. Kyriacou, C. (1995). Temeljna nastavna umijeća. Zagreb: Educa. 7. Marsh, J.C. (1994). Kurikulum: temeljni pojmovi. Zagreb: Educa. 8. Meyer, H. (2002). Didaktika razredne kvake. Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa. 9. Stoll, L., Fink, D. (2000), Mijenjajmo naše škole. Zagreb: Educa. 10. Koludrović, M. (2013), Problemsko učenje u kurikulumu obrazovanja nastavnika. Zagreb: Sveučilište u Zagrebu. 11. Studenti prema preporuci nastavnika, a sukladno odabiru seminarske teme odabiru i drugu znanstvenu i stručnu te on line i tiskanu literaturu. 12. Relevant and current laws in the field of education

Quality assurance	- class attendance, class activity, successfully completing tasks

methods that ensure the acquisition of exit competences	- student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COURSE		FUNDAMENTALS OF PEDAGOGY					
Code	HZX001		Year of study	1.			
Course teacher	Tonća Jukić, PhD, Associate Professor		Credits (ECTS)	2,5 (5)			
Associate teachers	Sani Kunac, Teaching 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	20%			
COURSE DESCRIPTION							
Course objectives	To enable students to undertake the critical scientific study of pedagogy as the theory and practice of developing competencies for life, for organisational skills and effective professional and scientific engagement with pedagogical issues and activities in education 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 - to 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 a theory of competencies - to identify the advantages and disadvantages of pedagogical theories of personality development - to distinguish the qualitative levels in an individual's development and teachers' tasks in their implementation - to explain aspects and methods of pedagogical work in the development of competencies - to set pedagogy and andragogy in relation - to explain the need for the theoretical and practical development of competencies for intercultural relations - to explain the reasons why curriculum development is a pedagogical problem - to 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)	- Introduction to the course. (2L + 2S) - Scientific definition - epistemological characteristics of pedagogy. Pedagogy in scientific systems and the scientific system of pedagogy. (2L + 2S) - Socio-historical dimensions and the development of pedagogy. The basic postulates of pedagogy as theory of competencies. (4L + 4S) - Different pedagogical paradigms. (4L + 4S) - Reform pedagogies. (2L + 2S) - Basic characteristics of the school system. (2L + 2S) - Development of curriculum as a pedagogical problem. (2L + 2S) - Pedagogical theories of personality development. Competence approach in pedagogy. The qualitative levels in individual's development. (4L + 4S) - Aspects and methods of pedagogical work in development of competencies. (2L + 2S) - The relation between pedagogy and andragogy in the system of lifelong learning. (2L + 2S) - Development of competencies for sustainable development and life in a plural society (2L + 2S) - 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	Students are required to participate in lectures (80%) and seminars (80%), present a seminar paper and pass 2 preliminary exams.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	2.5	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade for the course is formed according to the completion of the following elements: presenting the seminar paper (20%) and passing 2 preliminary exams (80%) or a written exam. The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	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	1. Koludrović, M.; Rajić, V. (2019), Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina.

programme proposal)	Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152. 2. Rijavec, M.; Miljković, D. (2010), Pozitivna disciplina u razredu. Zagreb: IEP. 3. Koludrović, M. (2013), Mogućnosti razvijanja kompetencija učenja u suvremenoj nastavi. Pedagogijska istraživanja, 10(2), 295-307. 4. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75. 5. Gudjons, H. (1994), Pedagogija – temeljna znanja. Zagreb: Educa. 6. Kyriacou, C. (1995). Temeljna nastavna umijeća. Zagreb: Educa. 7. Marsh, J.C. (1994). Kurikulum: temeljni pojmovi. Zagreb: Educa. 8. Meyer, H. (2002). Didaktika razredne kvake. Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa. 9. Stoll, L., Fink, D. (2000), Mijenjajmo naše škole. Zagreb: Educa. 10. Koludrović, M. (2013), Problemsko učenje u kurikulumu obrazovanja nastavnika. Zagreb: Sveučilište u Zagrebu. 11. Studenti prema preporuci nastavnika, a sukladno odabiru seminarske teme odabiru i drugu znanstvenu i stručnu te on line i tiskanu literaturu. 12. Relevant and current laws in the field of education
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	THE MANN FAMILY - THE WORKS OF A LITERARY DYNASTY				
Code	GER408	Year of study	1.		
Course teacher	Marijana Erstić, PhD, Associate Professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%		
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	None.				
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	Students are required to participate in classes and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are required to write a seminar paper in line with previously determined criteria and pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an 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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:
	  1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%
	  2. written and presented seminar paper – 20%
	  3. activity in class, participation in discussions during class and seminars – 10%
	  4. oral exam – 20%
	The assessment and marking criteria of individual elements can be found in the course repository.

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

other media)	Mann, Heinrich: *Professor Unrat oder Das Ende eines Tyrannen* (1904). Frankfurt a.M.: Büchergilde Gutenberg 2014.	/	yes
	Mann, Klaus: *Mephisto* (1936). Frankfurt a.M.: Büchergilde Gutenberg 1993.	/	yes
	Mann, Thomas: *Buddenbrooks* (1901). Frankfurt a.M.: Fischer Tb 2017.	2	yes
Optional literature (at the time of submission of study programme proposal)	1. Baumgart, Reinhard: *Ironische und Ironie in den Werken Thomas Manns*. Ullstein, Frankfurt a.M./Berlin/Wien 1974. 2. Erstić, Marijana: „Der Tod des Autors? Thomas Manns Buddenbrooks". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft*. 10 (2018), 2, 331-342. 3. Ghanbari, Nacim: *Das Haus. Eine deutsche Literaturgeschichte 1850-1926*. De Gruyter, Berlin 2011. 4. Görner, Rüdiger: *Thomas Manns erzählte Welt. Studien zu einem Verfahren*. J.B. Metzler, Stutgart 2018. PDF. 5. Lévi-Strauss, Claude: *Der Weg der Masken*. Insel tb , Frankfurt a.M.1977. 6. Marotta, Chiara: *Klaus Mann – A European-American Author*. Peter Lang, Frankfurt a.M. 2019. PDF. 7. Ridley, Hugh/Vogt, Jochen: *Thomas Mann*. Fink Verlag, Paderborn 2009. 8. Stanzel, Franz K.: *Typische Formen des Romans*. Vandenhoeck & Rupprecht, Göttingen 1993[12]. 9. Vogt, Jochen: *Aspekte erzählender Prosa. Eine Einführung in Erzähltechnik und Erzähltheorie*. Westdeutscher Verlag, Opladen 1990[7]. 10. Werner, Renate (ur.): *Heinrich Mann. Texte zu seiner Wirkungsgeschichte in Deutschland*. De Gruyter, Berlin 2017[2]. PDF. (Reprint Tübingen: Max Niemeyer 1977). 11. Žmegač, Viktor: „Montage/Collage". Borchmeyer, Dieter/Žmegač, Viktor (ur.): *Moderne Literatur in Grundbegriffen*. Athenäum, Frankfurt a.M. 1987, 259-264. PDF.
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	DISCOURSE ANALYSIS				
Code	GER410	Year of study	1		
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	2		
Associate teachers	Sandra Lukšić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%		
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	None.
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** ☐ **seminars and workshops** ☐exercises ☐*on line*in entirety ☐partial e-learning ☐field work	☐ **independent assignments** ☐multimedia ☐laboratory ☐work with mentor ☐ (other)

Student responsibilities	Regular class attendance, completing in-class and out-of-class (individual and group) activities which enable the acquisition of learning outcomes prescribed by the course syllabus. Students are required to actively participate in completing assignments in class and to regularly do their homework at home to prepare for the preliminary test or the exam. Students take a written exam (equivalent to the written exam are two preliminary tests) and are required to achieve a minimum of 50% accuracy in the exam or preliminary tests, after which the oral exam is taken.

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		Individual work	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students take two preliminary tests and/or a written exam consisting of verification of theoretical knowledge and its application to specific tasks within the discourse analysis. The student who successfully passed both preliminary tests is exempted from taking the written exam. After passing preliminary tests or the written exam the student takes an oral exam. In accordance with learning outcomes, the final grade

	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	1	/
	Busse, Dietrich. 1992. *Textinterpretation. Sprachtheoretische Grundlagen einer explikativen Semantik*. Opladen.	1	/
	Warnke, Ingo H. /Spitzmüller, Jürgen 2011a. *Diskurslinguistik. Eine Einführung inTheorien und Methoden der transtextuellen Sprachanalyse*. Berlin & Boston: de Gryter	1	/

is formed with the regard to the achievement of the following elements:
1. written exam - 50%
2. oral exam - 50%
The evaluation and grading criteria for individual elements are described in the course repository on the Intranet.

Optional literature (at the time of submission of study programme proposal)	1. Schiffrin, Deborah (ed.). 2001. *The handbook of discourse analysis*. Blackwell 2. Wodak, Ruth / Meyer, Michael (ed.). 2016. *Methods of Critical Discourse Studies*, 3rd edition. Los Angeles: Sage.
Quality assurance methods that ensure the acquisition of exit competences	- Class attendance, activity in class, efficiency in performing tasks. - Student survey on the quality of teaching and teachers at university level. - Passed exam and other obligations prescribed by syllabus. - Individual consultation hour. - Self-assessment of achieved learning outcomes. - Collaborative assessment of the implementation and the quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	TRENDS IN CONTEMPORARY GERMAN				
Code	GER409	Year of study	1		
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	2		
Associate teachers	Sandra Lukšić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%		
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	None.				

course	
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 class attendance, completing in-class and out-of-class (individual and group) activities which enable the acquisition of learning outcomes prescribed by the course syllabus. Students are required to actively participate in completing assignments in class and to regularly do their homework at home to prepare for the preliminary test or the exam. Students take a written exam (equivalent to the written exam are two preliminary tests) and are required to achieve a minimum of 50% accuracy in the exam or preliminary tests, after which the oral exam is taken.

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		Individual work	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

| Grading and evaluating student | Students take two preliminary tests and/or a written exam consisting of verification of theoretical knowledge and its application to specific tasks within the analysis of |

work in class and at the final exam	trends in contemporary German. The student who successfully passed both preliminary tests is exempted from taking the written exam. After passing preliminary tests or the written exam the student takes an oral exam. In accordance with learning outcomes, the final grade is formed with the regard to the achievement of the following elements: 1. written exam - 50% 2. oral exam - 50% The evaluation and grading criteria for individual elements are described in the course repository on the Intranet.		
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 (eds.). 2004. Deutschaktuell. Einführung in die Tendenzen der deutschen Gegenwartssprache. Rom: Carocci.	1	/
	Stedje, Astrid. 2004. Deutsche Sprache gestern und heute. Einführung in Sprachgeschichte und Sprachkunde. München.	1	/
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	- Class attendance, activity in class, efficiency in performing tasks. - Student survey on the quality of teaching and teachers at university level. - Passed exam and other obligations prescribed by syllabus. - Individual consultation hour. - Self-assessment of achieved learning outcomes. - Collaborative assessment of the implementation and the quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	LANGUAGE EXERCISES: TRANSLATION				
Code	GER501	Year of study	2.		
Course teacher	Silvija Ugrina, Language Instructor	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	20%		
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	None.				
Learning outcomes expected at the level of the course	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;				

(4 to 10 learning outcomes)	- 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 ☐ **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 to complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to participate actively and constructively in class and discussions during class as well as to complete individual and group tasks in a timely manner and to the best of their ability. Students are required to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 60% on the exam/tests. After passing the written exam (or 2 tests), they are obliged to pass an 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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:
	  1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60%
	  2. a passing grade in the oral exam – 20%
	  3. activity in class, participation in discussions during class – 10%
	  4. successful fulfilment of individual and group tasks – 10%
	The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Monolingual and bilingual dictionaries (e.g. Anić et. al., Hrvatski enciklopedijski rječnik (2003), Novi liber; Zagreb; Duden Deutsches Universalwörterbuch, Mannheim; etc.)	1	/
	Hansen-Kokoruš, Renate i dr., Njemačko-hrvatski univerzalni rječnik (2005), Nakladni zavod Globus,	1	/

	Zagreb		
	Duden: Das Wörterbuch der sprachlichen Zweifelsfälle: Richtiges und gutes Deutsch, Band 9, (2019), 8., vollständig überarbeitete Auflage, Dudenverlag, Berlin	/	/
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	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)	Independent assignments primarily refer to work at home (preparation for class, writing homework, written translations).		

NAME OF THE COURSE	THE MEDIA IN THE GERMAN LANGUAGE TEACHING				
Code	GER502	Year of study	2.		
Course teacher	Mirela Müller, PhD, Assistant Professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%		
COURSE DESCRIPTION					
Course objectives	The aim of the course is to gain key vocational linguistic and digital competences and a range of applied competences, i.e. methodological and practical skills for dealing with communication, linguistic, literary, textual and cultural issues.				
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)	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	☐ **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 to complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to write and present a seminar paper in line with previously determined criteria, to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 50% on the exam/tests, to pass an oral exam (after passing the written exam or 2 tests) as well as to complete individual and group tasks in a timely manner and to the best of their ability.

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	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:
	  1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%
	  2. writing and presenting a seminar paper – 15%
	  3. activity in class, participation in discussions during class – 10%
	  4. a passing grade in the oral exam – 20%
	  5. successful fulfilment of individual and group tasks in a timely manner and to the best of their ability - 5%
	The assessment and marking criteria of individual elements can be found in the course repository.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and 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, str. 893–912.	1	/
	Niegemann, H, M. (2001), *Neue Lernmedien :Konzipieren, entwickeln, einsetzen*, Bern: Hans Huber Verlag	1	/
	Blömeke, S. (2003), Lehren und Lernen mit neuen Medien-Forschungsstand und Forschungsperspektiven, U: *Unterrichtswissenschaft Zeitschrift für Lernforschung* 31. Jahrgang, Heft 1, str. 57-82.	/	yes
Optional literature (at the time of submission of study programme proposal)	1. 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. 2. Schaumburg, H. (2003), *Konstruktivistischer Unterricht mit Laptops? Eine Fallstudie zum Einfluss mobiler Computer auf die Methodik des Unterrichts*. Dissertation. Freie Universität Berlin. Berlin. 3. 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	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE	**RHYTHM, MOVEMENT AND DRAMA IN THE METHODOLOGICAL DESIGN OF GERMAN LANGUAGE TEACHING**				
Code	GER503	Year of study	2.		
Course teacher	Mirela Müller, PhD, Assistant Professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%		
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	Students are required to attend classes regularly and to complete in-class and out-of-class (individual and group) activities which enable the acquisition of course

responsibilities	outcomes. They are obliged to write and present a seminar paper in line with previously determined criteria, to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 50% on the exam/tests, to pass an oral exam (after passing the written exam or 2 tests) as well as to complete individual and group tasks in a timely manner and to the best of their ability.					
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		Individual work	
	Essay		Seminar essay	0.5	(Other)	
	Midterm exam		Oral exam	0.5	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. writing and presenting a seminar paper – 20% 3. activity in class, participation in discussions during class – 5% 4. a passing grade in the oral exam – 20% 5. successful fulfilment of individual and group tasks in a timely manner and to the best of their ability - 5% The assessment and marking criteria of individual elements can be found in the course repository.					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Sambanis. M. (2013). Fremdsprachenunterricht und Neurowissenschaften. Narr Studienbücher.	1	/
	Schiffler, L. (2002): Fremdsprachen effektiver lehren und lernen – Beide Gehirnhälften aktivieren, Dortmund: Auer.	1	/

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	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	LANGUAGE-PRAGMATIC THEORIES IN INTERCULTURAL LANGUAGE TEACHING				
Code	GER504	Year of study	2.		
Course teacher	Mirela Müller, PhD, Assistant Professor	Credits (ECTS)	4		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%		
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	None.				
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	☐ lectures	☐ independent assignments			

instruction	☐ **seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students are required to attend classes regularly and to complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to write and present a seminar paper in line with previously determined criteria, to pass a written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) and to achieve a minimum score of 50% on the exam/tests as well as to pass an oral exam (after passing the written exam or 2 tests).	

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	1.5	Research		Practical training	
	Experimental work		Report		Individual work	
	Essay		Seminar essay	0.5	(Other)	
	Midterm exam		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. writing and presenting a seminar paper – 20% 3. activity in class, participation in discussions during class – 10% 4. a passing grade in the oral exam – 20% The assessment and marking criteria of individual elements can be found in the course repository.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Ernst, P. (2002), Pragmalinguistik. Grundlagen, Anwendungen, Probleme, Berlin, New Yourk:de Gruyter	1	/
	Straub, J., Weidemann, A., Weidemann, D. (2007), Handbuch interkulturelle Kommunikation und Kompetenz: Grundbegriffe, Verlag J.B. Metzler, Stuttgart	1	/
	Habermans, J. (1981), Theorie des kommunikativen Handelns, 2. Bd., Frankfurt/M: Suhrkamp	1	/

Optional literature (at the time of submission of study programme proposal)	1. Tschirner, E; Bärenfänger, O; Möhring, Jupp (Hg.) (2016), Deutsch als fremde Bildungssprache. Das Spannungsfeld von Fachwissen, sprachlicherKompetenz, Diagnostik und Didaktik. Tübingen: Stauffenburg Verlag (Deutsch als Fremd- und Zweitsprache, Band 7). 2. Blank, S. (2006), Verständigung und Versprechen: Sozialität bei Habermas und Derrida, Verlag GmbH, Bielefeld. 3. Hall, S. (1999), Die zwei Paradigmen der Cultural Studies, in Wiederspenstige Kulture, Cultiral Studies als Herasforderung, Frankfurt, Suhrkamp, S. 13-43. 4. 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

Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

Wissenschaftskonzeptionen. S. 339-390., Berlin.
5. Putnam, H. (1995), Pragmatismus. Eine offene Frage. Frankfurt, Campus.

(Note: the two rows above appear in the table; the bibliography fragment precedes the Quality assurance row.)

NAME OF THE COURSE	SPEECH PRODUCTION MODELS				
Code	GER505	Year of study	2		
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%		

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	None.
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	1. Active participation in lectures and seminars; 2. A passing grade in the written exam (min. 50%), i.e. two tests (a positive grade in both midterm tests is equivalent to the written examination) 3. After the written test, students are required to pass the oral exam. 4. Create a seminar paper with set criteria. 5. Active participation in classes (discussions, text analysis).

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	1.5	Research		Practical training	
	Experimental work		Report		Individual work	
	Essay		Seminar essay	0.5	(Other)	
	Midterm exam		Oral exam	0.5	(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. In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1.a passing grade in the written exam, i.e. two midterm tests (a positive grade in both tests is equivalent to the written examination) – 45% 2. created seminar paper with set criteria – 15% 3. oral exam –40% The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	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	1. Aguado, Karin. (2003). Mündliche Produktion in der Fremdsprache. Gunter Narr

(at the time of submission of study programme proposal)	Verlag. 2. Kormos, Judit (2006). Speech production and Second language Acquisition. Lawrence Erlbaum Associates.
Quality assurance methods that ensure the acquisition of exit competences	- class attendance and class participation, - student survey on the teaching and teacher's quality at the university level, - passed exam and fulfilled obligations prescribed by the syllabus, - individual consultations - students' self-assessment of their learning outcomes
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		GERMAN WOMEN'S LITERATURE OF THE 19TH AND 20TH CENTURY					
Code	GER506		Year of study	2			
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	0	0
Status of the course	elective		Percentage of application of e-learning	20%			
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	None.						
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	Students are required to participate in classes and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are obliged to write and present a seminar paper in line with previously determined criteria, to pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/ tests. After passing the written exam (or 2 tests), they are obliged to pass an 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	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. written and presented seminar paper – 20% 3. activity in class, participation in discussions during class – 10% 4. an oral exam – 20% The assessment and marking criteria of individual elements can be found in the course repository.				

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Bovenschen, Silvia: Die imaginierte Weiblichkeit. Exemplarische Untersuchungen zu kulturgeschichtlichen und literarischen Präsentationsformen des Weiblichen. Edition Suhrkamp, Frankfurt/M. 2003.	1	/
	Catani, Stephanie: Das fiktive Geschlecht. Weiblichkeit in anthropologischen Entwürfen und literarischen Texten zwischen 1885 und 1925. Königshausen und Neumann, Würzburg 2005.	1	/
	Benthien, Claudia / Stephan, Inge (Hrsg.): Meisterwerke: deutschsprachige Autorinnen im 20. Jahrhundert. Böhlau, Köln [u.a.] 2005.	1	/
	A selection of literary works (students choose literary works according to given instructions)	/	yes
Optional literature (at the time of submission of study programme proposal)	1. Gnüg, Hiltrud / Möhrmann, Renate: Frauen Literatur Geschichte: Schreibende Frauen vom Mittelalter bis zur Gegenwart. Suhrkamp Verlag, Berlin 2002. 2. Brinker-Gabler, Gisela (ur.): Deutsche Literatur von Frauen (19. und 20. Jahrhundert). Beck, München 1988. 3. Schößler, Franziska: Einführung in die Gender Studies. Akademie Verlag, Berlin 2008.		

Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		INTERSHIP AND SCHOOL PRACTICE					
Code	GER507		Year of study		2.		
Course teacher	Mirela Müller, PhD, Assistant Professor		Credits (ECTS)		5		
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				0	30	60	0
Status of the course	mandatory		Percentage of application of e-learning	20%			
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	None.						
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 elementary 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	☐ **lectures** ☐ **seminars and workshops** ☐ **exercises** ☐*on line* entirely ☐partial e-learning ☐ **field work** ☐ **independent assignments** ☐ **multimedia** ☐laboratory ☐ **work with mentor** ☐ (other)
Student responsibilities	Students are required to participate in classes (seminars 80%), to attend school practice regularly (60h) in the selected educational institution under the guidance of a mentor; to create a work journal / E-portfolio; to plan, organize and carry out a lesson and to meet deadlines for activities within the course.

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*	Class attendance	3	Research		Practical training	1
	Experimental work		Report		e-portfolio	0.5
	Essay		Seminar essay		Continuous monitoring	0.5
	Tests		Oral exam			

value of the course)	Written exam		Project			

Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. successfully carried out school practice – 65% 2. creating and presenting a work journal / E-portfolio according to teacher's instructions – 10% 3. active participation in the teaching process – 5% 4. successfully organized and carried out lesson - 20% The assessment and marking criteria of individual elements can be found in the course repository.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Jank, W. i H. Meyer (1991): Didaktische Modelle. Frankfurt /M.Meyer, Hilbert : Was ist guter Unterricht? Berlin: Cornelsen-Scriptor, 2004 Internet	1	/
	Elgun, M. (2012), *Medien Im Deutschunterricht - Führt der Einsatz von Medien im Deutschunterricht zur Steigerung der Lernmotivation*?, GRIN Publishing, München	1	/
	Altrichter, H., Posch, P. (2007*), Lehrerinnen und Lehrer erforschen ihren Unterricht-Unterrichtsentwicklung durch Aktionforschung.*, Klinkhard Verlag, Bad Heilbrunn.	1	/

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. Ende, K. (2014). Motivation durch digitale Medien im Unterricht? Aber ja! *Fremdsprache Deutsch, 51,* 42-48. 4. Peterwerth, A. (2014). Fremdsprachenlernen in sozialen Netzwerken. Die Schüler-Community der Website www.pasch-net.de. *Fremdsprache Deutsch, 51,* 49-54. 5. Mayer, H. (2012), *Leitfaden Unterrichtsvorbereitung*, Cornelesen Verlag, Berlin. 6. Wagner, J. & V. Heckmann (Hrsg.) (2012). *Web 2.0 im Fremdsprachenunterricht. Ein Praxisbuch für Lehrende in Schule und Hochschule.* Glückstadt, Werner Hülsbusch. 7. Članci iz stručnih časopisa (*Fremdsprache Deutsch, Primar, Strani jezici, Fremdsprache Deutsch Heft*)

Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process

Other (as the proposer wishes to add)	/

NAME OF THE COURSE	PROFESSIONAL PRACTICE AT A TEACHING BASE					
Code	HZX009	Year of study	2.			
Course teacher	All teachers in scientific-teaching professions who participate 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	20%			
COURSE DESCRIPTION						
Course objectives	Introduce students to specific practical conditions in the teaching base and train 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 have the right to apply for the Internship Competition before the beginning of the second year of graduate study. Considering the available places for internships in teaching bases, in the case of a larger number of registered students than the number of available places for internships in host organizations, a selection procedure is carried out according to the Ordinance on professional internships at the Faculty of Humanities and Social Sciences.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Course learning outcomes: 1. Apply the knowledge and skills acquired during the undergraduate and graduate studies necessary for independent observation and solving more complex specific problems in a real work environment. 2. Prepare a Report on Professional Practice Prepare a Report on Professional Practice and explain and critically evaluate the performed tasks with the attachment of relevant documentation Individual learning outcomes: 1. Explain the structure of the selected teaching base. 2. Identify and illustrate the challenges posed by the work environment and create processes to deal with specific challenges. 3. Analyze and evaluate specific practical situations based on recent scientific sources. 4. (Co) organize, monitor, document and evaluate processes in the teaching base. 5. Analyze the problems arising from specific work tasks in the teaching base and suggest processes for solving them. 6. Document personal practice and reflexively evaluate it critically.					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work tasks with work with a mentor from the teaching base. Professional practice lasts 80 working hours. With the consent of the mentor from the Faculty the mentor from the teaching base plans work tasks. The remaining 70 working hours relate to mentoring (10 hours mentor / teacher from the Faculty, 20 working hours mentor from the teaching base), literature research (10 working hours), preparation of the Report on professional practice (20 working hours), preparation and implementation of defense Reports to the mentor from the Faculty (10 working hours).					
Format of instruction	☐ lectures ☐ **seminars and workshops** ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning	☐ **independent assignments** ☐ **multimedia** ☐ laboratory ☐ **work with mentors** ☐ other				

	□ **field work**					
Student responsibilities	- Behave in accordance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the mentor. - Participate in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional mentor, which enables the acquisition of learning outcomes provided by the course. - Adhere to the time frames required to perform professional practice. - Actively and constructively act in the teaching base and report to the mentor on Faculty during the performance of this course. - Develop and defend a Report on Professional Practice.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Literature research and consultation with mentors	0.5	Practical training	3
	Experimental work		Preparation and defense of professional practice report	0.5	Consultations with mentors	
	Essay		Seminar essay		Data gathering	
	Tests		Oral exam		Report on professional practice	
	Written exam		Project		Report defense	
Grading and evaluating student work in class and at the final exam	Professional practice is descriptively evaluated by mentors of the teaching base and of the Faculty. The mentor from the teaching base continuously monitors the regularity of coming to practice, diligence and success in solving the set work tasks. At the end of the internship, the mentor assigns one of the following two descriptive grades to the student: • The student has successfully completed a professional internship • The student did not successfully complete the internship. In case the student has not successfully completed the internship, the internship mentor should explain the grade in writing, and the mentor from the Faculty enters the grade of the internship "Not passed". If the mentor's grade from the teaching base "Student has successfully completed a professional internship" is a mentor from the Faculty, analyzes the Professional Practice Report, discusses work assignments with the student and assigns one of the following two descriptive grades: • The student has successfully prepared and defended the Internship Report • The student did not successfully prepare and defend the Professional Practice Report. If the mentor from the Faculty gave the grade "Student did not successfully prepare and defend the Report on professional practice" the grade should be explained in writing. The subject Professional Practice is considered passed only if the descriptive grades of both mentors have confirmed the successful implementation of professional practice / Report on professional practice. If the descriptive grades of both mentors are positive, the mentor from the Faculty enters the descriptive grade "Passed" in the student index. In accordance with the learning outcomes of the course and the obligations of the student, a descriptive grade is formed with regard to the realization of the following					

	elements: 1. Achieved practical work, - 60% 2. Prepared and presented Report, in accordance with the instructions of mentors - 20% 3. Consultations with mentors and independent research - 20%		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Professional literature is defined by the mentor from the teaching base.		
Optional literature	Optional literature is defined by the mentor from the teaching base.		
Quality assurance methods that ensure the acquisition of exit competences	Before joining the professional practice in the teaching base the mentor / teacher from the Faculty explains the instructions for performing the practice, documenting the process and compiling the Report on professional practice. During the professional practice, the mentor / teacher from the Faculty, the mentor in the teaching base and the student hold consultations on the process, records are kept on the student's presence and activities. The realized professional practice is continuously monitored as a team through discussion, (self) analysis and (self) evaluation After completing the internship, the student fills out a survey on the quality of the internship in accordance with the Rules.		
Other (as the proposer wishes to add)	/		

3.   STUDY PERFORMANCE CONDITIONS

3.1.   Places of the study performance

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Poljičanka, No. of cadastral plot 7840/28 K. O. Split
Location of building	Poljička cesta 35, 21000 Split
Year of completion	1991.
Total square area in m^2	7967,10 m^2

3.2.   List of teachers and associate teachers

Course	Teachers and associate teachers
A history of German film	Marijana Erstić, PhD, Associate Professor
Didactics	Morana Koludrović, PhD, Assistant Professor / Antonela Mrsić, Teaching Assistant
Discourse analysis	Mirjana Matea Kovač, PhD, Associate Professor / Sandra Lukšić, PhD, Postdoctoral Researcher
Fundamentals of pedagogy	Tonća Jukić, PhD, Associate Professor / Sani Kunac, Teaching Assistant
German language teaching methods	Mirela Müller, PhD, Assistant Professor
German women's literature of the 19th and 20th century	Eldi Grubišić Pulišelić, PhD, Full Professor
Images of Germany in European film	Marijana Erstić, PhD, Associate Professor
Introduction to the didactics of literature	Mirela Müller, PhD, Assistant Professor
Internship and school practice	Mirela Müller, PhD, Assistant Professor
Language exercises: Oral communication skills	Silvija Ugrina, Language Instructor
Language exercises: Translation	Silvija Ugrina, Language Instructor
Language exercises: Written communication skills	Silvija Ugrina, Language Instructor
Language-pragmatic theories in intercultural language teaching	Mirela Müller, PhD, Assistant Professor
Psychology of Nurture and Education	Goran Kardum, PhD, Full Professor / Vesna Antičević, PhD, Associate Professor
Rhythm, movement and drama in the methodological design of German language teaching	Mirela Müller, PhD, Assistant Professor
Speech fluency development	Mirjana Matea Kovač, PhD, Associate Professor
Sociology of Education	Ivanka Buzov, PhD, Assistant Professor / Tea Gutović, Teaching Assistant
Speech production models	Mirjana Matea Kovač, PhD, Associate Professor
The Mann family-the works of a literary dynasty	Marijana Erstić, PhD, Associate Professor
The media in the German language teaching	Mirela Müller, PhD, Assistant Professor
Trends in contemporary German	Mirjana Matea Kovač, PhD, Associate Professor / Sandra Lukšić, PhD, Postdoctoral Researcher
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	Marijana Erstić, PhD, Associate Professor
The course he/she teaches in the proposed study programme	A history of German film Images of Germany in European film The Mann family- the works of a literary dynasty
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/ 329 284
E-mail address	merstic@ffst.hr
Personal web page	www.marijanaerstic.com
Year of birth	/
Scientist ID	307815
Research or art rank, and date of last rank appointment	Senior Research Associate, 8 November 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 13 February 2019
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 March 2019
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	German literature
Function	Associate Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Habilitation (german professorial degree - PD Dr. phil. habil.)
Institution	Siegen University, Germany
Place	Siegen
Date	23 November 2016 and 7 December 2016
INFORMATION ON ADDITIONAL TRAINING	
Year	1 November 2011 – 30 September 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	Research and teaching associate, lecturer, assistant and

teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	temporary professor 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)	1. Erstić, Marijana: „Das Jahr Null irgendwo in Berlin. Denken und Pathos bei Morin, Rossellini, Lamprecht, Kluge". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft*, 12 (2020.), 1, 79-96 2. Erstić, Marijana: *Dubrovnik intermedial. Zwischen Idyll und Katastrophe*. Siegen: Universi 2020. 3. Erstić, Marijana: "Der Tod des Autors? Thomas Manns 'Buddenbrooks'". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft*. 10 (2018), 2, 331-342. 4. Erstić, Marijana: *Paragone 1900. Studien zum Futurismus*. Siegen: Universi 2018. 5. Erstić, Marijana: *Ein Jahrhundert der Verunsicherung. Medienkomparatistische Analysen*. Siegen: Universi 2017.
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 2021 [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, 01.02.2018-30.11.2018., 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, 09.-22.11.2018,
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?	Higher Education didactics at Siegen University (topic: group work)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	Rector's Award, Siegen University, dissertation, 27 November 2007.

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
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/ 329 284
E-mail address	eldi@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	275983
Research or art rank, and date of last rank appointment	Scientific Advisor, 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)	German literature of realism and naturalism, graduate study programme in German Language and Literature, Department of German Studies, University of Zadar Introduction to the History of German Literature; The Literary Opus of Marie von Ebner-Eschenbach, Faculty of Humanities and Social Sciences University of Split
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. Grubišić Pulišelić, Eldi: *„Germanski Turčin" Murad Efendi: književnost, politika i/ili identitet*, Leykam international d. o. o., Zagreb, 2019. 2. 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. 3. Grubišić Pulišelić, Eldi: Tilla Durieux' Zagreber Exil in „Meine ersten neunzig Jahre. Erinnerungen" und „Zagreb 1945" // Brücken überbrücken in der Literatur- und Sprachwissenschaft / Jazbec, Saša; Kacjan, Brigita; Leskovich, Anna ; Kučiš, Vlasta (ur.), Hamburg: dr. Kovac Verlag, 2020. str. 93-114.

	4. Grubišić Pulišelić, Eldi: „Marija Crnobori's autobiographical prose: a diary of construction of a theatre", *Zeitschrift für Slawistik* 2017; 62(3): 427-442. 5. Grubišić Pulišelić, Eldi: „'Gründerzeit' ethics in the dramas by Paul Lindau and Richard Voss", *Brünner Beiträge zur Germanistik und Nordistik*, 31 (2017), 2, str. 139-154.
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?	Graduate study programme in German Language and Literature; Graduate study programme in English Language and Literature;
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Tonća Jukić, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Fundamentals of Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	+385 21 545 598
E-mail address	tjukic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	290210
Research or art rank, and date of last rank appointment	Senior Research Associate, 7 February 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 1 October 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 December 2006
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Teaching process, pedagogical science
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb

Place	Zagreb
Date	16 May 2011
INFORMATION ON ADDITIONAL TRAINING	
Year	2002/2003
Place	Split
Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, Didactics
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 Pedagogy, Health Studies, Graduate studies Creativity as pedagogical challenge, 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)	1. Jukić, T. (2019). Creativity in Education. In Proceedings of the *Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives.* Blagoevgrad: Southwest University Neofit Rilski (pp. 11.- 16). 2. Jukić, T. & Mandarić Vukušić, A. (2017/2018). Crisis of Upbringing and Education: How to become a part of the solution rather than being part of the problem. *Vospitanie: Journal of Educational Sciences, Theory and Practice. 10*(14), 11-20. 3. Bubić, A. & Jukić, T. (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)	1. Jukić, T. & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić & A. Mandarić Vukušić (Eds.) *Čitanje u ranoj adolescenciji.* Split: Filozofski fakultet (pp. 97-121). 2. Jukić, T., Anđelić, M. & Reškov, M. (2015). Poimanje i poticanje kreativnosti u visokoškolskoj nastavi. In H. Ivon & B. Mendeš (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). 3. Jukić, T., Kostović-Vranješ, V. & Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In S. Kaljača & M. Nikolić (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)	Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016). Member of the project team: Erasmus Plus K2 project *COMMIX* No. 2016-1-BG01-KA201-023657 (2016 - 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	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 workshops for teachers)
PRIZES AND AWARDS	
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, 21000 Split
Telephone number	/
E-mail address	gkardum@ffst.hr
Personal web page	http://www.ffst.unist.hr/goran.kardum
Year of birth	/
Scientist ID	276756
Research or art rank, and date of last rank appointment	Scientific Advisor, 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 31 October 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 November 2008
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Psychology
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	University of Zagreb, Zagreb
Date	4 July 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 (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (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)	Psychology of Nurture and Education, Faculty of Humanities and Social Sciences
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. Malenica, K., Kovačević, V., & Kardum, G. (2019). Impact of Religious Self-Identification and Church Attendance on Social Distance toward Muslims. *Religions*, 10(4), 276. MDPI AG. http://dx.doi.org/10.3390/rel10040276 2. Lehmann, O. V., Kardum, G., & Klempe, S. H. (2018). The search for inner silence as a source for Eudemonia. *British Journal of Guidance & Counselling*, 0(0), 1–10. https://doi.org/10.1080/03069885.2018.1553295 3. Kralj, Ž. & Kardum, G. (2018). Attitudes toward complementary and alternative medicine, beliefs in after death and religiosity among psychiatrists, psychologists and theologists. *Psychiatria Danubina*, doi: 10.31219/osf.io/ndc7y 4. Klarin, M., Antičević, V., Kardum, G., Proroković, A. & Sindik, J. (2018). Communication And Social Skills In Education Of Health Occupation Students: Attitudes And Validation On Nationwide Parallel Group Randomized Study. *Suvremena psihologija*, 20 (1), 39-52. 5. Antičević, V., Kardum, G., Klarin, M., Sindik, J. i Barač, I. (2018). Academic Achievement and Study Satisfaction: The Contribution of High School Success and Personality. *Društvena istraživanja*, 27 (2), 243-260. https://doi.org/10.5559/di.27.2.03
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	Regular studying during the graduate study of psychology as well as through continuous education during the regular teaching work
PRIZES AND AWARDS	
Prizes and awards for teaching and	/

scholarly/artistic work	

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 cesta 35, 21000 Split
Telephone number	021 545 586
E-mail address	morana@ffst.hr
Year of birth	/
Scientist ID	306406
Research or art rank, and date of last rank appointment	Senior Research Associate, 15 April 2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 27 March 2015
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	15 April 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	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	15 March 2013
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	1. Koludrović, M. (2018), Problemsko učenje u obrazovanju odraslih. Zbornik radova 8. Međunarodne konferencije o obrazovanju odraslih: Upravljanje kvalitetom u obrazovanju

works at most)	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 ozrača 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 and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Priručnik za unapređenje kompetencija nastavnika u visokom obrazovanju (2018), Zagreb: Ministarstvo znanosti i obrazovanja (skupina autora) 2. Koludrović, M. (2016), Didaktičke kompetencije i promicanje cjeloživotnog učenja na studijima andragogije. U: M. Koludrović I M. Brčić Kuljiš (ur.), Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih / Contribution to the development of the curricula aimed at adult education professionals. Split: Hrvatsko andragoško društvo, 271-290. 3. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75. 4. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2016), School governance models and school boards: Educational and administrative aspects. U: N. Alfirević, J. Burušić, J. Pavičić i R. Relja (ur.), School Effectiveness and Educational Management: Towards a South-Eastern Europe Research and Public Policy Agenda. New York : Palgrave Macmillan, 107-125.
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	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Mirjana Matea Kovač, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Speech fluency development Speech production models Discourse Analysis Trends in contemporary German
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/ 329 284
E-mail address	mirjana@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	297640
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)	/
Authorship of university/faculty textbooks in the field of the course	Kovač, Mirjana M. and 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)	1. Kovač, M. M. and Vickov, G. (2018). The impact of immediate task repetition on breakdown fluency. Govor 35 (2), 139–159. 2. Kovač, M. M. and Vickov, G. (2019). The influence of pre-task planning on speed and breakdown fluency. Vestnik za

	tuje jezike / Journal for Foreign Languages, 11 (1), 87–102. 3. Kovač, M. M. and Jakupčević, E. (2020). Discourse Marker Use in L2 English: A Case Study With Engineering Students. Društvene i humanističke studije, 3 (12), 175–190. 4. Kovač, M. M. (2020). Die Häufigkeit und Vielfalt der Diskursmarker in Deutsch als Fremdsprache. DHS-društvene i humanističke studije, 5 (2), 127-144.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Kovač, M. M. and Sarić, A. (2019). Učestalost neleksikaliziranih poštapalica u ponovljenome zadatku. DHS – Društvene i humanističke studije: Časopis Filozofskog fakulteta u Tuzli, 8, 123–132 2. Kovač. M. M. and Boban, I. (2020). Die retrospektive Analyse der Nützlichkeit des Wiederholens von Aufgaben in Deutsch als Fremdsprache. DHS, 4 (13), 99 –116.
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 teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate study programme in German Language and Literature; Graduate study programme in English Language and Literature.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

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	021 554 586
E-mail address	skunac@ffst.hr
Personal web page	/
Year of birth	/
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	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 April 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 July 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)	1. Kunac, S. (2015.), Kreativnost i pedagogija. *Napredak*, 156(4), 423-446. 2. 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. 3. Kunac, S. i Batarelo Kokić, I. (2019). Media Coverage of School Behaviour Issues: A Content Analysis of Digital Media Messages. In: Beseda, J., Rohlíková, L., Duffek, V. (eds.), *E-learning: Unlocking the Gate to Education around the Globe: 14th conference reader*, Prag: Centre for Higher Education Studies, pp. 259-270. 4. Kunac, S. (2020). Učestalost čitanja adolescenata i njihovi stavovi o čitanju. U: I. Batarelo Kokić; Bubić, A.; Kokić, T. i Mandarić Vukušić, A, (eds.). Čitanje u ranoj adolescenciji. Split: Sveučilište u Splitu, Filozofski fakultet, pp. 61.-78.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. 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. 2. 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	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Sandra Lukšić, PhD, Postdoctoral Researcher
The course he/she teaches in the proposed study programme	Discourse Analysis Trends in contemporary German
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/ 329 284
E-mail address	sluksic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	365856
Research or art rank, and date of last rank appointment	Research Associate, 12 May 2020
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	/
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	8 January 2018
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral Researcher
Field of research	Philology
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Studies in Zagreb
Place	Zagreb
Date	10 July 2017
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)	/
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	1. Lukšić, Sandra: Die diskursive Rolle von Nominalisierungen in der deutschen Politikersprache.// Deutsch in Südosteuropa: Rück-und Ausblicke./Marinčić, S.; Mešić, S. (eds.). Mostar: PresSUM, 2020: 50-75 2. Lukšić, Sandra: Versuch einer politischen Diskursanalyse der Spiegel Biographie. //Folia linguistica et litteraria – Časopis za nauku o jeziku i književnosti, 28 (2019), 147-170. doi: 10.31902/fll.28.2019.9. 3. Lukšić, Sandra; Zovko Dinković, Irena: Prividna nereferencijalnost kao način stjecanja imuniteta govornika.// Jezikoslovlje, 20 (2019), 2; 353-390. doi: 10.29162/jez.2019.13. 4. Lukšić, Sandra: Exploring Interpersonal Components of Language in a Work of Fiction.// Lingua Montenegrina – Časopis za jezikoslovna, književna i kulturna pitanja, 1 (2019) 23; 83-97. 5. Lukšić, Sandra: Uses of the category of free indirect thought presentation in Virginia Woolf's novel To the Lighthouse.// HUM – Časopis Filozofskog fakulteta Sveučilišta u Mostaru, vol. XII (2017.) no. 17-18; 326-341.
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?	Within the double-major in German and English language and literature at the Faculty of Humanities and Social Studies in Zagreb to the extent prescribed by the four-year study programme.

PRIZES AND AWARDS	
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 Introduction to the didactics of literature German language teaching methods The media in the German language teaching Rhythm, movement and drama in the methodological design of German language teaching Internship and school practice
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/ 329 284
E-mail address	mmuller@ffst.hr
Personal web page	http://www.binarnet.hr/doc-dr-sc-mirela-tolic-profesor-pedagogije-i-germanistike
Year of birth	/
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	1. Assistant Professor of Social Sciences, Pedagogy: 27 November 2014. 2. Assistant Professor of Interdisciplinary Area, field of pedagogy and interdisciplinary humanities: 16. September 2020.
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 Split
Date of employment	1st October, 2020
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Department of German Language and Literature
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, Interdisciplinary Area (field of pedagogy and interdisciplinary humanities), German language methodology
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 (4)
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 2014-2020. 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: Informatics and media culture in school. (2017-2020)
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. Müller, M., Schwarz, J. (2019), The impact of the animated children´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 paper)
	2. 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.
	3. 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 (izvorni znanstveni rad)
	4. Tolić, M., Pejaković, S. (2016), Self-assesment of digital competences of higher education professors, Zbornik: 5. Međunarodni znanstveni simpozij Gospodarstvo istočne Hrvatske – vizija i razvoj (5th International Scientific Symposium Economy of Eastern Croatia- vision and growth), Osijek, str. 570–579. ISSN: 1848-9559 (original scientific paper)
	5. Müller, M. (2019), The Impact of Technology on the Development of Tourism and the Prevention of Emigration of the Young Generation - Example of Okrug Gornji on the Island of Čiovo, *Reflections on the Mediterranean,* book 2., str. 397-407. ISBN: 978-953-7964-77-1 (Institute of Social Sciences Ivo Pilar); ISBN: 978-953-8101-04-5 (VERN group). Suorganizator konferencije i publikacije HAZU. (original scientific paper)
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., Vizentaner, L. (2017), Socio-economic attitude of students towards investment in the education of learning french as a foreign langugage in the process of ever rising immigration, Zbornik znanstvenih radova sa 6. Međunarodne znanstvene konferencije „Međunarodni znanstveni simpozij: Gospodarstvo istočne Hrvatske – vizija i razvoj; *International scientific symposium economy of eastern Croatia – vision and growth*; Ministarstvo gospodarstva RH, prof. dr. sc. Anka Mašek Tonković (ur), Osijek, str. 393–401. Print ISSN:1330-7665. (original scientific paper). Indexed: Thomson Reuters, Econ Papers, EBSCO Host, Web of Science (WoS), (međunarodno uredništvo). WOS: 000445028500037
	2. 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 paper),Indexed: 3. Müller, M., Begović, I., Baumgärtner, R. (2018), Information and communication technologies and teacher education in the new paradigms of higher education, *Croatian Review of Economic, Business and Social Statistics (CREBSS)*, Dragan Bagić, Ksenija Dumičić, Nataša Erjavec (ur.) (1849-8531) 4 (2018), 1; Hrvatsko statističko društvo, Zagreb, str. 27–41. Print ISSN:1849-8531 (tisak), IISN: 2459-5616 (ONLINE), UDK: 33;519.2. (izvorni znanstveni članak), Citiranost publikacije: <u>ECONLIT</u> – American Economic Association's electronic database.. Indexed: ProQuest document Id nr: 2099035952. UDK: 33; 519.2, https://doi.org/10.1515/crebss 4. 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 5. 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 (momograph)
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. 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) 2. 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, 2020.-Leaders: Doc.dr.sc. Mirela Müller Prof.dr.sc. Marjan Krašne (project submitted-)/status: repeated application according to the reviewer's instructions - waiting for the result
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	
Prizes and awards for teaching and scholarly/artistic work	/

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	Poljička cesta 35, 21000 Split
Telephone number	021/329 284
E-mail address	sugrina@ffst.hr
Personal web page	/
Year of birth	/
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 September 2019
Area and field of election into research or art rank	/

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	29 October 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	1 October 1987 - 30 September 1992 (Erstes Staatsexamen), 1 November 1992 – 30 April 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	English (5)

(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)	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?	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Ivanka Buzov, Assistant Professor
The course he/she teaches in the proposed study programme	Sociology of Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 32 92 84
E-mail address	ibuzov@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	298413
Research or art rank, and date of last rank appointment	Research associate, 14 November 2014
Research-and-teaching, art-and-	Assistant Professor, 14 March 2016

teaching or teaching rank, and date of last rank appointment	
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 October 2007
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Scientific and teaching activity
Function	Head of Department of Sociology (2017-2020); Coordinator for professional practice in teaching bases (from 2016)

INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	9 October 2013

INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Erfurt and Kassel, Germany
Institution	University of Erfurt and University of Kassel
Field of training	Service Learning

INFORMATION ON ADDITIONAL TRAINING	
Year	2019
Place	Porto, Portugal
Institution	University of Porto, Faculty of psychology and educational sciences
Field of training	Intervention in education – research approaches.

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)

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)	Sociology of education, Educational perspectives in new integration, Contemporary perspectives in sociology of education- *Undergraduate study in sociology*: Sociology of education - *Teacher Studies (integrated)*; Sociology of education - *Study of preschool education*.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Buzov, I. (2020). Education, Migration and Sustainable Development – Perspectives og Agenda 20930. In: *NORDSCI Conference Proceedings,* Book 1, Volume 3. SAIMA CONSULT LTD Sofia, Bulgaria, pp. 49-56. 2. Buzov, I., Cvitković, E., Rončević, N. (2020). Prema mogućnostima implementacije obrazovanja za održivi razvoj na sveučilištu, *Socijalna ekologija*, 29(1):3-25. 3. 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.

	4. 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 / Practically-Active-Together-Interdisciplinary! - service learning programs for the environment and sustainable development/ – European Social Fund (NGO „Sunce" Split and University of Split) 2. Od 2016 – "Youth Aspirations, Identity, and Demographic Change in Rural Croatia: Implications for Education and Rural Regional Development (University of Split and Penn State University, USA). 3. 2016- August 2018**.** COMMIX: Empowering Literacy in Adolescents through Creative Engagement with Comics (ERASMUS plus – University of Split and research centres form Bulgaria, Cyprus, Great Britain, Poland and Romania. 4. 2014-2016: Boys' reading **(**ERASMUS plus - Strategic Partnerships – University of Split and research centres and faculties form Austria, Cyprus, Greece, Poland, Portugal and Romania. 5. 2014-2016, Znanstveni centar izvrsnosti za školsku efektivnost i menadžment"/ Science Centre of Excellence for School Effectiveness and management/, Ministarstvo znanosti, obrazovanja i športa - Institut za društvena istraživanja "Ivo Pilar", Ekonomski fakultet Zagreb, Filozofski fakultet Split)
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 (acquired the title of professor of sociology), within which was acquired MPDP competencies.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

3.4.   Optimal number of students

Enrollment 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	Faculty Web-pages

informing external parties on the study programme (students, employers, alums)	Prospectus (updated every year) University Open Day *Universitas* – University of Split supplement in *Slobodna Dalmacija* daily newspaper
	Participation of teachers and students at the Festival of Science and other similar events