UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

INTEGRATED UNDERGRADUATE AND GRADUATE STUDY PROGRAMME

Department of Teacher Education

Class: 602-04/16-02/0002
Reg. No: 2181-190-02-10/1-16-0007
Split, 23 December 2015

GENERAL INFORMATION ON HIGHER EDUCATION INSTITUTION

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

Name of the study programme	integrated undergraduate and graduate study programme *Teacher Education*		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	N/A		
Type of study programme	Vocational study programme☐	**University study programme Χ**	
Level of study programme	Undergraduate ☐	Graduate☐	Integrated Χ
	Postgraduate☐	Postgraduate specialist☐	Graduate specialist☐
Academic/vocational title earned at completion of study	Master of Primary Education (mag. prim. educ.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The Department of Teacher Education educates primary education teachers who are the foundation of
compulsory primary school education in the Republic of Croatia. Due to their all-encompassing education in humanities and social and natural sciences, primary education teachers can be described as interdisciplinary and versatile experts who work in educational institutions and in many other areas of human activity.

The proposal for organization and implementation of the study programme *Teacher Education* is a result of the objective social (cultural, political and economic) needs. The programme has been designed and the number of students determined based on the analysis of the current state in the Croatian educational system and its developmental perspective.

The organization of the current study programme is based on the following facts:

- primary education is compulsory for all children from the age of six to the age of fifteen *(Law on Primary Education, Art. 3, NN 69/03)*;

- the primary school has been divided into two cycles: lower primary and upper primary;

- lower primary teaching in the Republic of Croatia (from 1st through 4th grade) has been organized following the principle of one teacher-one class (*Law on Primary Education*, Art. 33)

- only a person with an adequate university degree can work as a lower primary teacher *(Law on Primary Education, Art. 71)*;

- teacher education departments remain constituent parts of universities

- a general consensus in the academic community and the intention of the Croatian educational policy is to organize teacher education study programmes as university study programmes thus achieving the desired "harmonization with the European educational area" (*Law on Scientific Activity and Higher Education*, Art. 69, NN 94/13).

The Department of Teacher Education, University of Split, has a large "gravitation area" including both students coming to study in Split and available jobs. This area primarily covers Split-Dalmatia County, Dubrovnik-Neretva County and a larger part of Šibenik-Knin County. A significant number of students come from the neighbouring country, Bosnia and Herzegovina as well as from other parts of Croatia.

The table shows the number of primary education teachers in the aforementioned counties:

County	Number of primary education teachers
Split-Dalmatia County	960
Dubrovnik-Neretva County	260

Šibenik-Knin county	250
TOTAL:	1470

Based on the previously mentioned data, an estimate of the minimum number of new primary education teachers in the aforementioned areas is approximately sixty (60) per year. However, due to the large number of primary education teachers registered at the Croatian Employment Service, enrolment quota has been lowered to forty five (45) since 2008.

Excellent preparation of primary education teachers opens up numerous possibilities for their employment with regard to the labour market needs in the local communities, both in public and private sector. The study programme is based on the official lower primary school curriculum (1st to 4th grade) and on the general competencies required by contemporary education. The study programme is compatible with all the requirements of the Bologna process which greatly facilitates studying and allows continuous development and progress of our students.

In addition to fundamental teacher education courses, students choose one of the three modules which allows them to gain additional competencies. Modules have been defined according to the needs of contemporary education. In addition to traditional subjects, a foreign language has become a part of compulsory early education. It is expected that Computer Science will become compulsory in the near future too.

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

The Department of Teacher Education educates masters of primary education who cover the labour market needs in the local community and wider area. They are primarily employed in primary schools where they teach in lower primary classes but also cover the needs of subject teaching, especially in the fields of foreign language teaching and computer science, and other subjects lacking qualified teachers. Graduates who have completed the module in early foreign language learning are completely prepared to teach a foreign language in lower primary school. Masters of primary education who have completed the module in information and communications technology are competent at using and developing information technology and teaching computer science to learners. In addition to schools, lower primary school teachers are often employed in children's homes, homes for children with difficulties, in playgroups, museum workshops, libraries and many other cultural and educational institutions. Our graduates often work for publishing houses either as authors, reviewers, collaborators or employees.

1.3. Compatibility with requirements of professional organizations

1.4. Partners outside the higher education system

Partners of the Department of Teacher Education are mainly primary schools who employ lower primary school teachers. Primary schools often serve as training facilities for future

teachers for the benefit of schools, students, teachers and pupils. Students bring contemporary and creative ideas, knowledge, methods, aids and materials to the schools. Teachers-practitioners introduce the students to the reality of educational process, show them pedagogical documentation and the basics of regular, additional and remedial teaching.

Croatian Education and Teacher Training Agency is also a partner. This agency closely cooperates with the Faculty, especially by involving methodologists working at the Department into teacher training and employing them in advisory roles and as members of the qualifying exam examination boards.

Partners are also those institutions and individuals who are directly or indirectly involved into lower primary school education. They include Government agencies, different national authorities and offices, non-government organizations (parents and teachers associations), cultural institutions (museums, youth theatres), publishing houses etc. All these instances can be partners in the realization of this study programme.

1.5. Financing

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

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

1. Univerza v Ljubljani, Pedagoška fakulteta (http://www.pef.uni-lj.si/169.html)

The study programme *Primary Teacher Education* is designed to take into account the fundamental principles of the European higher education sphere, as formed in the Bologna process. The completion of the first cycle enables entry both to work (employment) and to further study. This programme is a first cycle programme and therefore does not enable the independent undertaking of professional work in education.

Information about the study programme

Name:	PRIMARY TEACHER EDUCATION
Type:	first cycle university study programme (UN)
Duration:	4 years
Number of ECTS:	240
Professional Title of the Graduates:	Professor of Primary Teacher Education (UN)

Following the first cycle, students can enrol in one of the second cycle programmes lasting for two years:
Second cycle study programmes:
Arts Therapy
Computer Science Education
Supervision, Personal and Organisational Counselling
Preschool Education
Museum Education
Cognitive Science
Education Policy
Inclusive Education

2. Fakultet za odgojne i obrazovne znanosti (http://wt.foozos.hr/)

Teacher Education study programme, University of Osijek, is similar to the present study programme with regards to its structure and content. It is an integrated undergraduate and graduate study programme lasting 5 years, 300 ECTS, aimed at educating a competent teacher of lower primary classes with additional competencies depending on the chosen elective module.
After the first semester, the students choose between the following elective modules:
a) Module A - selected courses in pedagogy, psychology and methodology provide students with wider understanding of the specific issues of education and child development
b) Module B – information technology; students are trained to use information technology in the education process and to teach information technology to children in the first four grades of primary school (Project of the Ministry of Education and Sport from 1 September 2003)
c) Module C – foreign language teaching (Module C1 – English language or Module C2 – German language); students are educated to teach foreign language to younger primary school children

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

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

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

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

1.9. Current experiences in equivalent or similar study programmes

Teacher Education study programme has been implemented within the University of Split for more than 50 years.

Historic development of the study programme:

[1961 -1983] Teacher Education School became Teacher Education Academy in 1961. Teacher study programmes offered at this institution included also lower primary teacher education. In 1978 Teacher Education Academy was integrated with the Faculty of Philosophy in Zadar. Teacher Education study programme lasted for two years.

 [1983-1991] In 1983, Teacher Education Academy became an independent institution of the Faculty of Philosophy in Zadar entitled the Basic Organization of Joint Labour (OOUR) of Natural Sciences, Maths and Education, University of Split.

[1991–1998] In 1991, the Basic Organization of Joint Labour of Natural Sciences, Maths and Education, University of Split became an independent institution entitled the Faculty of Natural Sciences, Maths and Education, University of Split. Teacher education study programme was extended to 4 years.

[1998 – 2005] In 1998 Teacher Training College was set apart from the activities of the Faculty of Natural Sciences, Maths and Education and established as an independent unit of the University of Split. The study programme lasted for four years. In addition to the core courses, student chose one "augmented" subject.

[2005 – present] The Department of Teacher Education is a part of the Faculty of Humanities and Social Sciences in Split. It has become a university study course which lasts five (5) years.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Interdisciplinary (educational sciences)
Duration of the study programme	5 years / ten semesters
The minimum number of ECTS required for completion of study	300
Enrolment requirements and admission procedure	a) Competed four-year secondary school b) Secondary school diploma (Croatian language, Mathematics and Foreign language) c) Additional examination of skills and abilities

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

GENERAL

Upon completion of the study programme in Teacher Education the Master of Primary Education has acquired the following skills and knowledge:

a) understands the pedagogical and psychological sciences underlying the teaching and the entire curriculum in primary education;

b) understands basic sciences underlying lower primary teaching

c) understands and applies methodical specificities of teaching all subjects in primary education in regular, elective, remedial and additional classes and in extracurricular activities;

d) knows, uses and prepares didactic aids for pupils;

e) knows how to organize and conduct educational activities in cultural and artistic societies, associations, open universities, museums, preschools, elementary schools - especially in extended stay programme and in other institutions and organizations in the fields of culture, education and art.

SPECIFIC

Depending on the chosen module, the following competencies are acquired:

Module 1) planning, preparation and implementation of foreign language teaching in primary education;

Module 2) planning, preparation and implementation of computer science teaching in primary education and the application of computer technology in teaching and learning;

Module 3) understanding the complexity and importance of education for sustainable development and the development of teaching skills for the implementation of education for sustainable development by integrating it in the prescribed curricula or through the individual subjects in the field of primary education.

2.3. Employment possibilities

- primary schools
- specialized programmes for the lower primary school children in different associations and cultural institutions (children's homes, playrooms, museums, galleries etc.)
- schools for foreign languages, depending on the chosen module

2.4. Possibilities of continuing studies at a higher level

After completion of the integrated undergraduate and graduate study programme in Teacher Education students will be able to continue doctoral studies at any university accepting these candidates. They can also enrol into postgraduate professional courses.

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

2.6. Structure of the study

Integrated university study programme in Teacher Education lasts five (5) years or 10 semesters and is implemented trough core teacher education courses and a chosen module. In core teacher education courses particular attention is paid to general competencies required by the contemporary education. These general competencies require continuing professional development. Individual pedagogical act relies on the understanding of the fundamental principles and ideas in each area. This act depends on the understanding of the interrelationship between the aforementioned problem areas.
Core courses are divided into two areas: courses in educational and psychological sciences (A) and courses in teaching areas and their methodologies.
Core courses (A) encompass the following courses: Philosophy of Education, English language 1 and 2, Basics of Developmental Psychology, Introduction to Computer Science, Developmental Psychology of Childhood and Adolescence, Computer Laboratory, Basics of Pedagogy, Sociology, Language Culture, Psychology of Learning and Teaching, Didactics, Logic, Psychology of Motivation and Socialization in the Classroom, Pedagogy of Children with

Special Needs, Family Pedagogy, Methodology of Scientific Research Work, Statistics in Pedagogy, Sociology of Education, Physical Education.

Core courses (B) include the following courses:

- preparation for the subject Croatian language, courses: Croatian language 1 and 2, Media Culture, Literature for Youth, Croatian Children Literature, Didactics of the Croatian Language 1, 2 and 3

- preparation for the subject Mathematics, courses: Mathematics 1, 2 and 3, Didactics of Mathematics 1, 2 and 3

- preparation for the subject Science and Social Studies, courses: Introduction to History, Historical Phenomenology, Geography, Natural Science, Didactics of Science and Society 1, 2 and 3

- preparation for the subject Music Culture, courses: Musical Notation, Instrumental Practicum, Vocal-instrumental Practicum, Music Culture, Didactics of Music 1, 2 and 3

- preparation for the subject Physical Education, courses: Basics of Kinesiology, Teaching Methodology of Physical Education 1, 2, and 3

- preparation for the subject Visual Arts, courses: Visual Arts, Didactics of Art 1, 2 and 3

In addition to core courses, students choose a different specialisation:

Module 1: Early language teaching

Module 2 The Application of Information and Communications Technology in teaching and learning

Module 3: Education for sustainable development

Module 1: Graduates are trained to implement the programme in early learning of English in primary education. This specialisation includes courses in English language, English literature and English language teaching methodology as follows: English Phonetics and Phonology, Integrated Language Skills, English Language and Linguistics – Introduction, Language Exercises 1, 2 and 3, English Grammar – Word Classes, Aspects of Anglophone Culture, Children's Literature in English, English as a Foreign Language at an Early School Age, Early EFL Teaching Methodology, Practicum and School Practice.

Module 2: Graduates are trained to implement the programme of information technology education in primary schools. They are also trained for the creative use of information and communications technology in the classroom. Courses: Computer Programming for Primary School Students 1, Computer Programming for Primary School Students 2, Systems of E-learning, Systems of Distance Teaching, Information and Communication Technology for student in the primary education, Instruction design in E-learning system, Design of E-learning Systems, Evaluation of E-learning Systems.

Module 3: Contemporary society is shaped by profound changes caused by globalization, scientific and technological development, international economic order, complexity and pluralism of society and family changes. Social changes have caused changes in educational systems which, in turn, should adapt to the modern, democratic, entrepreneurial and pluralistic society of the 21st century and which should enable the full development of the young generation. One of the answers of the formal education to the challenges of contemporary

society is education for sustainable development with the aim of enabling every individual to understand how to use his/her own potential for the systematic consideration of future and to realize that everybody can contribute to the common sustainable development.

The document Agenda 21, the Programme of changes for the 21st century, emphasized the necessity of education for sustainable development at all levels of formal education (UNCED, 1992). UNESCO, as the main carrier of the implementation of *the Decade of Education for Sustainable Development*, emphasizes that the education of students, teachers-practitioners, authors of educational materials and the creators of the educational policies is necessary for the quality implementation of education for sustainable development (UNESCO, 2010).

Croatia, as a signatory of Agenda 21, is committed to the implementation of the education for sustainable development in its educational system. The importance of integrating education for sustainable development in all teaching programs is particularly emphasized in the National Curriculum Framework, a fundamental document which defines the essential elements of the education system and is aimed at the development of competencies. In order to implement the education for sustainable development in teaching practice, it is necessary to have qualified teachers- practitioners. Education and Teacher Training Agency has therefore launched a modular teacher training to promote education for sustainable development. Accordingly, all the faculties that educate future lower primary teachers and teachers of specific subject areas need to modernize curricula by including the content of education for sustainable development. Elective courses and modules that will equip students for the implementation of sustainable development education in their future teaching practice should also be devised. Programme of the module *Education for sustainable development* is based on the UN topics of education for sustainable development (democracy, justice, ethics, human rights, preservation of cultural heritage, health, biological and landscape diversity, environmental and nature protection, climate change, natural resource management). Its purpose is to educate the future masters of primary education for the implementation of education for sustainable development in their work. The teaching curriculum of Module 3 leads to the acquisition of general and professional knowledge needed to understand the complexity and importance of education for sustainable development and provides a wide range of teaching skills for implementation of education for sustainable development by integrating these topics in the prescribed curricula from the beginning of primary education.

This module consists of the following courses: Education for Sustainable Development in Primary Education, Social Ecology, Child and Society, Introduction to Civic Education, Ethics, Intercultural Music Education, Croatian Linguistic Heritage, Microhistory and Cultural Heritage, Philosophy and Sustainable Development, Visual Arts in the Croatian Territory, Argumentation and Philosophy of Language, Democracy in Theory and Practice, Impact of Climate Changes, Environmental Protection, Man, Health and the Environment, Outdoor Teaching in Sustainable Development Education.

As the number of students in each year is approximately forty-five (45), lectures are held for all students simultaneously. Seminar groups have at least twenty-four (24) to a maximum of thirty-six (36) students, which results in the high-quality interaction between students and teachers. Exercises, especially methodology-related ones, are realized in small groups of twelve (12) to eighteen (18) students. Laboratory practice is realized in even smaller groups (up to ten (10) students).

2.7. Guiding and tutoring through the study system

Students are expected to keep in regular contact with the teachers and faculty administration. E-mail addresses of all teachers can be found on the Faculty website and students can contact them at any time. Constant interaction between students and teachers and the constant availability of all relevant information about the classes and the courses is made possible through the interactive Intranet (www.ffst.unist.hr) which was introduced in autumn 2013. All teachers hold weekly consultation hours to help and support their students.

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

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

2.9. List of courses offered in a foreign language

This study programme is conducted in Croatian. Foreign languages are taught using a respective foreign language (English, German, Italian, and French). Courses in Module 1 are taught in English. All teachers, if necessary, can teach in a foreign language (if there are foreign exchange students in their classes).

2.10. Criteria and conditions for transferring the ECTS credits

Upon completion of the study, 300 ECTS are gained. This corresponds to 9 000 hours of work (lectures, seminar, exercises, independent work).
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 in Teacher Education. The criteria and transfer requirements follow from the current regulations in place at the Faculty of Humanities and Social Sciences.

2.11. Completion of study

Final requirement for completion of study	BA thesis ☐ MA thesis **X**	Final exam ☐ Diploma exam ☐
Requirements for BA/MA thesis or final/diploma/exam	All exams passed and all obligations fulfilled	

Procedure of evaluation of final/diploma exam and evaluation and defence of BA/MA thesis	The student defends his/her thesis before a committee consisting of three members.

2.12. List of mandatory and elective courses

			HOURS IN SEMESTER				ECTS

<table>
<tr><th colspan="8">List of courses</th></tr>
<tr><td colspan="8">Year of study: 1st</td></tr>
<tr><td colspan="8">Semester: 1st</td></tr>
<tr><th rowspan="2">STATUS</th><th rowspan="2">CODE</th><th rowspan="2">COURSES</th><th colspan="4">HOURS IN SEMESTER</th><th rowspan="2">ECTS</th></tr>
<tr><th>L</th><th>S</th><th>E</th><th>F</th></tr>
<tr><td rowspan="8">Mandatory</td><td>VUU013</td><td>Croatian Language 1</td><td>30</td><td>30</td><td>0</td><td>0</td><td>5</td></tr>
<tr><td>VUU109</td><td>Philosophy of Education</td><td>45</td><td>15</td><td>0</td><td>0</td><td>5</td></tr>
<tr><td>VUU007</td><td>English Language 1</td><td>30</td><td>0</td><td>30</td><td>0</td><td>5</td></tr>
<tr><td>VUU040</td><td>Basics of Developmental Psychology</td><td>30</td><td>15</td><td>0</td><td>0</td><td>5</td></tr>
<tr><td>VUU054</td><td>Introduction to History</td><td>15</td><td>15</td><td>0</td><td>0</td><td>2</td></tr>
<tr><td>VUU015</td><td>Introduction to Computer Science</td><td>30</td><td>0</td><td>15</td><td>0</td><td>5</td></tr>
<tr><td>VUU023</td><td>Physical Education 1</td><td>0</td><td>0</td><td>30</td><td>0</td><td>1</td></tr>
<tr><td colspan="2">Total</td><td>180</td><td>75</td><td>75</td><td>0</td><td>28</td></tr>
<tr><td rowspan="20">Elective</td><td>VUU001</td><td>Distant Learning and Teaching</td><td>30</td><td>0</td><td>30</td><td>0</td><td>2</td></tr>
<tr><td>VUU088</td><td>French Language 1</td><td>15</td><td>0</td><td>15</td><td>0</td><td>2</td></tr>
<tr><td>VUU090</td><td>French Language 3</td><td>15</td><td>0</td><td>15</td><td>0</td><td>2</td></tr>
<tr><td>VUU107</td><td>Music Literature for Children</td><td>15</td><td>15</td><td>0</td><td>0</td><td>2</td></tr>
<tr><td>VUU012</td><td>Hydrogeography and Hydrogeographical Characteristics of Croatia</td><td>30</td><td>30</td><td>0</td><td>0</td><td>4</td></tr>
<tr><td>VUU318</td><td>Implicit Pedagogy</td><td>15</td><td>15</td><td>0</td><td>0</td><td>2</td></tr>
<tr><td>VUU119</td><td>Chemistry in Everyday Life</td><td>15</td><td>15</td><td>0</td><td>0</td><td>2</td></tr>
<tr><td>VUU23S</td><td>Kinesiological Culture</td><td>0</td><td>0</td><td>30</td><td>0</td><td>2</td></tr>
<tr><td>VUU120</td><td>Art Group as a Form of Extracurricular Activity</td><td>0</td><td>0</td><td>30</td><td>0</td><td>2</td></tr>
<tr><td>VUU028</td><td>German Language 1</td><td>15</td><td>0</td><td>15</td><td>0</td><td>2</td></tr>
<tr><td>VUU030</td><td>German Language 3</td><td>15</td><td>0</td><td>15</td><td>0</td><td>2</td></tr>
<tr><td>VUU037</td><td>Law in Everyday Life</td><td>15</td><td>0</td><td>15</td><td>0</td><td>2</td></tr>
<tr><td>VUU043</td><td>Italian Language 1</td><td>15</td><td>0</td><td>15</td><td>0</td><td>2</td></tr>
<tr><td>VUU045</td><td>Italian Language 3</td><td>15</td><td>0</td><td>15</td><td>0</td><td>2</td></tr>
<tr><td>VUU308</td><td>Theory and Practice of Speaking and Speech Interpretation</td><td>15</td><td>0</td><td>15</td><td>0</td><td>2</td></tr>
<tr><td>VUU165</td><td>Plant Cultivation</td><td>30</td><td>0</td><td>0</td><td>0</td><td>2</td></tr>
<tr><td>VUU058</td><td>Choral Singing 1</td><td>30</td><td>0</td><td>0</td><td>0</td><td>2</td></tr>
<tr><td>VUU306</td><td>Choral Singing 3</td><td>30</td><td>0</td><td>0</td><td>0</td><td>2</td></tr>
<tr><td colspan="7">Students chose one elective course.</td></tr>
</table>

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

STATUS	CODE	COURSES	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	VUU014	Croatian Language 2	30	30	0	0	5
	VUU145	Developmental Psychology of Childhood and Adolescence	30	15	0	0	4
	VUU039	Computer Laboratory	15	15	30	0	4
	VUU009	English Language 2	30	0	30	0	4
	VUU032	Basics of Pedagogy	30	30	0	0	5
	VUU042	Sociology	30	0	0	0	3
	VUU036	Historical Phenomenology	15	15	0	0	2
	VUU024	Physical Education 2	0	0	30	0	1
	Total		180	105	90	0	28
Elective	VUU089	French Language 2	15	0	15	0	2
	VUU091	French Language 4	15	0	15	0	2
	VUU219	Croatian Literary Heritage	15	15	0	0	2
	VUU303	Advanced Teaching Models	15	15	0	0	2
	VUU029	German Language 2	15	0	15	0	2
	VUU135	German Language 4	15	0	15	0	2
	VUU139	Selected Areas of the Primary Maths Teaching	0	30	0	0	2
	VUU154	Development of Children's Musicality	15	15	0	0	2
	VUU155	Stage Culture	15	15	0	0	2
	VUU044	Italian Language 2	15	0	15	0	2
	VUU161	Italian Language 4	15	0	15	0	2
	VUU309	Learning and Teaching in a Hybrid Environment	15	0	15	0	2
	VUU305	Choral Singing 2	30	0	0	0	2
	VUU307	Choral Singing 4	30	0	0	0	2
	VUU169	Child Abuse and Neglect	15	15	0	0	2
	Students chose one elective course.						

NOTE: In addition to the core courses, from the 3rd semester the student chooses ONE of the three offered modules. The courses in the module carry a certain number of ECTS points which are added to ECTS points of the core courses. The number of lectures, seminars and exercises vary depending on the chosen module.

List of courses							
Year of study: 2nd							
Semester: 3rd							
STATUS	CODE	COURSES	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	VUU206	Language Culture	30	0	30	0	5

	VUU026	Mathematics 1	30	30	0	0	5
	VUU146	Psychology of Learning and Teaching	30	15	0	0	4
	VUU031	Musical Notation	15	15	0	0	4
	VUU105	Didactics	30	30	0	0	5
	VUU063	Physical Education 3	0	0	30	0	1
		Courses from the chosen module (4 ECTS):					
	VUU004	English Phonetics and Phonology (Module 1)	30	0	30	0	4
	VUU055	Computer Programming for Primary School Students 1 (Module 2)	30	0	30	0	4
	VUU310	Education for Sustainable Development in Primary Education (Module 3)	15	15	0	0	2
	VUU157	Social Ecology (Module 3)	15	15	0	0	2
	Total		165	90	90	0	28
Elective	VUU001	Distant Learning and Teaching	30	0	30	0	2
	VUU088	French Language 1	15	0	15	0	2
	VUU090	French Language 3	15	0	15	0	2
	VUU107	Music Literature for Children	15	15	0	0	2
	VUU012	Hydrogeography and Hydrogeographical Characteristics of Croatia	30	30	0	0	4
	VUU318	Implicit Pedagogy	15	15	0	0	2
	VUU119	Chemistry in Everyday Life	15	15	0	0	2
	VUU23S	Kinesiological Culture	0	0	30	0	2
	VUU120	Art Group as a form of Extracurricular Activity	0	0	30	0	2
	VUU028	German Language 1	15	0	15	0	2
	VUU030	German Language 3	15	0	15	0	2
	VUU037	Law in Everyday Life	15	0	15	0	2
	VUU319	School Pedagogy	15	15	0	0	2
	VUU043	Italian Language 1	15	0	15	0	2
	VUU045	Italian Language 3	15	0	15	0	2
	VUU308	Theory and Practice of Speaking and Speech Interpretation	15	0	15	0	2
	VUU165	Plant Cultivation	30	0	0	0	2
	VUU058	Choral Singing 1	30	0	0	0	2
	VUU306	Choral Singing 3	30	0	0	0	2
	Students chose one elective course.						

List of courses						
Year of Study: 2nd						
Semester: 4th						
STATUS	CODE	COURSES	HOURS IN SEMESTER			ECTS
			L	S	E	F	

Status	Code	Course					
Mandatory	VUU027	Mathematics 2	30	30	0	0	5
	VUU140	Basics of Kinesiology	30	15	30	0	4
	VUU123	Logic	45	15	0	0	5
	VUU125	Media Culture	30	15	0	0	3
	VUU113	Instrumental Practicum	0	15	30	0	2
	VUU153	Psychology of Motivation and Socialization in the Classroom	30	15	0	0	4
	VUU002	Didactic Practice	0	0	15	0	1
		Courses from the chosen module (4 ECTS):					
	VUU016	Integrated Language Skills (Module 1)	15	0	45	0	4
	VUU033	Computer Programming for Primary School Students 2 (Module 2)	15	0	30	0	4
	VUU171	Child and Society (Module 3)	15	15	0	0	2
	FFPD115	Introduction to Civic Education (Module 3)	15	0	15	0	2
	Total		180	105	105	0	28
Elective	VUU151	Academic Writing	15	15	0	0	2
	VUU089	French Language 2	15	0	15	0	2
	VUU091	French Language 4	15	0	15	0	2
	VUU219	Croatian Literary Heritage	15	15	0	0	2
	VUU124	Media in Education	15	15	0	0	2
	VUU303	Advanced Teaching Models	15	15	0	0	2
	VUU029	German Language 2	15	0	15	0	2
	VUU135	German Language 4	15	0	15	0	2
	VUU139	Selected Areas of the Primary Maths Teaching	0	30	0	0	2
	VUU144	Pedagogical Communication	15	15	0	0	2
	VUU154	Development of Children's Musicality	15	15	0	0	2
	VUU155	Stage Culture	15	15	0	0	2
	VUU044	Italian Language 2	15	0	15	0	2
	VUU161	Italian Language 4	15	0	15	0	2
	VUU309	Learning and Teaching in a Hybrid Environment	15	0	15	0	2
	VUU305	Choral Singing 2	30	0	0	0	2
	VUU307	Choral Singing 4	30	0	0	0	2
	VUU169	Child Abuse and Neglect	15	15	0	0	2
	Students chose one elective course.						

List of courses				
Year of study: 3rd				
Semester: 5th				
STATUS	CODE	COURSES	HOURS IN SEMESTER	ECTS

			L	S	E	F	
Mandatory	VUU118	Literature for Youth	30	15	0	0	4
	VUU317	Mathematics 3	30	30	0	0	5
	VUU010	Geography	30	30	0	0	5
	VUU143	Pedagogy of Children with Special Needs	30	30	0	0	4
	VUU051	Theoretical Foundations of the Teaching Methodology of Physical Education	30	15	0	0	4
	VUU166	Vocal-instrumental Practicum	0	15	30	0	2
		Courses in the chosen module (4 ECTS):					
	VUU008	English Language and Linguistics – Introduction (Module 1)	15	15	0	0	2
	VUU019	Language Exercises 1 (Module 1)	0	0	30	0	2
	VUU160	Systems of E-learning (Module 2)	30	0	30	0	4
	VUU108	Ethics (Module 3)	30	0	0	0	2
	VUU035	Intercultural Music Education (Module 3)	30	0	0	0	2
	Total		180	135	60	0	28
Elective	VUU001	Distant Learning and Teaching	30	0	30	0	2
	VUU088	French Language 1	15	0	15	0	2
	VUU090	French Language 3	15	0	15	0	2
	VUU107	Music Literature for Children	15	15	0	0	2
	VUU012	Hydrogeography and Hydrogeographical Characteristics of Croatia	30	30	0	0	4
	VUU318	Implicit Pedagogy	15	15	0	0	2
	VUU119	Chemistry in Everyday Life	15	15	0	0	2
	VUU23S	Kinesiological Culture	0	0	30	0	2
	VUU120	Art Group as a form of Extracurricular Activity	0	0	30	0	2
	VUU028	German Language 1	15	0	15	0	2
	VUU030	German Language 3	15	0	15	0	2
	VUU037	Law in Everyday Life	15	0	15	0	2
	VUU319	School Pedagogy	15	15	0	0	2
	VUU043	Italian Language 1	15	0	15	0	2
	VUU045	Italian Language 3	15	0	15	0	2
	VUU308	Theory and Practice of Speaking and Speech Interpretation	15	0	15	0	2
	VUU165	Plant Cultivation	30	0	0	0	2
	VUU058	Choral Singing 1	30	0	0	0	2
	VUU306	Choral Singing 3	30	0	0	0	2
	Students chose one elective course.						

STATUS	CODE	COURSES	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	VUU112	Croatian Children Literature	30	15	0	0	4
	VUU134	Seminar in the Teaching Methodology of Physical Education	0	30	15	0	4
	VUU138	Family Pedagogy	30	15	0	0	3
	VUU121	Visual Arts	30	0	15	0	3
	VUU110	Music Culture	30	0	0	0	3
	VUU150	Natural Science	30	30	15	0	6
	VUU126	Methodical Practice 1	0	0	30	0	1
		Courses in the chosen module (4 ECTS):					
	VUU006	English Grammar – Word Classes (Module 1)	15	15	0	0	2
	VUU020	Language Exercises 2 – Writing Skills (Module 1)	0	0	30	0	2
	VUU223	Systems of Distance Teaching (Module 2)	30	0	30	0	4
	VUU311	Croatian Linguistic Heritage (Module 3)	15	15	0	0	2
	VUU312	Microhistory and Cultural Heritage (Module 3)	30	0	0	0	2
	Total		180	90	105	0	28
Elective	VUU151	Academic Writing	15	15	0	0	2
	VUU089	French Language 2	15	0	15	0	2
	VUU091	French Language 4	15	0	15	0	2
	VUU219	Croatian Literary Heritage	15	15	0	0	2
	VUU124	Media in Education	15	15	0	0	2
	VUU303	Advanced Teaching Models	15	15	0	0	2
	VUU029	German Language 2	15	0	15	0	2
	VUU135	German Language 4	15	0	15	0	2
	VUU139	Selected Areas of the Primary Maths Teaching	0	30	0	0	2
	VUU034	Basics of Choral Conducting	15	0	15	0	2
	VUU144	Pedagogical Communication	15	15	0	0	2
	VUU154	Development of Children's Musicality	15	15	0	0	2
	VUU155	Stage Culture	15	15	0	0	2
	VUU044	Italian Language 2	15	0	15	0	2
	VUU161	Italian Language 4	15	0	15	0	2
	VUU309	Learning and Teaching in a Hybrid Environment	15	0	15	0	2
	VUU320	Introduction to Linguistic Stylistics	15	15	0	0	2
	VUU305	Choral Singing 2	30	0	0	0	2
	VUU307	Choral Singing 4	30	0	0	0	2

List of Courses
Year of Study: 3rd
Semester: 6th

	VUU169	Child Abuse and Neglect	15	15	0	0	2
		Students chose one elective course.					

List of courses							
Year of study: 4th							
Semester: 7th							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	VUU049	Didactics of Mathematics 1	30	30	0	0	5
	VUU211	Methodology of Scientific Research Work	30	15	0	0	4
	VUU217	Applied Teaching Methodology of Physical Education	0	15	30	0	4
	VUU048	Didactics of Art 1	30	15	0	0	4
	VUU046	Didactics of Music 1	30	15	0	0	4
	VUU147	Statistics in Pedagogy	15	0	15	0	3
		Courses in the chosen module (4 ECTS):					
	VUU321	Aspects of Anglophone Culture (Module 1)	15	15	0	0	2
	VUU021	Language Exercises 3 (Module 1)	0	0	30	0	2
	VUU203	Information and Communication Technology for student in the primary education (Module 2)	30	0	30	0	4
	VUU313	Philosophy and Sustainable Development (Module 3)	30	0	0	0	2
	VUU122	Visual Arts in the Croatian Territory (Module 3)	15	15	0	0	2
	Total		165	90	75	0	28
Elective	VUU001	Distant Learning and Teaching	30	0	30	0	2
	VUU088	French Language 1	15	0	15	0	2
	VUU090	French Language 3	15	0	15	0	2
	VUU107	Music Literature for Children	15	15	0	0	2
	VUU012	Hydrogeography and Hydrogeographical Characteristics of Croatia	30	30	0	0	4
	VUU318	Implicit Pedagogy	15	15	0	0	2
	VUU119	Chemistry in Everyday Life	15	15	0	0	2
	VUU23S	Kinesiological Culture	0	0	30	0	2
	VUU120	Art Group as a Form of Extracurricular Activity	0	0	30	0	2
	VUU028	German Language 1	15	0	15	0	2
	VUU030	German Language 3	15	0	15	0	2
	VUU142	Family and School Partnership	15	15	0	0	2
	VUU037	Law in Everyday Life	15	0	15	0	2
	VUU319	School Pedagogy	15	15	0	0	2
	VUU043	Italian Language 1	15	0	15	0	2

	VUU045	Italian Language 3	15	0	15	0	2
	VUU308	Theory and Practice of Speaking and Speech Interpretation	15	0	15	0	2
	VUU165	Plant Cultivation	30	0	0	0	2
	VUU058	Choral Singing 1	30	0	0	0	2
	VUU306	Choral Singing 3	30	0	0	0	2
	Students chose one elective course.						

List of courses							
Year of study: 4th							
Semester: 8th							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	VUU130	Didactics of Art 2	0	30	15	0	4
	VUU128	Didactics of Music 2	15	15	15	0	4
	VUU131	Didactics of Mathematics 2	0	30	30	0	5
	VUU050	Didactics of Science and Society 1	30	30	0	0	5
	VUU047	Didactics of the Croatian Language 1	30	30	0	0	5
	VUU208	Methodical Practice 2	0	0	30	0	1
		Courses in the chosen module (4 ECTS):					
	VUU164	English as a Foreign Language at an Early School Age (Module 1)	15	15	0	0	2
	VUU003	Children's Literature in English (Module 1)	15	15	0	0	2
	VUU17S	Instruction design in E-learning system (Module 2)	30	0	30	0	4
	VUU314	Argumentation and Philosophy of Language (Module 3)	15	15	0	0	2
	VUU315	Democracy in Theory and Practice (Module 3)	30	0	0	0	2
	Total		105	135	120	0	28
Elective	VUU151	Academic Writing	15	15	0	0	2
	VUU089	French Language 2	15	0	15	0	2
	VUU091	French Language 4	15	0	15	0	2
	VUU219	Croatian Literary Heritage	15	15	0	0	2
	VUU124	Media in Education	15	15	0	0	2
	VUU133	Methodology of Teaching Children with Special Education Needs	15	0	15	0	2
	VUU303	Advanced Teaching Models	15	15	0	0	2
	VUU029	German Language 2	15	0	15	0	2
	VUU135	German Language 4	15	0	15	0	2
	VUU139	Selected Areas of the Primary Maths Teaching	0	30	0	0	2
	VUU034	Basics of Choral Conducting	15	0	15	0	2

	VUU144	Pedagogical Communication	15	15	0	0	2
	VUU154	Development of Children's Musicality	15	15	0	0	2
	VUU155	Stage Culture	15	15	0	0	2
	VUU044	Italian Language 2	15	0	15	0	2
	VUU161	Italian Language 4	15	0	15	0	2
	VUU309	Learning and Teaching in a Hybrid Environment	15	0	15	0	2
	VUU320	Introduction to Linguistic Stylistics	15	15	0	0	2
	VUU305	Choral Singing 2	30	0	0	0	2
	VUU307	Choral Singing 4	30	0	0	0	2
	VUU169	Child Abuse and Neglect	15	15	0	0	2
Students chose one elective course.							

List of courses							
Year of study: 5th							
Semester: 9th							
STATUS	CODE	COURSES	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	VUU214	Didactics of Art 3	0	15	30	0	4
	VUU212	Didactics of Music 3	0	15	30	0	4
	VUU215	Didactics of Mathematics 3	0	15	45	0	5
	VUU129	Didactics of the Croatian Language 2	0	30	30	0	5
	VUU132	Didactics of Science and Society 2	0	30	30	0	5
	VUU301	Research Practice	0	0	15	0	1
		Courses in the chosen module (4 ECTS):					
	VUU209	Early EFL Teaching Methodology (Module 1)	30	30	0	0	4
	VUU218	Design of E-learning Systems (Module 2)	30	0	30	0	4
	VUU316	Impact of Climate Changes (Module 3)	15	15	0	0	2
	VUU167	Environmental Protection (Module 3)	15	15	0	0	2
	Total		30	105	210	0	28
Elective	VUU001	Distant Learning and Teaching	30	0	30	0	2
	VUU106	Activities of uprising ecologically sensitive children	0	30	0	0	2
	VUU088	French Language 1	15	0	15	0	2
	VUU090	French Language 3	15	0	15	0	2
	VUU107	Music Literature for Children	15	15	0	0	2
	VUU012	Hydrogeography and Hydrogeographical Characteristics of Croatia	30	30	0	0	4
	VUU318	Implicit Pedagogy	15	15	0	0	2
	VUU119	Chemistry in Everyday Life	15	15	0	0	2

	VUU23S	Kinesiological Culture	0	0	30	0	2
	VUU120	Art Group as a form of Extracurricular Activity	0	0	30	0	2
	VUU028	German Language 1	15	0	15	0	2
	VUU030	German Language 3	15	0	15	0	2
	VUU142	Family and School Partnership	15	15	0	0	2
	VUU037	Law in Everyday Life	15	0	15	0	2
	VUU319	School Pedagogy	15	15	0	0	2
	VUU043	Italian Language 1	15	0	15	0	2
	VUU045	Italian Language 3	15	0	15	0	2
	VUU308	Theory and Practice of Speaking and Speech Interpretation	15	0	15	0	2
	VUU165	Plant Cultivation	30	0	0	0	2
	VUU058	Choral Singing 1	30	0	0	0	2
	VUU306	Choral Singing 3	30	0	0	0	2
	HZX009	Professional practice at a teaching base*	0	30	40	80	5
Students chose one elective course.							

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

List of courses							
Year of Study: 5th							
Semester: 10th							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	VUU159	Sociology of Education	30	30	0	0	4
	VUU213	Didactics of the Croatian Language 3	0	15	45	0	5
	VUU216	Didactics of Science and Society 3	0	15	45	0	5
	VUU302	MA Thesis	0	30	0	0	10
		Courses in the chosen module (4 ECTS):					
	VUU148	Practicum and School Practice (Module 1)	0	30	30	0	4
	VUU222	Evaluation of E-learning Systems (Module 2)	30	0	30	0	4
	VUU103	Man, Health and the Environment (Module 3)	30	0	0	0	2
	VUU115	Outdoor Teaching in Sustainable Development Education (Module 3)	15	0	0	15	2
	Total		60	90	120	15	28
Elective	VUU151	Academic Writing	15	15	0	0	2
	VUU089	French Language 2	15	0	15	0	2
	VUU091	French Language 4	15	0	15	0	2
	VUU219	Croatian Literary Heritage	15	15	0	0	2

	VUU204	Research - oriented science teaching	15	15	0	0	2
	VUU124	Media in Education	15	15	0	0	2
	VUU127	Didactics of Progressive Mathematics	15	15	0	0	2
	VUU133	Methodology of Teaching Children with Special Education Needs	15	0	15	0	2
	VUU303	Advanced Teaching Models	15	15	0	0	2
	VUU029	German Language 2	15	0	15	0	2
	VUU135	German Language 4	15	0	15	0	2
	VUU139	Selected Areas of the Primary Maths Teaching	0	30	0	0	2
	VUU034	Basics of Choral Conducting	15	0	15	0	2
	VUU144	Pedagogical Communication	15	15	0	0	2
	VUU154	Development of Children's Musicality	15	15	0	0	2
	VUU155	Stage Culture	15	15	0	0	2
	VUU304	Contemporary teaching strategies for Natural Sciences	15	15	0	0	2
	VUU044	Italian Language 2	15	0	15	0	2
	VUU161	Italian Language 4	15	0	15	0	2
	VUU309	Learning and Teaching in a Hybrid Environment	15	0	15	0	2
	VUU320	Introduction to Linguistic Stylistics	15	15	0	0	2
	VUU305	Choral Singing 2	30	0	0	0	2
	VUU307	Choral Singing 4	30	0	0	0	2
	VUU169	Child Abuse and Neglect	15	15	0	0	2
	HZX009	Professional practice at a teaching base	0	30	40	80	5
Students chose one elective course.							

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

2.13. Syllabus

NAME OF THE COURSE	Croatian Language 1					
Code	VUU013		Year of study	1		
Course teacher	Gordana Laco, PhD, Assistant Professor		Credits (ECTS)	5		
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				30	30	0	0
Status of the course	Mandatory		Percentage of application of e-learning			
COURSE DESCRIPTION						
Course objectives	Students master basic the knowledge of the Croatian orthography and grammar, they develop and systematize their knowledge of the Croatian language norm.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students are expected to apply orthographic and grammatical norms of the Croatian standard; to acquire meta-language of their profession and be able to interpret language norms, they are expected to present systematic knowledge and be able to cope with spelling, phonological and morphological norms of the Croatian standard to check, evaluate and compare their own expression (oral and written), and language practice in general, with a corresponding norm and to teach the basics of the Croatian language.					
Course content broken down in detail by weekly class schedule (syllabus)	**Orthography, phonology and morphonology**: the distinction between language and speech, language sign structure; speech organs, the production of sounds of speech, division of sounds, sounds' articulatory properties, sounds' acoustic properties, the role of sounds in language, phone, phoneme, allophone, phonological opposition, distribution of phonemes, relationship between phonemic and graphemic system of the Croatian language, alterations at morpheme boundaries, suprasegmental phonological features, articulation variables, prosodic variables. **Morphology**: word, morpheme, root morpheme, afixal morphemes, derivational morphemes, grammatical morphemes, allomorphs, morphological root, types of roots, morphological roots alterations; parts of speech; nouns - lexical and grammatical features of nouns, gender, number and case, declension of nouns by type; adjectives - lexical and grammatical features of adjectives, definite adjectives declension, indefinite adjectives declension, comparison of adjectives; pronouns - types of pronouns; numbers, types of numbers; verbs - verb categories, verb types, tenses, verb moods, verbal adjectives, participles; invariable parts of speech - adverbs, prepositions, interjections, conjunctions, particles.					
Format of instruction	☐lectures ☐seminars					
Student responsibilities						
Screening student work *(name the proportion of ECTS credits for*	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	

	Essay		Seminar essay	1	(Other)	
eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(Other)	
	Written exam	3	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Seminar essay 10 % Exam 90 %		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Babić – Finka – Moguš, *Hrvatski pravopis*, ŠK, Zagreb, 1994.		
	Sanda Ham, *Školska gramatika hrvatskoga jezika*, ŠK, Zagreb, 2002.		
	Babić – Ham – Moguš, *Hrvatski školski pravopis*, ŠK, Zagreb, 2005.		
	Težak, Stjepan – Babić, Stjepan, *Gramatika hrvatskoga jezika*., ŠK, Zagreb, 2005.		
Optional literature (at the time of submission of study programme proposal)	*Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika* – Nacrti za gramatiku, HAZU, Zagreb, 1991.		
Quality assurance methods that ensure the acquisition of exit competences	Seminar essays and exam.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Philosophy of Education					
Code	VUU109	Year of study	1st			
Course teacher	Bruno Ćurko, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	Josip Guć, Assistant	Type of instruction (number of hours)	L	S	E	F
			45	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	High			
COURSE DESCRIPTION						
Course objectives	To foster reflection, critical and higher-order thinking in students by introducing them to philosophical problems and methods. To provide philosophical basis of pedagogy as the science of education.					
Course enrolment requirements and entry competences	None.					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Recognition of philosophical assumptions present in pedagogical scientific orientations and practical pedagogical approaches. Acquaintance with basic lines of thought in contemporary philosophy and their relation to approaches within science of education. Ability to compare hermeneutic with empirical and critical founding of pedagogy. Basic ability of philosophical and logical analysis of scientific texts and their critical reflection.
Course content broken down in detail by weekly class schedule (syllabus)	[Lectures: 15 sessions of 3x45 minutes each] 1. Introducing students to objectives, contents, methods and requirements of the course. Socrates as the role model of the teacher. 2. Notion of philosophy of education and its systematic position within the whole of philosophical and pedagogical disciplines. The role of philosophy in reflective teaching practice and in fostering professional autonomy. 3. An overview of lines of thought in contemporary philosophy and their influences on theoretical orientations within the science of education. Historicism and Dilthey's distinction of two types of sciences. The explanation of a natural event versus understanding of the human action: didactic implications of their differences. 4. Phenomenology and intentionality. Basic features of existentialism. Time and existence in Heidegger's "Being and Event". 5. Caring and education: Heidegger's distinction between authentic and inauthentic caring, Noddings' notion of caring as a relation. 6. Influence of existentialism on humanities, social sciences and educational philosophies with an emphasis on existentialist pedagogical psychologies. Humanistic education and existentialism. 7. Gadamer, hermeneutics and principles of interpretation. Hermeneutic orientation in the science of education. Question on interpretation as a method. 8. Wittgenstein: language and the world. Problem of value statements in Tractatus and its consequences on founding the study of education. Wittgenstein as an educator. 9. Vienna Circle and philosophy of science: statement meaningfulness. K. R. Popper: falsificationism, creativity and knowledge. Pedagogical consequences of falsificationist epistemology. 10. Empirical orientation in the study of education. Critical theory: general features. Differences between indoctrination and education. 11. Habermas: interests and forms of knowledge. Critical study of education and emancipatory interest. Communicative rationality. 12. What is Postmodern? Features of postmodern philosophy. 13. Lyotard: knowledge and society. Critique of Lyotar's declaration of " death of the Professor". Theoretical influences of Postmodern: theory of the unconscious, structuralism, postpositivist epistemology. 14. Development of idea of natural development: from Rousseau to Piaget. Developmental epistemology and constructivism in philosophy of education. Development of notion of number according to Piaget. The holistic nature of educational knowledge discussed in the context of Piaget's theory: connecting logic, philosophy of mathematics, epistemology and developmental psychology.15. Constructivism as an educational philosophy. Kohlberg and development of moral judgement. Pedagogical consequences of developmental theories. Systematization.. [Seminar: 15 sessions of 1x45 minutes each] 1. Notion of philosophy: analysis of various standpoints and definitions.. 2. Analysis of examples of educational philosophies. 3. Overview of basic logical concepts: concept and proposition. 4. Overview of basic logical concepts: argument. 5. Textual analysis: Noddings on caring as a relation. 6. Notion of education in human-science pedagogy. 7. Textual analysis: language, world and picture relation in Tractatus. 8. Textual analysis: types of meaningful

	propositions according to Tractatus. 9. Notion of education in empirical pedagogy. 10. Comparison of research methods in hermenutic and empirical science of education (textual analysis of selected quotes from F. Heyting, D. Lenzen i J. White (ured.) Methods in Philosophy of Education. 11. Analysis of a selected example of critical approach in philosophy of education. 12. Written exam. 13. How to write an essay. Selection of topics. 14. Analysis of a selected postmodern text. 15. Textual analysis (J. Piaget).

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	Attendance and active participation in lectures and seminar classes. Preparation of homework assignments, presentation of paper in seminar classes and its publishing on the website of the course. Final written exam.

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Independent tasks	0,5
	Essay	0,5	Seminar essay		(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Records of attendance, of activity in classes, and of homework assignments. The fraction of correctness percentage in the written preparatory exam is added to overall result in final written exam. Final grade is composed of three parts: overall grade of written exams (50%), seminar paper (30%) ,and activity during classes (20%). Upgrading possible via oral exam.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Arno Anzenbacher (1992) *Filozofija: uvod u filozofiju.* Zagreb: Školska knjiga.	1	
	Eckard König i Peter Zedler (2001) *Teorije znanosti o odgoju.* Zagreb: Educa.	>10	
	Otvoreno znanje: Filozofija odgoja (teaching and other materials). http://marul.ffst.hr/~logika/nastava	2	Website of the course
	Berislav Žarnić (2001) Epistemološki paradoks obrazovanja. *Metodički ogledi* 13:17–26		Website of the course
	Berislav Žarnić (1996) Pedagogija: duhovna, empirijska ili kritička znanost, U: *Pedagogija i hrvatsko školstvo*, ured. H. Vrgoč, Zagreb: Hrvatski pedagoško-književni zbor.		Website of the course

Optional literature (at the time of submission of	- Nel Noddings (1998) Philosophy of Education. Oxford: Westview Press - Michael A. Peters, Paulo Ghiraldelli Jr., Berislav Žarnić, Andrew Gibbons i Tina Besley (ed.) *Encyclopaedia of Educational Philosophy and Theory*. http://eepat.net; from 2015 in upgraded version edited by Micahel Peters wizhin

study programme proposal)	Springer's Major Reference Works, http://link.springer.com/referencework/10.1007/978-981-287-532-7 - Frieda Heyting, Dieter Lenzen i John White (ured.) (2001) *Methods in Philosophy of Education*. Routledge International Studies in the Philosophy of Education. Routledge, London. - Matthew Lipman (2003) *Thinking in Education*. Cambridge University Press, Cambridge - *Filozofija odgoja: izbor tekstova hrvatskih pisaca* (1997) ed. Ivan Čehok. Zagreb: Školska knjiga [Optional literature, teaching materials, interactive materials and multimedia available at website of the course.]
Quality assurance methods that ensure the acquisition of exit competences	Students' and fellow teachers' evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	English Language 1					
Code	VUU007	Year of study	1			
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)	5			
Associate teachers	Siniša Ninčević, Senior Language Instructor	Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	- introducing students to basic regularities of translating professional texts into English as a foreign language, with a particular emphasis on the texts dealing with teacher education and instruction and education at an early school age - developing reading comprehension skills in the area of professional texts in English - acquisition of the English vocabulary related to primary school education and teacher education - revision and cyclical expansion of grammatical categories of the English language - training students for short oral presentations in English on a given professional topic					
Course enrolment requirements and entry competences required for the course	- four-year secondary school education with English as the first foreign language					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course, students will be able to: - read and comprehend professional texts in English and translate them into Croatian as the mother tongue - analyze a professional text in English in all its segments, at both language and content level - deliver a short oral presentation in English on a given professional topic					

	- identify, explain and linguistically produce various grammatical categories, particularly the ones typical of professional texts (e.g. passive constructions, indefinite pronouns, compounds etc.).
Course content broken down in detail by weekly class schedule (syllabus)	1. Aims and contents of the course, introductory discussion on linguistic specificities and characteristics of professional texts in a foreign language (English) (2L) 2. Introductory revision of the language material related to introducing oneself (lead-in exercise), introductory interactive speaking exercises (2E) 3. Professional text analysis: Extending the curriculum into the home (4L) 4. Present Tenses and Imperative (4E) 5. Professional text analysis: Plants in the Classroom (4L) 6. Future Tenses (4E) 7. Professional text analysis: Language Arts (4L) 8. Present Perfect and Present Perfect Continuous (4E) 9. Professional text analysis: Myself and other people (4L) 10. Simple Past Tense and Past Continuous Tense (4E) 11. Professional text analysis: Colours in early education (4L) 12. Past Perfect Tense (4E) 13. Professional text analysis: Young Language Learner (4L) 14. Adjectives and Pronouns (2E) 15. Professional text analysis: Popular ideas about foreign language learning (4L) 16. Preliminary exam (4E) 17. Analysis of the preliminary exam results and student evaluation (2E)
Format of instruction	☐ **lectures** ☐ seminars and workshops ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ **independent assignments** ☐ **multimedia** ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	regular attendance (lectures and exercises), active participation in all aspects of the course, short oral presentations in English on a given professional topic, taking two preliminary exams (tests) or the final exam

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

Grading and evaluating student work in class and at the final exam	class attendance, monitoring students' activities in all aspects of the course, short oral presentations, two preliminary exams (written tests), the final exam (if taken by a student)

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Marasović-Alujević, M. (2003.). English for Educators, texts and language points, Split, Visoka učiteljska škola Sveučilišta u Splitu	20	

	Mary Glasgow Scholastic Magazines: Current (selected chapters)	0	http://maryglas gowplus.com
Optional literature (at the time of submission of study programme proposal)	1. Graver, B. D. (2003.). Advanced English Practice, Oxford, OUP. 2. Thornbury, S. (2004.). Natural Grammar, Oxford, OUP. 3. Walter, C., Swan, M. (1997.). How English Works, Oxford, OUP. 4. Bujas, Ž. (1999.). Veliki hrvatsko-engleski rječnik, Zagreb: Globus. 5. Brihta, J., Grgić, B. (1969.). Engleska gramatika za svakoga, Zagreb, Školska knjiga.		
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, taking preliminary exams, discussions, class attendance,short oral presentations, anonymous students' review of the course contents and teachers		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Basics of Developmental Psychology				
Code	VUU040	Year of study	1		
Course coordinator(s)	Ina Reić Ercegovac, PhD, Associate Professor	Credit value (ECTS)	5		
Associates	Ivan Buljan, PhD, Lecturer	Course delivery types (hours per semester)	L	S	P	T
			30	15	0	0
Course status	Mandatory	E-learning percentage	0%		
COURSE DESCRIPTION					
Course objectives	To introduce students to developmental psychology, basic theoretical and empirical approaches and methodological features of developmental research. To introduce students to the specific areas of development in childhood – physical, cognitive, emotional and moral and application of knowledge in practical work with children of early school age.				
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: 1. define basic issues in developmental psychology 2. name and explain types of developmental research 3. compare different approaches to developmental researches 4. draft one developmental research 5. analyse different theoretical approaches in developmental psychology 6. explain contribution of main authors in the area of developmental psychology (Hall, Gesell, Piaget, Erikson, Bandura) 7. name the main characteristics of different phases of cognitive development 8. analyse the contribution of different theories (Piaget, Vygotsky) in process of learning and teaching				

	9. associate main characteristics of cognitive development in childhood and adolescence with aspects learning and teaching 10. analyse moral development in the context of cognitivist models, ethology and theories of learning
Course content elaborated in detail according to the timetable	1. Developmental psychology as psychological discipline, definition and objectives of developmental psychology; relations with other disciplines (2L + 2S) 2. Basic issues in developmental psychology - heritability and environment, maturation and learning, growth and development (4L) 3. Research methodology in developmental psychology; types of research, limitations, ethical issues in developmental research (2L + 2S) 4. Early authors in developmental psychology (2L + 2S) 5. Theories of childhood development (cognitivist developmental models, theories about the impact of the environment and learning, psychodynamic approach, ethology, ecology of human development) (4L) 6. Biological basis of human development (2L) 7. Pre-exam I (2S) 8. Prenatal development and teratology (2L) 9. Birth, physical development and growth (2L) 10. Sensory development, development of attention and perception (2L+2S) 11. Cognitive development (J. Piaget and L. Vygotsky) (2L) 12. Cognitive development (information processing and intelligence testing) (2S) 13. Speech development (pre-verbal, semantics and grammar) (2L) 14. Moral development – theories, prosocial behaviour and aggression (4L) 15. Pre-exam II (2S)

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

Students' duties	Course attendance, seminar paper, exam(s)					
Following up students' work *(note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):*	Course attendance	1	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	3	Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	

Grading and evaluating students' work during the course and in the final exam	Course attendance, seminar paper, exam(s)		
Obligatory reading list (available in the	**Title**	**Number of copies in the library**	**Available in other media**

library and in other media)	Vasta, R., Haith, M., Miller, S. (1998 or other). *Dječja psihologija*. Jastrebarsko: Naklada Slap. (pp.1-443)	3	
	Berk, L. (2006). *Psihologija cjeloživotnog razvoja* (chapters 1-3). Jastrebarsko: Naklada Slap.	1	
Additional reading list	Buggle, F. (2002). *Razvojna psihologija Jeana Piageta*. Jastrebarsko: Naklada Slap. Santrock, J.W. (2003). *Life-Span Development*. New York: McGraw Hill. Ajduković, M. i Kolesarić, V. (Ur.) (2003). *Etički kodeks istraživanja s djecom*. Vijeće za djecu Vlade RH i Državni zavod za zaštitu obitelji, materinstva i mladeži.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.		

NAME OF THE COURSE	**Introduction to History**					
Code	VUU054	Year of study	1			
Course teacher	Nikša Varezić, PhD, Assistant Professor	Credits (ECTS)	2			
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	25%			
COURSE DESCRIPTION						
Course objectives	Introduction to basic methodological procedures of historical understanding. Understanding of historical methodology. Encouraging critical thinking directed towards responsible acceptance of reality (historical and contemporary); evoking tradition and its values in order to improve and modernize microhistorical and national identity in the European context. Finding one's way among social content of science subjects. Acquisition of general culture appropriate to higher education.					
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 key events, processes and figures at the level of national medieval history - to link microhistorical and general level of history - to recognize continuity and changes at the level of national and European history - to identify causes, motives and consequences as well as their conection within the framework of national and European history - to use analytical and inerpretative skills on the basis of historical sources - to develop empathy for the past and emphasise importance of preserving cultural heritage					
Course content broken down in detail by weekly class schedule (syllabus)	**1. Development of Croatian historiography, Toma Arhiđakon, Ivan Lučić-Lucius, Ivan Kukuljević Sakcinski, Franjo Rački, Tadija Smičiklas, modern and contemporary historiography.** Seminar: Introduction; division of students into two groups, assignment of seminar topics with explanations on written work and presentation.					

2. Croatian lands in Antiquity, the Roman Illyria, Indigenous people (Histrians, Liburnians, Delmatae, Pannonians), the Greek colonization, expansion of Illyrian name.
Seminar: Toma Arhiđakon and his work.
3. Arrival of the Croats, ethnogenesis: sources and theories of the origin, christianization, Peace in Aachen, Byzantine Dalmatia, uprising of Ljudevit Posavski.
Seminar: Salona in Late Antiquity / Diocletian's Palace – Imperial mansion and fortified camp.
4. Era of Princes, Vladislav, Mislav, Trpimir, Domagoj, Zdeslav, Branimir, Muncimir, Tomislav.
Seminar: And the palace gives birth to a city, urban development of medieval Split / The beginnings of the church organization in Split.
5. The Croatian Kingdom, Trpimir II, Krešimir, Miroslav, Mihajlo Krešimir II, Stjepan Držislav and queen Jelena, Stjepan I, Petar Krešimir IV, Dmitar Zvonimir.
Seminar: The Principality of Trpimir.
6. Supetar Cartulary; the epigraphs (Višeslav's Baptistry, Trpimir's Inscription, Branimir's inscriptions, Queen Jelena's sarcophagus, Baška tablet); pre-Romanesque architecture and the beginning of the Romanesque period.
Seminar: Tomislav – first Croatian king / Croatian king Dmitar Zvonimir.
7. Arpad period, dynastic struggles, Pacta Conventa, Koloman I, Bela II, Andrija II, Bela IV, Andrija III.
Seminar: Croatian Early Medieval epigraphic heritage.
8. Anjou period, strengthening of Bribir family, King Karlo I, Ludovik the Great, movement against the Court (Karlo Drački and Žigmund Luksemburški), Ladislav Napuljski and sale of Dalmacija to Venice in 1409.
Seminar: Hungarian-Croatian King Andrija II and the Golden Bull of 1222 / Hungarian-Croatian King Bela IV and the Golden Bull to Gradec in 1242.
9. Dubrovnik Republic, the emergence of the city, development between Byzantium and Venice, the institutions of the Republic, golden age of Dubrovnik, major earthquake in 1667.
Seminar: Croatia in the time of King Ludovik the Great / Hungarian-Croatian King Žigmund Luksemburški.
10. Society and economy of High and Late Medieval Period, Feudalism and peasantry, Royal free cities in Croatia and Slavonia, municipal system in Dalmatia, Venetian economic policy in Dalmatia.
Seminar: Medieval Dubrovnik.
11. Culture and art in High Medieval Period, Historia Salonitana, Hrvoje's missal, mendicant orders, Romanesque and Gothic architecture.
Seminar: Organization and structure of medieval societies in Dalmatia / Venetian economic policy in Dalmatia.
12. Medieval Bosnian state, Bans Kulin, Ninoslav and Stjepan II Kotromanić; Kings Tvrtko I and Stjepan Dabiša; feudal anarchy; fall of Bosnia under Turkish rule; Dominicans and Franciscans in Bosnia.
Seminar: Pre-Romanesque and Romanesque Period in Croatia / Gothic and Renaissance in Croatia.
13. **Turkish invasion in Croatia, Matijaš Korvin and organization of resistance, Jagelović dynasty and turkish insvasion.**
Seminar: Prominent Bosnian magnates: Hrvoje Vukčić Hrvatinić / The fall of Bosnia in 1463.

<table>
<tr><td></td><td colspan="5">14. Battle of Krbava Field in 1493, Battle of Mohacs in 1526.
Seminar: Klis Fortress and defense of Split form the Turks.
15. Final lecture.
Seminar: Great conflicts with the Ottomans.</td></tr>
</table>

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

Student responsibilities	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,2	(Other)	
	Tests	0,4	Oral exam		(Other)	
	Written exam	0,4	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance 50% Test – 20% Seminar - 10% Written exam – 20%

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Pavličević, D. (2002.). Povijest Hrvatske, Zagreb.		
	Steindorff, L. (2006). Povijest Hrvatske, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	Goldstein, I. (2003.). *Hrvatska povijest,* Zagreb. Klaić, N. (1972.). Izvori za hrvatsku povijest do 1526. g., Zagreb. Kronologija: *Hrvatska - Europa - Svijet,* Zagreb, 1996. Raukar, T. (1997.). Hrvatsko srednjovjekovlje: prostor, ljudi, ideje, Zagreb. Novak, G. (2004.). *Prošlost Dalmacije I, II,* Zagreb.
Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, taking test, anonymous survey, joint interview, record of class attendance, active participation in discussions, making and presentation of seminars.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Introduction to Computer Science	
Code	VUU015	Year of study	1
Course teacher	Lada Maleš, PhD, Senior Lecturer	Credits (ECTS)	5

Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	15	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			

COURSE DESCRIPTION

Course objectives	The course objectives are to gain knowledge about a computer and its purpose in ICT. Train students for using ICT in different domains and for resolving various problems. Give foundations for knowledge upgrading in the ICT field.
Course enrolment requirements and entry competences required for the course	None
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Classification of numeral systems; converting one numeral system to another; arithmetical operations in binary system (addition and subtraction) 2. Convert logic circuit diagrams to Boolean expressions and convert Boolean expressions to logic diagrams; creating truth tables 3. Explain a binary notation in computer 4. Explain von Neumann model of computer 5. Enumerate computer basic components and their purpose 6. Differentiate software according to purpose 7. Application of different type of software i.e. create a formatted document, create a presentation, organize, format, and calculate data with formulas using a spreadsheet system, creating graph with data
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: Introduction to ICT (science and practical implementation) History review of ICT development; components of contemporary computers Numerical systems (decimal, binary, octal and hexadecimal); converting between different numerical systems Arithmetical operations in binary system Boolean algebra, logic gates and simple logic circuits Binary notation in the computer – coding information with binary digits The Von Neumann model Computer – hardware Computer – software EXERCISES: Personal computer; files and folders Word processing (MS Word) Creating presentations (MS PowerPoint) Organize format and calculate data with formulas and creating graphs with data (Ms Excel)
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)
Studentresponsibilities	Two preliminary exams (practical work on computer) 25% + 25% Two preliminary exams for theoretical part of course 25% + 25%	

	OR exam (50% practical work on computer + 50% theory)				
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	2,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	L. Maleš, course materials published on Faculty web site (Faculty CMS and Moodle) http://paideia.ffst.hr/learning/	-	yes
	Software tutorials - online	-	yes

Optional literature (at the time of submission of study programme proposal)	J. Glenn Brookshear, Computer Science - An Overview, Addison-Wesley, 11th Ed., 2012
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking preliminary exam or regular exam, noting down the rate of course attendance (lectures and exercise), active participation in discussions and practical work. Student evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Physical Education 1				
Code	VUU023	Year of study	1		
Course teacher	Damir Jurko, PhD, Assistant Professor	Credits (ECTS)	1		
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			
COURSE DESCRIPTION					
Course objectives	The goal is adequate kinesiology meet the biopsychosocial needs of student in the movement as an expresion of general satisfaction of needs which are increasing adaptive and creative skills in the modern conditions of life and study.				
Course enrolment requirements and entry competences	1.Atletica : various forms of running , relay race , low and high start , jumping , throwing. 2.Volleyball: rules , techniques and tactics.				

required for the course	3.Basketball: rules , techniques and tactics. 4.Swimming: swimming techniques and starting leaps and turns. 5.Corrective gymnastics for students with spinal deformities. 6.Complex exercises for students in pregnancy. 7. Hiking: hiking tours
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Use different forms of running, jumping and throwing. 2. Identify the basic volleyball and basketball technique and tactics. 3. Apply basic swimming techniques. 4. Implement corrective exercise gymnastics. 5. Use of exercise for pregnant women. 6. Prepare hike and pedestrian walk.
Course content broken down in detail by weekly class schedule (syllabus)	Exercise in the gym and outdoors.

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 school attendance.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	

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

Optional literature (at the time of submission of study programme proposal)	Janković, V., Marelić, N. (1995.). *Odbojka,* Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Kosinac, Z. (1989.). *Kineziterapija, tjelesno vježbanje i sport kod djece i omladine oštećena zdravlja*, Split. Šadura, T. (1991.). *Gimnastika,* Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Šnajder, V., Milianović, D. (1991.). *Atletika hodanja i trčanja*, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Volčanšek, B. (2002.). *Bit plivanja*, Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb.
Quality assurance methods that	

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

NAME OF THE COURSE	Croatian Language 2						
Code	VUU014		Year of study	1			
Course teacher	Gordana Laco, PhD, Assistant Professor		Credits (ECTS)	5			
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				30	30	0	0
Status of the course	Mandatory		Percentage of application of e-learning				
COURSE DESCRIPTION							
Course objectives	Students master basic the knowledge of the Croatian grammar and history of the Croatian literary language; students systematize their knowledge of the Croatian language.						
Course enrolment requirements and entry competences required for the course							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students are expected to apply grammatical norms of the Croatian standard; they are expected to present systematic knowledge and be able to cope with word formation and syntax of the Croatian standard; they are expected to check, evaluate and compare their own expression (oral and written), and language practice in general, with a corresponding norm and to teach the basics of the Croatian language. Students are expected to know to describe the historical development of the Croatian language.						
Course content broken down in detail by weekly class schedule (syllabus)	**Word formation in Croatian literary language:** morphological analysis and analysis of word formation; manners of word formation; formation of nouns, formation of adjectives, formation of verbs; other formations. **Syntax**: parts of sentences (predicate, subject, object, adverbial, attribute, apposition), sentence structure; transformations of sentence structure (negation, question, exclamation, passive voice); simple and complex sentence; concluding sentence; word order. **Croatian language history:** periods in the history of the Croatian language; phonetic changes and reflexes in the Croatian dialects; Croatian literary language types; process of standardization of the Croatian language.						
Format of instruction	☐lectures ☐seminars						
Student responsibilities							
Screening student work*(name the proportion of ECTS credits for*	Class attendance		Research		Practical training		
	Experimental work		Report		(Other)		

eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Seminar essay 10 % Exam 90 %

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Sanda Ham, *Školska gramatika hrvatskoga jezika*, ŠK, Zagreb, 2002.		
	Težak, Stjepan – Babić, Stjepan, *Gramatika hrvatskoga jezika*., ŠK, Zagreb, 2005.		
	Milan Moguš, *Povijest hrvatskoga književnog jezika*, Zagreb, 1997.		

Optional literature (at the time of submission of study programme proposal)	Stjepan Babić, *Tvorba riječi u hrvatskom književnom jeziku*, Nacrt za gramatiku, HAZU, Zagreb, 1991. Josip Bratulić – Stjepan Damjanović, *Hrvatska pisana kultura*, Zagreb, 2008.
Quality assurance methods that ensure the acquisition of exit competences	Seminar essays and exam.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Developmental psychology of childhood and adolescence				
Code	VUU145	Year of study	1		
Course coordinator(s)	Goran Kardum, PhD, Full Professor	Credit value (ECTS)	4		
Associates	Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher	Course delivery types (hours per semester)	L / S / P / T		
			30 / 15 / 0 / 0		
Course status	Mandatory	E-learning percentage	0%		
COURSE DESCRIPTION					
Course objectives	Theoretical and empirical approaches and methodological features of temperament, attachment, development of emotion, social context and cross cultural research. To introduce students to the specific areas of development in childhood with an emphasis to emotional, social and culture dimensions in practical work with children and adolescents.				
Course admission requirements and entrance	None				

competences required	
Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: 1. determine the features of temperament 2. understanding of attachment development 3. analyse self-control and emotional development 4. recognize development of initiative 5. understanding self development 6. explain and understanding parenting styles and their effects on children 7. analyse different types of motivation for parenthood
Course content elaborated in detail according to the timetable	1. Temperament – concept and dimensions 2. Development of attachment 3. Nature vs. nurture – recent researches and theoretical approaches 4. Development of emotion – researches and theoretical approaches 5. Development of self and personality 6. Self-control and initiative in early and pre-school children 7. Cognitive atribution styles 8. Pre-exam I 9. Relationship with peers, sociometry 10. Motivation for parenthood, parenting styles 11. Abnormal behavior – concepts and theory 12. Abnormal behavior – classification and main deviating behaviour 13. Cross-cultural research and finding in early and pre-school children 14. Social and communication skills, non-verbal behavior 15. Pre-exam II
Course delivery types	x lectures x seminars and workshops ☐ tutorials ☐ completely *on line* ☐ mixed e-learning ☐ field teaching	☐ independent tasks ☐ multimedia ☐ laboratory ☐ mentorship work ☐ (note down other types)
Students' duties	Course attendance, seminar paper, exam(s)	

Following up students' work *(note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):*	Course attendance	1	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	2	Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	

Grading and evaluating students' work during the course and in the final exam	Course attendance, seminar paper, exam(s)

	Title	Number of copies in the library	Available in other media
Obligatory reading list (available in the library and in other media)	Berk, L. (2006). *Psihologija cjeloživotnog razvoja* (chapters 1-3). Jastrebarsko: Naklada Slap.	1	
	Ćubela Adorić, V., Lacković Grgin, K. (2005). Odabrana poglavlja iz psihologije odraslih. Jastrebarsko: Naklada Slap.	1	
	Vasta, R., Haith, M., Miller, S. (1998 or other). *Dječja psihologija*. Jastrebarsko: Naklada Slap.	3	
	Wenar, C. (2003). Razvojna psihopatologija i psihijatrija: od dojenačke dobi do adolescencije. Jastrebarsko: Naklada Slap.	1	
Additional reading list	Ajduković, M. i Kolesarić, V. (Ur.) (2003). *Etički kodeks istraživanja s djecom*. Vijeće za djecu Vlade RH i Državni zavod za zaštitu obitelji, materinstva i mladeži. Buggle, F. (2002). *Razvojna psihologija Jeana Piageta*. Jastrebarsko: Naklada Slap. Santrock, J.W. (2003). *Life-Span Development*. New York: McGraw Hill. Lacković-Grgin, K. (2000). Stres u djece i adolescenata. Naklada Slap: Jastrebarsko. 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. Schaie, K. W. i Willis, S. L. (2001). Psihologija odrasle dobi i starenja. Jastrebarsko: Naklada Slap. Thomas, R. M. (2000). Recent Theories of Human Development, SAGE Publications.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.		

NAME OF THE COURSE	Computer Laboratory					
Code	VUU039	Year of study	1			
Course teacher	Lada Maleš, PhD, Senior Lecturer	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	30	0
Status of the course	Mandatory	Percentage of application of e-learning	25%			
COURSE DESCRIPTION						
Course objectives	The course objectives are to gain theoretical knowledge about Internet and practical skills about Internet services. Use cloud computing applications and services. Creating, styling and publishing web pages.					
Course enrolment requirements and entry competences	None					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Differentiate services and protocols on internet according to their purpose 2. Enumerate and explain types of the Internet addresses 3. Explain the difference between client/server and peer-to-peer networks 4. Enumerate security risks on the Internet and explain the difference 5. Find information on the Internet 6. Use e-mail (web mail) 7. Use CMS (Content Management System) 8. Creating HTML files (web pages) and styling web pages with CSS 9. Publish web pages on a server 10. Using cloud computing applications
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: Computer networks (data transmission, network classifications) Internet (history and development) Internet services (client/server, P2P, services, protocols) TCP/IP model (basics), addresses on the Internet Types of Internet access technologies Internet security (type of risks and protection methods) HTML – history, tags, elements, attributes How HTML works. HTML5 differences from HTML4.01 Computer graphics (basics). Multimedia formats Links, HTML colors definition, group elements Tables Styling HTML with CSS Cloud computing SEMINARS: Creating web pages (WYSIWYG) Using applications on a cloud. Creating files on the cloud e.g. Prezi. Oral presentation of a seminar. EXERCISES: Web browsers Searching information on the Internet Searching and downloading from software archives web sites Creating account on the cloud and using its services Email clients HTML – basic HTML page structure HTML – formatting elements, lists HTML – publishing web pages on a server, multimedia elements HTML – links, colors HTML – tables CSS – styling text and backgrounds CSS – styling lists and links CSS – creating a box model
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)

Studentresponsibilities	Three preliminary exams (practical work on computer) 60% Seminar 20% Preliminary exam for theoretical part of course 20% OR exam					
Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	3	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Three preliminary exams (practical work on computer) 60% Seminar (practical work and oral presentation) 20% Preliminary exam for theoretical part of course 20% OR exam

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	L. Maleš, course materials published on Faculty web site and Moodle (http://paideia.ffst.hr/learning/)	-	yes
	L.Maleš, S.Mladenović (2007), *Osnove programiranja za web,* Filozofski fakultet u Splitu	5	yes
	http://www.w3schools.com/html/default.asp		
	http://www.w3schools.com/css/default.asp		
	http://www.carnet.hr/ictedu/edukativni_sadrzaji		

Optional literature (at the time of submission of study programme proposal)	E. Robson, E. Freeman, *Head First HTML and CSS,* O'Reilly 2nd Ed., 2012 B. Henicks, HTML&CSS, O'Reilly, 2010 (library, 3 copies) L. Maleš, M. Mladenović, S. Mladenović (2016), *Znaju li studenti prve godine što je internet?*, Školski vjesnik, vol. 65, pp. 105-117
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking preliminary exam or regular exam, noting down the rate of course attendance (lectures and exercise), active participation in discussions and practical work. Student evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	English Language 2					
Code	VUU009	Year of study	1			
Course teacher	Gloria Vickov, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	Eva Jakupčević, Assistant Siniša Ninčević, Senior Language Instructor	Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	0			

COURSE DESCRIPTION	
Course objectives	- introducing students to basic regularities of translating professional texts into English as a foreign language, with a particular emphasis on the texts dealing with teacher education and instruction and education at an early school age - developing reading comprehension skills in the area of professional texts in English - acquisition of the English vocabulary related to primary school education and teacher education - revision and cyclical expansion of grammatical categories of the English language - training students for short oral presentations in English on a given professional topic
Course enrolment requirements and entry competences required for the course	completed attendance requirements of English 1.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course, students will be able to: - read and comprehend professional texts in English and translate them into Croatian as the mother tongue - analyze a professional text in English in all its segments, at both language and content level - deliver a short oral presentation in English on a given professional topic - identify, explain and linguistically produce various grammatical categories, particularly the ones typical of professional texts (e.g. passive constructions, indefinite pronouns, compounds etc.).
Course content broken down in detail by weekly class schedule (syllabus)	1.Professional text analysis: English as a Lingua Franca (2L) 2. Passive and Active (6E) 3. Professional text analysis: Animals in early education (4L) 4. Conditional Clauses (4E) 5. Professional text analysis: What is the purpose of early education (4L) 6. Indirect Speech (4E) 7. Indirect Question (2E) 8. Professional text analysis: Shape and Form (4L) 9. Prepositions (4E) 10. Professional text analysis: Why become a teacher (4L) 11. Gerund (2E) 12. Professional text analysis: How do parents influence their child´s perception of the curriculum (4L) 13. Phrasal Verbs (2E) 14. Preliminary exams (4E) 15. Professional text analysis: Didactic games in early education (4L) 16. Analysis of the preliminary exam results and student evaluation (2E) 17. Professional text analysis: How do young children learn vocabulary? (4L)
Format of instruction	☐**lectures** ☐seminars and workshops ☐**exercises** ☐*on line*in entirety ☐partial e-learning ☐field work ☐**independent assignments** ☐**multimedia** ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	regular attendance (lectures and exercises), active participation in all aspects of the course, short oral presentations in English on a given professional topic, taking two preliminary exams (tests) or the final exam

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	class attendance, monitoring students' activities in all aspects of the course, short oral presentations, two preliminary exams (written tests), the final exam (if taken by a student)					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Marasović-Alujević, M. (2003.). English for Educators, texts and language points, Split, Visoka učiteljska škola Sveučilišta u Splitu	20	
	Mary Glasgow Scholastic Magazines: Current (selected chapters)	0	http://maryglasgowplus.com

Optional literature (at the time of submission of study programme proposal)	1. Graver, B. D. (2003.). Advanced English Practice, Oxford, OUP. 2. Thornbury, S. (2004.). Natural Grammar, Oxford, OUP. 3. Walter, C., Swan, M. (1997.). How English Works, Oxford, OUP. 4. Bujas, Ž. (1999.). Veliki hrvatsko-engleski rječnik, Zagreb: Globus. 5. Brihta, J., Grgić, B. (1969.). Engleska gramatika za svakoga, Zagreb, Školska knjiga.
Quality assurance methods that ensure the acquisition of exit competences	advisory hours, taking preliminary exams, discussions, class attendance,short oral presentations, anonymous students' review of the course contents and teachers
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Basics of Pedagogy				
Code	VUU032	Year of study	1		
Course teacher	Sonja Kovačević, PhD, Full Professor	Credits (ECTS)	5		
Associate teachers	Snježana Dimzov, PhD, Lecturer Antonela Barun, 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				
COURSE DESCRIPTION						
Course objectives	Acquisition of knowledge in the field of educational theory and practice necessary for the successful organization and implementation of educational activities and teaching process in educational practice. Recognize developmental tendencies alternative					

	pedagogical theory and practice; recognize basic characteristics and development of school systems.
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)	- The ability to operate with a thought (induction, analysis, synthesis, comparison, evaluation ...) - Analyzing the complexity of the phenomenon of education, - The ability to apply ideas in analysis of practice. Of specific competencies, it is expected that students can: - Describe, define and explain the phenomenon of education, - Analyze the phenomenon of education on examples and cases, - Formulate and present ideas, participate in debates and dialogues.
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: (performed Sonja Kovačević) 1. Pedagogy as science 2. Subject of pedagogy 3. The duties of pedagogy 4. The system of pedagogical science 5. Methods of research in pedagogy 6. anthropological basis of education 7.The basic concepts in pedagogy 8. Basic categories of pedagogy 9. Structure of the educational process 10. Pedagogical concept of practice - of educational philosophy 11. Overview of the development of pedagogical ideas 12. Educational Communications 13. Structure and dynamics of educational groups 14. The educational systems - school system in the Republic of Bosnia and Herzegovina Analysis and discussion of educational issues processing facilities from individual sources of educational literature and teaching practice.
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	Student responsibilities include: regular attendance and active participation of students in all modes of teaching and learning ; Individual consultations ; passing the written and oral 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	0.5	Research	0.5	Practical training	
	Experimental work		Report		Activity in class	1.5
	Essay		Seminar essay		The study of literature and other sources	1.5
	Tests		Oral exam	0.5	(Other)	
	Written exam	0.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The work of students in the course will be evaluated and assessed during the semester and the final exam. The total number of points a student can achieve during the class is 70 (assessed activities are indicated in the table), while the final examination can achieve 30 points .		
	Detailed elaboration of monitoring and evaluation of students' work will be displayed in the curriculum subjects !		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Mušanović, M., Lukaš M. (2011), Osnove pedagogije, HFD, Rijeka		
	Bratanić, M. (1990), Mikropedagogija, Zagreb Školska knjiga		
	Bratanić, M. (2002), Paradoks odgoja. II. izdanje, Hrvatska sveučilišna naklada, Zagreb		
Optional literature (at the time of submission of study programme proposal)	1. Giesecke, H. (1993), Uvod u pedagogiju, Zagreb Educa 2. Gudjons, H. (1994), Pedagogija - temeljna znanja, Zagreb, Educa 3. Konig, E., Zedler, P. (2000), Teorije znanosti o odgoju, Zagreb, Educa		
Quality assurance methods that ensure the acquisition of exit competences	Students will meet after each semester an anonymous questionnaire - testing point of view of the quality of teaching (the questionnaire will make students using literature), and the results will process and announce the students. The teacher will monitor the quality of students in classes and seminars, and by checking the achievements in exams.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Sociology**				
Code	VUU042	Year of study	1		
Course teacher	Zorana Šuljug Vučica, PhD, Associate Professor	Credits (ECTS)	3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Mandatory	Percentage of application of e-learning	10%		
COURSE DESCRIPTION					
Course objectives	Introduction to the basic terminology of sociology Insight into the basic sociological concepts and perspectives in order to acquire knowledge of the aspects of social phenomena and processes				
Course enrolment requirements and entry competences required for the course					
Learning outcomes expected at the	After passing the exam the students will be able to: 1. Define and explain basic sociological terms and concepts.				

level of the course (4 to 10 learning outcomes)	2. Identify and understand the different social phenomena, processes and changes in the narrower and wider social context. 3. Interpret classical and contemporary theoretical approaches in sociology. 4. Discuss relevant social issues in the Croatian education system and the broader social environment.				
Course content broken down in detail by weekly class schedule (syllabus)	*Sociology as a science about society* (subjects and issues) *The sociological view of the world* (the development of sociological thought, sociological perspectives). *Culture and society* (the concept of culture, cultural diversity and ethnocentrism, socialization, social roles, identities). *World in the process of change* (types of societies, social change, the modern world, globalization). *Social interaction and everyday life* (communication, social rules of interaction, interaction in time and space). *Gender and sex* (gender differences, gender inequality, gender socialization, homosexuality, prostitution). *Family* (family through history, theoretical perspectives, marriage and divorce, alternatives to marriage, family life, violence and abuse in the family). *Education* (types, theories, researches). *Health, disease and aging* (social foundations of health and disease, medicine and society, the problem of aging). *Crime and deviance* (explanations of crime and deviance, social theory, organized crime reduction strategy). *Class, stratification and inequality* (theories of class and stratification, class divisions in modern society, social mobility). *Poverty and social exclusion* (interpretation of poverty, measuring poverty, poverty and social mobility, forms of social exclusion). *Work and economic life* (paid and unpaid labor, division of labor and economic dependence, to transformation of labor, women and work, unemployment). *Sociological research and methods* (determination, types, approaches, methodological aspects: theme, subject, objectives, sample, hypotheses, methods, measuring instruments, statistical analysis, field, interpretation of research results) *Ecological problems of modern society* (population growth, human impacts on the nature, risks, future prospects).				
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's responsibilities	Attendance of the workshops (70%), 2 part-term exams, written exam and oral exam				
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is*	Class attendance	1	Research		Practical training	
	Experimental work		Report		Research Project	
	Essay		Seminar essay		Team research work	
	Tests	1	Oral exam		Individual assignments	

equal to the ECTS value of the course)	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Lecture attendance Part-term tests Written exam Oral exam					

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Giddens, A. (2007) *Sociologija* (prema 4. engleskom izdanju), Zagreb: Globus.	1	yes
	2. Giddens, A. (2009) *Sociology*. Sixth Edition. Cambridge, Malden: Polity Press.	0	yes
	3. Haralambos, M., Holborn, M. (2002) *Sociologija. Teme i perspektive*. Zagreb: Golden marketing.	1	yes

Optional literature (at the time of submission of study programme proposal)	1. Ferrante, J. (2015) *Seeing Sociology: An Introduction*. Third Edition. Boston: Cengage Learning. 2. Leburić, A.; Afrić, V. Šuljug Vučica, Z. (2009) *Ljudski kapital kao razvojni faktor: sociološko istraživanje u Hrvatskoj.* Biblioteka: Istraživačke studije, knjiga br. 9. Split: Redak. 3. Kuvačić, I. (2004) *Uvod u sociologiju.* Zagreb: Golden marketing. 4. Ritzer, G. (1997) *Suvremena sociologijska teorija*. Zagreb: Globus.
Quality assurance methods that ensure the acquisition of exit competences	Continuous monitoring of students' work. Tests during the semester. Oral exam. Student evaluation; expert discussions of methods, forms and other teaching aspects of the work with the students during the study; analysis of students' exams; longitudinal studies; surveys, international supervision. In accordance with the regulations and the Statute of the Faculty of Humanities and Social Sciences in Split and the University of Split.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Historical Phenomenology**				
Code	VUU036	Year of study	1		
Course teacher	Nikša Varezić, PhD, Assistant Professor	Credits (ECTS)	2		
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	25 %		
COURSE DESCRIPTION					
Course objectives	Study key processes in Croatian history from the battle at Mohačko polje in 1526 through the end of the First World War and the dissolution of the Austro-Hungarian Empire in 1918. Analyse the structural changes that occurred in a 400-year-long and complex history of Croatian people who, by opposing the Turks, the Habsburgs and the Hungarians, were trying to preserve their national identity and internal privacy during that time.				

	Alongside political history, attention will be devoted to economic, social and cultural circumstances and to the history of the Church. Investigate activities of the most important Croatian institutions responsible for the maintenance and development of the Croatian constitutional idea and for the process of formation of the contemporary Croatian nation.
Course enrolment requirements and entry competences required for the course	Completion of the course *Introduction to History*.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- interpret key events, processes and persons from the national history from 1526 to 1918 - identify cause and effect relationships and analyse their development - place events from the national history in a wider European context and recognise continuity and changes - connect micro- and general levels of history - use analytical-interpretative skills based on historical sources - develop empathy for the past and for the importance of preserving cultural heritage
Course content broken down in detail by weekly class schedule (syllabus)	**1) Introductory Lecture: distribution of seminar topics, introduction to the Examination Reading List** **2) Battle at Mohačko polje; Elections of the Habsburgs as Croatian kings; Times of the greatest Ottoman peril.** Seminar: Life in the Dalmatian Hinterland, the 17th century fortification of Split. **3) Military Frontier (Vojna krajina) and the Uskoks; Liberation of the Croat lands from the Ottomans.** Seminar: Marko Marulić, Peasants' Revolt (Seljačka buna) **4) Zrinski and Frankopan resistance to Viennese centralism; Circumstances following the liberation from the Ottomans.** Seminar: Military Frontier (Vojna krajina), The Uskoks, the Battle of Sisak in 1593. **5) Bosna during the Ottoman reign; the Dubrovnik Republic, Dalmatia and Istria in the Early Modern Period; Croatian culture in the 17th and 18th century.** Seminar: Zrinski, Frankopani, P.R. Vitezović. **6) Enlightened Absolutism in Croatia; Croatia during the Napoleonic Age.** Seminar: the Hvar Rebellion (Hvarska buna), Protestantism in Istria, the Earthquake in Dubrovnik in 1667. **7) Political relations in Croatia in the middle of the 19th century; Croatian National Revival.** Seminar: Maksimilijan Vrhovac, Dalmatia in the period of the French administration. **8) The Spring of Nations 1848 and Croatia.** Seminar: Ljudevit Gaj, Janko Drašković. **9) Economic and social relations in Croatian countries; the establishment of Austria-Hungary and the beginning of the Eastern Crisis.** Seminar: Bach's absolutism in Dalmatia; the question of the unification of Dalmatia with Croatia in 1860/1861 **10) Croatia during and after the neo-absolutist era; Croatian-Hungarian Settlement.** Seminar: Juraj Haulik, Ante Starčević, Eugen Kvaternik. **11) Modernisation of Croatia and ban Mažuranić; Dalmatia and Istria in the second half of the 19th century.** Seminar: Ivan Mažuranić, Khuen Hedervary, J.J. Strossmayer.

	12) Croatia at the turn of the century; Croatia at the beginning of the 20th century; the Radić brothers. Seminar: Antonio Bajamonti, M. Pavlinović, J. Dobrila. **13) Social relations and culture in Croatian Propper (Banska Hrvatska); Economic and social development in Dalmatia and Istria.** Seminar: Dalmatian village, History of primary and secondary school system; History of higher education until the 20th century. **14) The Assassination at Sarajevo; the beginning of the First World War; Croatia during the First World War.** Seminar: Croatian Peasant Party (1904 – 1914). **15) Final Lecture.** Seminar: Politics of the New Course.

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)

Studentresponsibilities	

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,2	(Other)	
	Tests	0,4	Oral exam		(Other)	
	Written exam	0,4	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance: 50% Tests: 20% Seminar essay: 10% Final exam: 20%

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	D. Pavličević, Povijest Hrvatske (selected chapters), Zagreb, 2002.		
	L. Steindorff, Povijest Hrvatske od srednjeg vijeka do danas (selected chapteres), Zagreb, 2006.		

Optional literature (at the time of submission of study programme proposal)	Povijest Hrvata, knjiga 2 (selected chapters), Školska knjiga, Zagreb, 2005. Kronologija: *Hrvatska - Europa - Svijet,* Zagreb, 1996.

Quality assurance methods that ensure the acquisition of exit competences	

Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Physical Education 2**					
Code	VUU024	Year of study	1			
Course teacher	Damir Jurko, PhD, Assistant Professor	Credits (ECTS)	1			
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				

COURSE DESCRIPTION	
Course objectives	The goal is adequate kinesiology meet the biopsychosocial needs of student in the movement as an expresion of general satisfaction of needs which are increasing adaptive and creative skills in the modern conditions of life and study.
Course enrolment requirements and entry competences required for the course	1. Atletica: various forms of running, relay race, low and high start, jumping, throwing. 2. Table tennis rules, techniques and tactics. 3. Handball: rules, techniques and tactics. 4. Fitnes programs. 5. Aerobic programs. 6. Fighting sports: downs and procedures. 7. Speedskating: basic techniques.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Use different forms of running, jumping and throwing. 2. Identify the basic national table tennis and handball techniques and tactics. 3. Apple exercises without and with aids. 4. Implement aerobic exercise. 5. Show downs and procedures. 6. Apply basic techniques Speedskating.
Course content broken down in detail by weekly class schedule (syllabus)	Exercise in the gym and outdoors.
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 school attendance.

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

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

Grading and evaluating student work in class and at the final exam	

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

Optional literature (at the time of submission of study programme proposal)	Janković, V., Marelić, N. (1995.). *Odbojka,* Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Kosinac, Z. (1989.). *Kineziterapija, tjelesno vježbanje i sport kod djece i omladine oštećena zdravlja*, Split. Šadura, T. (1991.). *Gimnastika,* Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Šnajder, V., Milianović, D. (1991.). *Atletika hodanja i trčanja*, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Volčanšek, B. (2002.). *Bit plivanja*, Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb.

Quality assurance methods that ensure the acquisition of exit competences	
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Language Culture				
Code	VUU206	Year of study	2		
Course teacher	Gordana Laco, PhD, Assistant Professor	Credits (ECTS)	5		
Associate teachers	Anđela Milinović-Hrga, PhD, Assistant Professor	Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	Students consolite and expand their basic knowledge of the Croatian grammar; they become familiar with lexicology and functional styles of the Croatian literary language; they systematize their linguistic knowledge.				
Course enrolment requirements and entry competences required for the course	A pass in courses *Croatian Language 1* and *Croatian Language 2*.				
Learning outcomes expected at the	Students are expected to connect and analyze orthographic, grammatical and lexical norms of the Croatian standard; to be able to manage any level of language norms				

level of the course (4 to 10 learning outcomes)	in order to properly recognize and solve a language problem. They are also expected to be able to distinguish and properly apply the functional styles and perceive the value of language culture in practice, especially in their future profession as teacher.
Course content broken down in detail by weekly class schedule (syllabus)	Normative dualities in contemporary Croatian orthography; contemporary grammatical norms - normative dualities in declension forms, case expressions, prepositional phrases, verb rection, conjunctions and conjunctive expressions; word formation dilemmas; the Croatian lexicon, lexical stratification, the use and adaptation of foreign words in Croatian; functional styles of the Croatian standard, linguistic stylistic means in Croatian.

Format of instruction	☐ lectures ☐ seminars	☐ independent assignments

Student responsibilities	

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	2	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Seminar paper – 30 % Exam – 70 %

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	S. Babić, B. Finka, M. Moguš, *Hrvatski pravopis*, Školska knjiga, Zagreb, ⁵2000. (V., prerađeno izdanje), ⁶2002., ⁷2003., ⁸2004.		
	S. Babić, M. Moguš, *Hrvatski pravopis: usklađen sa zaključcima Vijeća za normu hrvatskoga standardnog jezika*, Školska knjiga, Zagreb, ¹2010., ²2011.		
	Slavko Pavešić – Stjepko Težak – Stjepan Babić, *Oblici hrvatskoga književnog jezika (Morfologija)*, u *Povijesni pregled, glasovi i oblici hrvatskoga književnog jezik*a – Nacrti za gramatiku, HAZU, Zagreb, 1991.		
	R. Katičić, *Sintaksa hrvatskoga književnog jezika*, Nacrt za gramatiku, HAZU, Zagreb, 1991.		
	J. Silić, *Funkcionalni stilovi hrvatskoga jezika*, Disput, Zagreb, 2006.		
Optional literature (at the time of submission of study programme proposal)	A. Antoš, *Osnove lingvističke stilistike*, Zagreb, 1972. M. Dulčić, *Govorimo hrvatski*, Hrvatski radio i Naprijed, Zagreb, 1997. A. Frančić, L. Hudeček, M. Mihaljević, *Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku*, Hrvatska sveučilišna naklada, Zagreb, 2006. *Jezik,* časopis za kulturu hrvatskoga književnog jezika, Hrvatsko filološko društvo, Zagreb. R. Katičić, *Novi jezikoslovni ogledi*, Školska knjiga, Zagreb, 1986. J. Melvinger, *Leksikologija* (skripta), Osijek, 1984., 1990.		

	Rječnik hrvatskoga jezika, Leksikografski zavod Miroslav Krleža i Školska knjiga, Zagreb, 2000. I. Škarić, *U potrazi za izgubljenim govorom*, Školska knjiga, Zagreb, 1988. D. Škiljan, *Pogled u lingvistiku*, Naklada Benja, Rijeka, 1994. S. Težak, *Hrvatski naš svagda(š)nji*, Školske novine, Zagreb, 1990. S. Težak, *Hrvatski naš osebujni,* Školske novine, Zagreb, 2000. S. Težak, *Hrvatski naš (ne)podobni*, Školske novine, Zagreb, 2004.
Quality assurance methods that ensure the acquisition of exit competences	Seminar paper and exam.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Mathematics 1						
Code	VUU026		Year of study	2			
Course teacher	Nives Baranović, Senior Lecturer		Credits (ECTS)	5			
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				30	30	0	0
Status of the course	Mandatory		Percentage of application of e-learning	20%			
COURSE DESCRIPTION							
Course objectives	Consolidating and building on student's prior knowledge of the structure of mathematics, numbers and strategies, and developing strategies for solving mathematical problems and problems that are reduced to a mathematical model. Further develop mathematical literacy through the use of mathematical language in speech and writing as well as the ability of mathematical thinking. Through developing a positive relationship towards learning and teaching, responsibility for one's success and progress, as well as awareness of their mathematical abilities, along with applications of previously described competencies, students are expected to build a firm foundations for lifelong learning and continued education.						
Course enrolment requirements and entry competences required for the course	In order to participate in the course, students need to have acquired core competencies developed through mathematical education until the end of secondary school.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successfully completing the course, students should be able to give arguments and successfully communicate their mathematical knowledge and ideas related to: - Defining and describing the meanings of mathematical terms; - Formulating and proving mathematical claims; - Establishing connections between spoken language and symbolic representations; - Solving formulaic and open-ended mathematical problems.						
Course content broken down in detail by weekly class schedule (syllabus)	Introductory: introduction to learning objectives and outcomes, curriculum, assessment methods and assessment criteria. 1. Basic and derived mathematical concepts (2) 2. Axioms and theorems (2) 3. Proofs: direct, indirect, visual (2) 4. Fundamentals of mathematical logic (2)						

	5. Basics of sets (2) 6. Basics of functions (2) 7. From set N to set R. Basic numerical operations and their properties (2) 8. Division in set N_0. (2) 9. Properties of sets, N, Z, Q, I and R (countability, density, real number line) (2) 10. Real functions of real argument (4) 11. Equations and inequalities (4) 12. Modelling (4)
Format of instruction	☐ **lectures** ☐ seminars and workshops ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ **independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance in classes, active participation in discussions and problem solving assignments. Exam: written and oral.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		independent assignments	1.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Model 1: Coursework during the semester 30% (C), written exam 30% (W) and oral exam 40% (O). Independent assignments consist of two-thirds of written assignments and one third or speaking assignments. Final mark: **f = 0.3 (C) + 0.3 (W) + 0.4 (O)** Model 2: written exam 50% and oral exam 50%. **f = 0.5 (W) + 0.5 (O)**. In order to award the final grade, results of both written and oral exam must be positively evaluated. Completed written examination is valid until the end of the academic year and is a requirement for taking the oral exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Pavković, B., Veljan, D. (2004). *Elementarna matematika I*. Zagreb: Školska knjiga.	4	
	2. Pavković, B., Veljan, D. (1995.). *Elementarna matematika II,* Zagreb: Školska knjiga.	8	
	3. Polya, G. (1966). *Kako riješiti matematički zadatak*. Zagreb: Školska knjiga.	1	
	4. Jozić, N. (2012.) *Matematika I* (course material available on the Faculty Moodle platform): https://paideia.ffst.hr/learning/login/index.php)		e-learning

Optional literature (at the time of submission of study programme proposal)	1. Devide, V. (2010). *Čudesna matematika – pogled iznutra i izvana*. Zagreb: HMD. 2. Pauše, Ž. (2007). *Matematika i zdrav razum*. Zagreb: Školska knjiga. 3. Pelle, B. (2004). *Tako poučavamo matematiku*. Zagreb: Školske novine i HMD.
Quality assurance methods that ensure the acquisition of exit competences	Student survey. Feedback from students.

Other (as the proposer wishes to add)	

NAME OF THE COURSE	Psychology of Learning and Teaching				
Code	VUU146	Year of study	2		
Course teacher	Andreja Bubić, PhD, Asociate Professor	Credits (ECTS)	4		
Associate teachers	Ivana Burić, PhD, Lecturer	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	0%		
COURSE DESCRIPTION					
Course objectives	The goal of this course is to familiarize students with main principles of learning and teaching.				
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 this course, students will be able to: - define constructs such as memory and learning - explain the main postulates of fundamental learning theories - critically evaluate the shortcomings of fundamental learning theories - evaluate the usefulness of learning theories in the context of learning different types of materials - plan strategies for increasing learning efficacy - plan the use of different teaching approaches in the classroom - recognize the relevance of individual differences in the educational context - compare different ways of evaluating student progress.				
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to Educational psychology. Methodology of Educational psychology. Behaviorism: Classical conditioning. Behaviorism: Operational conditioning. Social learning theory. Cognitivist approaches to learning and memory. Knowledge. Higher cognitive processes. Metacognition. Constructivism. Self-regulated learning. Individual differences in the classroom: Abilities. Individual differences in the classroom: Personality and learning styles. Planning and choosing teaching methods. Main teaching methods. Evaluating students' learning accomplishments.				
Format of instruction	x lectures x seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	x independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)				

Student responsibilities	Students need to actively participate in all activities and organized discussion, as well as to prepare a seminar paper.						
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	0.5	(Other)		
	Tests	1.5	Oral exam		(Other)		
	Written exam	0.5	Project		(Other)		
Grading and evaluating student work in class and at the final exam	Students' activity during class will be evaluated and their seminars graded. Two preliminary exams will be organized during class. At the end of the semester, a written and/or oral exam will be organized.						

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. i VERN, d.o.o.	1	

Optional literature (at the time of submission of study programme proposal)	Grgin, T. (2001). Edukacijska psihologija. Jastrebarsko: Naklada Slap. Slavin, R. E. (2006). Educational psychology: Theory and practice. New York: Pearson. Zarevski, P. (1995). Psihologija učenja i pamćenja. Jastrebarsko: Naklada Slap.
Quality assurance methods that ensure the acquisition of exit competences	Quality follow-up will be organized through the established quality tracking system at the Faculty.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Musical Notation						
Code	VUU031	Year of study	2				
Course teacher	Marijo Krnić, Msc, Lecturer	Credits (ECTS)	4				
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					
COURSE DESCRIPTION							
Course objectives	To introduce students into the phenomenon of the notation and into the music literacy on the basic level.						
Course enrolment requirements and entry competences							

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To explain the foundation of the notation. To develop the ability of independently reading and analysing the scores. To develop the ability of the identification and reproduction of the music materials. To develop the independence and ability of team work.
Course content broken down in detail by weekly class schedule (syllabus)	Staff Pitch letters Solmisation syllables Tonal system Rest Prolongation of the tone duration Prolongation of the rest duration Rhythm Measure Key signature Clef Intervals Inversion of the intervals Scales Chords

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 course attendance; writing down and presentation of the seminar papers; tests, 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	1	Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance 25% Test 25% Exam 50%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Sam, R. (1998). *Glazbeni doživljaj u odgoju djeteta*. Rijekal: Glosa.	2	
	Završki, J. (1999). *Teorija glazbe.* Zagreb: Školska knjiga.	1	

Optional literature (at the time of submission of study programme proposal)	Goran, Lj., i Marić, Lj. (1987). *Zapjevajmo složno svi.* Zagreb: Školska knjiga. Manasteriotti, V. (1990). *Zbornik pjesama i igara za djecu: priručnik muzičkog odgoja.* Zagreb: Školska knjiga.
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance, active participation in discussions and practical work, writing down and presenting seminar papers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Didactics				
Code	VUU105	Year of study	2		
Course teacher	Sonja Kovačević, PhD, Full Professor	Credits (ECTS)	5		
Associate teachers	Joško Barbir, MSc, 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			
COURSE DESCRIPTION					
Course objectives	Course objectives are to introduce students to the concept and subject didactics; to understand the theoretical and methodological grounding of didactics and understand and apply basic didactic terms. Furthermore, the goal is to get acquainted with didactic theories and analyze and evaluate the elements of teaching situations and other educational situations; to familiarize themselves with the process of planning and programming classes and to be able to produce and evaluation of the curriculum as well as to get acquainted with the stages of the teaching process and the articulation of a particular teaching situation; to evaluate and apply the principles, methods , technology and media in teaching and learning; to be able to prepare the teaching situation; familiarize themselves with the elements that affect the educational climate and to be able to transfer and interference of knowledge of didactics on different situations of teaching and educational process.				
Course enrolment requirements and entry competences required for the course	No conditions.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- The subject and methodological and epistemological soundness of didactics (1P). - The basic didactic concepts and training system (2P). - Didactic theories, trends, models and systems (2P). - Types of teachers (1P + 2S). - Education and teaching (aims, tasks-learning outcomes and activities; laws and regularities, legal tendencies) (2P + 2S). - Educational and teaching situations (2P + 2S). - The curriculum, program and curriculum (2P + 2S). - Planning and programming classes (outlining curriculum) (2P + 4S). - Theories on choice and structuring course content (2P + 2S). - Macro and micro organization of education and teaching (2P + 4S). - Didactic cycle and its stages (preparation, implementation and evaluation of teaching and education) (2P + 2S).				

	- Articulation of learning situations and teaching (2P + 2S). - The didactic principles in the teaching and learning process (2P + 2S). - Didactic teaching and learning methods (2P + 2S). - The social forms of work in teaching and learning (2P + 2S). Technology and media education and teaching (2P + 2S).
Course content broken down in detail by weekly class schedule (syllabus)	- Predmetna i metodološko-epistemološka utemeljenost didaktike (1P). - Temeljni didaktički pojmovi i didaktički sustav (2P). - Didaktičke teorije, pravci, modeli i sustavi (2P). - Tipovi nastavnika (1P+2S). - Obrazovanje i nastava (ciljevi, zadaci-ishodi učenja i sadržaji; zakoni i zakonitosti, zakonite tendencije) (2P+2S). - Odgojno-obrazovne i nastavne situacije (2P+2S). - Nastavni plan, program i curriculum (2P+2S). - Planiranje i programiranje nastave (strukturiranje curriculuma) (2P+4S). - Teorije o izboru i strukturiranju sadržaja nastave (2P+2S). - Makro i mikro organizacija obrazovanja i nastave (2P+4S). - Didaktički ciklus i njegove etape (pripremanje, realizacija i evaluacija nastave i obrazovanja) (2P+2S). - Artikulacija situacije učenja i nastave (2P+2S). - Didaktička načela u procesu nastave i učenja (2P+2S). - Didaktičke metode nastave i učenja (2P+2S). - Socijalni oblici rada u nastavi i učenju (2P+2S). Tehnologija i mediji obrazovanja i nastave (2P+2S).
Format of instruction	X lectures ☐seminars and workshops X exercises ☐*on line*in entirety ☐partial e-learning X field work X independent assignments X multimedia ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	Obveze studenata uključuju: redovno prisustvovanje i aktivnu participaciju studenata u svim načinima izvođenja nastave i usvajanja znanja; izraditi set didaktičkih vježbi (izvedbeni program, detaljna priprema za izvođenje nastave ili drugog oblika odgojno-obrazovnog rada); individualne konzultacije; polaganje pismenog i usmenog ispita.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,6	Research		Practical training	
	Experimental work		Report		Didactic exercises	2,2
	Essay		Seminar essay		Class activity	0,6
	Tests		Oral exam	0,8	(Other)	
	Written exam	0,8	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The work of students in the course will be evaluated and assessed during the semester and the final exam. The total number of points a student can achieve during the class is 70 (assessed activities are indicated in the table), while the final examination can achieve 30 points.

	Detailed elaboration of monitoring and evaluation of students' work will be displayed in the curriculum subjects!		
	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Bognar, L., Matijević, M. (2002), *Didaktika*. Zagreb: Školska knjiga. (odabrana poglavalja)		
	2. Mušanović, M., Vasilj, M. Kovačević, S. (2010). *Vježbe iz didaktike*. Rijeka: HFD. ISBN 978-953-95074-4-0 CIP katalogizacija u publikaciji Sveučilišna knjižnica u Rijeci		
	3. Previšić, V. (ur.) (2007), *Kurikulum: Teorije – Metodologija – Sadržaj – Struktura*. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)		
Optional literature (at the time of submission of study programme proposal)	1. Kovačević, S., Mušanović, L. (2013). *Od transmisije do majeutike – modeli nastave.* Zagreb: HFD. ISBN 978-953-95074-4-82. 2. Bežen, A., Jelavić, F., Kujundžić, N., Pletenac, V. (1991), *Osnove didaktike*. Zagreb: Školske novine. 3. Jelavić, F. (1994), *Didaktičke osnove nastave*. Jastrebarsko: Slap. 4. Jensen, E. (2003), *Super-nastava.* Zagreb: Educa. 5. Kramar, M. (1993), *Načrtovanje in priprava izobraževalno-vzgojnega dela v šoli.* Novo mesto, Nova Gorica: Educa. 6. Kyriacou, C. (1995), *Temeljna nastavna umijeća*. Zagreb: Educa. 7. Marentič-Požarnik, B., Strmčnik, F., Cencič, M., Blažič, M. (1991), *Izabrana poglavlja iz didaktike*. Novo mesto: Pedagoška obzorja. 8. Marsh, J.C. (1994), *Kurikulum: temeljni pojmovi*. Zagreb: Educa. 9. Meyer, H. (2002), *Didaktika razredne kvake.Rasprave o didaktici, metodici i razvoju škole.* Zagreb: Educa.
Quality assurance methods that ensure the acquisition of exit competences	The structure, scope and nature of the definition of the obligations of students allows the realization of requirements for continuous monitoring of students in all aspects of its progress in the context of the above items. The instrument monitoring and the basis for assessment of students is protocol monitoring to the needs of the college will be created for each student. Will be evaluated and the work of teachers by students and the middle of the semester and at the end of the semester. For the purposes of these evaluations teacher is required to develop appropriate evaluation forms or use existing, and make analysis of gathered evaluation forms. Students will be able to send their suggestions and comments affect change / adjustment of the teaching process their needs, if the need arises. The evaluation at the end of the semester is planned to assess the fulfillment of teaching goals and tasks, adequate use of the proposed forms and methods of teaching during the semester. We will continuously implement shorter evaluations of, for example, comprehension, tempo, level, involvement, pleasure, focus task, innovation.

Other (as the proposer wishes to add)	

NAME OF THE COURSE	Physical Education 3					
Code	VUU063	Year of study		2		
Course teacher	Damir Jurko, PhD, Assistant Professor	Credits (ECTS)		1		
Associate teachers	Dodi Malada, PhD, Senior Lecturer	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				
COURSE DESCRIPTION						
Course objectives	The goal is adequate kinesiology meet the biopsychosocial needs of student in the movement as an expresion of general satisfaction of needs which are increasing adaptive and creative skills in the modern conditions of life and study.					
Course enrolment requirements and entry competences required for the course	1. Sport walking 2. Step aerobics 3. Pilates 4. Swimming: Swimming techniques and starting leaps and turns. 5. Corrective exercise for students with spinal deformities. 6. Badminton. 7. Hiking: hiking tours and walking hikes.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Use proper techniques race walking. 2. Identify technical structure of step aerobics. 3. Apply basic Pilates techniques. 4. Use the correct swimming techniques. 5. Carry out the corrective exercise gymnastics. 6. Use the correct badminton techniques. 7. Prepare hike and pedestrian walk.					
Course content broken down in detail by weekly class schedule (syllabus)	Exercise in the gym and outdoors.					

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 school attendance.	

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

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

Grading and evaluating student work in class and at the final exam	

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

Optional literature (at the time of submission of study programme proposal)	Janković, V., Marelić, N. (1995.). *Odbojka,* Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Kosinac, Z. (1989.). *Kineziterapija, tjelesno vježbanje i sport kod djece i omladine oštećena zdravlja*, Split. Šadura, T. (1991.). *Gimnastika,* Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Šnajder, V., Milianović, D. (1991.). *Atletika hodanja i trčanja*, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Volčanšek, B. (2002.). *Bit plivanja*, Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb.

Quality assurance methods that ensure the acquisition of exit competences	

Other (as the proposer wishes to add)	

NAME OF THE COURSE	English Phonetics and Phonology					
Code	VUU004	Year of study	2			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	Ana Sarić, MSc, Assistant Paula Jurišić, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	- introducing students to the basic postulates and procedures in the field of the English phonetics and phonology, with the articulatory description of sounds of the standard speech variant of the British English (RP) (with a special emphasis on recognition, description, transcription and production of those English sounds that are particularly demanding for the native speakers of Croatian) and the techniques of teaching pronunciation at an early school age					
Course enrolment requirements and entry competences required for the course	Completed and passed English 2 (with the grades very good (4) or excellent (5))					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course, students will be able to: 1.differ and describe phonetic and phonological units of the English language 2. transcribe al the sounds of the standard speech variant of the British English (RP) 3. apply the rules and procedures in the language data analysis 4. use the basic articulative phonetics in solving phonological problems 5. teach English pronunciation at an early school age
Course content broken down in detail by weekly class schedule (syllabus)	1. Fundamental concepts and areas in studying (English) phonetics and phonology (2L) 2. Introductory exercises in pronunciation, intonation and rhythm (2E) 3. Speech chain, speech organs, voicing (2L) 4. Phonetic symbols and transcription (2E) 5. Phonems (*vowels – monophtongs*) (2L) 6. English short vowels (2E) 7. Vowels (*diphthongs, triphthongs*) (2L) 8. English long vowels (2E) 9. Consonants (*closure*) (2L) 10. *Plosives, fricatives, affricates* (2E) 11. Consonants (*voiced non-fricative*) (2L) 12. *Nasals, laterals, approximants* (2E) 13. Prosody, syllable (strong and weak) (2L) 14. Consonant sets (2E) 15. *Syllabic consonants,* accent levels (2L) 16. *Syllabic consonants* (2E) 17. Accent positioning within words, *complex, compound words* (2L) 18. Word accent (*complex word stress*) (2E) 19. Weak and strong word forms (2L) 20. Weak forms (2E) 21. Connected speech (2L) 22. Connected speech (2E) 23. Intonation (*tone, structure of the tone unit*) (2L) 24. Intonation, conversation segments, connected speech transcription (2E) 25. Methods of teaching pronunciation at an early school age (6L) 26. Methods of teaching pronunciation at an early school age (4E) 27. Preliminary exam (2E)
Format of instruction	☐**lectures** ☐seminars and workshops ☐**exercises** ☐ *on line*in entirety ☐partial e-learning ☐field work ☐**independent assignments** ☐multimedia ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	regular attendance (lectures and exercises), active participation in all aspects of the course, taking preliminary exams (tests) or the final exam

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is*	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0.5	Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam	1.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	class attendance, monitoring students' activities in all aspects of the course, preliminary exam (written test), the final exam					
Required literature (available in the library and via other media)	**Title**				**Number of copies in the library**	**Availability via other media**
	Roach, Peter (2000). *English Phonetics and Phonology: A Practical Course,* 3rd edition, Cambridge University Press.					
Optional literature (at the time of submission of study programme proposal)	Jones, D. (2003). *English Pronouncing Dictionary with CD-ROM,* 16th edition, CUP. Cruttenden, A. (1994) (ur.) *Gimson´s Pronunciation of English,* 5th edition, Edward Arnold.					
Quality assurance methods that ensure the acquisition of exit competences	advisory hours, active participation in exercises, class attendance, anonymous students' review of the course contents and teachers					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	Computer Programming for Primary School Students 1					
Code	VUU055	Year of study	2			
Course teacher	Ani Grubišić, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	Jelena Nakić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	Introducion to basic contepsts of relational databases: entity, relation, table, record, properties, queries, etc. Introduction to basic concepts of computer programming using visual programming language (e.g. Scratch): algorithm, input, output, variables, flow control structures.					
Course enrolment requirements and entry competences required for the course	Basic computer literacy.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: 1. Define basic concepts related to databases. 2. Understand the notion of database. 3. Design data model. 4. Implement database scheme in given environment. 5. Apply entity-relation model to concrete problem.					

	6. Build a database. 7. Build queries, forms and reports in database. 8. Understand algorithm in concrete programming language. 9. Gain learning skills needed for further education.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture and excercises. 2. Data model – entities and their properties 3. Relational database model 4. Primary and secondary key, relations between tables 5. Introduction to computing enviroment 6. Data integrity 7. Forms and reports 8. Queries 9. Mid-term exam 10. Introducing to visual programming language and programming enviroment. Sprites and their attributes. 11. Colour, sound, speech, moving, effects, drowing. 12. Variables. Input and output. Control structures. Sequence. 13. Selection. 14. Iteration. 15. Final exam.

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)

Studentresponsibiliti es	Attending the classes, active involment in class, taking				

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,4	Oral exam	0,4	(Other)	
	Written exam	1,2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Tests and written exam 80% Oral exam 20%

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Grundler, Gvozdanović, Ikica, Kos, Milijaš, Srnec, Širanović, Zvonarek: ECDL 5.0 (Windows 7, MS Office 2010), PRO-MIL, 2011.		web
	Čelebić, Dujlo: Baze podataka - Microsoft Access 2010, priručnik, Otvoreno društvo za razmjenu ideja (ODRAZI), Zagreb, 2011.		web
	SCRATCH - Vodič za korisnike i korisnice, Otvoreno društvo za razmjenu ideja (ODRAZI), Zagreb, Prevela: Ana Kedveš		web

Optional literature (at the time of submission of study programme proposal)	Davinder Singh Minhas: Drag & Drop MS Access 2010, Sterling Publishers Pvt.Ltd, New Delhi, 2011. Scratch 1.4 Reference Guide, info.scratch.mit.edu/Support/Reference_Guide_1.4 The LEAD Project: Super Scratch Programming Adventure!: Learn to Program By Making Cool Games, No Starch Press, 2012.
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exams, noting down the rate of course attendance (lectures and exercises), active participation in discussions and practical work.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Education for Sustainable Development in Primary Education					
Code	VUU310	Year of study	2				
Course teacher	Vesna Kostović-Vranješ, 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 (mandatory for Module 3)	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Enable students for critical thinking and creative application of collaborative and interdisciplinary activities that suit children's age in primary education, and with the objective to empower them for life and work in accordance with the sustainable development.						
Course enrolment requirements and entry competences required for the course	There aren't any.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completing this college, a student will be able to: - interpret the complexity of Education for Sustainable Development in primary education, - describe the importance of Education for Sustainable Education in childhood, - create the program of Education for Sustainable Development at the beginning of the primary education, - carry out Education for Sustainable Development in pedagogical practice, - create and apply interdisciplinary activities for children, with the objective of Education for Sustainable Education in primary education, - create materials important for Education for Sustainable Development Education in primary education, analyze, monitor, evaluate our own work during the promotion of Education for Sustainable Development						
Course content broken down in detail by weekly class schedule (syllabus)	1. From prehistory until sustainable development 2. From the concept of sustainable development to the Education for Sustainable Development 3. The role and key characteristics of Education for Sustainable Development						

	4. Elements of the school curriculum in the development of the students' sensibility towards the sustainable development 5. Education for Sustainable Development in the school practice 6. The care for the environment in primary education 7. From the care for the environment to the Education for Sustainable Education 8. The care for the environment in practice in Croatian Primary Schools 9. Activities for the development of ecologically aware students 10. Sensory or perceptive activities in Education for Sustainable Education 11. Expressive activities in Education for Sustainable Development 12. Practical activities in Education for Sustainable Education 13. Didact game in the development of the sensibility for sustainable development 14. Projects in Education for Sustainable Development 15. Teacher's competences in promoting Education for Sustainable Development
Format of instruction	☐**lectures** ☐**seminars and workshops** ☐exercises ☐*on line*in entirety ☐partial e-learning ☐**field work** ☐independent assignments ☐multimedia ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	Regular attendance, term paper. presentation seminars, active participation in discussions during lectures and seminars.

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,06	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,7	(Other)	
	Tests	0,44	Oral exam	0,8	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance-3% Colloquium-22% Seminar Work-35% Oral Examination-40%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vrbanec, B., Garašić, D., Pašalić, A. (2011): Obrazovanje za održivi razvoj, priručnik za osnovne i srednje škole. Agencija za odgoj i obrazovanje, Zagreb.		
	Lepičnik Vodopivec, J. (2007): Prvi koraci u odgoju i obrazovanju za okoliš. Alisa press d.o.o. Kraljevo		

Optional literature (at the time of submission of study programme proposal)	1. Kostović-Vranješ, V. (2013): Uloga suvremenog učitelja u implementaciji obrazovanja za održivi razvoj U: Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene. Ivon H. (ur.), Filozofski fakultet u Splitu. 2. Kostović-Vranješ, V., Bulić, M. (2013): Izobraževanje za zdrav in trajnostni svet,. Okoljsko izobraževanje za 21. stoletje, znanstvena monografija. Duh, Matjaž (ur.). Univerza v Mariboru Pedagoška fakulteta, RIS Dvorec Rakičan, Slovenia.

3. Murphy, G. (2011): Mali koraci, jednostavne zamisli koje mijenjaju planet Zemlju. Mozaik knjiga, Zagreb.

4. Husanović-Pejnović, D. (2011): Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga, Zagreb.

5. Šimleša, D. (2010): Ekološki otisak – Kako je razvoj zgazio održivost. TIM press d.o.o., Zagreb. Institut društvenih znanosti Ivo Pilar, Zagreb.

6. UNESCO (2010): Teaching and learning for sustainable future, www.unesco.org/education/tlsf/index.htm

7. Kostović-Vranješ, V. (2009): Vzgoja in izobraževanje za okolje v zgodnjem otroštvu - podlaga za trajnostni razvoj. U: Edukacija za trajnostni razvoj. Duh, Matjaž (ur.). Založba PEF, Pedagoška fakulteta Univerze v Mariboru, RIS Dvorec Rakičan: 17-28.

8. Milčec, M. (2008): Nije smeće sve za vreće. Školska knjiga, Zagreb.

9. UNESCO (2005). UNESCO and Sustainable Development, http://unesdoc.unesco.org/images/0013/001393/139369e.pdf

Quality assurance methods that ensure the acquisition of exit competences	Monitoring students work and participation in discussions during classes, creation and presentation of term papers, monitoring presence continues, discussions, personal consultations, check achievements by the colloquium, questionnaire at the end of the semester, evaluation of cases
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Social Ecology					
Code	VUU157	Year of study	2			
Course teacher	Ivanka Buzov, PhD, Assistant 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 (mandatory for Module 3)	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The acquisition of theoretical knowledge about the relationship between man and the environment (nature) and insight in sociological research environment / Understanding the connection between the ecological crisis and social and economic crisis of modern society / Understanding the concept of sustainable development and sustainable communities.					
Course enrolment requirements and entry competences required for the course	Enroled semestar 3rd.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To explain the complexity of the connection of man and the environment / Explain the social and ecological crisis of modern society / Interpret the significance of social movements for environmental awareness development and for global environmental policy / To develop the ability to interpret the connection of environmental and social justice / Explain the concept of sustainable development and sustainable communities / Interpret the importance of developing and implementing environmental education within formal education.					

Course content broken down in detail by weekly class schedule (syllabus)	1 - Introductory lecture: The research and development of social ecology / Basic terms. 2 - Social and ecological crises / analysis of the causes and consequences 3 - Environmental awareness and environmental movements. 4 - The new ecological paradigm (deep ecology, ecofeminism ...). 5 - Sociological researches about environment: research topics and methods / overview of researches in Croatia. 6 - Environmental and Social Justice. 7 - Sustainable development: global and local perspectives / Integrative sustainability. 8 - Field work: pro-environmental activities in the local community 9 - Overview of the development of environmental education / Perspectives in the 21st Century. 10 - The current environmental problems in the world.
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)
Studentresponsibilities	

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1.) Cifrić, I. (1989). *Socijalna ekologija*. Zagreb: Globus.	2	No
	2.) Cifrić, I. (2009). *Kultura i okoliš*. Zaprešić: Visoka škola za poslovno upravljanje „B. A. Krčelić".	1	No
	3.) Cifrić, I. (2013). *Leksikon socijalne ekologije*. Zagreb: Školska knjiga.	1	No
	4.) Geiger, M. & Zeman. Z. (2011). *Uvod u sociologiju (održivih) zajednica*. Zagreb: Institut društvenih znanosti „Ivo Pilar".	0	Yes

Optional literature (at the time of submission of study programme proposal)	1.) Bookchin, M. (1980). *Toward an Ecological Society. Montreal: Black Rose Book* 2.) Buzov, I. (2007). Socijalna perspektiva ekofeminizma, *Socijalna ekologija, časopis za ekološku misao i sociologijska istraživanja okoline*, 16 (1): 1-16. 3.) Buzov, I. (2008). Obrazovanje za okoliš: kratak pregled razvoja koncepta. *Godišnjak TITIUS*, 1(1): 303-3015. 4.) Bolscho, D. (1996). Obrazovanje o okolišu i ekološka svijest. *Socijalna ekologija*, 5(3): 293-445.

5.) Heller, C. (1999). *Ecology of Everyday Life. Rethinking Desire for Nature. Montreal: Black Rose Books.*

6.) Cifrić, I. (2009). *Pojmovnik kulture i okoliša*. Zaprešić: Visoka škola za poslovanje i upravljanje „Baltazar Adam Krčelić".

7.) Cifrić, I (2008). Koliko nas zabrinjavaju ekološki problemi. U: Cifrić, I. (ur.). *Relacijski identitet. Prilozi istraživanju identiteta hrvatskog društva*. Zagreb: HSD,IDI i Zavod za sociologiju FF. str: 185-220.

8.) Cifrić, I. (2007). *Bioetička ekumena*. Zagreb: Pergamena.

9.) Hanningan, J. (2006). Environmental Sociology. London: Routledge.

10.) Lay, V. & Šimleša, D. (2012). Nacionalni interesi razvoja Hrvatske kroz prizmu koncepta održivog razvoja.

11.) Pilić, Š.; Buzov, I.; Bandalović, G. (2012). Ruralni krajolik i očuvanost prirodnog okoliša: Mišljenja i stavovi ispitanika u porječju Krke, *Sociologija časopis za sociologiju, socijalnu psihologiju i socijalnu antropologiju,* LIV(1): 169-184.

12.) Puđak, J. (2010). Bioregionalizam. Koncept organizacije društvenog života i model razvoja koji doprinosi očuvanju okoliša i integralnoj održivosti. *Socijalna ekologija*, 19 (1): 33.

13.) Rončević, N., Ledić, J. i Ćulum, B. (2008). „Nisam sigurna što je, ali je bitno" – Analiza stavova studenata Sveučilišta u Rijeci o održivom razvoju. *Suvremene teme (Contemporary Issues)*, 1(1): 62-75.

14.) Shiva, V. (2005). *Earth Democracy: Justice, Sustainability and Peace*. New York: South End Press.

15.) Simons, I. G. (2010). *Globalna povijest okoliša*. Zagreb: Disput.

16.) Stanić, S.; Buzov, I. (2009). Recikliranje i zbrinjavanje otpada-Stavovi i aktivnosti studenata. *Znanstveni godišnjak TITIUS*. 2: 275-296.

17.) Stanić, S.; Buzov, I.; Galov, M. (2009). Prakse urbanog stanovništva u zbrinjavanju kućanskog otpad*a, Socijalna ekologija, Časopis za ekološku misao i sociologijska istraživanja okoline,* 18(2): 132-159.

18.) *Strategija održivog razvitka Hrvatske*. (dokument)

19.) Šimleša, D. (2004). Biotehnologija kao oblik kontrole. S*ocijalna ekologija,* 13(1): 25-44.

20.) Štulhofer, A. & Kufrin, K. (1996). Od obilja do altruizma i druge ekološke priče. *Socijalna ekologija*, 5(2):

21.) Visković, N. (1996). *Životinja i čovjek*. Split: Književni krug.

22.) Zimmerman.M. E. et all. (eds.) (2004*). Environmental Philosophy. From Animal Rights to radical Ecology*, fourth ediction. Cambridge: Pearson.

Quality assurance methods that ensure the acquisition of exit competences	Seminar discussions, colloqium, workshops and final exam.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Mathematics 2					
Code	VUU027	Year of study	2			
Course teacher	Nives Baranović, Senior Lecturer	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			

COURSE DESCRIPTION	
Course objectives	Consolidating and building on student's prior knowledge of the basic concepts in plane geometry. Improve the students' ability of mathematical thinking (conception and reasoning), skills to solve different kinds of math problems as well as argumentative and effective communication of mathematical knowledge, ideas and results related to plane geometry. Developing a positive relationship towards learning and teaching plane geometry, responsibility for one's success and progress, as well as awareness of their mathematical abilities. Build firm foundations for lifelong learning and continued education.
Course enrolment requirements and entry competences required for the course	Completed course Mathematics 1.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successfully completing the course, students should be able to give arguments and successfully communicate their mathematical knowledge and ideas related to: - Defining and describing the plane geometry concepts; - Formulating and proving mathematical claims; - Establishing connections between spoken language, symbolic representations and visuals; - Solving formulaic and open-ended mathematical problems.
Course content broken down in detail by weekly class schedule (syllabus)	Introductory: introduction to learning objectives and outcomes, curriculum, assessment methods and assessment criteria. 1. Basic geometric concepts and axioms (2) 2. Derived geometric concepts and their properties (6) 3. Congruence (4) 4. Area (4) 5. Isoperimetric problem in the plane (4) 6. Similarity (2) 7. Basic geometric structures (2) 8. Plane isometry (4) 9. Plane tiling (2)
Format of instruction	☐ **lectures** ☐ seminars and workshops ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work ☐ **independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance in classes, active participation in discussions and problem solving assignments. Exam: written and oral.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		independent assignments	1.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student	Model 1: Coursework during the semester 30% (C), written exam 30% (W) and oral exam 40% (O). Independent assignments consist of two-thirds of written assignments and one third or speaking assignments. Final mark: **f = 0.3 (C) + 0.3 (W) + 0.4 (O)**

work in class and at the final exam	Model 2: written exam 50% and oral exam 50%. **f = 0.5 (W) + 0.5 (O)**. In order to award the final grade, results of both written and oral exam must be positively evaluated. Completed written examination is valid until the end of the academic year and is a requirement for taking the oral exam.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Pavković, B., Veljan, D. (2004). *Elementarna matematika I*. Zagreb: Školska knjiga.	4	
	2. Pavković, B., Veljan, D. (1995.). *Elementarna matematika II,* Zagreb: Školska knjiga.	8	
	3. Polya, G. (1966). *Kako riješiti matematički zadatak*. Zagreb: Školska knjiga.	1	
	4. Baranović, N. (2014.) *Matematika II* (course material available on the Faculty Moodle platform: https://paideia.ffst.hr/learning/login/index.php)		e-learning
Optional literature (at the time of submission of study programme proposal)	1. Legendre, A. M. (2010) *Elementi geometrije*. Zagreb: Element. 2. Devide, V. (2010). *Čudesna matematika – pogled iznutra i izvana*. Zagreb. HMD. 3. Pauše, Ž. (2007). *Matematika i zdrav razum*. Zagreb: Školska knjiga. 4. Pelle, B. (2004). *Tako poučavamo matematiku*. Zagreb: Školske novine i HMD.		
Quality assurance methods that ensure the acquisition of exit competences	Student survey. Feedback from students.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Basics of Kinesiology				
Code	VUU140	Year of study	2		
Course teacher	Damir Jurko, PhD, Assistant Professor	Credits (ECTS)	4		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	30	0
Status of the course	Mandatory	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	The aim is to familiarize students with basic theoretical knowledge and principles of kinesiology, kinesiology and methodology and methodology. To enable students to apply the methods and procedures for analysis and management of kinesiology activities, primary school children.				
Course enrolment requirements and entry competences required for the course	1. Kinesiology - the science of movement, concept, definition, objectives and structure. 2. Movement as biotic human need. 3. Anatomical and physiological bases of movement. 4. Structure of kinetic activities. 5. Impact of kinetic activity on health. 6. Impact of kinetic activity on anthropological characteristics. 7. Anthropological characteristics and their development in preschool children. 8. Methodical procedures in kinesiology.				

	9. Grounds teaching methods and didactic principles in kinesiology. 10. Theory and methods of motor learning. 11. Physiological and anatomical basis of the process of motor learning. 12. Changes anthropological status under the influence of motor learning. 13. Biotic motor skills Basics of kinesiology transformation processes. 14. Variation of anthropological status under the influence of kinetic treatment. 15. Basics of research methodology in kinesiology with kinesiometry.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Explain the general principle of human movement. 2. Identify the degree of motor skills, the level of features and capabilities. 3. Design a variety of kinesiology operators. 4. Distinguished characteristic situation of children in the context of transformation processes. 5. Use different modes of operation. 6. Interpret basic research results on the impact of physical activity on psychological children.
Course content broken down in detail by weekly class schedule (syllabus)	Lectures in the class and exercise in the gym.

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 school attendance.					

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Theoretical and practical knowledge.		

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

| Optional literature (at the time of submission of study programme proposal) | 1. Findak, V., Metikoš, D., Mraković, M. (1996). *Primjenjena kineziologija u školstvu-norme*, Zagreb.
2. Mraković, M. (1997). *Uvod u sistematsku kineziologiju.* Kineziološki fakultet u Zagrebu, Zagreb.
3. Katić, R., Rogulj, N. (2005). *Osnove kineziologije - priručnik za praćenje nastave i pripremanje ispita*. Visoka učiteljska škola u Splitu, Split. |

	4. Kosinac, Z. (1998). *Osnove anatomije i fiziologije. Razvoj pokreta i psihomotoričkih sposobnosti.* Udruga za šport i rekreaciju djece i mladeži grada Splita. 5. Pejčić, A. (2005). *Kineziološke aktivnosti za djecu predškolske i rane školske dobi.* Visoka učiteljska škola Sveučilišta u Rijeci, Rijeka.
Quality assurance methods that ensure the acquisition of exit competences	
Other (as the proposer wishes to add)	1. Hopple, C. J. (2005). *Elementary Physical Education Teaching & Assessment*. Human kinetics. 2. Katić, R., Bonacin, D. (2001). *Kineziologija za sva vremena*, Split. 3. Prskalo, I. (2001). *Osnove kineziologije*. Visoka učiteljska škola u Petrinji, Petrinja. 4. Rogulj, N., Srhoj V., Šimunović, I. (2003). Promjene u motoričkim sposobnostima djece predškolske dobi nakon jednogodišnjeg programiranog kineziološkog tretmana. Zbornik radova Fakulteta prirodoslovno-matematičkih znanosti i odgojnih područja u Splitu, Split, str. 165-173.

NAME OF THE COURSE	Logic				
Code	VUU123	Year of study	2		
Course teacher	Bruno Ćurko, PhD, Assistant Professor	Credits (ECTS)	5		
Associate teachers	Josip Guć, Assistant	Type of instruction (number of hours)	L	S	E	F
			45	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	High		
COURSE DESCRIPTION					
Course objectives	To facilitate the development and improvement of analytical competencies and skills. To provide foundations for the logical structuring of teaching contents, for integrating basic notions of logic and logical skills within the framework of teaching subjects in primary education, and for fostering critical thinking and argumentation skill in primary education students.				
Course enrollment requirements and entry competences required for the course	None.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course, students will be able to: - produce the first-order logical analysis of natural language sentences; - test the validity of inferences, - compose simpler deductive proofs, - arrange teaching contents according to their logical structure; - apply principle of logic in the formal side of primary education, i.e., in teaching thinking.				
Course content broken down in detail by weekly class schedule (syllabus)	[Žarnić, lectures, 15 blocks of 3 hours each] 1 Course introduction. Classical and modern concepts of logic. 2 The role of logic in education: logic as propedeutics for the art of teaching, logic as an implicit teaching content, logic as a way of reaching the aim of humanistic education. A historical overview of the development of logic in Croatia with an emphasis on logic in teacher				

education. 3 Connectives in grammar and logic. Truth-functional connectives. Natural language versus the language of logic: the development of the concept script and its significance. 4 The vocabulary of the first-order language: predicates, individual constants, individual variables, identity predicate, quantifiers. 5 The notion of the expressive power of a language. The scope and limits of the first-order language. Disambiguation and logical language. Characteristic translations: multiple quantification, quantifier order, "categorical judgments". 6 Characteristic relations and their properties. Relations and functions. Expressing quantities. Notions on natural number in the philosophy of mathematics and Piaget's research in child's concept of number. 7 The natural deduction system of the first-order logic. Reasoning as the application of logical rules. On the possibility of "teaching thinking" from the perspective of natural deduction. 8. Natural deduction rules for truth-functional connectives (negation, conjunction, disjunction, conditional, biconditional) and falsum as a logical constants. 9 Natural deduction rules for identity predicate, and universal and existential quantifiers. The proof construction ability and critical thinking. 10 Logical properties and relations defined with the syntactical system of natural deduction (consistency, consequence, independence,...) Axiomatic method: its history, epistemological significance, desirable properties, and limits. Logic as a theory: a comparison of diverse deduction systems. 11 The theory of concept extensions and the naive set theory.   Axiom of abstraction and axiom of extensionality. Some basic theorems and their proofs. The inconsistency of naive set-theory. 12 Basics of semantics of the first-order logic. First-order structures as interpretations. Truth in an interpretation. 13 Logical properties and relations defined within the semantical system. The application of logical semantics in understanding communication. 14 Main properties of the first order logic: soundness, completeness, undecidability. Thinking and computing: Turing machines and intelligence. The problem of learnability applied to the teaching thinking. 14 Logical structures of event explanation and action understanding. Piaget's research in the psychological development of logic structures and abilities. 15   Logic and communication; recent trends in the development of logical theory and its educational applications.

[Bašić, seminar. 15 teaching hours.] 1 Classical theories of concept, proposition and inference. 2 Concept: conceptual relations; validity of concept definition and division. 3 Proposition. "Square of oppositions". 4 Inference, its validity and soundness. 5 Diagrammatic representations of concepts, propositions and inferences: Venn's diagrams, conceptual maps, argument diagrams. 6 Logical educational software in primary education: analysis and evaluation of selected examples. 7 Translations between natural and formal language using educational software. 8 Constructing proofs using educational software. 9 Formative test. 10 Comments on the test results. 11 Writing proofs in natural language and converting them into formal language and vice versa. 12 Argumentation principles and fallacies. 13 The principles of the logical analysis of the scientific and educational text. 14 Thinking in education and education for thinking. 15 Final exam preparation.

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

	☐ field work
Student responsibilities	Attendance and active participation in lectures and seminar classes. Reading required literature. Preparation of homework assignments. Writing a short essay and publishing it on the website of the course. Final 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	
	Experimental work		Report		(Homework assignments	0,5
	Essay	0,5	Seminar essay		(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Records of attendance, of activity in classes, and of homework assignments. The fraction of correctness percentage in the written preparatory exam is added to overall result in final written exam. Final grade is composed of three parts: overall grade of written exams (50%), seminar paper (30%) ,and activity during classes (20%). Upgrading possible via oral exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Srećko Kovač i Berislav Žarnić (20*08) Logička pitanja i postupci: problemski uvod u elementarnu log*iku. Zagreb: Kruzak.		Website of the course
	*Otvoreno zna*nje. *Lo*gika (a collection of learning resources and tools) http://paideia.ffst.hr/~logika		Website of the course

Other (as the proposer wishes to add)	- Berislav Žarnić (2002) *Simbolička logika* (a didactic compilation of translations, solved exercises, and original texts)*.* Manuscript. Chapters: 1-18. http://www.ffst.hr/~logika/pilot/skripta.pdf - Berislav Žarnić *Eseji iz filozofije odgoja : Epistemologija, logika i didaktika* (essays 1,2,5,7,8,9) http://www.ffst.hr/~logika/literatura/eseji.pdf - Stephen Johnson, Harvey Siegel, Christopher Winch (2010) *Teaching Thinking Skills* London: Continuum - Matthew Lipman (2003) *Thinking in Education.* Cambridge University Press - Jean Piaget (2002, prvo izdanje 1928) *Judgement and Reasoning in the Child.* Routledge and Kegan Paul Ltd. - Jennifer Moon (2008) *Critical Thinking: Exploring Theory and Practice* London: Routledge -Jon Barwise i John Etchemendy (2000) *Language, Proof and Logic*. Stanford: CSLI Publications
Quality assurance methods that ensure the acquisition of exit competences	Students' and fellow teachers' evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Media Culture					
Code	VUU125		Year	2		
Course teacher	Helena Dragić, PhD, Lecturer		ECTS credits	3		
Associate teachers			Mode of teaching (hours per semester)	L	S	E	F
				30	15	0	0
Status of the course	Mandatory		The scope of e-Learning			

COURSE DESCRIPTION	
Course objectives	Students will gain insight into basic concepts of media culture, learn about media development and types of media, acquire modes and methods of evaluating media products by means of media reception and develop critical attitude.
Enrolment requirements	None.
Learning outcomes (4-10 learning outcomes)	Students will be able to: Explain basic concepts od media culture Identify and differentiate between information and disinformation Differentiate between data/record and interpretation Individually analyse media products Evaluate and critically analyse media products
Course content schedule	LECTURES 1 Introduction to semiotics; a medium; a medium and the society 2 Types of media 3 Introduction to rhetoric; Public speech 4 TV and radio shows 5 Print media; Print media for children 6 The Internet 7 Multimedia and interactive applications and software 8 Film: definition, film techniques, film genres and types of films 9 Film: film editing, synopsis, screenplay, shooting script 10 Using film in schools 11 Theatre; Puppet theatre 12 Poster and picture book 13 Publicity and publicist writing 14 Media reception and competence 15 The role of media in our life
Types of instruction	☐ **lectures** ☐ **seminars and workshops** ☐ exercises ☐ *online* exclusive ☐ partial e-learning ☐ field study ☐ individual tasks ☐ multimedia ☐ lab ☐ mentorship ☐ (other)
Student assignments	Regular attendance. Seminar paper.
	Attendance		Research		Practice	

Assessing student progress in terms of ECTS credits	Experiment		Report		(Other)	
	Essay		Seminar paper	2	(Other)	
	Preliminary exams		Oral exam	2	(Other)	
	Written exam		Project		(Other)	

Assessment criteria	Seminar paper criteria (language, contents, presentation) – 50%. Oral exam – 50% The final grade is derived from the seminar paper and the oral exam.

Required reading (available in the library and via other media)	**Titles**	**Number of copies in the library**	**Availabilitiy via other media**
	Inglis, Fred, Teorija medija, Zagreb, 1997.		
	Mikić, Krešimir, Film u nastavi medijske kulture, Zagreb, 1999.		
	Jenks, Chris, Vizualna kultura (1. poglavlje), Zagreb, 2002.		

Additional reading	1. McLuhan, Marschall, Razumijevanje medija, Zagreb, 2008. 2. Castells, Internet galaksija: razmišljanja o internetu, Zagreb, 2003. 3. Težak, Stjepko, Metodika nastave filma na općeobrazovnoj razini, Zagreb, 1990. 4. Pokrivka, Vlasta, Dijete i scenska lutka, Zagreb, 1991. 5. Listeš, Srećko, Eseji o književnosti i oko nje 2, Zagreb, 2010. 6. Carr, Nicholas, Plitko. Što Internet čini našemu mozgu, Zagreb, 2011. 7. Škarić, Ivo, Temeljci suvremenog govorništva, Zagreb, 2000.
Assessing the quality of course-level student learning outcomes	Student evaluation survey; quality of students' seminar papers
Other	

NAME OF THE COURSE	**Instrumental Practicum**					
Code	VUU113	Year of study	2			
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	15	30	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Develop musical hearing and music-technical skills to express on the piano, needed for high-quality realization of music content in the music teaching in the first three grades of primary school. Get to know different groups of instruments.					
Course enrolment requirements and	Prerequisite for course enrollment is completed course Notation.					

entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of course obligations the student will be able to: - identify, write down and intonate simple melo-rhythmic and rhythmic dictations; - perform on the piano the literature intended for singing in primary school teaching; - apply the basic techniques of playing the piano; - collaborate in a group music-making; - realize piano accompaniment for class singing; - analyze the music-expressive components of children's songs.
Course content broken down in detail by weekly class schedule (syllabus)	SEMINARS: 1. Introduction. 2. The types of instruments. 3. String instruments (Bowed string and plucked string instruments). 4. Wind instruments (wooden and brass instruments). 5. Percussions. 6. Keyboard instruments. 7. Repeating and aural recognition of musical instruments. 8. Colloquium. 9. Basics of conducting. 10. Conducting of duple measures. 11. Conducting of triple measures. 12. Conducting of quadruple measures. 13. Upbeat and ending sign. 14. Conducting of children's songs with piano accompaniment. 15. Conducting of children's songs with piano accompaniment. EXERCISES: 1. Introduction. 2. Position of the body and hands when playing the piano. 3. Analyse, discuss and perform preparatory exercises on the piano. Auditory perception of tonic and dominant. 4. Analyse, discuss and perform preparatory exercises on the piano. Auditory perception of major and minor triad. 5. Analyse, discuss and perform preparatory exercises on the piano. Auditory perception of the leading note. 6. Analyse, discuss and perform preparatory exercises on the piano. Writing a simple melodic dictation. 7. Analyse, discuss and perform preparatory exercises on the piano. Auditory perception and realization of whole note, half note and crotchet in different measures. 8. Analyse, discuss and perform preparatory exercises on the piano. Auditory perception of the subdominant. Writing a simple melodic dictation. 9. Analyse, discuss and perform preparatory exercises on the piano. Writing a simple rhythmic dictation with analysed and discussed rhythmic elements. 10. Two-hand playing a C major scale. Auditory perception of the II. degree of tonality. Writing simple melo-rhythmic dictation. 11. Two-hand playing G-major scale. Auditory perception and realization of quavers in different measures. 12. Two-hand playing F-major scale. Writing a simple rhythmic dictation. 13. Two-hand playing D-major scale. Auditory perception of VI. degree of tonality. Writing simple melo-rhythmic dictation. 14. Two-hand playing B-major scale. Writing simple melo-rhythmic dictation. 15. Practical work. 16. Analyse, discuss and perform new song from the score (C major). 17. Analyse, discuss and perform new song from the score (C major). Repeating of analysed, discussed and performed songs. Writing simple melo-rhythmic dictation. 18. Analyse, discuss and perform new song from the score (G major). Repeating and finishing analysed, discussed and performed songs. Writing simple melo-rhythmic dictation.

	19. Analyse, discuss and perform new song from the score (A minor). Repeating and finishing analysed, discussed and performed songs. Writing a simple rhythmic dictation. 20. Analyse, discuss and perform new songs from the score (E minor). Repeating and finishing analysed, discussed and performed songs. Writing simple melo-rhythmic dictation. 21. Analyse, discuss and perform new song from the score (F major). Repeating and finishing analysed, discussed and performed songs. Writing simple melo-rhythmic dictation. 22. Analyse, discuss and perform new songs from the score (D minor). Repeating and finishing analysed, discussed and performed songs. Writing a simple rhythmic dictation. 23. Analyse, discuss and perform of the new songs from the score (D major). Repeating and finishing analysed, discussed and performed songs. Writing simple melo-rhythmic dictation. 24. Analyse, discuss and perform new songs from the score (B major). Repeating and finishing analysed, discussed and performed songs. Writing simple melo-rhythmic dictation. 25. Analyse, discuss and perform new songs from the score (B minor). Repeating and finishing analysed, discussed and performed songs. Writing a simple rhythmic dictation. 26. Analyse, discuss and perform new songs from the score (G minor). Repeating and finishing analysed, discussed and performed songs. Writing simple melo-rhythmic dictation. 27. Analyse, discuss and perform new songs from the score (D major). Repeating and finishing analysed, discussed and performed songs. Writing simple melo-rhythmic dictation. 28. Analyse, discuss and perform new songs from the score (B major). Repeating and finishing analysed, discussed and performed songs. Writing a simple rhythmic dictation. 29. Repeating and finishing analysed, discussed and performed songs. Writing simple melo-rhythmic and rhythmic dictation. 30. Practical work.
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	Class attendance, practical exam, visiting concerts of art music, essay, colloquium, seminar paper.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,2	Research		Practical training	1
	Experimental work		Report		Visiting concerts of art music	0,2
	Essay	0,2	Seminar essay	0,2	(Other)	
	Tests	0,2	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance - 10% Visiting concerts of art music - 10% Essay - 10% Seminar - 10% Colloquium - 10%

		Number of copies in the library	Availability via other media
	Practical work - 50%		
	Title		
Required literature (available in the library and via other media)	1. Goran, LJ., Marić, Lj. (1989). *Zapjevajmo složno svi: zbirka pjesama i igara za djecu predškolske dobi*. Zagreb: Školska knjiga.		
	2. Goran, Lj., Marić, LJ. (1991). *Spavaj, spavaj zlato moje: zbirka uspavanki i skladbi mirnog ugođaja*. Zagreb: Školska knjiga.		
	3. Njirić, N. (1994). *Pjevanka*. Zagreb: Školska knjiga.		
	4. Završki, J. (1992). *Tratinčice. Susreti s glazbom u prva četiri razreda osnovne škole*. Zagreb: Školska knjiga.		
	5. Adamić, T. (1983). *Solfeggio*. Zagreb: Muzička naklada.		
Optional literature (at the time of submission of study programme proposal)	1. Golčić, I. (1998). Pjesmarica: za osnovne škole. Zagreb: Hrvatsko književno društvo sv. Jeronima. 2. Manasteriotti, V. (1981). Prvi susreti djeteta s muzikom. Zagreb: Školska knjiga. 3. Marković, A. (1991). 555 izabranih tema za solfeggio. Zagreb: Školska knjiga.		
Quality assurance methods that ensure the acquisition of exit competences	- Student evaluation using the anonymous survey; - Demonstration classes, evaluation and critical analysis of a colleague; - Self-evaluation.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Psychology of Motivation and Socialization in the Classroom**					
Code	VUU153	Year of study	2			
Course coordinator(s)	Darko Hren, PhD Associate Professor	Credit value (ECTS)	4			
Associates	Ivana Burić, PhD, Lecturer	Course delivery types (hours per semester)	L	S	E	F
			30	15	0	0
Course status	Mandatory	E-learning percentage				
COURSE DESCRIPTION						
Course objectives	Introduce students to basic concept relevant for understanding motivation and social processes in classroom and wider educational context. Introduce students to psychological aspects of special education and provide direct experience with special education students.					
Course admission requirements and entrance competences required	None. Entrance competences: - basic computer literacy - reading in English language					
Expected	Students will be able to:					

learning outcomes at a course level (4-10 outcomes)	- state and explain basic theoretical concepts relevant for understanding motivation in educational context; - determine and apply an adequate approach to support students' motivation for learning but also in a wider context of classroom behaviour; - describe and explain basic principles of efficient communication with students and parents and classroom management; - describe and explain specifics of special education and explain basic elements of legal regulation of special education; - compare different approaches in special education.
Course content elaborated in detail according to the timetable	1. Psychology of motivation: need theories and learning theories (2L) 2. Psychology of motivation: theories of cognition (2L) 3. Understanding and working with student motivation (2L) 4. Teacher-student communication (2L) 5. Classroom as a group process (2L) 6. Classroom management (2L) 7. School and classroom as an educational context (2L) 8. Preliminary exam (2L) Special education 9. Introduction; learning difficulties; ADHD (2L) 10. Language, speech, reading and writing difficulties (2L) 11. Behavioural and emotional difficulties (2L) 12. Physical difficulties; mental retardation, autism (2L) 13. Gifted students (2L) 14. Working with parents who have children with special needs (2L) 15. Preliminary exam (2L) SEMINARS: 1. Practical implications of psychological theories of motivation (1S) 2. Applying behaviorist principles in classroom (1S) 3. Applying atributional approach in the classsroom (1S) 4. Self-regulation (1S) 5. Basics of efficient communication: Active listening (2S) 6. Basics of efficient communication: Expressing complete messages (2S) 7. Basics of efficient communiction: Providing Feedback (2S) 8. Group cohesion (1S) 9. Special education – approaches and practice (1S) 10. Difficulties in acquiring reading and writing (1S) 11. Work with gifted students (1S) 12. Communicating with parents (1S)

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

Students' duties	

Following up students' work *(note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):*	Course attendance	1.5	Researching		Practical work	0.5
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	0,5	(note down other types)	
	Preliminary exams	0.5	Oral exam		(note down other types)	

	Written exam	1	Project		(note down other types)	

Grading and evaluating students' work during the course and in the final exam	Student will have two preliminary exams. Passing of both exams they are exempted of the final exam. Students will write a field report about their experience working with persons with special needs.

Obligatory reading list (available in the library and in other media)	Title	Number of copies in the library	Available in other media
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. i VERN, d.o.o.	5	

Additional reading list	• Grgin, T. (2001). Edukacijska psihologija. Jastrebarsko: Naklada Slap. • Rheinberg, F. (2004). Motivacija. Jastrebarsko: Naklada Slap. • Slavin. (2006). Educational psychology: Theory and practice. New York: Pearson. • Wearmouth, J. (2009). A Beginning Teacher's Guide to Special Education Needs. New York.Open University Press.

The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Ongoing evaluation of students' knowledge. Student evaluation of the course.

NAME OF THE COURSE	Didactic Practice				
Code	VUU002	Year of study	2		
Course teacher	Sonja Kovačević, PhD, Full Professor	Credits (ECTS)	1		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	15	0
Status of the course	Mandatory	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	To recognize the complexity of the operation and management of the school and the importance of ongoing education of teachers. Become familiar with the drafting of curricula, pedagogical documentation. (Setting up schools, memorials, Yearbook, registration books, class books, ...) Regulations (Regulations on monitoring and evaluation of students, ..), work professionally - pedagogical staff, the work of the class teacher.				
Course enrolment requirements and entry competences required for the course	None.				
Learning outcomes expected at the level of the course	- Students are trained to understand the organization of school at the micro and macro level				

(4 to 10 learning outcomes)	- Investigate the general and specific organization of life and work in the school; cultural and public activity school - Compare the basic theoretical and methodological knowledge and practical work with students - Establish the importance of the quality of preparation and implementation of educational activities at school - Explore the mandatory instructional documentation - Analyze the book and diary, to get acquainted with monitoring students - Study the legal documents for primary school - Assess the implementation of regular, supplementary, additional classes, extracurricular activities and fun for students - Analyze the different styles of teaching and learning				
Course content broken down in detail by weekly class schedule (syllabus)	During the week-long professional pedagogical education the student is required to meet: the organization of school; permanent school documents (memorandum, Yearbook, the civil register); other documents classroom book, certificates, certificates, regulations (Ordinance on monitoring and evaluation of students ...); the work of professional and educational services; the work of the class teacher. getting to know the cultural and public activity school - Introduction with the obligatory school documentation and its proper and regular conduct - Introduction with the laws, rules and regulations that govern the activities of the primary school				
Format of instruction	X lectures ☐ seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning X field work		X independent assignments X multimedia ☐ laboratory ☐ work with mentor ☐ (other)		
Student responsibilities	Participants are required to attend all forms of instruction, and actively participate in class,				

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		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	After reviewing the material, descriptive assessment as students made commitments		
	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Nastavni plan i program od I.-IV. razreda (MZOS, Zagreb, 2006.) 2. Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi (Narodne novine, 8/2008.) 3. Pedagoški standard (Narodne novine 5/2008.) 4. Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje (MZOS, Zagreb, 2010.)		

Optional literature (at the time of submission of study programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Integrated Language Skills					
Code	VUU016	Year of study	2			
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)	4			
Associate teachers	Ana Sarić, MSc, Assistant Paula Jurišić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15	0	45	0
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Based upon a variety of integrated language contents the students are expected to consolodate and expand their language proficiency through an integration of the four basic language skills: listening, reading, speaking, and writing at an advanced level, as well as to develop a competence in collecting, using, and transmitting information in a variety of contexts.					
Course enrolment requirements and entry competences required for the course	Examination following the completed course *English Phonetics and Phonology*.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - to consolidate and further their knowledge and abilities concerning a functional use of language in a semantic radius of both the general register and professionally oriented topics (both in speaking and writing); - to acquaint themselves with more demanding grammar structures and language nuances in the target language with a view to using the language idiomatically and more effectively; - to intensively activate and develop the scope of vocabulary and idiomatic expressions; - to learn and adopt the language and phraseology related to characteristic historical, social, and cultural aspects of the British and other English-speaking cultures: - to be able to integrate and apply the acquired language competences and skills in both oral and written communication: - to become aware of various styles and registers of the standard English language.					

	- to enable the students to use technical and scientific literature in English, as well as to express themselves (orally and in writing), with a particular emphasis upon the register and the specific terminology of pedagogy and education.
Course content broken down in detail by weekly class schedule (syllabus)	Reading and studying texts related to the following themes: - The Arts - Visual Arts - Performing Arts (music, theatre, film) - urban vs, rural life - education, careers - sports - the media - popular culture. Presentation, detailed study, and consolidation of the following language items: - English Tenses - Passive Voice, - Prepositional and Phrasal Verbs, - Compound and Complex Sentences, - Conditional Sentences, - Reported Speech
Format of instruction	☐ **lectures** ☐ seminars and workshops ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ **independent assignments** ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance, writing of short home assignments (essays, grammar exercises, etc.). Writing a seminar paper on the topic of their own choice and its oral presentation.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Grading of the essays and papers, oral presentations, tests, and final written examination (oral as deemed necessary).

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Selected texts related to the topics listed above (under *Course contents*)		
	Eastwood, J. (2005). *Oxford Learner's Grammar; Grammar Finder*, OUP (Oxford, Oxford University Press)		
	English-Croatian dictionary		

	Monolingual dictionary (Oxford, Cambridge, Longman, Cobuild, Collins, Webster,)
Optional literature (at the time of submission of study programme proposal)	Graver, B. D. (2003.). *Advanced English Practice*, Oxford, OUP. The following dictionaries are recommended: Bujas, Ž. (1999.). *Veliki hrvatsko-engleski rječnik*, Zagreb: Globus. Collins COBUILD *English Dictionary for Advanced Learners* (2001). HarperCollins Publishers *Cambridge Advanced Learner's Dictionary* (2005). Cambridge, CUP (Cambridge University Press)
Quality assurance methods that ensure the acquisition of exit competences	Assessment of the quality of the students' language production (proficiency in both speaking and writing). Final written examination (oral as deemed necessary).
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Computer Programming for Primary School Students 2					
Code	VUU033	Year of study	2			
Course teacher	Lada Maleš, PhD, Senior Lecturer	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	15%			
COURSE DESCRIPTION						
Course objectives	The course objectives are to gain a basic knowledge about computer programming. A programming language is chosen according to the primary school curriculum (e.g. QBasic, Small Basic, Python). Basic algorithm structures. Basic concepts in the object-oriented programming. Give foundations for a knowledge upgrading in programming.					
Course enrolment requirements and entry competences required for the course	Passed exams *Introduction to Computer Science* and *Computer Laboratory*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Implementation of decision making statements 2. Implementation of loops 3. Implementing and resolving problems with arrays 4. Implementation of max/min algorithms and search algorithms 5. Implementation of statements for file handling 6. Implementation objects in programs					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: Computer programming (basic concepts) Software development process Data structure and algorithms (basic concepts)					

<table>
<tr><td rowspan="1"></td><td colspan="2">Computer language (chosen according to the primary school curriculum)
Basic concepts in the object-oriented programming
EXCERSISES:
Introduction – user interface of the program environment, I/O statements
Decision making statements
Programming loops
Functions
Arrays
Files
Objects (properties, methods, events)</td></tr>
</table>

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		

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	0,8
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	3,2	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Two preliminary exams 80% and grading student's active participation in classes 20%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	L. Maleš, course materials published on Faculty web site and Moodle (http://paideia.ffst.hr/learning/)		yes
	Online tutorials for programming language		yes
	L. Budin, P. Brođanac, Z. Markučić, S. Perić (2013), *Rješavanje problema programiranjem u Pythonu*, Element, Zagreb		no

Optional literature (at the time of submission of study programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking preliminary exam or regular exam, noting down the rate of course attendance (lectures and exercise), active participation in discussions and practical work.

Other (as the proposer wishes to add)	

COURSE TITLE	Child and Society						
Code	VUU171	Year of study		2			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credits (ECTS)		2			
Associate teachers	Toni Maglica, PhD, Postdoctoral Researcher	Type of instruction (number of hours)		L	S	E	F
				15	15	0	0
Status of the course	Elective (mandatory for Module 3)	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Understanding of child position in modern society.						
Course enrolment requirements and entry competences required for the course	Previous competences: computer literacy Requirements: sited course *Basics of Pedagogy*.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to explain process of socialization - to classify socialization process factors - to define social and civil competences - to differentiate support system for children - to promote child rights in different institutions (schools, homes)						
Course content broken down in detail by weekly class schedule (syllabus)	**Lectures:** Status of the child within the society Child development and social context Child in the process of socialization Socialization factors: family, peers, preschool institutions, schools, media, religious organizations, free time, sport Interventions in risk socialization process Social support for children in Croatia Child rights in context of human rights International papers for child protection Social support for children with special needs and their rights: children without proper parental care, neglected and abused children, children with disabilities) Child support through civil society institutions Tolerance in society and upbringing **Seminars:** Presentations of student works that deepen the lectures contents						
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	Attendance on lectures- 25% Seminar essay- 25% Oral exam- 50%					
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Attendance on lectures- 25% Seminar essay- 25% Oral exam- 50%					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Bilić, V., Zloković, J. (2004). *Fenomen maltretiranja djec*e, Zagreb: Naklada Ljevak, str. 77 – 121.	2	
	Itković, Z. i dr. (1999). *Obiteljska i društvena socijalizacija*, Zadar: Filozofski fakultet u Zadru.	5	
	Miljević-Riđički, R. i dr. (1998). *Odgoj za razvoj*. Jastrebarsko: Slap.	2	
	Paravina, E. (1999). *Ostvarivanje prava djeteta*, Zagreb: Savez društava Naša djeca Hrvatske.	10	
	*** *Konvencija UN o pravima djeteta*, različiti izdavači		+

Optional literature (at the time of submission of study programme proposal)	Bognar, L. (2001). *Metodika odgoja*. Osijek: Pedagoški fakultet. Čudina-Obradović, M. i Težak, D. (1995). *Mirotvorni razred*. Zagreb: Znamen. Spajić-Vrkaš, V. i dr.. (2004). *Poučavati prava i slobode*. Zagreb: Filozofski fakultet (odabrana poglavlja).
Quality assurance methods that ensure the acquisition of exit competences	Quality and success of the realization of class content if ensured through student questionnaire, success of the students, periodical independent external evaluation of the program, and periodical internal evaluation of the program and exam procedures.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Introduction to Civic Education					
Code	FFPD115	Year of study	2			
Course teacher	Maja Ljubetić, PhD, Full Professor	Credits (ECTS)	2			
Associate teachers	Ante Grčić, Assistant	Type of instruction (number of hours)	L	S	E	F
			15	0	15	0

Status of the course	Elective (mandatory for Module 3)	Percentage of application of e-learning	0%
COURSE DESCRIPTION			
Course objectives	- Understand the basic concepts and theoretical perspectives of civic education - Acquaint students with the principles, policies and practices of education directed successful meeting the needs of pupils / students; - Acquaint students with the Human Rights and Freedoms as a paradigm of active citizenship; - Analytically and critically think about human rights in the world and national context, appears the civil society and political culture; - Familiarize students with the social and educational policy to promote human rights; education for democratic citizenship in families and institutions; actions and activities that allow and promote the development of civil society; - To enable students to design modern teaching program based on the principles of democracy, respect for human rights and freedoms, active citizenship and the achievement of successful cooperation between educational institutions and civil society organizations; - Encourage the development of democratic competence of teachers; - Empower students to be autonomous and responsible members of the class and the wider community; - To train students for the joy of learning in the cultivation of personal and social responsibility.		
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)	The student upon completion of the course be able to: - Correctly interpret the key concepts and theoretical approaches explanations for Civic Education, - Analyze contemporary issues of civic education; - Analyze and evaluate the existing programs of education to promote human rights and active citizenship; - To design and implement an interdisciplinary program of civic education in educational institutions.		
Course content broken down in detail by weekly class schedule (syllabus)	The course includes the following facilities: - The student / student as a citizen of society: principles, policy and practice of education; Civil society and political culture (2P + 1S); - Basic concepts and theoretical perspectives for Civic Education (1P + 1S); - Human rights and freedoms as a paradigm of active citizenship; Human rights in the world and national context (2P + 2S); - Social and educational policy and promotion of human rights (1P + 1S); - Education for democratic citizenship in the family and institutions (2P + 2S); - Actions and activities that allow and promote the development of civil society; Media, Culture and Civil Society (2P + 3S); - Designing a modern teaching program based on the principles of democracy, respect for human rights and freedoms, and active citizenship (2P + 2S); - Democratic and intercultural competence of teachers (2P + 2S); - The cooperation of educational institutions and civil society organizations (1P + 1S)		
Format of instruction	X lectures X seminars and workshops ☐exercises ☐*on line*in entirety ☐partial e-learning ☐field work	X independent assignments ☐multimedia ☐laboratory ☐work with mentor ☐ (other)	
Student responsibilities	Regularly attend classes, actively participate in discussions and exercises, team working on the project and present it.		

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project	0,5	(Other)	

Grading and evaluating student work in class and at the final exam	The assessment appears during the semester by means of: - Making tasks, - Active participation in classes and discussions on exercises, - Presentation of the project Examination: students who are timely and achieve the agreed standards (activity, assignments and project) does not pass the exam, but they will be enrolled in the average grade of these categories. Those students who do not achieve take written and oral exams.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Duerr, K.; Spajić-Vrkaš, V., Ferreira Martins, I. (2002), Učenje za demokratsko građanstvo u Europi. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo Filozofskog fakulteta u Zagrebu.		yes
	Spajić-Vrkaš, V.(1999), Globalizacija i izobrazba: Apokalipsa raja ili rajska apokalipsa, Društvena istraživanja (Zagreb): 8, 1999, 4, 579-600.		yes
	Spajić-Vrkaš, V.; Stričevic, I.; Maleš, D. i Matijević, M. (2004), Poučavati prava i slobode: Priručnik za učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb: Istraživačko-obrazovni Centar za ljudska prava i demokratsko građanstvo Filozofskog fakulteta u Zagrebu.	2	
	Sablić, M. (2014) Interkulturalizam u nastavi. Naklada Ljevak d.o.o.	5	

Optional literature (at the time of submission of study programme proposal)	1. Bužinkić, E. (2010), Institucionalni okvir – Normativna podloga za zagovaranje uvođenja mirovnoga obrazovnog kurikuluma u formalni obrazovni sustav: dokumenti, strategije, zakoni U: Učiti za mir – Analitička i normativna podloga za uvođenje vrijednosti, sadržaja i metoda mirovnog obrazovanja u formalni obrazovni sustav. Zagreb, Centar za mirovne studije. 2. Spajić-Vrkaš, V. (2002), Odgoj i obrazovanje za demokratsko građanstvo u Hrvatskoj: Izvješće.Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo Filozofskog fakulteta. 3. Spajić-Vrkaš, V. (ur.) (2001), Obrazovanje za ljudska prava i demokraciju: Međunarodni i domaći dokumenti. Zagreb: Hrvatska komisija za UNESCO i Projekt 'Obrazovanje za mir i ljudska prava za hrvatske osnovne škole'. Spajić-Vrkaš, V.; Kukoč, M. i Bašić, S. (2001), Obrazovanje za ljudska prava i demokraciju:Interdisciplinarni rječnik Zagreb: Hrvatska komisija za UNESCO i Projekt 'Obrazovanje za mir i ljudska prava za hrvatske osnovne škole'.

Quality assurance methods that ensure the acquisition of exit competences	During the semester shall be a cooperative assessment of the quality of implementation of the program in relation to expectations and set standards and set goals and objectives of the program (evaluation and self-assessment of student /

	professor).
	External quality assessment will be carried out by an independent body of the Faculty.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Literature for Youth				
Code	VUU118	Year of study	3		
Course teacher	Helena Dragić, PhD, Lecturer	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				
COURSE DESCRIPTION						
Course objectives	The course aims to introduce students to key themes and literature content created for young people. Explore the works that are its subject matter stylistically and compositionally designed or adapted for children. Show and explain the development path from literature with a strong didactic and pedagogical dimension all the way up to the literature that is distinctive and recognizable to the world of children and their right to have their own literature, free from any load. Define and interpret corpus of literature for young people (stories - folklore and art, fantastic stories, poetry, fables, various forms of youth adventure novels and literature and science fiction works. Focus attention on the big names and canonic literature for young people from Brothers Grimm and Andersen, to Twain, Kipling, F. Molnar, E. Kastner, and contemporary children's and youth writers, Gaarder, Pullman, Rowling and others.					
Course enrolment requirements and entry competences required for the course	Legally defined requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: • interpret the meaning and role of individual names and their works in the formation/design/creation of literature for youth • interpret most important literary works • apply critical methods and knowledge in the evaluation of new literary works • discuss literary works in a competent and exploratory/researching manner • discuss key issues in the field of literature for youth • Participate in thematic conferences and round tables on literary themes/subjects • put emphasis on those names and works that marked the development of this type of literature.					
Course content broken down in detail by weekly class schedule (syllabus)	• Children's Literature / relation towards other literature / picture book and its forms (2 P) • Story: art and folk; Fairy Tale (Perault, The Brothers Grimm) (3 P) • H. Cristian Andersen; Fairy Tales of Oscar Wilde. Fairytales - Ivana Brlić Mažuranić (3 P) • Fantastic story (Collodi, Carroll ...) (3 P)					

	• James Barrie, Saint-Exupery, Lidgren: Pippi long...; Fantastic stories with animals (Lofting) (3 P) • Children's poetry (nonsene poetry; Kuten, Vitez, Balog, Paljetak, regional and dialectical children's poetry) (3 P) • Fables (Aesop, La Fontaine, Lessing, Krylov) (2 P) • Short stories and novels about childhood (Alcot, Heusser-Spyri, de Amicis; Salten) (2 P) • adventure novels; science fiction works of Jules Verne; Louis Stevenson ... Mark Twain: The Adventures of ...; Lagerlof; Ferenc Molnar: De Amicis: The heart of ... (3 P) • Adventure works; travel books, biographies and diaries (2 P) • Plays; Comic books (1 P) • Newspapers (1 P)

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 and active class participation; preparation and presentation of the term papers.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam	1,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student success will be evaluated on the basis of participation in lectures and the fullfillment of the seminar obligations (seminar papers and participation in discussions), as well as written and oral exam(s).

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Crnković, M. (1990.). Dječja književnost, Školska knjiga, Zagreb.		
	Crnković, M., Težak, D. (2002.). Povijest hrvatske dječje književnosti, Znanje, Zagreb.		
	Crnković, M. (1987.). Sto lica priče, Školska knjiga, Zagreb.		
	Hazard, P. (1970.). Knjige, djeca i odrasli, Stylos, Zagreb.		
	Diklić, Z., Težak, D., Zalar, I. (1996.). Primjeri iz dječje književnosti, Divič, Zagreb.		
	Betelheim, B. (1979.). Značenje bajki. Jugoslavija, Beograd.		

Optional literature (at the time of submission of study	Umjetnost i dijete, brojevi od 1969. do 1997. Crnković, M. (1978.). Hrvatska dječja književnost do kraja XIX. stoljeća, Školska knjiga, Zagreb. Zalar, I. (1991.). Pregled hrvatske dječje poezije, Zagreb.

programme proposal)	Skok, J. (1990.). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva, Zagreb.
	Težak, D. (2001.). Bajke. Antologija, Zagreb.
	Težak, D. (2001.). Basne. Antologija, Zagreb.
	Biti, V. (1981.). Bajka i predaja. Liber, Zagreb.
	Pintarić, A. (1999.). Bajke. Pregled i interpretacija, Osijek.
	Teţak, S. (1969.). Interpretacija bajke. Pedagoško-književni zbor, Zagreb.
	Hranjec.S. (1998.). Hrvatski dječji roman, Znanje, Zagreb.
	Idrizović, M. (1984.). Hrvatska književnost za djecu, Matica hrvatska, Zagreb.
	Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Ur. R. Javor, Zagreb, 1998.
	(Konsultirati također i naslove o istoj problematici tiskane na stranim jezicima.)
Quality assurance methods that ensure the acquisition of exit competences	Consults, records of attendance at lectures, active participation in discussions, seminar papers, case evaluation, professor evaluations at the end of the semester.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Mathematics 3						
Code	VUU317	Year of study	3				
Course teacher	Nives Baranović, Senior Lecturer	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Consolidating and building on students' prior knowledge of the basic concepts in plane geometry. Improve the students' ability of mathematical thinking (conception and reasoning), skills to solve different kinds of math problems as well as argumentative and effective communication of mathematical knowledge, ideas and results related to plane geometry. Developing a positive relationship towards learning and teaching plane geometry, responsibility for one's success and progress, as well as awareness of their mathematical abilities. Build firm foundations for lifelong learning and continued education.						
Course enrolment requirements and entry competences required for the course	Completed final exam in *Mathematics 2*.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successfully completing the course, students should be able to give arguments and successfully communicate their mathematical knowledge and ideas related to: - Defining and describing the plane geometry concepts; - Formulating (proving) mathematical claims; - Establishing connections between spoken language, symbolic representations and visuals; - Solving formulaic and open-ended mathematical problems.						

Course content broken down in detail by weekly class schedule (syllabus)	Introductory: introduction to learning objectives and outcomes, curriculum, assessment methods and assessment criteria. 1. Spatial ability (2) 2. Axioms of Euclidean geometry (2) 3. Parallelity and orthogonality (2) 4. Angle between line and plane. Angle between two planes. (2) 5. Intersection between plane and geometric solid (2) 6. Platonic solids (2) 7. Classification of geometric solids. Cavalieri's principle (2) 8. Prisms (2) 9. Pyramids (2) 10. Relations between polyhedrons (2) 11. Solids with curved surfaces (2) 12. Solid of revolution (2) 13. Relations between solids with curved surfaces (2) 14. Isoperimetric problem in the plane (4)

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

Student responsibilities	Regular attendance in classes, active participation in discussions and problem solving assignments. Exam: written and oral.

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		independent assignments	1.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam	1.5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Model 1: Coursework during the semester 30% (C), written exam 30% (W) and oral exam 40% (O). Independent assignments consist of two-thirds of written assignments and one third or speaking assignments. Final mark: **f = 0.3 (C) + 0.3 (W) + 0.4 (O)** Model 2: written exam 50% and oral exam 50%. **f = 0.5 (W) + 0.5 (O)**. In order to award the final grade, results of both written and oral exam must be positively evaluated. Completed written examination is valid until the end of the academic year and is a requirement for taking the oral exam.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Pavković, B., Veljan, D. (2004). *Elementarna matematika I.* Zagreb: Školska knjiga.	4	
	2. Pavković, B., Veljan, D. (1995.). *Elementarna matematika II,* Zagreb: Školska knjiga.	8	
	3. Polya, G. (1966). *Kako riješiti matematički zadatak.* Zagreb: Školska knjiga.	1	
	4. Baranović, N. (2014.) *Matematika III* (course material available on the Faculty Moodle platform: https://paideia.ffst.hr/learning/login/index.php)		e-learning

Optional literature (at the time of submission of study programme proposal)	1. Legendre, A. M. (2010) *Elementi geometrije*. Zagreb: Element. 2. Pauše, Ž. (2007). *Matematika i zdrav razum*. Zagreb: Školska knjiga. 3. Pelle, B. (2004). *Tako poučavamo matematiku*. Zagreb: Školske novine i HMD.
Quality assurance methods that ensure the acquisition of exit competences	Student survey. Feedback from students.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Geography					
Code	VUU010	Year of study	3			
Course teacher	Nikola Glamuzina, PhD, Associate Professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Introducing students to basic geographical knowledge: general geography, physical geography and social geography and to basic geographical characteristics of geography of Croatia.					
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)	At the end of the course students will be able to: - understand of basic geographic characteristics of the Earth and of Croatia - interpret the geographic dimension of the contemporary issues on international and national level - explain the basic processes of the Earth and the contemporary international society and in Croatia - critically discuss the geographic approach of the contemporary development					
Course content broken down in detail by weekly class schedule (syllabus)	1 Universe, Earth, Counting of time 2 Orientation on the surface of the Earth 3 Cartography 4 Relief, structure and dynamics of the Earth 5 Stages of development of relief, endogenous and exogenous forces and processes 6 Exogenous processes 7 Water 8 Climate 9 Climate, soil, vegetation 10 Population					

	11 Population, settlements 12 Economy 13 Physical-geographic characteristics of Croatia 14 Socio-geographic characteristics of Croatia 15 Regional structure of Croatia				
Format of instruction	☐ **lectures** ☐ **seminars** and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work		☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)		
Student responsibilities	Regular attendance at lectures and seminars. Produce and present the seminar paper (methodical essays).				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	3	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Exam in written and oral form assesses the knowledge of students. During the semester students can take two written and one oral tests and thus be exempted from the written part of the exam at the end of the semester.				

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Nejašmić, I., 1998, Osnove opće geografije, Educa, Zagreb	1	University library, City library
	Kralj, Jukopila i Kuveždić (2003): Geografija 4, Školska knjiga, Zagreb	1	University library, City library
	Matas i Kozina (2001): Opća geografija, Školska knjiga, Zagreb	1	University library, City library
	Vresk, M. (1997): Uvod u opću geografiju, Školska knjiga, Zagreb	1	University library, City library

Optional literature (at the time of submission of study programme proposal)	Borovac, I. (ur.), 2002, Veliki atlas Hrvatske, Mozaik knjiga, Zagreb Bilen, M. i P. Kurtek (1988): Ekonomska geografija svjetske trgovine, Školska knjiga, Zagreb. Šegota, T. i A. Filipčić (1996): Klimatologija za geografe, Školska knjiga, Zagreb
Quality assurance methods that ensure the acquisition of exit competences	Discussion during lectures, consultations, colloquia, written and oral exam.

Other (as the proposer wishes to add)	

NAME OF THE COURSE		Pedagogy of Children with Special Needs					
Code	VUU143		Year of study	3			
Course teacher	Esmeralda Sunko, PhD, Assistant Professor		Credits (ECTS)	4			
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				30	30	0	0
Status of the course	Mandatory		Percentage of application of e-learning	35%			
COURSE DESCRIPTION							
Course objectives	Familiarisation with the Concepts of emancipation and communication educational. Understanding inclusion as a philosophical concept, accepting inclusive values and transferring inclusive attitudes to community.						
Course enrolment requirements and entry competences required for the course	Course enrolment requirements: passed exam in the courses of *Basics of pedagogy* and *Developmental psychology.* Entry competences: knowledge in the field of pedagogical theory and practice. Applying the knowledge with regard to organisation and carrying out pedagogical activities and processes in educational practice. Distinguishing psychodynamic, behavioural, cognitive, etiological and ecological approach. Distinguishing biological, social, cultural and historical aspects of structuring developmental periods in children's life.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. To define inclusion using professional terminology. 2. To categorise and define characteristics of authoritative and hierarchical vs. democratic and pluralistic educational paradigm in inclusive theory and practice. 3. To describe and interpret the basis of pentanomical model (starting, arriving, communicative, organisational, evaluative sub-systems) in educational practice. 4. To choose and present paradoxes in education of students with special needs. 5. To support and foresee various organisational and evaluative models of educational work in an inclusive society with students with sensor dysfunction, emotional, intellectual and behavioural difficulties. 6. To write a professional article including a professional discussion in a team.						

Course content broken down in detail by weekly class schedule (syllabus)	**Lectures**	**Seminar**
	- Defining the scope of pedagogy of children with special needs - Basic paradigms of integrative and inclusive education - Structure of integrative educational process - Starting sub-system	Terminology questions Authoritative and hierarchical paradigm Democratic and pluralistic paradigm Structure of pentanomial educational model Transformational sub-system
	- Arriving sub-system Organisational and evaluative sub-systems - Individualised educational programme and Adapted educational system	Teacher's role in education of students with special needs Teaching students with hearing/vision problems Hospitation – Centre for education

	- Sensor disintegration of vision, hearing, vestibular, tactile and proprioceptive system			
	- Learning difficulties – dyslexia, dysgraphia - Hyperactivity and attention deficit - Students with emotional and psychological difficulties - Students with intellectual difficulties		- Brain Gymn and alternative methods of learning and teaching - Sofrology and Art therapy - Neuroscience on ADHD and Dyslexia.	

Format of instruction	☐ **lectures** ☐ **seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ **field work**	☐ **independent assignments** ☐ multimedia ☐ laboratory ☐ **work with mentor** ☐ hospitation in Centries for ediction

Student responsibilities	Regular class attendance; writing and presenting seminar essays.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1,5	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,7	(Other)	
	Tests	0,5	Oral exam	0,8	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The presence of students in lectures, placing preliminary tests, jointly interview, written the article and presentation of the seminar according to written instructions, teamwork, linking theory with the practice part in the presentation and motivation of students. Oral exam - connecting parts of the stronghold in the literature.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Ayres, J. (2002.) Dijete i senzorna integracija Naklada Slap, Jastrebarsko, str. 83- 190.	10	
	Biondić, I. (1993.) Školske novine, 1993. Integrativna pedagogija str. 48-93; 129-152,159-167.	10	
	Kocijan-Hercigonja, D. (2003.) Mentalna retardacija, Slap, str. 9-20; 90-106.	10	
	Luketin, D., Sunko, E. (2006.) KAKO Kreativnim aktivnostima kreiramo odgoj, Liga za prevenciju ovisnosti Split, str. 7 - 31.	20	www. liga.hr
	Sunko, E., Brajević Gizdić, I. (2010.) Promjena- odgoj za preventivno djelovanje, Liga za prevenciju ovisnosti, Split, str. 20- 69..	10	www. liga.hr

Optional literature (at the time of submission of study programme proposal)	1. Hannaford, C., (2007.) Pametni pokreti, Zašto ne učimo samo glavom, gimnastika za mozak, Ostvarenje, Buševec. 2. Cvetković- Lay, J. (2002.) Darovito je, što ću sa sobom? Priručnik za obitelj, vrtić i školu, Alinea, Zagreb. 3. Bach, H. (2005.) Osnove posebne pedagogije, Educa, Zagreb, str. 65 – 105.

	4. Dennison, P (2007.) Brain Gym i ja - povratak užitku učenja, ostvarenje, Zagreb str. 89 - 134. 5. Jensen, E. (2004.) Različiti učenici, različiti mozgovi, Educa, Zagreb. 6. Zrilić, S. (2011.) Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole - priručnik za roditelje, odgojitelje i učitelje, Sveučilište u Zadru.
Quality assurance methods that ensure the acquisition of exit competences	Keeping records of attendance at lectures, preparation and correction of tests common conversation - argumentation and criticism, keeping records about the quality of the written article and presentation of a seminar paper, a common comparison, teamwork, linking theory with the practice part in the presentation, comments short clips from working practices , evaluation of two tests in accordance with (technical terminology, personal reflection, introduction and conclusion, references to literature).
Other (as the proposer wishes to add)	

COURSE TITLE	Theoretical Foundations of the Teaching Methodology of Physical Education					
Course code	VUU051	Year of study	3			
Course lecturer(s)	Lidija Vlahović, PhD, Associate Professor	Credits (ECTS)	4			
Associate(s)		Teaching methods (number of classes per semester)	L	S	E	T
			30	15	0	0
Type of course	Mandatory	E-learning percentage				
COURSE DESCRIPTION						
Course objectives	Acquisition of knowledge on certain areas of kinesiological methodology.					
Enrolment requirements and entry competences required for the course	- linguistic, computer and information competence; basic methodological competence; having completed the *Basis of Kinesiology* course.					
Expected learning outcomes at the course level (from 4 to 10 learning outcomes)	1. Relating the theoretical knowledge and laws of the physical and the health area, 2. Using fundamental and professional terms of kinesiological methodology, 3. Distinguishing between the basic methodological laws, and between their theoretical and practical aspects, 4. Applying the acquired practical knowledge on particular topics in teaching Physical education.					
Course content broken down according to the hours of teaching	LECTURES: 1. Notion and definition of kinesiological methodology 2. Subject, objective and tasks of kinesiological methodology 3. Relationship between methodology and other sciences 4. Anthropological characteristics of younger school children 5. Physical Education curriculum 6. Organizational work forms 7. Methodological principles 8. Methodological organizational work forms 9. Work methods and methodological procedures 10. Organization and course of teaching process 11. Planning and programming 12. Teacher preparation 13. Monitoring, examining and assessing 14. Working premises, equipment and means 15. Anatomical-physiological characteristics of younger school children					
Teaching methods:	☐ **lectures** ☐ **seminars and workshops** ☐ exercises ☐ fully *online* ☐ mixed e-learning ☐ field classes	☐ independent assignments ☐ **multimedia** ☐ laboratory ☐ mentor work ☐ (write other)				
Student requirements:	To regularly attend the lectures and the seminars, to take the partial exams and the final exam, and to successfully complete the assigned seminar paper.					

Monitoring of students' work (*write the share of the ECTS credits belonging to each activity so that the total number of the credits equals the*	Class attendance	1	Research		Practical work	
	Experimental work		Report		(Write other)	
	Essay		Seminar paper	1	(Write other)	
	Partial exams	1	Oral exam	0,5	(Write other)	
	Written exam	0,5	Project		(Write other)	

ECTS value of the course):						
Assessment and evaluation of students' work during the semester and at the final exam	Student activity during the realization of the course - 20%, Seminar paper publicly presented and graded - 20%, Partial exam - 30%, if the student passes the partial exams, they will be considered to have passed the final exam. If not, they will have to take a written exam - 20%, with the possibility of, where appropriate, taking an oral exam – 10%.					

	Title	**Number of copies in the library**	**Availability via other media**
Required reading (available in the library and via other media)	Findak, V., Prskalo, I., Babin, J. (2011). Sat tjelesne i zdravstvene kulture u primarnoj edukaciji. Učiteljski fakultet Sveučilišta u Zagrebu.		
	Pejčić, A. (2005). Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Visoka učiteljska škola u Rijeci.		
	Findak, V., Prskalo, I. (2004). Kineziološki leksikon za učitelje. Visoka učiteljska škola u Petrinji.		
	Nastavni plan i program za osnovnu školu (2006). Plan i program tjelesne i zdravstvene kulture. Ministarstvo znanosti, obrazovanja i športa Republike Hrvatske, Zagreb		
Supplementary reading	Babin, J., Vlahović, L. (2002). Utjecaj programirane nastave tjelesne i zdravstvene kulture na promjene morfoloških karakteristika sedmogodišnjih učenica. Zbornik radova 11. ljetne škole pedagoga fizičke kulture Republike Hrvatske. Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije, Rovinj, 50-52. Findak, V. (2002). Metode rada u području edukacije, sporta i sportske rekreacije. Zbornik radova 12. ljetne škole kineziologa Republike Hrvatske. Metode rada u području edukacije, sporta i sportska rekreacije, Rovinj, 13-17.		
Quality assurance methods that ensure the acquisition of the established learning outcomes	Student evaluation by means of an anonymous questionnaire, success rate in passing the partial exams and the final exam, attendance record from the lectures and the seminars, active participation in the discussions.		
Other (according to the proposer's opinion)			

NAME OF THE COURSE	Vocal-instrumental Practicum					
Code	VUU166	Year of study	3			
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	15	30	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Develop musical hearing, vocal performing skills and piano playing skills, needed for high-quality realization of music content in the music teaching in the first three grades of primary school.					

Course enrolment requirements and entry competences required for the course	Prerequisite for course enrollment is completed course *Instrumental practicum* (music).
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of course obligations, the student will be able to: - apply the basics of vocal technique; - perform simple vocal-technical tasks; - collaborate in a group music-making; - perform literature intended for singing in primary school teaching with precise intonation, precise rhythm and precise realization of all the other components of musical template, such as dynamics, articulation, tempo, etc.; - identify, write down and intonate simple melo-rhythmic and rhythmic dictation; - recognize aurally and distinguish the literature intended for singing in primary school teaching; - perform on the piano literature intended for singing in primary school teaching with chordal accompaniment on the piano.
Course content broken down in detail by weekly class schedule (syllabus)	SEMINARS: 1. Structure of vocal apparatus. 2. Proper singing posture. 3. The importance of proper breathing in singing. 4. Breathing exercises. Learning new children's song by ear. 5. Breathing exercises. Repeating and finishing analysed, discussed and performed songs. Learning new children's song by ear. 6. Work on the development of vocal technique. Repeating and finishing analysed, discussed and performed songs. Learning new children's song by ear. 7. Work on the development of vocal technique (legato). Repeating and finishing analysed, discussed and performed songs. Learning new children's song by ear. 8. Work on the development of vocal technique (staccato). Singing exercises. 9. Repeating and finishing analysed, discussed and performed songs. Learning new children's song by ear. 10. Work on the development of vocal technique (marcato). Learning new children's song by ear. 11. Repeating and finishing analysed, discussed and performed songs. 12. Work on the development of vocal technique. Singing exercises. 13. Learning new children's song by ear. Repeating and finishing analysed, discussed and performed songs. 14. Repeating and finishing analysed, discussed and performed songs. 15. Practical work. EXERCISES: 1. Playing warmup exercises. Writing simple melo-rhythmic dictation. 2. Playing warmup exercises. Writing simple melo-rhythmic dictation. 3. Playing and singing new complex children's song for one voice from music score. Writing a simple rhythmic dictation. 4. Playing and singing new complex children's song for one voice from music score. Repeating and finishing analysed, discussed and performed songs. 5. Repeating and finishing analysed, discussed and performed songs. 6. Playing and singing new complex children's song for one voice from music score. Writing simple melo-rhythmic dictation. 7. Writing simple melo-rhythmic dictation (using alterations). Writing a simple rhythmic dictation. 8. Playing and singing new complex children's song for one voice from music score. Independently simply harmonizing children's song. 9. Repeating and finishing analysed, discussed and performed songs. 10. Singing simple songs for two voices. Writing a simple rhythmic dictation. 11. Playing and singing new simple children's song for two voices from music score. Writing simple melo-rhythmic dictation (using alterations). 12. Repeating and finishing analysed, discussed and performed two-part songs. Playing and singing new children's song for one voice by musical notation.

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13. Playing and singing new children's song for one voice from music score. Independently simply harmonizing children's song.
14. Repeating and finishing analysed, discussed and performed songs.
15. Playing and singing new simple two-part children's song from music score. Writing simple melo-rhythmic dictation (using alterations).
16. Playing and singing new children's song for one voice from music score. Independently simply harmonizing children's song. Writing a simple rhythmic dictation.
17. Playing and singing new simple two-part children's song from music score. Writing simple melo-rhythmic dictation (using alterations).
18. Singing simple two-part song. Writing a simple rhythmic dictation.
19. Playing and singing new simple two-part children's song from music score. Writing simple melo-rhythmic dictation (using alterations).
20. Repeating and finishing analysed, discussed and performed songs.
21. Playing and singing new complex children's song for one voice from music score. Writing simple melo-rhythmic dictation.
22. Singing simple two-part song. Writing a simple rhythmic dictation.
23. Playing and singing new complex children's song for one voice from music score. Writing simple melo-rhythmic dictation.
24. Playing and singing new simple two-part children's song from music score. Writing simple melo-rhythmic dictation (using alterations).
25. Repeating and finishing analysed, discussed and performed songs.
26. Playing and singing new children's song for one voice from music score. Independently simply harmonizing children's song. Writing a simple rhythmic dictation.
27. Singing simple two-part song. Writing simple melo-rhythmic dictation.
28. Playing and singing new children's song for one voice from music score. Writing simple melo-rhythmic dictation.
29. Playing and singing new simple two-part children's song from music notation. Writing a simple rhythmic dictation.
30. Repeating and finishing analysed, discussed and performed songs.
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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	Class attendance, practical exam, visiting concerts of art music, essay, seminar paper.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,2	Research		Practical training	1
	Experimental work		Report		Visiting concerts of art music	0,2
	Essay	0,3	Seminar essay	0,3	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance - 10% Visiting concerts of art music - 10% Essay - 15% Seminar - 15% Practical work - 50%

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Njirić, N. (1994.). *Pjevanka*. Zagreb: Školska knjiga.		
	2. Njirić, N. (2001.). *Put do glazbe*. Zagreb: Školska knjiga.		
	3. Golčić, I. (1998.). *Pjesmarica: za osnovne škole*. Zagreb: Hrvatsko književno društvo sv. Jeronima.		
	4. Adamić, T. (1983.). *Solfeggio*. Zagreb: Muzička naklada.		
	5. Lhotka-Kalinski, I. (1975.). *Umjetnost pjevanja*. Zagreb: Školska knjiga.		
Optional literature (at the time of submission of study programme proposal)	1. Manasteriotti, V. (1981.). Prvi susreti djeteta s muzikom. Zagreb: Školska knjiga. 2. Marković, A. (1991.). 555 izabranih tema za solfeggio. Zagreb: Školska knjiga.		
Quality assurance methods that ensure the acquisition of exit competences	- Student evaluation using the anonymous survey; - Demonstration classes, evaluation and critical analysis of a colleague; - Self-evaluation.		
Other (as the proposer wishes to add)			

NAME OF COURSE		English Language and Linguistics – Introduction					
Code	VUU008		Year of study	3			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor		Credits (ECTS)	2			
Associate teachers	Ana Sarić, MSc, Assistant Paula Jurišić, Assistant		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				
COURSE DESCRIPTION							
Course objectives	Acquainting the students with the basics of English linguistics, the elementary terms, their definition, as well as classification and systematisation.						
Course enrolment requirements and entry competences required for the course	Examination following the completed course entitled *Integrated Language Skills*.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	-define basic linguistic terminology; - describe the structure of the English language at all levels of linguistic analysis; - explain the basic characteristics, origin and function of the language; - define basic linguistic disciplines (phonetics, phonology, morphology, syntax, semantics and others).						
Course content broken down in detail by weekly	1. Introduction. Definition of human language (as opposed to animal communication) and its basic features. 2. Theories concerning the origins of language.						

class schedule (syllabus)	3. Classification of linguistics: branches, disciplines, trends. Traditional and contemporary linguistics. 4. Functions of langiage. 5. Structural and generative linguistics 6. Phonetics and phonology of the English language. 7. Morphology: concept and definition of morpheme, types of morphemes, allomorphs. 8. Word formation processes: affixation, derivation, coinage, compounding, blending, back-formation, conversion. 9. Semantics: semantic features, semantic fields, synonymy and antonymy, polysemy, homonymy, metonymy. 10. Semantic features of fixed idioms and idiomatic expressions. Word play. 11. Sociolinguistics: accent, dialect, idiolect, sociolect. 12. Style, register, jargon. 13. Psycholinguistics: language and mind. The processes of language acquisition. 14. Revision and recapitulation. 15. Written examination.

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. Final written examination.				
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		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Final written examination (oral as deemed necessary).		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Yule, G. (1996.). *The Study of Language, Second edition,* Cambdrige: Cambdridge University Press. (selected chapters)		
	Widdowson, H. G. (1996.). *Linguistics,* Oxford: Oxford University Press.(selected chapters)		
Optional literature (at the time of submission of study programme proposal)	Finch, G. (2000.). *Linguistics Terms and Concepts*, Basingstoke and New York: Palgrave.		

Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance with active participation, final written examination (oral as deemed necessary).
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Language Exercises 1					
Code	VUU019	Year of study	3			
Course teacher	Siniša Ninčević, Senior 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				
COURSE DESCRIPTION						
Course objectives	Strategic aproach to reading, listening and comprehension of authentic, topic-based texts covering a variety of contexts in terms of style, text length, and the complexity of language demand.					
Course enrolment requirements and entry competences required for the course	*Integrated Language Skills* status (2nd year of study): course attended and exam passed.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: Develop advanced reading and comprehension skills. Increase reading speed and accuracy. Use silent reading. Develop the skill to analyse texts and distinguish among styles, registers, genres...					
Course content broken down in detail by weekly class schedule (syllabus)	1 Quiz – test your aptitude for learning a foreign language, the characteristics of a good language learner (language acquisition strategies) 2 W. Churchill – My Early Life, the aims of education, education in England, reading and comprehension 3 Summerhill – the aims od education (reading and comprehension) 4 Public schools (reading aloud and comprehension) 5 Characters from English literature – (reading and matching stories) 6 The Independent – skimming, looking for specific information 7 An article from Harper's and Queen magazine – reading aloud, comprehension check 8 George Burns: childhood experience, note-taking 9 Art – an article from the Daily Mail, reading for the main ideas 10 Meet a burglar: The Guardian, reading and matching 11 The Shining Mountain, reading of selected passages 12 Missing sentences, reading and matching 13 Storytime - The Nightingale and the Rose, reading aloud, comprehension check 14 Autobiographies – C. Chaplin, Larie Lee, jigsaw reading 15 Article – How to cope with stress, reading and inferring					

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	Mandatory course attendance and active participation in class.					
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Mandatory course attendance and active participation in class (50%). Oral exam (50%).					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Authentic learning materials made available to students (photocopiable resources: John&Liz Soars, Headway Advanced: OUP.		
	Pervan , M. (2000), Reading for Study and Pleasure, Školska knjiga: Zagreb		

Optional literature (at the time of submission of study programme proposal)	English-English dictionary of choice. Bujas, Ž. (1999), A Comprehensive Croatian-English Dictionary, Zagreb: Globus Bujas, Ž. (1999), A Comprehensive English-Croatian Dictionary, Zagreb: Globus Longman Dictionary of English Language and Culture (1998), London.
Quality assurance methods that ensure the acquisition of exit competences	Mandatory course attendance and active participation in class, listening and reading, comprehension check during a given semester. Oral exam (reading and comprehension check).
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Systems of e-learning					
Code	VUU160	Year of study	3			
Course teacher	Suzana Tomaš, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers			L	S	E	F

	Marijana Vrdoljak, Assistant	Type of instruction (number of hours)	30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	90%			

COURSE DESCRIPTION						

Course objectives	Objective of this course is acquiring knowledge about e-learning systems and their appliance in education, instruction, learning and teaching. Given objective is achieved by learning and teaching of: definition, functional model and e-learning system configuration, learning object, standards for e-learning systems design, pedagogical paradigm for e-learning systems and examples of e-learning systems.
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 after passing the exam will be able to: 1. Explain the use of e-learning. 2. Develop a teaching unit in the system of e-learning. 3. Analyze of e-learning. 4. Implement collaboration in the e-learning. 5. Administration of teaching content in the e-learning systems.
Course content broken down in detail by weekly class schedule (syllabus)	Definition of e-learning and e-learning systems. E-learning functional model and e-learning systems' configurations. Learning objects (definition, features, and models). Standards for e-learning systems architecture design (main actors, process for standards forming, e-learning systems architecture, institution for standard promote). Pedagogical paradigm for e-learning systems (2-sigma problem, traditional learning, mastery learning, tutoring learning)

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

Student responsibilities	Regular course attendance; independent assignments, practical training; oral exam.						

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance – 30% Test – 20% Practical training - 30% Final exam – 20%

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	xxxx: E-Learning, A White Paper from IsoDynamic, September, 2001.		electrons

	http://www.isodynamic.com/web/pdf/IsoDynamic_elearning_white_paper.pdf norme: A Step ahead in E-learning		
	Stankov, S. (2010), Inteligentni tutorski sustavi, teorija i primjena - http://www.pmfst.hr/~stankov/		**electrons**
	Vizek Vidović, V., Rijevac, M., Vlahović – Štetić, V., Miljković, D. (2003), Psihologija obrazovanja. Zagreb: IEP – VERN.		10
Optional literature (at the time of submission of study programme proposal)	Hrvatska u 21. stoljeću Informacijska i komunikacijska tehnologija www.vlada.hr/hr/content/download/6161/48228/file/037-02a.pdf		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Ethics				
Code	VUU108	Year of study	3		
Course teacher	Tonći Kokić, PhD, Associate Professor	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective (mandatory for Module 3))	Percentage of application of e-learning	20%		
COURSE DESCRIPTION					
Course objectives	The course with its philosophical content and method provides an insight to the meaning of the basic ethical concepts, understanding of ethical theory (its meaning and types) and gain an insight into some of the current ethical problems.				
Course enrolment requirements and entry competences required for the course	No prerequisites.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: - recognize the philosophical assumptions of the pedagogical research orientations and the pedagogical views presented by the authors in their original texts, - uncover the philosophical assumptions of pedagogical theory and practical pedagogy, - recognize the ideological influences on education, - use the plurality of ethical theories and problems in building a civil society and - critically discuss ethical theories and issues.				
Course content broken down in detail by weekly	1. Course Introduction (2L) 2. Definition of Ethics, main Concepts and Judgment in Ethics (2L) Ethical Theories				

class schedule (syllabus)	3. Moral Realism and Relativism (2L) 4. Morality and Human Nature (2L) 5. Utilitarianism (2L) 6. Virtue Theory (2l) 7. Deontological (duty-based) Ethics (2L) 8. Feminist Moral Theory (2L) 9. Sexuality and morality (2L) Ethical Problems 10. Abortion (2L) 11. Diskrimination (2L) 12. Legal Punishment (2L) 13. Anthropocentrism and Ecocentrism (2L) 14. Moral Education and moral Philosophy (2L) 15. Preparation exam, Analysis (2)

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

Student responsibilities	Regular attendance and participation in classes, reading the original text sources, exploring the open questions related to the course themes.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Preparation for work	0,5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student work is evaluated throughout the semester. Final grade is based on class participation and oral exam. The oral exam grade includes evaluation of a reading diary.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Anzenbacher, A. Filozofija: uvod u filozofiju.	3	
	William, K. Frankena. Etika	3	
	MacKinnon, B. Ethics: Theory and Contemporary Issues		yes

Optional literature (at the time of submission of study programme proposal)	Aristotel. Nikomahova etika. Kant. Kritika praktičnog uma. Sartre, J. P. Egzistencijalizam je humanizam.

Quality assurance methods that ensure the acquisition of exit competences	Consultations, course attendance checklist, active participation in course discussions, final course and teacher evaluation.

Other (as the proposer wishes to add)	

NAME OF THE COURSE	Intercultural Music Education					
Code	VUU035	Year of study	3			
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective (mandatory for Module 3)	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To get acquainted with the issues of intercultural music education and critically consider the importance of incorporating world musics in music teaching in order to introducing music languages of different cultures and developing tolerance toward different cultures.					
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 recognize the importance of intercultural music education for the living in intercultural contemporary world. To define and explain the terminology from the area of intercultural (music) education. To differentiate languages of western classical music and languages of world musics. To build the need for life-long learning and improving in the area of intercultural (music) education.					
Course content broken down in detail by weekly class schedule (syllabus)	The definition of the term culture. The definition of the term identity. The approaches to the intercultural education. The approaches to the intercultural music education. The development of the intercultural music education (19th century). The development of the intercultural music education (20th century). The relationship between western classical music and world musics. Authenticity and world musics. World musics (analysing of musical examples). World musics (analysing of musical examples). World musics (analysing of musical examples). World musics (analysing of musical examples). World musics in school (primary education). World musics in school (secondary education). World musics in school (grammar schools).					
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	Regular course attendance; tests; exam.				
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance and student's activity 30% Tests / Exam 70%				

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Dobrota, S. (2012). *Uvod u suvremenu glazbenu pedagogiju.* Split: Filozofski fakultet Sveučilišta u Splitu.	2	
	Perotti, A. (1995). *Pledoaje za interkulturalni odgoj i obrazovanje.* Zagreb: Educa.	1	
	Volk, T. (1998). *Music, education and multiculturalism: foundations and principles.* Oxford: Oxford University Press.	1	

Optional literature (at the time of submission of study programme proposal)	Anderson, W. M. & Campbell, P. S. (1989). *Multicultural Perspectives in Music Education.* Reston, VA: Music Educators National Conference. Elliott, D. J. (1990). „Music as culture: Toward a multicultural concept of arts education." *Journal of Aesthetic Education.* 24 (1), 147-166. Gonzo, C. (1993). „Multicultural Issues in Music Education." *Music Educators Journal.* 79(6), 49-52. Reimer, B. (Ed.) (2002). *World Musics and Music Education. Facing the Issues.* Reston, VA: MENC. Wasson, R. F., Stuhr, P. L., Petrovich-Mwaniki, L. (1990), „Teaching art in the multicultural classroom: Six position statements." *Studies in Art Education,* 31 (4), 234-246.
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance, active participation in discussions and practical work.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Croatian Children Literature					
Code	VUU112	Year of study	3				
Course teacher	Helena Dragić, PhD, Lecturer	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					
COURSE DESCRIPTION							
Course objectives	The course aims to introduce students to key topics and contents of Croatian children's literature. Explore the works that are its subject matter stylistically and compositionally designed or adapted for children. It is also important to show and explain the path of development of children's literature from literature with a strong didactic and pedagogical dimension all the way to the literature that talks distinctively about the world of children and their right to their own literature and experience free from every load. Define and interpret corpus of Croatian children's literature (stories - folk and art, fantastic stories, poetry, fables, various forms of youth adventure novels and literature and science fiction works). Direct attention to the large and canonic names of Croatian children's literature (Kuten, Brlić Mažuranić, Balog, Vitez, Paljetak, Kusan, etc.).						
Course enrolment requirements and entry competences required for the course	Legally defined requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: • interpret the meaning and role of individual names and their works in the formation/design/creation of children's literature • interpret most important literary works • apply critical methods and knowledge in the evaluation of new literary works • discuss literary works in a competent and exploratory/researching manner • discuss key issues in the field of Croatian children's literature • Participate in thematic conferences and round tables on literary themes/subjects • put emphasis on those names and works that marked the development of this type of literature.						
Course content broken down in detail by weekly class schedule (syllabus)	• Opening lecture (1P) • Children's Literature (brief overview of the world of children's literature); The originss of Croatian children's literature and the problems of periodisation (2P) • Ivan Filipovic. The first period of Croatian children's literature and children's magazines. Krunoslav Kuten. Folk tales and pedagogical literature. Translations of works of children's literature. (2P) • The age of Ivana Brlić Mažuranić. Tales. Vladimir Nazor. Jagoda Truhelka. Other writers of the period I. Brlić-Mažuranić. The period of Mato Lovrak. (2P) • Dragutin Tadijanović. Ivan Goran Kovacic. Contemporary Croatian children's literature. Modern children's poetry. (3P) • Vitez, Balog, Paljetak, Kanižaj, other authors ... nonsens and dialectal poetry; Fables. (3P) • Croatian children's novel: Historic children's novel; Children's war novels; Children's novel in jeans; socio-psychological children's novel; children's action novel (3P)						

	• Children's fairy-tale novel; children's crime novel; children's animalistic novel; children's romantic novels; humorous children's novels (3P) • The contemporary Croatian novel: thematicall and richness in various types (abstract) (2P) • Croatian children's Newspaper literature (2P) • Adventure works; travel books, biographical works and diaries in Croatian children's literature (2P) • Plays and comics in Croatian children's literature (1P) • History of Croatian children's literature; exploring Croatian children's literature; literary criticism (2P) • The final lecture; talk about the exam (1P) • Talk about the exam; Literature (1P)
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 and active class participation; preparation and presentation of the term papers.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam	1,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student success will be evaluated on the basis of participation in lectures and the fullfillment of the seminar obligations (seminar papers and participation in discussions), as well as written and oral exam(s).

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Crnković, M. (1990.). *Dječja književnost*, Školska knjiga, Zagreb.		
	Crnković, M., Težak, D. (2002.). *Povijest hrvatske dječje književnosti*, Znanje, Zagreb.		
	Skok, J. (1990.). *Sunčeva livada djetinjstva – antologijska čitanka dječjeg pjesništva*, Zagreb.		
	Hrvatski dječji pisci I-III (1991.). PSHK, MH, Zagreb.		
	Hranjec, S. (1998.). *Hrvatski dječji roman*, Znanje, Zagreb.		
	Biti, V. (1981.). *Bajka i predaja*, Liber, Zagreb.		
	Crnković, M. (1990.). *Dječja književnost*, Školska knjiga, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	Umjetnost i dijete, brojevi od 1969. do 1997. Crnković, M. (1978.). Hrvatska dječja književnost do kraja XIX. stoljeća, Školska knjiga, Zagreb. Zalar, I. (1991.). Pregled hrvatske dječje poezije, Zagreb. Skok, J. (1990.). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva, Zagreb.

	Težak, D. (2001.). Bajke. Antologija, Zagreb.
	Težak, D. (2001.). Basne. Antologija, Zagreb.More vedrine (2004.). Izbor pjesama za djecu 44 (splitska) autora, Split.
	Idrizović, M. (1984.). Hrvatska književnost za djecu, Matica hrvatska, Zagreb.
	Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Ur. R. Javor, Zagreb, 1998.
	Berislav Majhut (2005.).Pustolov, siroče i dječja družba. Hrvatski dječji roman do 1945. FF Press, Zagreb.
Quality assurance methods that ensure the acquisition of exit competences	Consults, records of attendance at lectures, active participation in discussions, seminar papers, case evaluation, professor evaluations at the end of the semester.
Other (as the proposer wishes to add)	

COURSE TITLE	Seminar in the Teaching Methodology of Physical Education					
Course code	VUU134	Year of study	3			
Course lecturer(s)	Lidija Vlahović, PhD, Associate Professor	Credits (ECTS)	4			
Associate(s)	Dodi Malada, PhD, Senior Lecturer	Teaching methods (number of classes per semester)	L	S	E	T
			0	30	15	0
Type of course	Mandatory	E-learning percentage				
COURSE DESCRIPTION						
Course objectives	Training for professional and methodical quality planning and programming of all the organizational work forms in Physical education. Knowing how to apply the methods, methodological approaches and methodological organizational work forms in teaching Physical education.					
Enrolment requirements and entry competences required for the course	Linguistic and computer competence; having completed the *Theoretical Foundations of the Teaching Methodology of Physical Education* course.					
Expected learning outcomes at the course level (from 4 to 10 learning outcomes)	1. Adopting the motor information essential for a successful implementation of the program contents, 2. Relating the assessment of motor skills and motor achievements, as well as the overall achievement on the basis of progress in the individual characteristics of a student's anthropological status, 3. Distinguishing between the educational task, motor skills, motor achievements, and motor and functional abilities of a student, 4. Developing both independence and teamwork skills.					
Course content broken down according to the hours of teaching	SEMINARS: 1., 2. Making preparations for a 1st grade Physical education class 3., 4. Making preparations for a 2nd grade Physical education class 5., 6. Making preparations for a 3rd grade Physical education class 7., 8. Making preparations for a 4th grade Physical education class 9., 10., 11, 12. Exemplary mentor lectures and analysis 13., 14., 15. Measuring students' anthropological characteristics and abilities					
Teaching methods:	☐ lectures	☐ **independent assignments**				

	□ **seminars and workshops**	□ **multimedia**
	□ **exercises**	□ laboratory
	□ *fully online*	□ mentor work
	□ mixed e-learning	□ (Write other)
	□ field classes	
Student requirements	To regularly attend the seminars and the exercises. To make experimental class preparations. To attend and analyse the exemplary lectures.				
Monitoring of students' work (*write the share of the ECTS credits belonging to each activity so that the total number of the credits equals the ECTS value of the course*):	Class attendance	1	Research		Practical work	
	Experimental work		Report		(Write other)	
	Essay		Seminar paper	1	(Write other)	
	Partial exams	1	Oral exam	0,5	(Write other)	
	Written exam	0,5	Project		(Write other)	

Assessment and evaluation of students' work during the semester and at the final exam	Student activity during the realization of the course - 20%, Seminar paper publicly presented and graded - 20%, Partial exam - 30%, if the student passes the partial exams, they will be considered to have passed the final exam. If not, they will have to take a written exam - 20%, with the possibility of, where appropriate, taking an oral exam – 10%.

	Title	Number of copies in the library	Availability via other media
Required reading (available in the library and via other media)	Nastavni plan i program za osnovnu školu (2006). Plan i program tjelesne i zdravstvene kulture. Ministarstvo znanosti, obrazovanja i športa Republike Hrvatske, Zagreb		
	Pejčić, A. (2002). Igre za male i velike. Visoka učiteljska škola u Rijeci		
	Findak, V. (2003). Metodika tjelesne i zdravstvene kulture. Priručnik za nastavnike razredne nastave. Školska knjiga, Zagreb		
Supplementary reading	Prskalo, I., Findak, V., Babin, J. (2003). Uspješnost metoda učenja u nastavi tjelesne i zdravstvene kulture mlađe školske dobi, Napredak, 44(4): 486-493.		
Quality assurance methods that ensure the acquisition of established learning outcomes	Student evaluation by means of an anonymous questionnaire, success rate in passing the partial exams and the final exam, attendance record from the seminars and the exercises, active participation in the discussions.		
Other (according to the proposer's opinion)			

NAME OF THE COURSE	Family Pedagogy					
Code	VUU138	Year of study	3			
Course teacher	Anita Mandarić Vukušić, 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	0%			
COURSE DESCRIPTION						

Course objectives	- Acquire basic - general knowledge in the field of study; - Identify, understand and respect the peculiarities of family community, - To enable students to adequately and timely respond to the specific needs of family members; - Successfully communicate orally and in writing and present their own creations; - Develop skills in the use of information from various sources and use them for practical purposes; - To enable students to work in teams.
Course enrolment requirements and entry competences required for the course	None.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student, upon completion of the course will be able to: - Correctly interpret the fundamental concepts in the field of family pedagogy (the family in the pedagogical and psychological sense, parenting, assessment and self-assessment) - Analyze and arguments to explain various theories and approaches to the understanding of the family, - Develop and implement an action plan to work with parents applying new paradigm in access to family, - Develop material suitable for teaching parents (raising awareness of the role, responsibilities, functions, styles of parenting, communication, self-assessment, relationships, etc.). Carry out and interpret simple research tasks in the field of family pedagogy.
Course content broken down in detail by weekly class schedule (syllabus)	The course includes the following facilities: 1. The first family - movement, problems and perspectives - definition of the family, from modern to vital families) 2. Second family unit as a system 3. Characteristics of modern family 4. functional and dysfunctional families 5. family atmosphere and family functioning 6. modern family in Croatia 7.parenthood - relationship, role and / or process? 8. parenthood and factors that affect it; 9.parenting styles and children behavior as possible responses to them, 10. influence of mother and father to child development and education, 11.pedagogical education of parents as a prerequisite parental educational competence 12. Self-assessment and (meta-level) - attitude, effects 13. relations and communication processes (family-school-kindergarten) 14. communication habits that endanger and enhance human relationships 15. Conducting effective interviews with parents
	☑lectures	☑independent assignments

Format of instruction	☑ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the execution of individual assignments, write a seminar paper, follow the relevant literature according to the suggestions of teachers and passing the final exam.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		activity	0,5
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students' work during the semester is done through self-assessment of students and professors, and in accordance with pre-agreed standards.				

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Čudina-Obradović, M. Obradović, J. (2006). Psihologija braka i obitelji. Zagreb, Golden Marketing - Tehnička knjiga (odabrana poglavlja).	2	-
	Ljubetić, M. (2007) Biti kompetentan roditelj. Zagreb, Mali profesor.	15	-
	Ljubetić, M. (2011) Stabilna obitelj i poželjno roditeljstvo u kaotičnom svijetu (moguća) stvarnost ili iluzija? (Imaju li perspektivu i/ili alternativu?) U: Nove paradigme ranog odgoja (Maleš, D. ur.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.	6	-
	Ljubetić, M. (2012) Nosi li dobre roditelje roda?! Odgovorno roditeljstvo za kompetentno dijete. Zagreb. Profil International. (odabrana poglavlja)	15	-
	Maleš, D., Kušević, B. (2011). Nova paradigma obiteljskog odgoja. U: Nove paradigme ranog odgoja (Maleš, D. ur.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.	15	-
	Pašalić-Kreso, A. (2004). Koordinate obiteljskog odgoja. Sarajevo, Jež (odabrana poglavlja).	6	-
	Pećnik, N., Radočaj, T., Tokić, A. (2011.). Uvjerenja javnosti o ispravnim roditeljskim postupcima prema djeci najmlađe dobi. Društvena istraživanja, Časopis za opća društvena pitanja 113, 20 (3), 626 – 646.	1	-

	Stričević, I. (2011) Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja. U: Nove paradigme ranog odgoja (Maleš, D. ur.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.	6	-
Optional literature (at the time of submission of study programme proposal)	1. Benett, J., Grimley, L. K. (2001) Parenting in the Global Community: A Cross-Cultural International 2. Perspective. In: Fine, M. J. & Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic 3. Press. (odabrana poglavlja) 4. Covey, R.S. (1998) Sedam navika uspješnih obitelji ? Kako izgraditi izvrsnu obiteljsku kulturu u uzburkanom svijetu? Zagreb, Mozaik knjiga. 5. Longo, I. (2000) Roditeljstvo se može učiti. Zagreb, Alinea. 6. Maleš, D. (1984) Psihosocijalni elementi pedagoške atmosfere u obitelji.Split, Školski vjesnik, br. 3-4; (str. 187-197). 7. Maleš, D. (1999) Uloga majke i oca u odgoju djeteta. U: Obitelj u suvremenom društvu. Zagreb, Državni zavod za zaštitu materinstva i mladeži. 8. Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000) Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. Zagreb, UNICEF-Ured za Hrvatsku i Ministarstvo prosvjete i športa RH, Targa. 9. Collins, W. A., Russell, G. (1991) Mother-child and father-child relationships in middle childhood and adolescence: A developmental analysis. Developmental Review, 11, 99-136 10. Žižak, A. (1997) Kompetentnost roditelja za odgoj djece. Pomozimo im rasti - priručnik za partnerstvo odgojitelja i roditelja. Zagreb, Ministarstvo prosvjete i športa RH, UNICEF, Kustoš. 11. Eric D. Widmer (2010). Family Configurations: a Structural Approach to Family Diversity, England, Ashgate Publishing Limited. 12.Ljubetić, Maja (2012). The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindergartens. Saarbrucken, Germany : LAP LAMBERT Academic Publishing GmbH & Co. KG(monografija).		
Quality assurance methods that ensure the acquisition of exit competences	The assessment appears during the academic year, through: presentations of seminar papers, small studies, tests of active participation in classes and discussions. Examination: colloquium / written / oral. External evaluation: Evaluation sheets, test achievement.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Visual Arts					
Code	VUU121	Year of study	3			
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers	Mia Bogdan, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	0	15	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			

COURSE DESCRIPTION	
Course objectives	- Qualify students for understanding, identify and interpret visual language, visual communication, visual arts and design. - Develop students' artistic and creative abilities - Develop the ability to analyse and understand a work of art (learning about visual arts by historical periods).
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy. Prerequisites: None.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Observing, describing, interpreting and interpretation of the basic concepts in art, visual language, division and interdependence of various fields of art. 1. Correlate the acquired theoretical and practical knowledge of arts 2. Work out visual experiences and apply them to their own creative artistic expression 3. Express themselves in various art techniques and materials 4. Discuss the importance of understanding visual and artistic language in modern image communication 5. Analyse and understand, as well as critically evaluate various works of fine art
Course content broken down in detail by weekly class schedule (syllabus)	**Lectures** 1. Introduction - analysis of course contents, student obligations 2. Visual and creative thinking; The dot and the line 3. Colour, colour contrasts, shades, color degradation, shaping and modulation, the psychological effects and symbolics of color 4. The plane, free-form geometric planes, the plane in painting, sculpture, architecture 5. Surface - texture in sculpture, painting, architecture 6. Volume – types of sculpture 7. Architecture and urbanism 8. Perspective - linear or geometric, reversed, atmospheric, coloristic, semantic, horizontal 9. Composition, compositional elements 10. Drawing techniques 11. Painting Techniques 12. Graphic techniques 13. Sculpting techniques 14. Design 15. Analysis of significant works of art **Exercises** 1. Drawing (3 periods) 2. Painting (7 periods) 3. Graphic expression (2 periods) 4. Three-dimensional design (3 periods)
Format of instruction	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)	☐ independent assignments
Student responsibilities	Class attendance, activity in class, continuous assessment and written exam.	

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Attendance of lectures, activity in class, continuous assessment and written exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Ivančević, R. (1997.), Likovni govor. Profil, Zagreb.		
	Peić, M. (1986.), Pristup likovnom djelu. Školska knjiga, Zagreb.		
	Damjanov, J. (1988.), Likovna umjetnost I i II, Školska knjiga, Zagreb.		
	Damjanov, J. (1991.), Vizualni jezik i likovna umjetnost: uvod u likovno obrazovanje. Školska knjiga, Zagreb.		
	Damjanov, J., (2001.), Likovna umjetnost. Školska knjiga, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	P. Breber, D. Leg, Percepcija i informacija, Beograd 1976. R. Arnhajm, Umetnost i vizualno opažanje, Beograd 1981. R. Ivančević, Perspektive, Zagreb 1996. E. H. Gombrih, Umetnost i iluzija, Beograd 1984.
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation of the course by anonymous survey, students' exam results and practical work results (portfolio of artwork)
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Music Culture					
Code	VUU110	Year of study	3			
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						

Course objectives	Development of skills, competences and introduction to expressive and formative musical elements. Introducing stylistic periods from antique period to the most recent streams in the 20th century music along with listening examples, with the emphasis on introducing music literature in primary school low grade children.
Course enrolment requirements and entry competences required for the course	Entry competences: acquired competences in the subjects of music art.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam, students will be able to: -recognise component parts of a piece of music, expressive and formative musical elements -apply all of theorethical knowledge in practical work: intervals, scales, dynamic signs and tempo signs, -describe historic development of stylistic periods in music and recognise the main characteristics respectively -interpret and present the listening examples from music literature of particular stylistic periods. -use music literature for the primary school students in lower grades.
Course content broken down in detail by weekly class schedule (syllabus)	Expressive music elements Formative elements in music Tonality Rhythm Measure Tempo Melody and musical style Harmony and couterpoint Dynamics Agogics and colour Form and content Music culture of the Ancient Greece Unanimous music of the Middle Ages The Notre- Dame School and Ars Antiqua Ars Nova Renaissance Baroque Rococo Pre-Classics, galant style Music classics Romanticism Styles of the late 19th century Styles of the 20th century National style in music Traditional music Introducing music literature with hearing examples
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	Regular attendance of the lectures and experimental work and demonstration of practical training

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	**Class attendance**	0,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Evaluation and grading of the students will be realised on the basis of regular attendance of lectures, active participation and testing of the aquired content in oral examination. Monitoring and supporting (mentoring) student's work in the process of writing the final paper.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Ščedrov, Lj., Perak-Lovričević, N., Ambruš-Kiš, R. (1998.). *Glazbeni susreti I.,II., III., IV. vrste*, Zagreb: Profil international.	1	
	2. Prek, S., Završki, J. (1987.). *Teorija glazbe,* Zagreb: Školska knjiga.	1	
	3. Tajčević, M. (1982.). *Osnove teorije muzike,* Beograd: Prosveta.	1	
	4. Majer-Bobetko, S. (1991.). *Osnove glazbene kulture,* Zagreb: Školska knjiga.	3	
	5. Ščedrov, Lj., Perak-Lovričević, N., Ambruš-Kiš, R. (1998.). *Glazbeni susreti I.,II., III., IV. vrste*, Zagreb: Profil international.	1	
	6. Tuksar, S. (1995.). Antologija izvornih tekstova iz povijesti i estetike glazbe, Zagreb.	1	
	7. Dobrota, S. (2012). *Uvod u suvremenu glazbenu pedagogiju.* Split: Filozofski fakultet Sveučilišta u Splitu	2	
	8. Sučić, G. (2016). Razvojni integrirani kurikulum u umjetničkim područjima, Split: Filozofski fakultet	1	

Optional literature (at the time of submission of study programme proposal)	1. Čelar, A., Njirić, N. (1990.). *Stoljeća govore glazbom 1, 2,* Zagreb: Školska knjiga. 2. Mark, M. L. (2002.). *Music Education: Source Readings from Ancient Greece to Today*. Routledge 3. Andreis, J. (1975.). Povijest glazbe, Sveučilišna naklada Liber - Izdavačko– knjižarsko poduzeće Mladost, Zagreb
Quality assurance methods that ensure the acquisition of exit competences	Written exam: scales, producing quintachord and hexachord on the given tone. Oral exam: knowledge of music theory issues and specific features of particular stylistic periods.

Other (as the proposer wishes to add)	

NAME OF THE COURSE	Natural Science					
Code	VUU150	Year of study	3			
Course teacher	Ivana Restović, PhD, Assistant Professor	Credits (ECTS)	6			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	15	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The basic aim of the course is to help students master the basics of the content of natural science, with an emphasis on understanding the fundamental laws of life, natural phenomena and laws of nature and the characteristics of living nature, with special focus on people and their health, with the acquisition of general and specific competencies. After passing the exam, students will be able to transfer the knowledge of the natural sciences, the science of living things and life processes, and the basic principles underlying life.					
Course enrolment requirements and entry competences required for the course	Basic knowledge about natural science (biology, chemistry, physics) acquired through formal education.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained for the following knowledge and skills: - explain the basic principles and laws of life, as well as the correlation of living and non-living nature, - describe different forms of life and life conditions, - define the fundamental principles of life and explain how to adopt them, - recognize and nominate different animal and plant species, - know and apply the scientific method, - design and perform simple experimental work, - implement acquired knowledges about anatomy, physiology and human health in every day life, - plan individual and group research in the classroom and organise the field work - apply acquired knowledge in the teaching process.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to course. 2. The evolution. 3. Chemical structure of the living organisms. 4. Diversity of the organisms. 5. The cell – structure and function. 6. The cell - chemistry and metabolisam 7. The cell and life cycle. 8. Molecular biology and genetics. 9. Basics of botany. 10. Zoology – avertebrates and vertebrates. 11. Human anatomy and physiology – part 1. 12. Human anatomy and physiology – part 2. 13. Man and health.					

	14. Ecology - introduction. 15. Environmental ecology. Exercises: 1. The field work - supralithoral, mediolithoral i inphralithoral – The forest park Marjan- algae and sea plants. 2. The field work – The forest park Marjan – collecting plants for herbarium. 3. The periodic table of elements. 4. The herbarium and plants herbarization. 5. Physical characteristics of the water (aggregate states, T_v i T_l, water as solvent, surface water tension,…) 6. Carbohydrates, lipids and proteins 7. Microscope and microscoping, animal and plant cell. 8. Histology of the seed. Intergrowth and itergrowth conditions. 9. Acid rains and their effect on earth and living world. 10. Photosynthesis and respiration. Evidences for carbon dioxide. 11. The air – physical characheristics. 12. Soil as life condition. 13. Blood presure and pulse. Lungs model. 14. The pyramide of healthy food. 15. The senses (smell, taste, skin senses….touch, pain, proprioception).

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	

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,2	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,3	Herbarium	1
	Tests	3	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The final grade will be formed in the following way:.
	Seminars Min 10%
	                    Max 20%
	Preliminary exam (1. i 2.) Min 15%
	                    Max 30%
	(two successfull preliminary exams are equal to final test)
	Herbarium Min 10%
	                    Max 20%
	Final test Min 30%
	                    Max 60%
	
	The final grade will be depending on student activity during classes (participation in debates and in the practical work, making conclusions, deducing and critical view).

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Delić, A., Vijtiuk, N. (2004). Prirodoslovlje. Školska knjiga, Zagreb.		

	Pevalek-Kozlina, B., Springer, O. P. (2007).Živi svijet 3, Fiziologija čovjeka i životni procesi u biljkama. Profil international, Zagreb.		
	E-škola Hrvatskog prirodoslovnog društva. http://hpd.botanic.hr/index.html.		
Optional literature (at the time of submission of study programme proposal)	1. Bačić, T., Erben, R., Krajačić, M. (2003). Raznolikost živoga svijeta. Školska knjiga. Zagreb. 2. Springer, O., Papeš, D., Kalafatić, M. (1998). Biologija 4: Genetika, Evolucija, Ekologija, Profil international, Zagreb. 3. Cooper, G.M., Hausman, R.E. (2004). Stanica: molekularni pristup. Zagreb. 4. Sikirica, M., Korpar-Čolig, B. (2001). Kemija s vježbama 1 i 2. Školska knjiga. Zagreb. 5. Paar, V. (2004). Fizika 4. Školska knjiga. Zagreb. 6. Glavač, V. (2003). Uvod u globalnu ekologiju. HSN, POU. Zagreb.		
Quality assurance methods that ensure the acquisition of exit competences	Monitoring student's activity as well as participation in discussion, quality of the seminar presentation, monitoring of students presence, student involvement during seminars and practical work, personal consultations, students survey, course evaluation.		
Other (as the proposer wishes to add)			

COURSE NAME		Methodical Practice 1					
Code	VUU126		Year of study	3			
Course teacher	Dubravka Kuščević, PhD, Assistant Professor		Credits (ECTS)	1			
Associate teachers			Type of instruction (number of hours per semester)	L	S	E	F
				0	0	30	0
Course status	Mandatory		Percentage of e-learning application				
COURSE DESCRIPTION							
Course objectives	To get students acquainted with the teaching programmes of various school subjects and to attend demonstration classes in primary-school junior grades.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the course level (4 to 10 learning outcomes)	1. Knowledge of the teaching programmes of various school subjects, 2. Attending demonstration classes at least 3 hours a day during a week (different school subjects and grades). 3. Writing reviews of monitored classes (in the form of a log) to be handed to a mentor teacher at the end of a demonstration class.						
Course content detailed by weekly class schedule (syllabus)							
Teaching methods	☐ lectures			☐ independent assignments			

	☐ seminars and workshops **☐ exercises** ☐ *online* in entirety ☐ partial e-learning ☐ field work	☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular course attendance – 50% Demonstration class attendance – 50%	

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

Grading and evaluating student work in class and at the final exam	Course attendance and student activity - 50% Demonstration class attendance - 50%		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences			
Other (as the proposer wishes to add)			

NAME OF COURSE	**English Grammar – Word Classes**					
Code	VUU006	Year of study	3			
Course teacher	Mirjana Matea Kovač, PhD, Associate Professor	Credits (ECTS)	2			
Associate teachers	Ana Sarić, MSc, Assistant Paula Jurišić, Assistant	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				
COURSE DESCRIPTION						

Course objectives	To acquaint the students with word classes in English and their morphological, grammatical, syntactic, and semantic features and aspects.
Course enrolment requirements and entry competences required for the course	Examination following the completion of the course entitled *Introduction to Linguistics.*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be expected to: - define word classes in English; - apply the acquired knowledge in the grammatical analysis and interpretation of contemporary texts; - specify and define basic syntactic terms; -define basic concepts in the morphology and semantics of modern English.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: major word classes and their classification. 2. Nouns (morphological, grammatical, syntactic, and semantic features and aspects). 3. Noun phrases: simple noun phrases (non-modified). Determiners. 4.Complex (modified) noun phrases. Types and position of modifiers – pre- and post-modification. 5. Classification of verbs: lexical, primary, modal. 6. Morphological, syntactic, and semantic features of lexical, primary, and modal verbs. 7. Verb phrases – simple and complex 8. Morphology, syntax, and semantics of adjectives. Adjectival phrases. Comparison and the concept of gradability. 9. Adverbs: types, classification, and basic features (morphological, syntactic, semantic). Adverbial phrases. 10. Pronouns 11. Prepositions and adverbial particles. Prepositional phrases. Numerals. 12. Syntactic levels: phrase, clause, sentence. 13. Clauses and sentences. Types of simple sentences. 14. Concept and principle of coordination and subordination – coordinators and subordinators. Compound and complex sentences. 15. Final written examination.
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 with active participation. Final written examination (oral as deemed necessary).

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Regular class attendance, final written examination (oral as deemed necessary).		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Greenbaum, S., Quirk, S. (1990). *A Student's Grammar of the English Language*, London: Addison Wesley Longman (selected chapters).		
	Thomson, A. J., Martinet, A. V. (1986). *A Practical English Grammar,* Oxford: Oxford University Press		
	Eastwood, J. (2005). *Oxford Learner's Grammar; Grammar Finder*, OUP (Oxford, Oxford University Press)		
Optional literature (at the time of submission of study programme proposal)	Graver, B. D. (2003.). *Advanced English Practice*, Oxford, OUP.		
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance with active participation.Final written examination (oral as deemed necessary).		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Language Exercises 2 - Writing Skills				
Code	VUU020	Year of study	3		
Course teacher	Siniša Ninčević, Senior Language Instructor	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F

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				

COURSE DESCRIPTION	
Course objectives	Writing skills development, brainstorming for the main idea, building an outline, text structuring, context-related writing (formal, informal), capacity to convey ideas and opinions accurately and appropriately.
Course enrolment requirements and entry competences required for the course	*Language Exercises 1* status (3rd year of study): course attended.
Learning outcomes expected at the level of the course	Students will be able to: Distinguish different types of genres. Develop advanced-level writing skills.

(4 to 10 learning outcomes)	Create a cohesive and coherent text. Recognize formal and informal language features of written English. Apply writing skills as to subject-specific topics. Spontaneously express their stance and opinions in written forms.				
Course content broken down in detail by weekly class schedule (syllabus)	1 Punctuation and capitalisation 2 Punctuate and captialise a selected text 3 Topic-based composition, correcting mistakes 4 Writing an essay – linking devices of similarity and comparison 5 Connectors (text cohesion and coherence) 6 Text structures (introductory paragraph, essay body, conclusion) 7 Subjective and objective writing 8 Inversion: adding emphasis to parts of text 9 Devising a story (fairytale, urban legend, event...) 10 Writing an open letter 11 Correcting mistakes (grammar, vocabulary, punctuation, style) 12 Report on the significance of electronic media 13 Selecting the item that is more formal (formal and informal language – formal letters) 14 Writing an answer: respond in written forms, correcting mistakes 15 The 5C's of good writing				

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	Mandatory student attendance and active participation in class.					

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		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Mandatory course attendance and active participation in class (50%). Written exam (50%).		

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Authentic learning materials made available to students (photocopiable resources; John&Liz Soars, Headway Advanced - selected texts). Oxford University Press, MCQUEEN, A., Thatcher, S.V., The New Webster Dictionary of the English Language: Manual of Information, Capitalization and Punctuation, Consolidated Book Publishers.		

	Cory, H. (1999), Advanced Writing with English in Use, Oxford:OUP		
	Grellet, F., (1996), Writing for Advanced Learners of English, Cambridge:CUP		
Optional literature (at the time of submission of study programme proposal)	English-English dictionary of choice		
Quality assurance methods that ensure the acquisition of exit competences	Mandatory course attendance and active participation in class. Written exam.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Systems of Distance Teaching				
Code	VUU223	Year of study	3		
Course teacher	Suzana Tomaš, PhD, Assistant Professor	Credits (ECTS)	4		
Associate teachers	Marijana Vrdoljak, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	The goal of course is to enable attender intense overview of distance learning and teaching area. By the completion of the course student is competent to evaluate offered distance learning systems considering described needs of targeted affiliation of potential users. Attender of this course can take up the role in leading distance learning systems as well as participating in a team in charge of developing these systems.				
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)	The student will after passing the exam will be able to: Self-evaluate distance learning systems based on modern information and communication technology. Take part in the teams and formed a new distance learning systems. Independently develop educational content intended for use within a learning management system (LMS). Monitoring the activities developed within the learning management system in admin roles of teaching content and teachers. Self-participate in lifelong learning related to the application of information and communication technology for education. Prepare users for working with distance learning systems.				
Course content broken down in	Preliminary consideration, historical overview of distance learning and teaching systems technologies, services of distance learning systems, analysis of the users				

detail by weekly class schedule (syllabus)	and adequacy of distance learning methods to aimed groups of users, distance learning systems based on Web information space, intelligent tutoring systems, Web oriented tutoring systems, evaluation of distance learning systems, development phases of distance learning systems, application of the semantic Web, web services and personal agents in the distance learning systems, development of the pedagogic agents, methods of data display and development of domain knowledge bases, examples of distance learning systems					
Format of instruction	☐**lectures** ☐seminars and workshops ☐**exercises** ☐*on line* in entirety ☐partial e-learning (hybrid learning) ☐field work			☐**independent assignments** ☐multimedia ☐laboratory ☐**work with mentor** ☐ (other)		
Student responsibilities	Regular course attendance; independent assignments, practical training; oral exam.					
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research	0,5	Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance – 40% Practical training - 40% Final exam – 20%					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Rosić, M.: Sustavi obrazovanja na daljinu, skript Prirodoslovno-matematičkog fakulteta u Splitu		electrons

Optional literature (at the time of submission of study programme proposal)	S. Stankov, V. Glavinić, M. Rosić (Eds): "Intelligent Tutoring Systems in E-Learning Environments: Design, Implementation and Evaluation", IGI Global, USA, 2010
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing esey.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Croatian Linguistic Heritage	
Code	VUU311	Year of study	3
Course teacher	Anđela Milinović-Hrga, PhD, Assistant 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 (mandatory for Module 3)	Percentage of application of e-learning					

COURSE DESCRIPTION	
Course objectives	To become familiar with the Croatian linguistic heritage, with special reference to central Dalmatia, and to explore linguistic features of Chakavian and Stokavian dialects in this area, in order for students to be able to competently nurture their pupils' native speech in their future profession as teachers.
Course enrolment requirements and entry competences required for the course	Course enrolment requirements: completed courses *Croatian Language 1* and *Croatian Language 2*. Entry competences: advanced level of Croatian standard.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: 1. recognize the importance of dialects in Croatian culture and in forming the language of Croatian literature in the past and present; 2. explain the role of dialects in the communicative practice; 3. define distinctive grammar; 4. compare linguistic features of Chakavian and Štokavian speeches in central Dalmatia to features of the standard language; 5. analyze Chakavian and Štokavian texts; 6. create text in their native idiom.
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Croatian linguistic heritage in time and space, with special emphasis on the area of central Dalmatia. 2. Linguistic heritage and vertical bilingualism. 3. Distinctive grammar of local dialects. 4. Dictionary of words from native idioms. 5. Chakavian linguistic heritage. 6. Chakavian literary language at the time of Marko Marulić. 7. Contemporary Chakavian literary production and interpretation. 8. Štokavian linguistic heritage. 9. Štokavian "ikavica" in oral literature. 10. Children's written production in their native idioms. 11. The speech of Split once and today. 12. Linguistic features of the speech of Split. 13. Linguistic peculiarities of speeches of central Dalmatian islands. 14. Linguistic peculiarities of speeches in the regional hinterland. 15. Students' written creation in their native idioms.
Format of instruction	☐ **lectures** ☐ **seminars**
Student responsibilities	Class attendance. Writing a seminar paper.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	

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

Grading and evaluating student work in class and at the final exam	Active student participation in class (attendance, critical debates) – 25 % Seminar paper is graded - 75 % Following the completion of the course, the grade is to be established on the basis of the paper assessment and the student's overall activity.

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Težak, Stjepko (1996.), *Teorija i praksa nastave hrvatskoga jezika 1.* Zagreb: Školska knjiga (poglavlje Dijalekti i dijalektologija, str. 395-446).		
	Vončina, Josip (1988.), *Jezična baština: lingvostilistička hrestomatija hrvatske književnosti od kraja 15. do početka 19. stoljeća.* Split: Književni krug.		
	Lisac, Josip (2009.), *Hrvatska dijalektologija 2. Čakavsko narječje.* Zagreb: Golden marketing – Tehnička knjiga.		

Optional literature (at the time of submission of study programme proposal)	Bampa-Listeš, Silvana (2003.), „Razlikovna gramatika mjesnoga govora u Neoriću", *Školski vjesnik*, god. 52., br. 3-4, str. 339-359. Jutronić, Dunja (2010.), *Splitski govor od vapora do trajekta: po čemu će nas pripoznavat.* Split: Naklada Bošković. Menac, Antica; Menac-Mihalić, Mira (2011.), *Frazeologija splitskog govora s rječnicima.* Zagreb: Institut za hrvatski jezik i jezikoslovlje. Menac-Mihalić, Mira (2005.), *Frazeologija novoštokavskih ikavskih govora u Hrvatskoj.* Zagreb: Školska knjiga i Institut za hrvatski jezik i jezikoslovlje. Moguš, Milan (1993). *Povijest hrvatskoga književnoga jezika.* Zagreb: Nakladni zavod Globus.
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation obtained through anonymous student questionnaires, students' success in producing their seminar papers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Microhistory and cultural heritage**					
Code	VUU312	Year of study	3			
Course teacher	Mladenko Domazet, PhD, Associate Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective (mandatory for Module 3)	Percentage of application of e-learning	25%			
COURSE DESCRIPTION						
Course objectives	Introduction to tangible and intangible heritage of a few Dalmatian cities and communities, as well as demanding methods and skills of teaching outside the					

	classroom and field work, contextual linking of theoretical knowledge with historical and cultural heritage in its authentic environment, vulnerability in relation to the contemporary currents of life. Accordingly, the students are encouraged to develop sensitvity and cognitive interest for cultural heritage during their Lifelong Education.
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 acquaint microhistorical cultural potential, terminology and methodology of work - to develop basic knowledge of tangible and intangible heritage - to identify historical changes, key events, persons, processes and tangible heritage on the microhistorical level - to develop practical knowledge of the fundamental principles of the operation of museums and their educative values - to carry out teaching outside the classroom and field work - to develop critical and analytical skills as well as awareness of conservation of cultural heritage
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the Course, literature and student responsibilities 2. Sites of special historical significance (Salona) 3. Historical reconstructions and microhistorical changes in the case of Split (research at the museum) 4. Cultural heritage regarding continuity and changes 5. Klis Fortress in historical context and its integration into contemporary trends of life 6. Teaching outside the classroom / Field work (objectives, methods, strategy and achievements) 7. Empathy for the historical contents based on cultural heritage and historical sources 8. Field work / Gašpin's mill in Solin in relation to its educational potential 9. Museum pedagodgy and its connection to schools (workshop) 10. Field work / Family history (Garagnin-Fanfogna in Trogir) 11. Extracurricualr activities / School museum 12. Daily life / Implementation in teaching (Kaštela) 13. Field work/ Complexity of cultural heritage - Stari Grad on the island of Hvar 14. Vulnerability of cultural heritage and awareness about its preservation 15. Final lecture

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

Student responsibilities						

Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,50	Research	0,25	Practical training	
	Experimental work		Raport	0,25	Field work	0,25
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	

	Written exam	0,75	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance 25% Research with raport 25% Field work 12,5% Written exam 37,5%

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Duško Kečkemet, Prošlost Splita, Split 2002		
	Ž. Rapanić, Klis- hrvatska srednjovjekovna utvrda, Split 1996.		
	M. Matijević - M. Domazet, Solinska svakodnevica u osvit onvoga doba, Solin 2006.		
	Ž. Rapanić, Solin – grad i spomenici, Solin 2000.		
	I. Babić, Prostor između Trogira i Splita, Trogir 1984.		
	A. Čavić, Stari Grad (Povijesni vodič), Stari Grad 2004.		

Optional literature (at the time of submission of study programme proposal)	I. Maroević, Uvod u muzeologiju. Zagreb, 1993. M. Brkljačić, S. Prlenda, *Kultura pamćenja i historija*. Zagreb, 2006. A. Fortis, Put po Dalmaciji, Zagreb 1984. K. Kužić, Povijest dalmatinske Zagore, Književni krug Split 1997. M. Domazet, Stari Grad na Hvaru - Otočni grad na razmeđu 19. i 20. stoljeća, Stari Grad 2011. J. Belamarić, Split od carske palače do grada, Split 1997. T. Marasović, Dioklecijanova palača, Ćakovec 1982. J. Jeličić-Radonić – Ana Sedlar, Topografija antičke Salone, Tusculum (Časopis za solinske teme) 2, Solin 2009. A. Duplančić, Splitske zidine u 17. i 18. stoljeću, Zagreb 2007. *M. Domazet - M. Vuletin, Donjokaštelanska svakodnevica 1900.-1939.,* Zagreb 2002.
Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, taking test, anonymous survey, record of class attendance, active participation in field work and workshops, research and raport.
Quality assurance methods that ensure the acquisition of exit competences	

NAME OF THE COURSE	**Didactics of Mathematics 1**					
Code	VUU049	Year of study	4			
Course teacher	Irena Mišurac, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	Josipa Jurić, 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	
COURSE DESCRIPTION			
Course objectives	The course objective is to introduce the concept of math education in the primary school level, providing critical assessment and quality and creative planning of the math activities in the junior grades by applaying the conteporary teaching methods of mathematics and didactic.		
Course enrolment requirements and entry competences required for the course	To complete mathematical courses and Didactics. The students must have basic mathematics literacy.		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Recognising the importance of learning mathematics. 2. Describe the characteristics of the cognitive process of learning mathematics. 3. Define and promote contemporary standards of mathematical competence. 4. Define and apply basic principles in teaching mathematics. 5. Define teaching methods and forms of work in teaching mathematics. 6. Apply contemporary teaching material and aids in teaching mathematics. 7. Distinguish traditional and contemporary teaching mathematics in theory and in practice. 8. Develop the need for lifelong learning and specialisation in the methodology of starting mathematics' classes.		
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES 1. Definition, objectives and tasks, interdisciplinary methodology of teaching math. Mathematics as a science and as a school subject. The specificity and importance of mathematics. Mathematical literacy. 2. Primary school teachers attitudes towards mathematics. Students results in mathematics. The impact of teacher and teaching methods on student results in mathematics. 3. Traditional and contemporary mathematics teaching. The processes that are developed throught the teaching of mathematics. Mathematical competences. 4. Problem solving. Problem solving strategies. 5. Thinking, reasoning and proof. Operations and methods of reasoning in mathematics. 6. Mathematics communication (written and verbal). 7. Connect mathematics and everyday life. Connectivity within mathematics. 8. Math representations. Colloquium 1 9. Characteristics of mathematics. Pupils in math teaching. The basic principles in the math teaching.. 10. Teaching methods and their application in math teaching. Teaching forms in teaching mathematics. 11. Sources of knowledge, contemporary teaching materials in the teaching of mathematics. Types of mathematical tasks. 12. Methodical design lessons in mathematics. 13. Difficulties in learning mathematics. Mathematics teaching for pupils with disabilities. Progressive mathematics. 14. Motivation in teaching mathematics. 15. Monitoring, assessment and evaluation of pupils achievements and activities. Monitoring and evaluation of educational activities. Colloquium 2 SEMINARS: - The methodical design of mathematical content - Application of reasoning operations and forms of conclusion in mathematics - Motivation in mathematics - Applying the principles, teaching methods and forms in teaching mathematics - Methodical design lessons in mathematics		

	- Preparing progressive mathematics and math lessons for pupils with disabilities - Evaluation of the students' knowledge in mathematics - what, why, how, when, - Mathematical content in primary school level
Format of instruction	■ lectures ■ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ■ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance of lectures and seminars. Successfully solve mathematical problems. Preparation and presentation of seminar paper.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Problem solving	1
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student activity during classes (attendance, critical discussion, conclusions) - 15% Solving mathematical problems - 20% The students are obliged to prepare one seminar paper on given topic as agreed with the lecturer. Seminar paper is presented in public and evaluate- 25% During the semester two written tests are given. If the student passes both tests, s/he is considered to have passed the exam. The student who does not pass both tests has to take the exam - 40% Final course grade will be formed based on all grades achieved.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Mišurac, I. (2014.). Suvremeni standardi matematičkih kompetencija u početnoj nastavi matematike, Filozofski fakultet Split, Split		
	Markovac, J. (2001.). Metodika početne nastave matematike, Školska knjiga, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	Liebeck, P. (1995.). Kako djeca uče matematiku", Educa, Zagreb. Sharma, C. M. (2001.). Matematika bez suza: kako pomoći djetetu s teškoćama u učenju matematike, Ostvarenje, Lekenik.
Quality assurance methods that ensure the acquisition of exit competences	Students evaluation by anonymous survey; watching lessons, evaluation and critical analysis of colleagues; the success of students in the exam; a written self-evaluation.
Other (as the proposer wishes to add)	.

NAME OF THE COURSE		Methodology of Scientific Research Work					
Code	VUU211	Year of study	4				
Course teacher	Zorana Šuljug Vučica, PhD, Associate Professor	Credits (ECTS)	4				
Associate teachers	Sani Kunac, Assistant	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					
COURSE DESCRIPTION							
Course objectives	Qualification for the initial independent and successful implementation of scientific research; use of scientific literature and research results during the studies and in the future work; competence to write their own professional and scientific work in accordance with the requirements of the 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 passing the exam the students will be able to: - enumerate the epistemological characteristics of science - explain the characteristics of scientific knowledge - distinguish between qualitative and quantitative methodology - indicate the basic characteristics of the methods of data collection - develop various instruments to collect data - analyze scientific papers and identify the characteristics of a good professional and scientific work - create draft of qualitative (action) and quantitative research according to research problems and choose the appropriate procedures for data collection - discuss the methodological issues						
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to general research methodology - basic conceptual definitions; gnoseological base and epistemological characteristics of science; society and science. System and classification of science. The characteristics and problems of scientific knowledge. Basic methodology of pedagogical research; limits and possibilities of pedagogical research; Sources for the selection of research problems. Types and methods of pedagogical research; action research. The project research. The techniques and instruments for data collection. The methods of data analysis. Characteristics of a good professional and scientific work. Writing reports and the application of research results. Seminar: Analysis of scientific papers and research projects. Independent / team making of the research project. The discussion of methodological issues.						
Format of instruction	☐ **lectures** ☐ **seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)					
Student responsibilities	Regular attendance and active participation in lectures and seminars. At the seminars / workshops students should analytical access and discuss methodological problems.						

	Students in group should design a qualitative and quantitative research. Pass mid-term tests.					
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	All marks will be formed on the basis of two mid-term tests - 100%					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Milat, J. (2005). Osnove metodologije istraživanja. Zagreb: Školska knjiga (odabrana poglavlja)	1	
	Mužić, V. (2002). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa (odabrana poglavlja)	1	
	Tkalac Verčić, A., Sinčić Ćorić, D., Pološki Vokić, N. (2010). Priručnik za metodologiju istraživačkog rada: kako osmisliti, provesti i opisati znanstveno i stručno istraživanje. Zagreb: M.E.P. d.o.o. (odabrana poglavlja)	3	

Optional literature (at the time of submission of study programme proposal)	1. Andrilović, V. (1991). Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja. Zagreb: Školska knjiga. 2. McNiff, J. (2002). Action research for professional development: Concise advice for new action researchers (dostupno: http://www.jeanmcniff.com/booklet1.html). 3. Sekulić-Majurec, A. (1994). Akcijska istraživanja u praksi školskog pedagoga. U: Vrgoč, H. (ur.) Iz prakse pedagoga osnovne škole. Zagreb: HPKZ, 9-16. 4. Vujević, M. (2001). Uvođenje u znanstveni rad u području društvenih znanosti. Zagreb: Školska knjiga.
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, conducting the tests, recording of the attendance at lectures and seminars, active participation in discussions, student evaluation of teaching.
Other (as the proposer wishes to add)	

COURSE TITLE	Applied Teaching Methodology of Physical Education					
Course code	VUU217	Year of study	4			
Course lecturer(s)	Lidija Vlahović, PhD, Associate Professor	Credits (ECTS)	4			
Associates	Bojan Babin, PhD, Assistant	Teaching methods (number of classes per semester)	L	S	E	T
			0	15	30	0
Type of course	Mandatory	E-learning percentage				

COURSE DESCRIPTION	
Course objectives	Training for an independent organization and implementation of a Physical education class. Appling the knowledge acquired during the implementation of public and individual classes. Gaining interest in creative activities in the field of Physical education.
Enrolment requirements and entry competences required for the course	Linguistic and computer competence; having completed the *Seminar in the Teaching Methodology of Physical Education* course.
Expected learning outcomes at the course level (from 4 to 10 learning outcomes)	1. Independently preparing and performing the processing of data obtained by means of an initial, transitive and final examination of the features and capabilities intended to be monitored and assessed in Physical education. 2. Analysing and evaluating own and other's work. 3. Developing a desire and a need for permanent education and training in the area of Physical education. 4. Comparing independent and team work, as well as creative and critical thinking.
Course content broken down according to the hours of teaching	1.- 8. Exemplary mentor lectures and analysis (S) 9.-15. Drawing up a global, operational, and implementation plan and program (S) 1.-15. Preparing, delivering and analysing the students' public lectures (E)
Teaching methods:	☐ lectures ☐ **seminars and workshops** ☐ **exercises** ☐ *fully online* ☐ mixed e-learning ☐ field classes	☐ **independent assignments** ☐ multimedia ☐ laboratory ☐ mentor work ☐ (Write other)
Student requirements	To regularly attend the seminars and the exercises. To draw up a global, operational, and implementation plan and program. To prepare and deliver a public lecture.

Monitoring of students' work (*write the share of the ECTS credits belonging to each activity so that the total number of the credits equals the ECTS value of the course*):	Class attendance	1	Research	1	Practical work	1
	Experimental work		Report		(Write other)	
	Essay		Seminar paper	1	(Write other)	
	Partial exams		Oral exam		(Write other)	
	Written exam		Project		(Write other)	

Assessment and evaluation of students' work during the semester and at the final exam	Student activity during the realization of the course - 20%, Research for the purpose of drawing up the assigned plan and program - 20%, Seminar paper - 30%, Practical work - 30%, successfully delivered public and individual lecture.

	Title	Number of copies in the library	Availability via other media
Required reading (available in the library and via other media)	Findak, V. (1997). Programiranje u tjelesnoj i zdravstvenoj kulturi. Školske novine. Zagreb		
	Pejčić, A., Berlot, S. (1996). Sadržaji tjelesne i zdravstvene kulture za prva četiri razreda osnovne škole. Priručnik za učitelje. Drugo dopunjeno izdanje, CDM-BIBLIOTEKA „VAL". Rijeka		
	Findak, V., Prskalo, I., Babin, J. (2011). Sat tjelesne i zdravstvene kulture u primarnoj edukaciji. Učiteljski fakultet Sveučilišta u Zagrebu		
Supplementary reading	Delija, K., Pokec, J. (2002). Programiranje rada u području edukacije. Zbornik radova 11. ljetne škole kineziologa Republike Hrvatske, Motorička znanja u funkciji čovjeka, Rovinj, 58-60. Babin, J., Vlahović, L. (2002). Utjecaj programirane nastave tjelesne i zdravstvene kulture na promjene morfoloških karakteristika sedmogodišnjih učenica. Zbornik radova, 11. ljetne škole pedagoga fizičke kulture Republike Hrvatske. Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije, Rovinj, 50-52.		
Quality assurance methods that ensure the acquisition of the established learning outcomes	Individual consultations, attendance records from the seminars and the exercises, public and individual lectures positively graded, measurements carried out, preparation and presentation of the assigned seminar papers in the field of planning and programming (global, operational and implementation plan), active participation in the analysis of the students' public lectures.		
Other (according to the proposer's opinion)			

COURSE NAME	Didactics of Art 1					
Code	VUU048	Study Year	4			
Course Lecturer	Dubravka Kuščević, PhD, Assistant Professor	Credits (ECTS)	4			
Associate Lecturers		Lectures (hours per semester)	P	S	V	T
			30	15	0	0
Course Status	Mandatory	E-learning application percentage				

COURSE DESCRIPTION	
Course Objectives	The course objective is to introduce the concept of art education in the primary school level, providing critical assessment and quality planning of the art activities in the junior grades by applying the modern teaching methods of the visual arts.
Course enrolment requirements and entry competences required for the course	The completed Art course is the prerequisite for course enrolment. The students must have basic visual arts literacy.
Expected learning outcomes at the course	1. Recognize the importance of art classes for the complete development of students. 2. Understand the visual language of children.

level (4 to 10 learning outcomes)	3. Recognise and differentiate between perception, design and creative capabilities of the students. 4. Define basic principles in visual arts teaching. 5. Define teaching methods and forms in the teaching of visual arts. 6. Apply contemporary teaching aids in teaching of visual arts. 7. Understand the articulation of the visual arts lesson.
Detailed course content by weekly class schedule (syllabus)	1. Definition, goal, tasks and interdisciplinary methodology of teaching visual arts. 2. Historical development of theory and practice of visual arts teaching. 3. Tasks and main goal of visual arts teaching (contemporary visual arts teaching). 4. Characteristics of visual arts expression and creation in children – stages of development of visual arts expression. 5. Aesthetic education and visual arts teaching (aesthetic-visual arts components of the tasks of visual arts). 6. Cognitive process in the visual arts teaching (criteria and function of differentiating between visual and art thinking). 7. Visual arts teaching as a function of promoting creativity. 8. Negative phenomena in children's creativity and deterrents of children's visual arts development. 9. Psychological basis of the artwork reception (development of art works observation and experience in students). 10. Motivation in visual arts teaching. 11. Sources of knowledge, contemporary teaching aids in teaching of visual arts. 12. Teaching methods, didactic principles, teaching forms and their application in visual arts teaching. 13. Correlation in visual arts teaching 14. Evaluation, monitoring and grading in visual arts teaching. 15. Methodical design of lessons.

Types of classes:	☐ **lectures** ☐ **seminars and workshops** ☐ exercises ☐ fully *online* ☐ mixed e-learning ☐ field work	☐ individual tasks ☐ multimedia ☐ laboratory ☐ mentoring ☐ (other - specify)

Student responsibilities	Regular attendance of lectures and seminars. Preparation and presentation of seminar paper.

Monitoring of student progress *(enter part in ECTS credits for each activity so that the total number of ECTS credits corresponds to total credits for the course):*	Lecture attendance	1	Research		Practical work	
	Experimental work		Paper		(Other - specify)	
	Essay		Seminar paper	1	(Other - specify)	
	Tests	2	Oral exam		(Other - specify)	
	Written exam		Project		(Other - specify)	

Evaluation and grading of student work in class and during the final exam	Student activity during classes (attendance, critical discussion, conclusions) – 20% The students are obliged to prepare one seminar paper on given topic as agreed with the lecturer. Seminar paper is presented in public – 20% During the semester two written tests are given. If the student passes both tests, s/he is considered to have passed the exam. The student who does not pass both

	Title	No. of copies in the library	Availability through other media
Required reading (available in the library and through other media)	1. Jakubin, M., Grgurić, N. (1996.). Vizualno–likovni odgoj i obrazovanje, Eduka, Zagreb.		
	2. Karlavaris, B. (1991.). Metodika likovnog odgoja 1, Hofbauer p.o., Rijeka.		
	3. Karlavaris, B. (1991.). Metodika likovnog odgoja 2, Hofbauer p.o., Rijeka.		
	4. Tanay, E. R. (1990.). Likovna kultura u razrednoj nastavi, Školska knjiga, Zagreb.		
Additional reading	1. Kyriacou, C. (1997.). Temeljna nastavna umijeća: metodički priručnik za uspješno poučavanje i učenje, Educa, Zagreb. 2. Jelavić, F. (2000.). Spoznajne osobitosti suvremene nastave, Metodika: časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi, Učiteljska akademija Sveučilišta u Zagrebu, 1:55-61. 3. Turković, V. (1999.). Obrazovanje za kreativnost putem umjetnosti, Časopis za pedagogijsku teoriju i praksu Napredak, Vol 140 br. 3:356-3674. 4. Karlavaris, B. (1992.). Pristupi likovnom odgoju kao nastavnom predmetu i istraživačkom području, Zbornik Pedagoškog fakulteta u Rijeci, br. 12: 155-162. 5. Karlavaris, B. (1991.). Razvoj osjetljivosti za prostor kod djece, Zbornik Pedagoškog fakulteta u Rijeci, br. 11: 73-79. 6. Turković, V. (2001.). Moć slike u obrazovanju, u Vizualna kultura i likovno obrazovanje, Zagreb: Hrvatsko vijeće InSEA, str. 63-76.
Quality control methods which ensure acquisition of determined learning outcomes	Student activity monitoring (seminar, tests, exam). Students' evaluation by anonymous survey. Written self-evaluation.
Other (specify)	

NAME OF THE COURSE	Didactics of music 1					
Code	VUU046	Year of study	4			
Course teacher	Snježana Dobrota, PhD, Full 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				
COURSE DESCRIPTION						
Course objectives	To get acquainted with the conception of music teaching of the primary school education and critically consider, plan and prepare music lessons.					
Course enrolment requirements and	Completed courses *Musical Notation, Music Culture, Vocal-instrumental practicum, Didactics.*					

entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To identify the importance of music teaching for the complete development of the pupil. To define teaching methods in music lessons. To apply contemporary technologies in music lessons. To distinguish traditional and contemporary music teaching. To build the necessity for life-long learning and improvement in music teaching.
Course content broken down in detail by weekly class schedule (syllabus)	The relationship between didactics and methodology of music. The aim of music teaching. The tasks of music teaching. The teachers preparation. Nursery rhymes. Singing as the activity of music lessons – the basic of vocal technique. Singing as the activity of music lessons – learning song by ear. Singing as the activity of music lessons – choreography of the song. Singing as the activity of music lessons – traditional song. Singing as the activity of music lessons – the preparation. Listening to music as the activity of music lessons – introducing to music literature. Listening to music as the activity of music lessons – the phases of the activity of listening to music. Listening to music as the activity of music lessons – mood, performers, tempo, dynamics, form. Listening to music as the activity of music lessons – traditional music. Listening to music as the activity of music lessons – the preparation.

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 course attendance; writing down and presentation of the seminar papers; tests, exam; visiting of the concerts and theatre producations.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance and student's activity 30% Tests/Exam 70%

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

library and via other media)	Dobrota, S. (2012). *Uvod u suvremenu glazbenu pedagogiju.* Split: Filozofski fakultet Sveučilišta u Splitu.	2	
	Novačić, S. i sur. (1990). *Glazbena kultura u prvom, drugom i trećem razredu osnovne škole. Priručnik za nastavnike.* Zagreb: Školska knjiga.	1	
	Rojko, P. (1996) *Metodika nastave glazbe: teorijsko-tematski aspekti.* Osijek: Sveučilište J. J. Strossmayera.	1	
Optional literature (at the time of submission of study programme proposal)	Njirić, N. (1994) *Pjevanka: priručnik za učitelje s metodičkim uputama za nastavu glazbene culture u prvom, drugom i trećem razredu osnovne škole.* Zagreb: Školska knjiga. Njirić, N. (2001) *Put do glazbe.* Zagreb: Školska knjiga. Požgaj, J. (1998). *Metodika nastave glazbene culture u osnovnoj školi. Prerađeno I dopunjeno izdanje.* Zagreb: Školska knjiga. Sam, R. (1995) *Glazbeni doživljaj u odgoju djeteta.* Rijeka: Glosa d.o.o.		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance, active participation in discussions and practical work, writing down and presenting seminar papers.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		Statistics in Pedagogy					
Code	VUU147		Year of study	4			
Course teacher	Andreja Bubić, PhD, Associate Professor		Credits (ECTS)	3			
Associate teachers	Bruno Barać, Assistant		Type of instruction (number of hours)	L	S	E	F
				15	0	15	0
Status of the course	Mandatory		Percentage of application of e-learning	0%			
COURSE DESCRIPTION							
Course objectives	The goal of this course is to familiarize students with basic statistical terms and analyses relevant for conducting research in educational sciences.						
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 this course, students will be able to: - organize data collected in a research study - prepare collected data for statistical analysis - independently conduct descriptive statistical analysis - explain the requirements for using inferential statistics methods - formulate research and statistical hypotheses - compare different statistical analyses based on research goals - choose a statistical analysis approach appropriate for the formulated research goal						

	- statically compare two data sets - interpret the obtained results.
Course content broken down in detail by weekly class schedule (syllabus)	Methodology and statistics in research. Basic statistical terms. Data collection. Descriptive statistics. Grouping the data. Presenting data using tables. Presenting data using graphs. Measures of central tendency. Measures of data variability. Normal distribution. Z-values. Inferential statistics. Testing hypotheses. Parameter estimation. t-test. Chi-square test. Correlation.
Format of instruction	x lectures ☐seminars and workshops x exercises ☐*on line*in entirety ☐partial e-learning ☐field work x independent assignments ☐multimedia ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	Students need to actively participate in all activities and tutorials. In addition, they have to successfully pass preliminary and final exams.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0.75	Oral exam		(Other)	
	Written exam	0.75	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students' activity during class will be evaluated and their practical work graded. Two preliminary exams will be organized during class. At the end of the semester, a written and/or oral exam will be organized.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Petz, B., Kolesarić, V., Ivanec, D. (2012). Petzova statistika. Jastrebarsko: Naklada Slap.	4	
	Bubić, A. (2015). Osnove statistike u društvenim i obrazovnim znanostima. Split: University of Split.	10	

Optional literature (at the time of submission of study programme proposal)	Mejovšek, M. (2007). Metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: Naklada Slap. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa. Milas, G. (2009). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap.
Quality assurance methods that ensure the acquisition of exit competences	Quality follow-up will be organized through the established quality tracking system at the Faculty.

Other (as the proposer wishes to add)	

NAME OF COURSE		Aspects of Anglophone Culture					
Code	VUU321		Year of study	4			
Course teacher	Gloria Vickov, PhD, Associate Professor		Credits (ECTS)	2			
Associate teachers	Eva Jakupčević, Assistant		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				
COURSE DESCRIPTION							
Course objectives	Acquainting the students with basic characteristics, specific historical, social, political, and cultural circumstances, as well as culture, arts, tradition, education system, and customs of Britain and other anglophone countries (the USA, Canada, Australia, New Zealand, South African Republic).						
Course enrolment requirements and entry competences required for the course							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Acquiring basic knowledge of history, culture, and arts of anglophone countries. The ability to use the information in the early ESL classroom. Understanding and appreciation of specific and typical aspect that make the anglophone culture recognisable as unique in many ways, particularly in the domain of everyday and family life. In terms of language acquisition and teaching, the students are expected to develop an awareness and sense of the English language, primarily on the idiomatic level.						
Course content broken down in detail by weekly class schedule (syllabus)	Basic aspects of civilisation and culture in the English-speaking countries: - Location and geography. - People. Population and migrations through history. - A brief outline of history of English-speaking countries. - Social, political, and legal systems. - Religion and customs. - Education. - The arts. - Everyday and family life. World-views, self-perception, mentality. - The phenomenon of 'Britishness' or 'Englishness', as well as the sense of identity among the population of former British colonies and dominions. - Historical, political, and cultural connections with European and other countries. - Similarities and differences between English-speaking countries.Some of their peculiarities and common features. - The prevalence of English as a major global language due to political and cultural influences.						
Format of instruction	□**lectures** □**seminars and workshops**		□**independent assignments** □multimedia				

	□exercises □*on line*in entirety □partial e-learning □field work	□laboratory □work with mentor □ (other)			
Student responsibilities	Regular class attendance with active participation, writing short essays and a seminar paper, oral presentation.				

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Regular class attendance, grading of essays, papers, and oral presentations.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Selection of representative texts related to the history and culture of English-speaking countries (to be subsequently specified and elaborated).		
	O'Driscoll, James (1995). *Britain. The country and its people: an introduction for learners of English*. Oxford University Press.		

Optional literature (at the time of submission of study programme proposal)	Fox, Kate, *Watching the English* (other information will be subsequently supplied).

Quality assurance methods that ensure the acquisition of exit competences	Grading of essays, papers,and oral presentations. Final written examination (as deemed necessary).

Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Language Exercises 3 (Module 1)**					
Code	VUU021	Year of study	4			
Course teacher	Siniša Ninčević, Senior 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		
COURSE DESCRIPTION					
Course objectives	Students' ability to express their own stance and thoughts, relevant vocabulary acquisition (lexical units, collocations, phrases, opaque and transparent idioms...).				
Course enrolment requirements and entry competences required for the course	*Language Exercises 2* status (3rd year of study, 6th semester): course attended and exam passed				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: Advace into the fluency stage and discuss subject-specific matters. Express their stance and opinions. Speak English fluently and use natural English rhythm, speed, and intonation. Develop their advanced-level speaking skills.				
Course content broken down in detail by weekly class schedule (syllabus)	1 Not my type - what do you avoid in a partner? 2 Swearing - Is it OK to swear? ,What swear words do/could you use? 3 Torture - Does torture happen in your country? Is torture always wrong? 4 Sexual harassment - What's wrong with telling a colleague she has nice legs? 5 Children who kill - When a child kills someone, who is responsible? - the child, the parents, society? 6 Marriage-for better or for worse , What is the point of marriage these days? What's wrong with divorce? 7 The sale of human organs - Would you let doctors remove your organs?, What about people who sell their organs? 8 Telling lies - How honest are you? 9 Abortion - Are you pro-life or pro-choice? 10 Cheating on your partner What is cheating? 11 The right to die – Euthanasia - who has the right to choose? 12 Old enough to be her grandfather! 13 Gay families - What is a normal family these days? 14 Begging - Should we give beggars money or lock them up? 15 Sport and money - Are top sports professionals overpaid? Students are exposed to a plethora of topical and gripping issues (of the student's own choosing) to practise and improve their speaking fluency through thought-provoking discussion points from the textbook Taboos and Issues.				
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	Mandatory course attendance and active participation in class. A talk on the particular topic (dialogue-based approach).				
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Mandatory attendance an active participation in class (50%). Oral exam(50%).

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	MacAndrew, R., Martinez R. (2001), Taboos and Issues, Photocopiable Lessons on Controversial Topics. Hove, UK: Language Teaching Practice. (Photocopiable learning materials is made available to students).		
Optional literature (at the time of submission of study programme proposal)	English texts from different resources relating to topic-based issues (40) of choice. English-English dictionary of choice, e.g., Cambridge International Dictionary of English (1995),CUB: Cambridge English grammar book of choice McCarthy, M., i O'Dell, F., (2002), English Vocabulary in Use (Advanced), Cambridge:CUP Bujas, Ž. (1999), A Comprehensive Croatian-English Dictionary, Zagreb:Globus Bujas, Ž. (1999), A Comprehensive English-Croatian Dictionary, Zagreb:Globus		
Quality assurance methods that ensure the acquisition of exit competences	Mandatory course attendance and active participation in class. Oral exam.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Information and Communication Technology for student in the primary education					
Code	VUU203	Year of study	4			
Course teacher	Suzana Tomaš, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	60%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is that students have the competence to enable student in the primary education basic knowledge and concepts in the field of information and communication technology.					
Course enrolment requirements and entry competences required for the course						

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learn the importance of concepts in the field of information and communication technology with students in the primary school; Define the basic principles in the field of information and communication technology with students in the primary school; Application courses in the field of information and communication technology with students in the primary school; Administration educational content in the field of ICT with students in the primary school.
Course content broken down in detail by weekly class schedule (syllabus)	Hardware and software PC (personal computer, turn on and off the computer, start and stop programs, folders and files, the folders and files, changing the desktop display, connect the computer). Multimedia (use of CD / DVD titles, the use of educational programs, the use of a simple drawing program, drawing geometric figures, combining drawings from the two files, audio recording, photo recording format, video recording, scanning procedures). Word processing (basics of writing text, use a simple program to write, write and save a simple text editing page text, highlight and copy text, search and replace words, a basic text editor). Problem solving and programming (basic steps turtles, pencil turtles, tortoises turn obliquely left and right, moving through the maze, coloring characters, write the first program, procedures in the program, the process of preparation of the program). Internet (the basic services of the Internet, WWW browser, my first search, use Web mail, acceptable behavior when sending mail software tool for e-mail, Messaging).

Format of instruction

☐**lectures**
☐seminars and workshops
☐**exercises**
☐*on line* in entirety
☐**partial e-learning (hybrid learning)**
☐field work

☐**independent assignments**
☐multimedia
☐laboratory
☐work with mentor
☐ **participations** (other)

Student responsibilities	Regular course attendance; independent assignments, practical training; oral exam.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance – 30% Test – 20% Practical training - 30% Final exam – 20%

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Nastavni plan i program za školu, (2006.), Zagreb.		
	Knjige aktualni udžbenici (2014.), za Informatiku od 1. do 4. razreda		
	Bognar, L., Matijević, M. (2002.), Didaktika, Školska knjiga, Zagreb.		

Optional literature (at the time of	

submission of study programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing project. Evaluation instruction design in the systems of e-learning with students in primary education and explore how effective e-learning systems in the primary education - demonstration classes in primary schools.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Philosophy and Sustainable Development					
Code	VUU313		Year of study	4			
Course teacher	Tonći Kokić, PhD, Associate Professor		Credits (ECTS)	2			
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				30	0	0	0
Status of the course	Mandatory		Percentage of application of e-learning	20%			
COURSE DESCRIPTION							
Course objectives	The main goal of the course is review of the philosophical assumptions on ecological implications of human activity in the world. The intention of the course is to introduce students to different worldviews, anthropological assumptions and values which contribute to the environmental degradation. The course introduces students to main terms used in theoretical and analytical approach to the ecological problems: political and cultural ecology, anthropocentrism, 'green' ideas, radical ecology and possibilities for sustainable development and justice.						
Course enrolment requirements and entry competences required for the course	No prerequisites.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: - Differentiate key ecological terms - Know the important historical and contemporary worldviews and their implication on the environment - Understand the term globalization and globalization challenges in relation to human and environment - Know different methodologies used in philosophical anthropology - Know possible routes and strategies which lead towards sustainable development - Know the role and reach of an individual in sustainable development						
Course content broken down in detail by weekly class schedule (syllabus)	1. Course Introduction (2L) 2. Worldviews: Historical Overview (2L) 3. Plurality of anthropological assumptions (2L) 4. Anthropocentrism (2L) 5. Ecocentrism (2L)						

	6. Ecofeminism (2l) 7. Globalization and environment (2l) 8. Ethical aspect of climate changes (2L) 9. Economical Disintegration od Nations (2l) 10. Animal Rights (2l) 11. Environmental Degradation (2l) 12. Sustainable Development and Sustainability (2L) 13. Equality, Sustainability and Peace (2L) 14. Preparation exam and analysis (2) 15. Final talk (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

Regular attendance and participation in classes, reading the original text sources and writing a reading diary, exploring the open questions related to the course themes.

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*

Class attendance	0,5	Research		Practical training	
Experimental work		Report		Preparation for work	0,5
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

Student work is evaluated throughout the semester. Final grade is based on class participation and oral exam. The oral exam grade includes evaluation of a reading diary.

Required literature (available in the library and via other media)

Title	Number of copies in the library	Availability via other media
Elliot, J. An Introduction to Sustainable Development.		yes
Merchant, C. (ed). Ecology.		yes
Uzelac, V. i Vujičić, L. Cjeloživotno učenje za održivi razvoj.	2	

Optional literature (at the time of submission of study programme proposal)

Jamieson, D. Ethics and Environment: an Introduction.
Sarkar, S. Environmental Philosophy: From Theory to Practice.
Golding, M. Obligations to Future Generations.

Quality assurance methods that ensure the acquisition of exit competences

Consultations, course attendance checklist, active participation in course discussions, final course and teacher evaluation.

Other (as the proposer wishes to add)

NAME OF THE COURSE	Visual Arts in the Croatian Territory					
Code	VUU122	Year of study	4			
Course teacher	Marija Brajčić, PhD, Assistant 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 (mandatory for Module 3)	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						

Course objectives	Overall objective: - Acquire knowledge of art on Croatian territory from prehistory to the late 20th century to the acquired knowledge could present students, which is a prerequisite for quality work. Specific objectives: - Become aware of the importance of knowing art on Croatian territory, - Develop the ability to use information, - The development of creative and critical thinking, research skills, independence and individuality.
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy Prerequisites: *Visual Arts* course attended
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	• Classify periods of art in Croatian • Explain, describe and interpret the various periods of fine art in Croatia • Perceive the differences between certain periods of fine art in the most important examples of works of art of architecture, sculpture and painting • Recognize individual artistic periods in the examples of the most important works of art in Croatia • Recognize and name the most important works of art, architecture, sculpture and painting in Croatia • Analyze the most important works of art of architecture, sculpture and painting in Croatian
Course content broken down in detail by weekly class schedule (syllabus)	1. Paleolithic in Croatia - Paleolithic stations in Croatia 2. Neolithic and Eneolithic: Neolithic and Eneolithic sites on Croatian territory; Ornamentation and figuration 3. Bronze Age: Vučedol culture; Illyrian ruins in Croatia 4. Antique - Greek enclave on the Adriatic east coast: Issa; Pharos 5. Roman art; Roman cities; Diocletian's Palace 6. Early Christian art: Salona, Basilica of Euphrasius 7. Pre-Romanesque Art; Sv. Donat; Pre-Romanesque sculpture 8. Romanesque: Trogir Cathedral; Buvinina post at the Split Cathedral 9. Gothic: Gothic art in the north Croatian; Juraj Dalmatinac 10. Renaissance: Šibenik Cathedral; Dubrovnik Painting School 11. Baroque Church of St. Vlaho in Dubrovnik; Frederiko Benković 12. Art of the 19th century; Architecture and sculpture: Classicism in architecture; Sculptors period 1830th-1860th 13. Art of the 19th century. - Painters: Vjekoslav Karas; Vlaho Bukovac 14. Art 20th century - Architecture and sculpture of Ivan Mestrović; Dušan

	Džamonja 15th Art of the 20th century. – Painters: Emanuel VidoviĆ; Edo Murtić				
Format of instruction	**X lectures** **X seminars and workshops** **X outdoor classes**		□multimedia		
Student responsibilities	Attending lectures, test activity in kindergarten, term paper and written exam.				

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	

Grading and evaluating student work in class and at the final exam	In this subject is a written exam. The student is obliged to attend lectures, to do a seminar on the topic that will be presented to students. The scope of the seminar paper, bibliography, notes and graphic attachments may not exceed 15 pages, or 30,000 characters (seminar can be prepared as a Power Point presentation or in HTML to create an interesting web page).

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Ivančević, R. (1993.). *Umjetničko blago Hrvatske*, ITP Motovun.		
	Marasović, T. (2001.*). Kulturna baština 1/2*, Veleučilište u Splitu, 2001.		
	Damjanov, J. (2001.). *Likovna umjetnost.* Školska knjiga Zagreb.		

Optional literature (at the time of submission of study programme proposal)	Cambi, N., Antika, Zagreb, 2002. Marasović, T. (1982.). *Dioklecijanova palača,* Sloboda, Beograd. Ratković, K. (2001.). *Likovna umjetnost 20. stoljeća,* Školska knjiga, Zagreb. Prijatelj, K. (1983.). *Dalmatinsko slikarstvo 15. i 16. stoljeća*, Grafički zavod Hrvatske, Zagreb. Gamulin, G. (1988.). *Hrvatsko slikarstvo XIX. i XX. stoljeća,* Naprijed, Zagreb.
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation of the course by anonymous survey, students' exam results.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Didactics of Art 2					
Code	VUU130	Year of study	4			
Course teacher	Dubravka Kuščević, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers			L	S	E	F

		Type of instruction (number of hours)	0	30	15	0
Status of the course	Mandatory	Percentage of application of e-learning				

COURSE DESCRIPTION	
Course objectives	Introduce students to the latest methodological achievements in the area of visual arts. Enable students to successfully teach visual arts on the theoretical and practical level.
Course enrolment requirements and entry competences required for the course	Completed courses *Visual Arts* and *Didactics of Art 1*.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Participate in the analysis of the content of visual arts course from the professional and methodic point of view. 2. Recognise the correlational approach in planning and teaching of the visual arts classes 3. Plan and prepare the syllabus for teaching visual arts course 4. Acquire knowledge on articulation of visual arts class and successfully create and prepare individual units of the curriculum 5. Plan modern methods of visual arts teaching. 6. Individually prepare and present a seminar paper in the area of didactics of visual arts teaching
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction and analysis of the visual arts curriculum. 2. Attendance of mentor lectures 3. Seminar themes - simulated student classes and public classes at school. 4. Seminar themes - simulated student classes and public classes at school. 5. Seminar themes - simulated student classes and public classes at school. 6. Seminar themes - simulated student classes and public classes at school. 7. Seminar themes - simulated student classes and public classes at school. 8. Seminar themes - simulated student classes and public classes at school. 9. Seminar themes (visual arts classes) and public classes at school. 10. Seminar themes (visual arts classes) and public classes at school. 11. Seminar themes (visual arts classes) and public classes at school. 12. Seminar themes (visual arts classes) and public classes at school. 13. Seminar themes (visual arts classes) and public classes at school. 14. Seminar themes (visual arts classes) and public classes at school. 15. Seminar themes (visual arts classes) and public classes at school.
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	Tests, exam, seminar paper, public class.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is*	Class attendance		Research		Practical training	1,5
	Experimental work		Report		(Other)	
	Essay		Seminar paper	1,5	(Other)	
	Tests		Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Project		Visual arts syllabus preparation	1
Grading and evaluating student work in class and at the final exam	Seminar paper – 25% Public class – 50% Visual arts syllabus preparation - 25%					

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	1. Tanay, E. R. (2002.). Valovi boja - priručnik za likovnu kulturu, Školska knjiga, Zagreb.		
	2. Huzjak, M. (2002.). Učimo gledati – priručnik likovne kulture za nastavnike razredne nastave, Školska knjiga, Zagreb.		
	3. Jakovljević, S. (2004.). Likovni – priručnik za učiteljice i učitelje za likovnu kulturu od 1. do 4. razreda osnovne škole, Školska knjiga, Zagreb.		
	4. Kuščević, D. (2004.). Kreativno – stvaralački pristup u nastavi likovne kulture, Metodika: časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi. Učiteljska akademija Sveučilišta u Zagrebu: Vol. 5. br. 8: 76-85.		
Optional literature (at the time of submission of study programme proposal)	1. Huzjak, M. (2001.). Korelacija u nastavi: strukturalni prijevod, Metodika: časopis za teoriju i praksu metodika u predškolskom odgoju, školskoj i visokoškolskoj izobrazbi. Učiteljska akademija Sveučilišta u Zagrebu: Vol. 2, br. 2-3: 39-43. 2. Huzjak, M. (2000.). Korelacija u metodici likovne kulture, Zbornik Učiteljske akademije u Zagrebu 1(2): 225–231. 3. Huzjak, M. (2001.). Vizualizacija audio ritmova pomoću reprodukcija, Zbornik Učiteljske akademije u Zagrebu 1(3): 199-202. 4. Centner, S. (2000.). Integrativni pristup likovnoj kulturi, Život i škola: časopis za teoriju i praksu odgoja i obrazovanja br. 3: 111-114. 5. Romić, S. (2001.). Povezanost likovne kulture s ostalim nastavnim predmetima u razrednoj nastavi, Zbornik učiteljske akademije u Zagrebu 1/3: 345-353. 6. Damjanov, J. (1998.). Opet iznova o vizualnom odgoju, Hrvatska revija, 48 (3): 555-563. 7. Tacol, T. (2003.). Uspješno poučavanje likovnog odgoja prema suvremenoj metodi rada, Napredak, časopis za pedagogijsku teoriju i praksu, 144 1: 81-92. 8. Grupa autora (1998.). Deklaracija o pravima djece i mladeži Republike Hrvatske na kontinuiranu i djelotvornu likovnu izobrazbu, u Crtež u znanosti, Sveučilište u Zagrebu - Geodetski fakultet, str. 7-8.		
Quality assurance methods that ensure the acquisition of exit competences	Successfully held public lectures in class. Student success on the exam, student evaluation by way of anonymous survey.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Didactics of Music 2					
Code	VUU128		Year of study	4			
Course teacher	Snježana Dobrota, PhD, Full Professor		Credits (ECTS)	4			
Associate teachers	Josipa Ivić, Assistant Jerko Župić, Assistant		Type of instruction (number of hours)	L	S	E	F
				15	15	15	0
Status of the course	Mandatory		Percentage of application of e-learning				

COURSE DESCRIPTION	
Course objectives	To get acquainted with children's music creativity and the psychology of music; to realize music activities in school and seminar essays.
Course enrolment requirements and entry competences required for the course	Completed courses *Teaching methodology of music 1.*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To identify the importance of music-psychological ideas for the conception of musical activities. To define the basic music-psychological terms. To explain the structure of music abilities. To implement tests of music abilities. To explain the way of testing of music abilities. To apply the knowledge in the independent realization of music activities in school. Independently write down and present seminar essay.
Course content broken down in detail by weekly class schedule (syllabus)	The theories of creativity. Music creativity in the primary education – imitation of the sounds. Music creativity in the primary education – inventing of the text and its rhythmization. Music creativity in the primary education – rhythmic accompaniment and rhythmic units without text. Music creativity in the primary education – melodic improvisations. Music creativity in the primary education – the preparation. Introduction to the psychology of music. Defining of music abilities. The development of music abilities. Developmental and stabilized music abilities. Factors which influence on the development of music abilities. Music abilities tests. *Primary Measures of Music Audiation.* The structure of music abilities. The importance of music-psychological investigations for music lessons.
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 course attendance; writing down and presentation of the seminar papers; tests, exam; visiting of the concerts and theatre productions.

Screening student work*(name the*	Class attendance	0,5	Research		Practical training	1

proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance and student's activity 30% Tests/Exam 70%					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Dobrota, S. (2012). *Uvod u suvremenu glazbenu pedagogiju.* Split: Filozofski fakultet Sveučilišta u Splitu.	2	
	Radoš, K. (1983). *Psihologija muzičkih sposobnosti.* Beograd: Zavod za udžbenike i nastavna sredstva.	1	
	Rojko, P. (1981). *Testiranje u muzici.* Zagreb: Muzikološki zavod Muzičke akademije u Zagrebu.	1	

Optional literature (at the time of submission of study programme proposal)	De la Motte-Haber, H. (1999). *Psihologija glazbe.* Jastrebarsko: Naklada Slap. Rojko, P. (1982). *Psihološke osnove intonacije i ritma.* Zagreb: Muzička akademija. Rojko, P. (1982). "Glazbenoteorijska i psihološka uporišta glazboterapije." *Tonovi: časopis glazbenih i plesnih pedagoga.* 2 (40), 17-27.
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance, active participation in discussions and practical work, writing down and presenting seminar papers.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE	**Didactics of Mathematics 2**					
Code	VUU131	Year of study	4			
Course teacher	Irena Mišurac, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	Josipa Jurić, Assistant Sanda Grubišić, Assistant Bože Markovina, Assistant	Type of instruction (number of hours)	L	S	E	F
			0	30	30	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The course objective is to prepare students for quality and creative planning, preparation and implementation of the teaching of mathematics in primary school level by applying the modern teaching methods.					
Course enrolment requirements and entry competences	Completed courses *Didactics of Mathematics 1*. Students must have a basic mathematical literacy.					

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Recognize and understand the contents of mathematics at primary school level; 2. Plan and prepare regular, progressive and additional mathematics classes; 3. Monitor, evaluate and assess oneself work and the work of students; 4. Develop critical attitude towards oneself work and the work of colleagues; 5. Developing independence, ability to work in a team, creativity and critical thinking; 6. Developing affection and interest in mathematics; 7. Applied contemporary strategies in teaching mathematics; 8. Get familiar with school environment in which the primary teaching of mathematics is realized.
Course content broken down in detail by weekly class schedule (syllabus)	SEMINARS: - Contents of mathematics - Preparation of mathematics' classes for the school year - Correlation of the content of mathematics with contents of other subjects - Written preparation for teaching mathematics - Mathematics Games in clasroom - Mathematical concepts in primary school - Types and specifics of mathematical tasks - Methodology of solving mathematical problems - Mathematics outside classroom - The educational potential of mathematics' teaching. EXERCISE: - Simulated lectures of mathematics – the first class - Simulated lectures of mathematics – the second class - Simulated lectures of mathematics – the third grade - Simulated lectures of mathematics – the fourth grade - Visit primary schools - Exemplary lectures of mentor with analysis - Individual lectures of students in schools
Format of instruction	☐ lectures ■ seminars and workshops ■ exercises ☐ *on line* in entirety ☐ partial e-learning ■ field work ■ independent assignments ■ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance of seminars and exercises. Participate in all required activities (drafting tasks, writing tests, participate in group work ...). Prepare annual operational programme of work. Maintain an individual lesson, watch a few exemplary classes in schools. Prepare and present a seminar paper on a given topic.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	1
	Experimental work		Report		Independent assignments	0,5
	Essay		Seminar essay	1,5	Problem solving tests	1,5
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student activity during classes (reasoning and discussion, critical discussion, conclusions) - 15% Successfully solving mathematical problems - 30% Tasks for individual work (writing operative programmes in mathematics, writing a written preparation and other tasks as agreed with the lecturer) - 15%

	Attending exemplary lessons at school. Individual lesson at school- 5% The students are obliged to prepare one seminar paper (simulated lecture of mathematics). Seminar paper is presented in public and evaluate - 35% Final course grade will be formed based on all grades achieved.		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Markovac, J. (2001.). Metodika početne nastave matematike, Školska knjiga, Zagreb		
	Udžbenici za matematiku u razrednoj nastavi		
	Priručnici za učitelje za nastavu matematike u razrednoj nastavi		
Optional literature (at the time of submission of study programme proposal)	Mišurac-Zorica, I. (2003.). Kreativna nastava geometrije u Dioklecijanovoj palači za učenike od 1. do 4. razreda osnovne škole, Zbornik radova sa skupa "Kreativnost učitelja/nastavnika i učenika u nastavi matematike", str. 148-170, Pula. Mišurac-Zorica, I. (2004.). Zadaci riječima u nastavi matematike, Zbornik radova sa znanstveno-stručnog skupa s međunarodnom suradnjom "Dijete, odgojitelj i učitelj", Zadar, str. 197-205. Mišurac-Zorica, I. (2003.). Ostvarivanje zadaća početne nastave matematike matematičkim igrama, Školski vjesnik, Volumen 52, broj 1 - 2, str. 119-127. Vlahović-Štetić, V., Vizek Vidović, V. Kladim se da možeš...: psihološki aspekti početnog poučavanja matematike, Udruga roditelja "Korak po korak", Zagreb. Kyriacou, C. (1997.). Temeljna nastavna umijeća: metodički priručnik za uspješno poučavanje i učenje, Educa, Zagreb. Dakić, B. (1993.). Zornost u nastavi matematike, Školske novine, Zagreb.		
Quality assurance methods that ensure the acquisition of exit competences	Students` evaluation, students' exam results.		
Other (as the proposer wishes to add)	Seminars at the university, and exercise at the university and at the primary schools (exemplary mentor lectures and individual classes of students).		

NAME OF THE COURSE	**Didactics of Science and Society 1**				
Code	VUU050	Year of study	4		
Course teacher	Vesna Kostović-Vranješ, PhD, Associate Professor	Credits (ECTS)	5		
Associate teachers	Mila Bulić, PhD, Postdoctoral Researcher	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			
COURSE DESCRIPTION					
Course objectives	Introduce: goals and objectives of the subject Nature and Society; sources of knowledge, teaching methods, modern strategies, and classroom-classroom work forms and modern approaches to the teaching of Nature and Society; ways of monitoring, checking and assessment of student achievement in teaching Nature and Society; planning, preparation, implementation and evaluation of educational activities.				
Course enrolment requirements and entry competences	Completed course *Didactics.*				

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student, after passing the exam, will be able to: - Explain the importance of the subject Nature and Society - Explain the processes of cognition in teaching the subject Nature and Society - Identify sources of knowledge, teaching aids and teaching aids used in teaching Nature and Society - Apply modern teaching aids in teaching Nature and Society - Distinguished teaching methods and teaching strategies - Plan teaching Nature and Society - Prepare the lesson of Nature and Society - To monitor, assess and evaluate their own work - Evaluate student achievement in teaching Nature and Society - Apply the acquired knowledge in teaching practice - Prepare and present handling certain methodological topics
Course content broken down in detail by weekly class schedule (syllabus)	1. Objectives and content of nature and society. 2. Second definition, structure, tasks and interdisciplinary methodology of teaching Nature and Society. 3. Development of teaching Nature and Society. 4. Fourth particularity and importance of the subject Nature and Society. 5. Understanding the fifth teaching of the subject Nature and Society. 6. Resources of knowledge in the teaching of the subject Nature and Society. 7. Teaching aids in the teaching of the subject Nature and Society. 8. Teaching methods in the teaching of the subject Nature and Society. 9. Teaching strategy for the teaching of the subject Nature and Society. 10. Forms of work and their networking in teaching nature and society. 11. Classroom forms of teaching Nature and Society. 12. Teaching hours and contemporary approaches to teaching the subject Nature and Society. 13. Monitoring, assessment and evaluation of student achievement in teaching Nature and Society. 14. Plans and preparation of teaching activities in teaching the subject Nature and Society. 15. The realization and evaluation of teaching activities in teaching the subject Nature and Society.

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

Student responsibilities	Regular attendance, term paper. presentation seminars, active participation in discussions during lectures and seminars.						

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,15	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,35	(Other)	
	Tests	1	Oral exam	2,5	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam			
	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Kostović-Vranješ, V. (2015): Metodika nastave predmeta prirodoslovnog područja. Školska knjiga, Zagreb.		
	De Zan, I. (2005): Metodika nastave prirode i društva. Školska knjiga, Zagreb.		
	Matjević, M. i Radovanović, D. (2011): Nastava usmjerena na učenika.Školska knjiga, Zagreb.		
Optional literature (at the time of submission of study programme proposal)	Lučić, K., Matijević, M. (2004): Nastava u kombiniranim odjelima: priručnik za učiteljice i učitelje. Školska knjiga, Zagreb. Munjiza, E. (2003): Pedagogijska funkcija školskih vrtova: (povijesno iskustvo, suvremeno stanje i tendencija). Hrvatski pedagoško-književni zbor, Slavonski Brod. Skok, P. (2002): Izvanučionička nastava. Pedagoški servis, Zagreb. Stevanović, M., Papotnik, A., Gumzej, G. (2002): Stvaralačka i projektna nastava. Pretetinec, Letis. Terhart, E. (2001): Metode poučavanja i učenja: uvod u probleme metodičke organizacije poučavanja i učenja. Educa, Zagreb. Anić, K., Jakovac, D., Pavletić, Z., Silvestrić, Lj. (2001): Humane vrednote. Odgoj za humanost - priručnik za učitelje. Hrvatski crveni križ. Zagreb. Devernay, B., Garašić, D., Vučić, V. (2001): Odgoj i obrazovanje za okoliš i održivi razvoj. Društvo za unapređivanje odgoja i obrazovanja, Zagreb. 9 Uzelac, M., Bognar, L., Bagić, A. (2000): Budimo prijatelji: priručnik odgoja za nenasilje i suradnju; pedagoške radionice za djecu od 6 do 14 godina. Mali korak - Centar za kulturu mira i nenasilja, Zagreb. Jakovljević, N., Vrgoč, D. (1999): Škola u prirodi: priručnik za učitelje. Hrvatski pedagoško-književni zbor, Zagreb. Kyriacou, C. (1997): Temeljna nastavna umijeća : metodički priručnik za uspješno poučavanje i učenje. Educa, Zagreb. Lelas, Z. (1987): Ekološke ekskurzije. Školske novine, Zagreb. Kranjčev, B. (1985): Uvođenje učenika u istraživački rad. Školska knjiga, Zagreb		
Quality assurance methods that ensure the acquisition of exit competences	Monitoring and participation in discussions during classes, creation and presentation of term papers, monitoring presence continues, joint discussions, personal consultations, check achievements colloquium, questionnaire at the end of the semester, evaluation of cases.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Didactics of the Croatian Language 1					
Code	VUU047	Year of study	4			
Course teacher	Ivana Odža, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	0	0

Status of the course	Mandatory	Percentage of application of e-learning	
COURSE DESCRIPTION			
Course objectives	Familiarisation with basic properties of teaching the Croatian language as well as critical thinking, planning and preparing primary writing and reading of the Croatian language, speaking and writing expression, literature and media culture by applying contemporary cognisance of teaching methods of linguistic and literary guidance and education.		
Course enrolment requirements and entry competences required for the course	Conditions for admission to the course: *Croatian Language 1 & 2*, *Language Culture*, *Literature for Youth, Croatian Children Literature* audited. Entry competences: Advanced knowledge level of the Croatian standard language, knowledge of the children's literature, and basic knowledge in terms of literary theory.		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student shall be able to: 1. compare traditional and modern teaching of the Croatian language and literature; 2. discern intra- and inter-subject correlations; 3. explain theoretical basis for teaching initial reading and writing, classes of the Croatian language, spoken and written expression and literature: 4. employ principles, teaching methods and classroom techniques and aids in teaching beginners' reading and writing of the Croatian language, linguistic expression, literature and media coverage. 5. plan class period of beginners' reading and writing, Croatian language, spoken and written expression, literature and media culture; 6. work out a methodical specimen for the selected teaching unit; 7. present to fellow-students the teaching unit planned out; 8. break down the planned out teaching units of beginners' reading and writing, Croatian language, spoken and written expression, literature and media culture; 9. assess the planned teaching units of beginners' reading and writing, Croatian language, spoken and written expression, literature and media culture.		
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES 1. Methodics within the system of sciences with a special reference to the teaching method of the Croatian language. 2. Purpose, objectives and assignments of the classes of Croatian, linguistic expression, literature and media culture. 3. Teaching beginners' reading and writing. 4. Primers and letter designing. 5. Methodical approaches and systems in teaching literature. 6. School interpretation of literary text. 7. Literary interests of students and their motivation. 8. Methodical approaches and systems in teaching Croatian. Principles of teaching the Croatian language 9. Methods of making grammatical notions and orthographic rules familiar to junior students. 10. Classes of the Croatian orthography: 11. Particularities of teaching linguistic expression. Style and composition drill. 12. Approaches to teaching of writing. 13. Making corrections to students' written assignments. 14 .Evaluating and marking of students' essays. 15. Follow-up and assessment of teaching activities.		
Format of instruction	☐ **lectures** ☐ **seminars and workshops** ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)	

Student responsibilities	Regular attendance at lectures and seminars. Producing and presenting the seminar paper (methodical specimen).				
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests	2,5	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Active students' participation at lectures and seminars (regular attendance, critical discussion) – 20%. Students must produce and present their seminar papers. The paper is graded – 30%. Two qualifying exams are written per semester. If both are passed, students enjoy exemption from sitting the written examination. Failing to pass the both, the students are supposed to sit for their exam – 50%. Conclusive grade results from all the relevant evaluations.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Mira Čudina-Obradović, *Kad kraljevna piše kraljeviću,* Zagreb, 2000.		
	Dragutin Rosandić, *Metodika književnoga odgoja,* Zagreb, 2005.		
	Stjepko Težak, *Teorija i praksa nastave hrvatskoga jezika 1*, Zagreb, 1996.		
	Karol Visinko, *Jezično izražavanje u nastavi hrvatskoga jezika. Pisanje*, Zagreb, 2010.		

Optional literature (at the time of submission of study programme proposal)	Bežen, Ante, *Metodički pristup početnom čitanju i pisanju na hrvatskom jeziku. Priručnik za učiteljice/učitelje uz početnicu `Prvi koraci`,* Zagreb, 2005. Nemeth-Jajić, Jadranka, *Hrvatski književnici u nastavi*, Split, 2011. Nemeth-Jajić, Jadranka i Dvornik, Dijana, *Igrokaz u razrednoj nastavi*, Hrvatski, 2008., br. 1, str. 97-111. Pavličević-Franić, Dunja, *Komunikacijom do gramatike*, Zagreb, 2005. Peti-Stantić, Anita i Velički, Vladimira, *Jezične igre za velike i male*, Zagreb, 2008. Posokhova, Ilona (ur.), *Kako pomoći djetetu s teškoćama u čitanju i pisanju*, Lekenik, 2000. Šabić, Ana Gabrijela, *Učenik i lirika*, Zagreb, 1991. Visinko, Karol, *Dječja priča – povijest, teorija, recepcija i interpretacija*, Zagreb, 2005. Zalar, Diana, *Poezija u zrcalu nastave*, Zagreb, 2002. Teacher's books and workbooks. *Hrvatski,* časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture (Croatian, the journal of theory and practice of teaching the Croatian language, literature, spoken and written expression, and media culture)

Quality assurance methods that ensure the acquisition of exit competences	Evaluations of students by carrying out anonymous surveys; students' success in producing and performance of seminar papers, and at the exam.

Other (as the proposer wishes to add)	

NAME OF THE COURSE	Methodical Practice 2		

Code	VUU208	Year of study	4
Course teacher	Snježana Dobrota, PhD, Full Professor	Credits (ECTS)	1

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	

COURSE DESCRIPTION			

Course objectives	To get acquainted with the realization of lessons in primary school education.
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 get acquainted with curricula of different school subjects. To attend at demonstration classes at least for three hours a day during two weeks. Together with teacher-mentor prepare and realize one lesson (Kinesiology).
Course content broken down in detail by weekly class schedule (syllabus)	

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 course attendance; realization of lessons.				

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance and student's activity 50% Realization of the lessons 50%		

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

Optional literature (at the time of submission of study			

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	
Other (as the proposer wishes to add)	

NAME OF THE COURSE		English as a Foreign Language at an Early School Age				
Code	VUU164	Year of study	4			
Course teacher	Gloria Vickov, PhD, Associate Professor	Credits (ECTS)	2			
Associate teachers	Eva Jakupčević, Assistant	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				
COURSE DESCRIPTION						
Course objectives	- introducing students to the basic postulates related to early EFL, with a special emphasis on the current Croatian educational context and the role of Croatian as L1					
Course enrolment requirements and entry competences required for the course	Passed *Language Exercises 3.*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course, students will be able to: 1. define the fundamental postulates of the contemporary theories of (foreign) language learning and teaching at an early school age 2. explain the role of the mother tongue (L1) in the process of early EFL teaching and learning 3. explain the differences between the processes of language acquisition and language learning 4. explain the benefits of early EFL learning 5. explain the differences and characteristics of FL learning and teaching with young learners, teenagers and adults 6. relate the basic characteristics of young language learners with the appropriate EFL teaching and learning methods and techniques with respect to the four language skills, grammar, vocabulary, L1 use, story-telling, topic-based learning, task-based learning and the role of L1 (Croatian) culture in the process of early EFL					
Course content broken down in detail by weekly class schedule (syllabus)	1.The most common misunderstandings and basic empirical truths about foreign (English) language learning and teaching at an early school age (2L) 2. Seminar assignments and guidelines concerning the performance of students' oral presentations of seminar papers (the most common misunderstandings and basic empirical truths about foreign (English) language learning and teaching at an early school age (2S) 3. Benefits of early (E)FL learning (2L) 4. Benefits of early (E)FL learning (2S) 5. Piaget and early FL learning theories (1L)					

	6. "Younger and older learners" (1S)
	7. Vygotsky and early FL learning theories (1L)
	8. "Children learning English as a FL" (1S)
	9. Mother tongue and early FL learning (1L)
	10. "Code-Switching in the Young Learner Classroom" (1S)
	11. Vocabulary learning (1L)
	12. "Young learners: how do they remember vocabulary?" (1S)
	13. Grammar learning (1L)
	14. "Should we teach children grammar?" (1S)
	15. Developing literacy in EFL (1L)
	16. "To write or not to write in the first grade- that is the question!" (1S)
	17. The role of stories in early EFL teaching (1L)
	18. "Learners´own cultural identity in early EFL" (1S)
	19. Topic-based teaching and learning (1L)
	20. "The teacher´s role: what is its significance in early LL?" (1S)
	21. Extralinguistic context in early EFL (1L)
	22. "Out-of-school factors - the home" (1S)
	23. Preliminary exam (test) (1L + 1S)
	24. Analysis of the preliminary exam results and student evaluation (1L + 1S)

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

Student responsibilities	regular attendance (lectures and seminars), active participation in all aspects of the course, presentation of the seminar paper, taking a preliminary exam or the final exam

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	class attendance, presentation of the seminar paper, preliminary exam (written test), the final exam (if taken by a student)

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Vilke, M. i Vrhovac, Y. (ur.) (2001). *Children and Foreign Languages III.* Zagreb: Faculty of Humanities and Social Sciences, University of Zagreb		
	Vilke, M.(1991). *Vaše dijete i jezik.*Zagreb: Školska knjiga		
	Cameron, L. (2001). *Teaching Languages to Young Learners.* Cambridge: Cambridge University Press.		

Optional literature (at the time of submission of study programme proposal)	Lightbown, P. M. i Spada, N. (1999). *How Languages are learned.* Oxford: Oxford University Press. Moon, J. (2005) *Children Learning English: A Guidebook for English Language Teachers.* Oxford: Macmillan.
Quality assurance methods that ensure the acquisition of exit competences	advisory hours, taking preliminary exam, discussions, class attendance,oral seminar presentation, anonymous students' review of the course contents and teachers
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Children's Literature in English					
Code	VUU003	Year of study	4			
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credits (ECTS)	2			
Associate teachers	Ana Sarić, MSc, Assistant Paula Jurišić, Assistant	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				
COURSE DESCRIPTION						
Course objectives	Acquiring basic concepts and terms pertaining to the theory and history of literature with a particular emphasis upon the English-speaking countries. Acquainting the students with representative authors and works of children's literature. Enabling the students to understand and interpret the literary text, particularly in the function of its application in the early ESL classroom.					
Course enrolment requirements and entry competences required for the course	Examination following the completed course entitled *English Grammar – Word Classes.*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students are expected to be able to : - develop the ability to understand literary texts - be able to interpret literary texts - develop the ability to critically evaluate literary texts - competently present a literary text from the children's literature corpus					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1.Introduction.Children's literature – definition. 2.The role of literature in the overall child development (cognitive, emotional, social, moral, aesthetic, language). The benefits of teacing literature at an early age. 3. Brief historical survey (from anthropological and cultural point of view) of the emergence and development of literature for children. Oral tradition. The phenomenon of stories, yarns, and the art of storytelling. . 4. Myths, mythologies, and legends as a universal basis of civilisation and culture, with partiular attention to the Western European civilisation and cultural circle.Universality of themes and motifs. Archetypes. 5. Mediaeval literature: legends, epics, ballads. The so-called *castle* and *cottage* tales.					

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6. Brief historical survey of the beginnings of the English settling of the North American continent (17th century political and religious conflicts). Puritans and their tradition and its echoes in the later American literature.

7. Philosophy of rationalism (the *Age of Reason*) and its influence upon child rearing and education – John Locke

8. The Enlightenment – Voltaire, Jean-Jacques Rousseau. Great English novels of the 18th century, *Robinson Crusoe* and Gulliver's Travels as perennial classics of children's literature.

9. Pre-Romanticism and the Romantic Movement: national revival, renewed interest in folk tales, Mediaeval literature, and oral tradition. Gothic novels, romances, myths, legends, ballads, fairy tales. The brothers Grimm, Hans Christian Andersen.

10. Realism in European literature and Victorian age in England. Social motifs. *Bildungsroman.* Didacticism.

11. Major trends of development in the 19th century children's literature: fantasy, adventure, and stories concerned with real people and settings.

12. Fantasy: Lewis Carroll, J,M. Barrie, F.L.Baum, Oscar Wilde, C.S.Lewis

13. Adventure stories and novels: Robert Louis Stevenson, Howard Pyle, Mark Twain. Jules Verne and H.G.Wells (as pioneers of a new genre - science fiction.

14. Elements of realism in children's literature.

Modern fantasy: C.S.Lewis, J.R.R.Tolkien, J.K.Rowling. .

16. Final written examination.

SEMINAR:

Analysis and interpretation of selected paradigmatic texts of classics of children's literature: (fairy tales of brothers Grimm and H.Ch.Andersen, Lewis Carroll, Mark Twain, Robert Louis Stevenson, A.A. Milne, Oscar Wilde, C.S.Lewis, etc.) and their applicability in the teaching of a series of primary school subjects, especially their use in the ESL classroom.
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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 with active participation.Writing a seminar paper and its oral presentation.Final written examination (oral as deemed necessary).

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Grading of the written seminar paper and its oral presentation. Final written examination (oral as deemed necessary).

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

library and via other media)	Humphrey Carpenter and Mary Pritchard, (1984). *The Oxford Companion to Children's Literature,* Oxford University Press.		
	Donna Norton, (2010). *Through the Eyes of a Child: An Introduction to Children's Literature* (relevant chapters). Pearson.		
Optional literature (at the time of submission of study programme proposal)	1. Townsend, J. R. (1990). *Written for Children,* Penguin, Harmondsworth. 2. Iona and Peter Opie (1973). *The Oxford Book of Children's Verse,* Oxford University Press. 3. Abrams, M. H. (1999). *A Glossary of Literary Terms,* Cornell University.		
Quality assurance methods that ensure the acquisition of exit competences	Regular class attendance with active participation. Written seminar paper and its oral presentation. Final written examination (oral as deemed necessary).		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Instruction design in E-learning system				
Code	VUU17S	Year of study	4			
Course teacher	Suzana Tomaš, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	25%			
COURSE DESCRIPTION						
Course objectives	The goal is to application of the methodology instructional design for e-learning systems.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Differentiate framework design of traditional teaching of teaching through e-learning systems. Carry out an analysis of teaching content to models for design. Implement the design of educational content in one domain knowledge. Build a model for the creation of educational content in e-learning system.					

Course content broken down in detail by weekly class schedule (syllabus)	Theory instructional design. Models of instructional design. Phase of model instructional design. Analysis of knowledge. The creation of knowledge. Tools for creating domain knowledge. The development of domain knowledge. E-learning systems for the development of domain knowledge. The implementation and evaluation of domain knowledge. Application instruction design in the e-learning systems to students in the elementary schools - demonstration classes
Format of instruction	☐**lectures** ☐seminars and workshops ☐**exercises** ☐*on line* in entirety ☐**partial e-learning (hybrid learning)** ☐field work ☐**independent assignments** ☐multimedia ☐laboratory ☐work with mentor ☐ **participations** (other)
Student responsibilities	Regular course attendance; independent assignments, practical training; oral exam.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	1,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance – 30% Test – 20% Practical training - 30% Final exam – 20%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	ADDIE Instructional Design Model. Dostupno na:http://www.about-elearning.com/addie-instructional-design-model.html		electrons
	Ally, M. (2005). Using learning theories to design instruction for mobile learning devices. In: Attwell, J., Savill-Smith C. (ed.), Mobile learning anytime everywhere Proceedings of the Third World Conference on Mobile Learning, 5–8.		**electrons**
	Reigeluth, C. M. (1999), The elaboration theory: Guidance for scope and sequence decisions.In: Reigeluth, C. M. (ed.),		
	Instructional-Design Theories and Models: A New Paradigm of Instructional Theory. (2). New Jersey: Lawrence Erlbaum Associates		

Optional literature (at the time of submission of study programme proposal)	Gagnè, R. (1985), The Conditions of Learning and the Theory of Instruction. (4th ed.), New York: Holt, Rinehart and Winston

Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing project. Evaluation instruction design in the systems of e-learning with students in primary education and explore how effective e-learning systems in the primary education - demonstration classes in primary schools.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Argumentation and Philosophy of Language				
Code	VUU314	Year of study	4		
Course teacher	Bruno Ćurko, PhD, Assistant Professor	Credits (ECTS)	2		
Associate teachers	Gabriela Bašić Hanžek, Assistant	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	Elective (mandatory for Modul 3)	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	To introduce students into theoretical (philosophical and linguistic, ethical and communicative) assumptions of argumentation as critically aware thinking aimed at non-authoritative, non-dominant resolution of difference in opinion.				
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)	1. ability to determine normative status of speech acts in cooperative communication, 2. ability to determine normative status of speech acts in argumentative discourse, 3. recognition of values of fostering critical and communicative rationality in humanistic education, 4. ability for logical analysis of argumentative discourse.				
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: First part of the course is an introduction to theoretical assumptions of argumentation within philosophy of language. Exposure of basis of speech act theory and illocutionary logic. (Searle and Vanderveken). Second part is a research of various theories of argumentation, with an emphasis on Pragmadialectics by van Eemeren and Grootendorst. Third part examines communicative rationality in social context starting from Habermas' theory of communicative action. SEMINAR: Seminar classes are in accordance with the lectures, introducing examples of application of theory of argumentation in social communication, with a special emphasis on its application within education.				
Format of instruction	✗ **lectures**		✗ **independent assignments**		

	X **seminars and workshops** ☐ exercises ☐ *on line* in entirety *X* **partial e-learning** ☐ field work	*X* multimedia ☐ laboratory ☐ work with mentor ☐ (other)			
Student responsibilities	Regular class attendance. Writing a paper.				

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Homework assignments	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Students' activity during classes (regular attendance, participation in discussions, independent assignments) – 20%; Students are obliged to write a paper with a free choice of its' subject – 30%; Pismeni ispit – 50%; Final grade is formed of previously stated components

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	- Devitt, M. i Sterelny, K. (2002) *Jezik i stvarnost: Uvod u filozofiju jezika. Zagreb:* KruZak.		Website of the course [relevant parts written originally in English are available in shortened translation]
	- Habermas, J. (1998) *On the Pragmatics of Communication.* Cambridge, MA: MIT Press.		
	- Searle, J. i Vanderveken, D. (1985) *Foundations of Illocutionary Logic.* Cambridge University Press.		
	- Van Eemeren, F., Grootendorst, R. (2004) *A Systematic Theory of Argumentation. The pragma-dialectical approach.* New York: Cambridge University Press.		

Optional literature (at the time of submission of study programme proposal)	- Škarić, I. (2011) *Argumentacija*. Zagreb: Globus. - Kalin, B. (1982) Logika i oblikovanje kritičkog mišljenja. Zagreb: Školska knjiga. - Huttunen, R. (2003) "Habermas and the Problem of Indoctrination", u *The Encyclopaedia of Educational Philosophy and Theory*, M. Peters, T. Besley, A. Gibbons, B. Žarnić, P. Ghiraldelli (eds.), http://eepat.net/doku.php?id=habermas_and_the_problem_of_indoctrination
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Democracy in Theory and Practice					
Course code	VUU315		Year of study	4			
Lecturer/s	Marita Brčić Kuljiš, PhD, Associate Professor		ECTS credits	2			
Associates			Type of course delivery (number of hours per semester)	L	S	E	F
				30	0	0	0
Course status	Elective (mandatory for Module 3		Percentage of applied e-learning				
COURSE DESCRIPTION							
Course goals	Introduction to the philosophical way of thinking in the area of political philosophy with a special focus on the philosophical aspect of democracy. Through the analysis of philosphical theories on democracy students will acquire philosophical knowledge which can be applied in civic practices of democratic society. - study of the basic concepts of democrary - analysis of the development of democratic thought - enabling students to critically discuss politics.						
Prerequisities for enrollment in the course and student competencies required for the course enrollment	None required.						
Learning outcomes on the course level (4-10 learning outcomes	Upon completing the course, students will be able to: 1. Define the key philosophical and political concepts. 2. Interpretation of the leading theories and development philosophy of democracy. 3. Comparison of individual views and arguments. 4. Critical analysis and evaluation of democracy in theory and practice. 5. Own explanation for and against respect to the philosophy of democracy. 6. Interpret the role of democracy in the educational process. 7. Explain the problem of democratic values. 8. Comparing different democratic practices. 9. Critically examine their own understanding of democracy.						
Detailed course content	1. Introductory lecture 2. The values of democracy; models and forms of democracy. 3. Antique idea of democracy. 4. Modern understanding of democracy. 5. Contemporary understanding of democracy. 6. Contemporary understanding of democracy. 7. Who is a citizen? 8. Democracy and plural / multicultural society. 9. Democracy and Human / Civil Rights. 10. Democracy and minority rights. 11. Democracy in the education system. 12. Education to democracy. 13. Democracy and the media. 14. Criticism of democracy. 15. Final lecture						
Type of course delivery:	☑**lectures** ☑**seminars and workshops** ☐exercises ☐*on line* in entirety ☐partial e-learning		☑**independent assignments** ☐multimedia ☐laboratory ☐work with mentor ☐ (other)				

Student obligations	The student is required to attend classes regularly, to participate actively in the discussions and held an essay orally.					
Monitoring of student work *(distribution of ECTS credits across each type of student activity)*	Course attendance		Research		Practical work	
	Experimental work		Report		Reading diary: write-ups on the original texts	1
	Essay	1	Seminar paper			
	Qolloqium		Oral examination			
	Written examination		Project			
Evaluation and assessment of student work in class and the final exam	Students are evaluated for the following elements: report delivery, essay, reading and interpreting original texts and the level of knowledge displayed at the oral exam. The final grade is derived from class participation, report delivery, reading of original texts and the oral exam.					

	Title	Number of books in the library	Availibity in the other media
Required reading	Robert A. Dahl, *O demokraciji*, Politička kultura, Zagreb, 2000.	1	
	Dewey, J., *Democracy and Education: An Introduction to the Philosophy of Education*, The Macmillan Company, New York 1941. John Dewey, Vaspitanje i demokracija, Obod Cetinje	1	
	Demokracija i ljudska prava u osnovnim školama – Teorija i praksa http://www.ombudsman.hr/dodaci/533_Knjiga%20prijelom_final.pdf	1	
	Norberto Bobbio, *Liberalizam i demokracija*, Novi liber, Zagreb,1992.	1	
	Alexis de Tocqueville, *O demokraciji u Americi*, Informator, Zagreb, 1995.	1	
	John Stuart Mill, *Izabrani politički spisi*, Informator, Zagreb 1988.	1	

Recommended reading	Platon, *Država*, Naklada Jurčić, Zagreb, 2009. Aristotel, *Politika*, Globus, Zagreb, 1988. John Locke, *Dvije rasprave o vladi*, Filozofska biblioteka, Zagreb 2013. Jean Jacques Rousseau, *Rasprava o podrijetlu i osnovama nejednakosti među ljudima. Društveni ugovor,* Prosveta, Beograd, 1949. Robert A. Dahl, *Demokracija i njezini kritičari*, Politička kultura, Zagreb, 1999. David Held, *Modeli demokracije*, Školska knjiga, Zagreb 1990. John Rawls, *Politički liberalizam*, Kruzak, Zagreb 2000. Ralf Dahrendorf, *U potrazi za novim poretkom: predavanja o politici slobode u 21. stoljeću.* Canivez, P., *Odgojiti građanina*?, Durieux, Zagreb 1999. Gutmann, A., *Democratic Education*, Princeton University Press, Princeton 1999. Jacques Ranciere, *Mržnja demokracije*, Naklada Ljevak, Zagreb 2008. Franz Neumann, *Demokratska i autoritarna država*, Naprijed, Zagreb 1974. Ronald Dworkin, *Is democracy possible here?,* Princenton University Press, 2006.
Means of quality assurance as warrant for acquiring the	Office hours, class attendance lists, review of notes, active participation in discussions, evaluation of the course and course lecturer at the end of the semester.

defined learning outcomes	
Other	

COURSE NAME	Didactics of Art 3						
Code	VUU214	Study Year	5				
Course Lecturer	Dubravka Kuščević, PhD, Assistant Professor	Credits (ECTS)	4				
Associate Lecturers	Mia Bogdan, Assistant	Lectures (hours per semester)		L	S	E	F
				0	15	30	0
Course Status	Mandatory	E-learning application percentage					

COURSE DESCRIPTION	
Course Objectives	Introduce students to the latest methodological achievements in the area of visual arts. Enable students to successfully teach visual arts on the theoretical and practical level.
Course enrolment requirements and entry competences required for the course	Completed courses *Didactics of Art 2*.
Expected learning outcomes at the course level (4 to 10 learning outcomes)	1. Recognising the importance of contemporary art-pedagogical knowledge and trends for the planning of visual art activities. 2. Application of the acquired knowledge in the independent realization of artistic activities in school. 3. Independent preparation and presentation of a seminar paper. 4. Developing the skills of a reflective practitioner who continually reviews the effects of their own and students' achievements in art teaching. 5. Developing the ability to evaluate the work in the area of visual arts teaching on the primary school level. 6. Identification of museums and galleries as the locations of different art experiences 7. Build the need for continued education and improvement in the methodology of teaching visual arts.
Detailed course content by weekly class schedule (syllabus)	1. Seminar themes - simulated student classes and public classes at school. 2. Seminar themes - simulated student classes and public classes at school. 3. Seminar themes - simulated student classes and public classes at school. 4. Seminar themes - simulated student classes and public classes at school. 5. Seminar themes - simulated student classes and public classes at school. 6. Seminar themes - simulated student classes and public classes at school. 7. Seminar themes (visual arts classes) and public classes at school. 8. Seminar themes (visual arts classes) and public classes at school. 9. Seminar themes (visual arts classes) and public classes at school. 10. Seminar themes (visual arts classes) and public classes at school. 11. Seminar themes (visual arts classes) and public classes at school. 12. Seminar themes (visual arts classes) and public classes at school. 13.Seminar themes (visual arts classes) and public classes at school. 14. Seminar themes (visual arts classes) and public classes at school. 15. Seminar themes (visual arts classes) and public classes at school.
Types of classes:	☐ lectures ☐ individual tasks

	☐ **seminars and workshops** ☐ **exercises** ☐ fully *online* ☐ mixed e-learning ☐ field work	☐ multimedia ☐ laboratory ☐ mentoring ☐ (other - specify)				
Student responsibilities	Regular attendance of lectures and seminars. Preparation and presentation of seminar paper.					

Monitoring of student progress *(enter part in ECTS credits for each activity so that the total number of ECTS credits corresponds to total credits for the course):*	Lecture attendance	1	Research		Practical work	1,5
	Experimental work		Paper		(Other - specify)	
	Essay		Seminar paper	1,5	(Other - specify)	
	Tests		Oral exam		(Other - specify)	
	Written exam		Project		(Other - specify)	

Evaluation and grading of student work in class and during the final exam	Lecture attendance 20% Seminar paper 30% Public class 50%

Required reading (available in the library and through other media)	**Title**	**No. of copies in the library**	**Availability through other media**
	1. Huzjak, M. (2002.). Učimo gledati – priručnik likovne kulture za nastavnike razredne nastave, Školska knjiga, Zagreb.		
	2. Tanay, E. R. (2002.). Valovi boja - priručnik za likovnu kulturu, Školska knjiga, Zagreb.		
	3. Jakovljević, S. (2004.). Likovni – priručnik za učiteljice i učitelje za likovnu kulturu od 1. do 4. razreda osnovne škole, Školska knjiga, Zagreb.		
	Aktualni priručnici za nastavu likovne kulture u nižim razredima osnovne škole.		

Additional reading	1. Grgurić, N. (2002.). Didaktičko–metodičko istraživanje linije unutar prirodnog razvoja likovne ekspresije, Zbornik Učiteljske akademije u Zagrebu, 1(2): 219 – 223. 2. Ivančević, R. (2001.). Likovni odgoj za treći milenij, u Vizualna kultura i likovno obrazovanje, Zagreb: Hrvatsko vijeće InSEA, str. 77 – 94. 3. Tanay, E. R. (2001.). Vizualna kultura i likovno obrazovanje, u Vizualna kultura i likovno obrazovanje, Zagreb: Hrvatsko vijeće InSEA, str. 285 – 296. 4. Kuščević, D. (2002.). Etnografska baština kao neiscrpan izvor likovnog stvaralaštva djece, Živa baština: Zbornik radova sa znanstveno – stručnog skupa Zadar – Preko, svibanj 2002., Visoka učiteljska škola u Zadru, str. 73 – 78.
Quality control methods which ensure acquisition of determined learning outcomes	Monitoring of student work (seminar, public class). Students' evaluation by anonymous survey.
Other (specify)	

NAME OF THE COURSE	Didactics of Music 3						
Code	VUU212	Year of study		5			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credits (ECTS)		4			
Associate teachers	Josipa Ivić, Assistant Jerko Župić, Assistant	Type of instruction (number of hours)		L	S	E	F
				0	15	30	0
Status of the course	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							

Course objectives	To realize practically music activities in school and gain insight into the contemporary music-pedagogy trends by means of investigation of the literature for seminar essay.
Course enrolment requirements and entry competences required for the course	Completed courses *Teaching methodology of music 2*.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To recognize the importance of contemporary music-pedagogical trends for the conception of music teaching. To apply the knowledge in independent realization of music activities in school. To write down and present seminar essay. To build the need for life-long learning in the didactics of music.
Course content broken down in detail by weekly class schedule (syllabus)	Seminar essays (music teaching) and students' lectures in school. Seminar essays (music teaching) and students' lectures in school. Seminar essays (music teaching) and students' lectures in school. Seminar essays (music teaching) and students' lectures in school. Seminar essays (music teaching) and students' lectures in school. Seminar essays (psychology of music) and students' lectures in school. Seminar essays (psychology of music) and students' lectures in school. Seminar essays (psychology of music) and students' lectures in school. Seminar essays (psychology of music) and students' lectures in school. Seminar essays (psychology of music) and students' lectures in school. Seminar essays (intercultural music teaching) and students' lectures in school. Seminar essays (intercultural music teaching) and students' lectures in school. Seminar essays (intercultural music teaching) and students' lectures in school. Seminar essays (intercultural music teaching) and students' lectures in school. Seminar essays (intercultural music teaching) and students' lectures in school.
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 course attendance; writing down and presentation of the seminar papers; individual and public lectures in school; visiting of the concerts and theatre productions.

Screening student work *(name the proportion of ECTS credits for*	Class attendance	1	Research		Practical training	1,5
	Experimental work		Report		(Other)	

eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance and student's activity 20% Seminar essay 30% Public lecture 50%

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Music textbooks and didactics of music's literature.	5	
	Dobrota, S. (2012). *Uvod u suvremenu glazbenu pedagogiju.* Split: Filozofski fakultet Sveučilišta u Splitu.	2	
	Rojko, P. (2004) *Metodika nastave glazbe: praksa.* Zagreb: Jakša Zlatar.	1	

Optional literature (at the time of submission of study programme proposal)	Golčić, I. (1998). *Pjesmarica za osnovne škole.* Zagreb: Hrvatsko književno društvo sv. Jeronima. Manasteriotti, V. (1990). *Zbornik pjesama i igara za djecu: priručnik muzičkog odgoja.* Zagreb: Školska knjiga. Završki, J. (1995). *Tratinčice: susreti s glazbom u prva četiri razreda osnovne škole.* Zagreb: Školske novine.
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance, active participation in discussions and practical work, writing down and presenting seminar papers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Didactics of Mathematics 3**					
Code	VUU215	Year of study	5			
Course teacher	Irena Mišurac, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	Josipa Jurić, Assistant	Type of instruction (number of hours)	L	S	E	F
			0	15	45	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The course objective is to prepare students for quality and creative planning, preparation and implementation of the math teaching in primary school level, and to develop skills of successful teaching at the theoretical and practical level.					
Course enrolment requirements and entry competences required for the course	Examination following the completed course entitled *Didactics of Mathematics 1* and *Didactics of Mathematics 2*.					

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. plan and prepare lessons of mathematics 2. write a quality written preparation for lessons of mathematics 3. apply contemporary teaching directions 4. critically analyse oneself teaching and colleagues teaching 5. critically analyse mathematical contents in the textbooks 6. compare and analyse different teaching lessons of mathematics 7. evaluate the teaching process
Course content broken down in detail by weekly class schedule (syllabus)	SEMINARS: - Introduction and distribution of seminars - Methodical processing of the most important mathematical topics from the first grade - Methodical processing of the most important mathematical topics from the second grade - Methodical processing of the most important mathematical topics from the third grade - Methodical processing of the most important mathematical topics from the fourth grade - Analysis of mathematics textbooks for first grade - Analysis of mathematics textbooks for second grade -Analysis of mathematics textbooks for third grade -Analysis of mathematics textbooks for fourth grade EXERCISE: - Public teaching classes of students of mathematics -The analyzes of public teaching math classes of students
Format of instruction	☐ lectures ■ seminars and workshops ■ exercises ☐ *on line* in entirety ☐ partial e-learning ■ field work ■ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ■ school
Student responsibilities	Regular attendance of seminars and exercises. Maintain at least one, and if necessary two public mathematics' lessons in schools. Critically monitor and analyse colleagues' teaching lessons and keep a Record on monitoring.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	3
	Experimental work		Report		(Other)	0,5
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student activity during the implementation of the course (preparing public classes, critical analysis of lessons and seminars, detailed Record on monitoring - 20% Maintaining one or two public mathematics lessons (assessed written preparation and realization of teaching hours) - 60% Students have an obligation to maintain the seminar paper work. Seminar students will present to other students. Seminar and presentation are evaluated - 20% The final grade of the course will be formed on the basis of all the above ratings.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Udžbenici za matematiku u razrednoj nastavi		

	Priručnici za učitelje za nastavu matematike u razrednoj nastavi		
Optional literature (at the time of submission of study programme proposal)	Walsh, B. K. (2002). "Kurikulum za prvi razred - stvaranje razreda usmjerenog na dijete: razvojno primjereni program za djecu od 6-7 godina", Udruga roditelja Korak po korak, Zagreb. Kurnik, Z. (2004). "Zadatci s više načina rješavanja", Hrvatsko matematičko društvo, Zagreb.		
Quality assurance methods that ensure the acquisition of exit competences	Students` evaluation.		
Other (as the proposer wishes to add)	Teaching classes will be realized through seminars at the university, and exercises at primary schools.		

NAME OF THE COURSE	Didactics of the Croatian Language 2				
Code	VUU129	Year of study	5		
Course teacher	Ivana Odža, PhD, Assistant Professor	Credits (ECTS)	5		
Associate teachers	Dijana Dvornik, grad. teacher adviser, senior lecturer, Jadranka Buvinić, grad. teacher senior adviser, lecturer	Type of instruction (number of hours)	L	S	E	F
			0	30	30	0
Status of the course	Mandatory	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	Assess, evaluate, plan, prepare and competently perform classes of beginners' reading and writing, Croatian language, linguistic expression, literature and media culture by applying modern cognisance of teaching methods of linguistic and literary guidance and education.				
Course enrolment requirements and entry competences required for the course	Course being audited: *Didactics of the Croatian Language 1.* Entry competences: knowledge of basic characteristics of beginners' reading and writing skills, Croatian Language, spoken and written expression, literature and media culture.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student shall be able to: 1. present methodical topic selected; 2. comment the audited teaching units of beginners' reading and writing, Croatian language, linguistic expression, literature and media culture; 3. plan class unit of beginners' reading and writing, Croatian language, spoken and written expression, literature and media culture; 4. work out methodical model for the teaching unit selected; 5. perform the teaching unit.				
Course content broken down in detail by weekly class schedule (syllabus)	SEMINARS 1. Planning the Croatian language classes. 2. Classes of the Croatian language at the beginning of the first class (preparatory period). 3. Teacher's books and workbooks. 4. Stimulating and cultivating linguistic acquisitions of listening and speaking in teaching the Croatian language.				

	5. Stimulating and cultivating linguistic acquisitions of reading and writing in teaching the Croatian language. 6. Stimulating students' creativity in teaching the Croatian language. 7. Key notions and educational achievements in beginners' reading and writing (printed characters). 8. Key notions and educational achievements in the teaching area of literature. 9. Key notions and educational achievements in the teaching area of literature. 10. Key notions and educational achievements in the teaching area of language. 11. Key notions and educational achievements in the teaching area of language. 12. Key notions and educational achievements in the teaching area of linguistic expression. 13. Key notions and educational achievements in the teaching area of media culture. 14. Key notions and educational achievements in beginners' reading and writing (written letters). 15. Comment on the work.

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

Student responsibilities	Regular attendance at seminars and exercises. Work out and present the seminar paper. Hold their demonstration lesson.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	2,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Active students' participation in the seminars and exercises (regularity, intense discussion) - 20%. Seminar paper on the methodical subject opted is graded – 30%.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Ante Bežen i sur., *Što, zašto, kako u poučavanju hrvatskoga jezika. Metodički praktikum nastave hrvatskoga jezika u nižim razredima osnovne škole*, Zagreb, 2012.		
	Dunja Pavličević-Franić, *Komunikacijom do gramatike*, Zagreb, 2005.		
	Karol Visinko, *Jezično izražavanje u nastavi hrvatskoga jezika. Pisanje*, Zagreb, 2010.		
	Nastavni plan i program za osnovnu školu, Zagreb, 2006. (Curriculum for the Primary School, Zagreb 2006)		web AZOO
Optional literature (at the time of submission of study	Diklić – Rosandić – Šabić i dr. *Dozivi i odzivi lirske pjesme. Metodički priručnik za razrednu nastavu,* Zagreb, 1990. Nemeth-Jajić, Jadranka, *Udžbenici hrvatskoga jezika u razrednoj nastavi*, Split, 2007.

programme proposal)	Peti-Stantić, Anita; Velički, Vladimira, *Jezične igre za velike i male*, Zagreb, 2008. Pintarić, Ana, *Umjetničke bajke: teorija, pregled i interpretacije*, Osijek, 2008. Rosandić, Dragutin, *Metodika književnoga odgoja,* Zagreb, 2005. Težak, Stjepko, *Metodika nastave filma*, Zagreb, 1990. Težak, Stjepko, *Metodika nastave filma na općeobrazovnoj razini*, Zagreb, 2002. Težak, Stjepko, *Teorija i praksa nastave hrvatskoga jezika 1*, Zagreb, 1996. Zalar, Diana, *Poezija u zrcalu nastave*, Zagreb, 2002. Teacher's books and workbooks. *Hrvatski,* časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture (Croatian, the journal of theory and practice of teaching the Croatian language, literature, spoken and written expression, and media culture)
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation by applying an anonymous survey, success of students in field work at school, students' success at the exam, self-appraisal.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Didactics of Science and Society 2					
Code	VUU132	Year of study	5			
Course teacher	Vesna Kostović-Vranješ, PhD, Associate Professor	Credits (ECTS)	5			
Associate teachers	Mila Bulić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F
			0	30	30	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To qualify the students for the successful preparation and implementation of various forms of teaching in Nature and Society course based on the integration approach.					
Course enrolment requirements and entry competences required for the course	Completed course *Didactics of Science and Society 1.*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students, after passing the exam, will be able to: - Interpret the integrity of the subject Nature and Society - Explain the importance of the integration of educational content in teaching Nature and Society - Plan teaching Nature and Society course based on integration of interdisciplinary school subjects - Integrate educational contents of Health education curriculum in teaching Nature and Society - Implement an integration approach in teaching Nature and Society - Plan the work in combined class departments - Plan the outdoor forms of teaching Nature and Society - Prepare various forms of supplementary and additional teaching Nature and Society - Monitor, assess and evaluate their own work - Apply the acquired knowledge in teaching practice					

	- Prepare and present a specific Nature and Society topic
Course content broken down in detail by weekly class schedule (syllabus)	1. Content of the teaching of the subject Nature and Society. 2. Analyze Nature and Society subject curriculum. 3. Integrity content of teaching of the subject Nature and Society. 4. Linking the content of the subject Nature and Society with the contents of other subjects. 5. Integration of educational contents Health education curriculum in the teaching the subject of Nature and Society. 6. Leading into researches in the teaching the subject of Nature and Society. 7. Preparing for the new school year. 8. Thematic preparation of teaching of the subject Nature and Society. 9. Direct preparation of teaching of the subject Nature and Society. 10. Assessment activities in the teaching of the subject Nature and Society. 11. Additional and supplementary teaching in the subject of Nature and Society. 12. Outdoor teaching of Nature and Society. 13. Classes of Nature and Society in the school garden. 14. Classes in nature and society in combined classes. 15. Simulated performance of students teaching.

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

Student responsibilities	Regular attendance of classes, preparation and presentation of seminar works, active participation in discussions during lectures and seminars, preparation and presentation of the simulated teaching lessons, activities in outdoor education.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,15	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,85	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance - 3% Colloquium - 17% Seminar work (written and presentation) - 40% Simulated hour (planning, preparation and presentation) - 40 %

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Matjević, M. i Radovanović, D. (2011). Nastava usmjerena na učenika. Školska knjiga, Zagreb.		
	Lučić, K., Matijević, M. (2004). Nastava u kombiniranim odjelima: priručnik za učiteljice i učitelje. Školska knjiga, Zagreb.		
	Skok, P. (2002). Izvanučionička nastava. Pedagoški servis, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	Mattes, W. (2007). Nastavne metode 75 kompaktnih pregleda za nastavnike i učenike. Naklada Ljevak, Zagreb. Munjiza, E., Peko, A., Sablić, M. (2007). Projektno učenje. Osijek: Sveučilište J. J. Strossmayera, Učiteljski i Filozofski fakultet. Munjiza, E. (2003). Pedagogijska funkcija školskih vrtova: (povijesno iskustvo, suvremeno stanje i tendencija). Hrvatski pedagoško-književni zbor, Slavonski Brod. Bunčić, K., Ivković, I., Janković, J., Penava Pejčinović, A. (2002). Igrom do sebe: 102 igre za rad u grupi. Alinea, Zagreb. Devernay, B., Garašić, D., Vučić, V. (2001). Odgoj i obrazovanje za okoliš i održivi razvoj. Društvo za unapređivanje odgoja i obrazovanja, Zagreb. Dryden, G., Vos, J. (2001). Revolucija u učenju. Educa, Zagreb. Uzelac, V. (1996). Okoliš-obrazovanje-odgajatelji/učitelji, Hrvatski pedagoško književni zbor, Zagreb. Nacionalni kurikulum www.mzos.hr Odobreni udžbenici prirode i društva od 1. do 4. razreda.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance,seminar presentations, discussions, anonymous students' review of the course contents and teachers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Research Practice					
Code	VUU301	Year of study	5			
Course teacher	Irena Mišurac, PhD, Assistant Professor	Credits (ECTS)	1			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	15	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The course objective is to introduce daily work of school, get familiar with teachers work in primary schools as well as to get introduced with the structure of school organization and pedagogical documentation.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Develop the ability for independent and creative improvement of teaching practice.					
Course content broken down in detail by weekly class schedule (syllabus)	During practice student is required to: - Spend at least 3 hours a day at the school throughout two weeks (different school subjects and grades). - It is recommended to conduct research for creation of master thesis, - Along with a teacher – mentor prepare and realize a minimum of one lesson in each subject (Croatian language, Mathematics, Science, Art, Music, Physical Education).Written preparation of conducted classes the students should submit to the university teachers of given course.					

<table>
<tr><td rowspan="2">Format of instruction</td><td>☐ lectures
☐ seminars and workshops
☐ exercises
☐ *on line* in entirety
☐ partial e-learning
■ field work</td><td>■ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)</td></tr>
</table>

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						
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	After the practice, the results of research student must hand over to mentor.					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	The selection of literature depends on the topic of the master thesis.		

Optional literature (at the time of submission of study programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	External and internal quality evaluation of master thesis.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Early EFL Teaching Methodology					
Code	VUU209	Year of study	5			
Course teacher	Gloria Vickov, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	Eva Jakupčević, 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				
COURSE DESCRIPTION						
Course objectives	- introducing students to the strategies, methods, procedures and techniques in the process of teaching English at an early school age, with a special emphasis on the current Croatian educational context and the role of Croatian as L1					
Course enrolment requirements and entry competences required for the course	Passed *English as a Foreign Language at an Early School Age.*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course, students will be able to: 1.determine and define basic glotodidactic concepts characteristic of teaching English as a foreign language at an early school age 2. identify and elaborate on various methods, procedures and techniques of teaching EFL learners 3. develop an EFL lesson plan 4. explain and analyze the most common issues related to the classroom discipline and classroom management 5. identify and describe strategies in early EFL teaching with respect to the four language skills, grammar, vocabulary, L1 and L2 culture, children' s literature and didactic games 6. explain the role of modern media as teaching aids in early EFL					
Course content broken down in detail by weekly class schedule (syllabus)	1. Definition and aims of glotodidactics, impact of other scientific disciplines (4L) 2. Seminar assignments and guidelines concerning the performance of students' oral presentations of seminar papers (2S) 3. Foreign language learning methods (2L) 4. Foreign language learning methods (2S) 5. Characteristics and specifics of young foreign language learners (2L) 6. Characteristics and specifics of young foreign language learners (2S) 7. Classroom environment, grouping students and classroom discipline (2L) 8. Classroom environment, grouping students and classroom discipline (2S) 9. Developing speaking skills at an early school age (2L) 10. Developing speaking skills at an early school age (2S) 11. Developing speaking skills at an early school age (2L) 12. Developing speaking skills at an early school age (2S) 13. Developing speaking skills at an early school age (2L) 14. Developing speaking skills at an early school age (2S) 15. Developing listening skills at an early school age (2L) 16. Developing listening skills at an early school age (2S) 17. Developing listening skills at an early school age (2L) 18. Preliminary exam I (2S) 19. Developing reading skills at an early school age (2L)					

	20. Developing reading skills at an early school age (2S)
	21. Developing reading skills at an early school age (2L)
	22. Developing reading skills at an early school age (2S)
	23. Developing writing skills at an early school age (2L)
	24. Developing writing skills at an early school age (2S)
	25. Developing writing skills at an early school age (2L)
	26. Developing writing skills at an early school age (2S)
	27. Lesson plan elements (2L)
	28. Lesson plan elements (2S)
	29. Preliminary exam II (2S)

Format of instruction	☐**lectures** ☐**seminars** ☐exercises ☐*on line*in entirety ☐partial e-learning ☐field work	☐independent assignments ☐**multimedia** ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	regular attendance (lectures and seminars), active participation in all aspects of the course, presentation of the seminar paper, preliminary exam (written test), the final exam (if taken by a student)	

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1.5	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	class attendance, monitoring students' activities in all aspects of the course, short oral presentations, two preliminary exams (written tests), the final exam (if taken by a student)

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Scott, W.A. i Ytreberg, L.H. (2003). *Teaching English to Children*, New York: Longman Inc.		
	Ur, P. (1991). *A Course in language Teaching* (odabrana poglavlja), Cambridge: Cambridge University Press		
	Vrhovac, Y. I sur. (ur.) (1999). *Strani jezik u osnvonoj školi,* Zagreb: Naprijed		

Optional literature (at the time of submission of study programme proposal)	Slattery, M. i Willis, J. (2003). *English for Primary Teachers,* Oxford: Oxford University Press Vale, D. i Freunteun, A. (1995). *Tje Primary English Teacher´s Guide,* Harmondsworth: Penguin
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, taking preliminary exams, discussions, class attendance,seminar presentations, anonymous students' review of the course contents and teachers.

Other (as the proposer wishes to add)	

NAME OF THE COURSE	Design of E-learning Systems					
Code	VUU218		Year of study	5		
Course teacher	Suzana Tomaš, PhD, Assistant Professor		Credits (ECTS)	4		
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				30	0	30	0
Status of the course	Mandatory		Percentage of application of e-learning	85%		
COURSE DESCRIPTION						
Course objectives	Objective of this course is to acquire knowledge on methodology for e-learning systems design. Given objective is achieved through learning and teaching of: iterating process for e-learning systems modeling, identification of e-learning system actor and functionalities, as well as timing and statically component for e-learning system design.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Design courses in two configurations of e-learning. Carry out an analysis instruction design in a configuration LMS and ITS of system e-learning. Manage the instructional design in the e-learning systems. Interpretation of modeling instruction design in the system of e-learning.					
Course content broken down in detail by weekly class schedule (syllabus)	What is the design of e-learning? E-learning systems - different platforms Instructional design in the systems of e-learning - theoretical overview Pedagogical paradigm of instructional design in the LMS systems and ITS Instructional design (criteria, sub-criteria) - teaching content in the systems of e-learning for students of elementary education Catalog threads to create educational content in the system Moodle Successful online teaching and application of educational content in the systems of e-learning Practical task - Creation (design) of teaching content					

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

Student responsibilities	Regular course attendance; independent assignments, practical training; oral exam.					
Screening student work *(name the proportion of ECTS credits for*	Class attendance	0,5	Research		Practical training	1
	Experimental work		Report		Project(Other)	1

eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance – 30% Test – 20% Practical training - 30% Final exam – 20%		
Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Grubišić, A.: Analiza i oblikovanje računalnog sustava prema Rational Unified Process Split, PMF Split, listopad 2009.		electrons
	Izabrani naslovi iz područja - Instructional Design - http://paideia.ffst.hr/learning/		electrons
Optional literature (at the time of submission of study programme proposal)	Sommerville, I.: Software Engineering, Addison-Wesley. 8th edition, 2007. (Chapter 1; chapter 6).		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing project.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Impact of Climate Changes					
Code	VUU316	Year of study	5			
Course teacher	Ivana Restović, PhD, Assistant 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 (mandatory for Module 3)	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The objective of this course is that the students become familiar with basic facts about anthropogenic and natural factors on climate changes as well as their influence on living and non-living nature with the goal to develop the competences for every day life to improve its quality.					
Course enrolment requirements and entry competences required for the course	Attedance to course Natural science.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained for the following knowledge and skills: - explain the basic causes of the climate changes, - describe and explain the influence of greenhouses gases on quality of life,					

	- understand that the global warming is the main cause of reduce of the biological diversity, - propose and argue how to sustain and interact man activities with natural and social environment, - discuss and act on ecological acceptable way, - explain the posibilities how to preserve the biodiversity and maintain environmental protection, - explain the importance of the planet Earth conservation for the future generations, - apply the acquired knowledges and skills in every day life as well as in the teaching process.
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. The anthropogenic and natural causes of the climate changes. 2. Greenhouse gasses and global warming. Ozone layer damage. 3. Polar ice melting. 4. Influence of the climate changes on the abiotic factors – Flooding and drought. 5. Erosion and changes in the forest areas as the consequences of the climate changes. 6. Climate changes and water supply. 7. Influence of the climate changes on the biodiversity. 8. Influence of the climate changes on the aquatic and terrestrial ecosystems. 9. Influence of the climate changes on the human health. 10. Natural systems vulnerability 11. Vulnerability of the human activities. 12. Global answer of the modern world. . 13. Influence of the climate changes in the Republic of Croatia. 14. Activities and evaluation for the future.

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		

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,06	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,7	(Other)	
	Tests	0,44	Oral exam		(Other)	
	Written exam	0,8	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance – 3% Tests – 22% Seminar essay– 35% Exam – 40%

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

library and via other media)	Lay, V., Kufrin, K., Puđak, J. (2007). Kap preko ruba čaše: Klimatske promjene - svijet i Hrvatska. Hrvatski centar „Znanje za okoliš", Zagreb.		
	McKibben, Bill: 2005: Smrt prirode – Čovječanstvo, klimatske promjene i priroda. Biovega, Zagreb, 220 str.		
Optional literature (at the time of submission of study programme proposal)	1. Flannery, T. (2007). Gospodari vremena - povijest i utjecaj klimatskih promjena na budućnost, Algoritam, Zagreb. 2. Glavač, V. (2003). Uvod u globalnu ekologiju. HSN, POU. Zagreb. 3. Benac, Č. (2005). Zaštita okoliša. Sveučilište u Rijeci, Rijeka. http://www.windows2universe.org/earth/climate/cli_controls.html		
Quality assurance methods that ensure the acquisition of exit competences	Monitoring student's activity as well as participation in discussion, quality of the seminar presentation, monitoring of students presence, student involvement during seminars and practical work, personal consultations, students survey, course evaluation.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Environmental Protection				
Code	VUU167	Year of study	5		
Course teacher	Ivana Restović, PhD, Assistant 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 (mandatory for Module 3)	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	The objective of this course is that the students become familiar with basic facts about environmental protection as well as man influence on environment, to be prepare to apply the acquired knowledges and skills in every day life as well as in the teaching process.				
Course enrolment requirements and entry competences required for the course	Attedance to course Natural science.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained for the following knowledge and skills: - know and explain the basic ecologic terms and laws of the environment, - describe and explain the relationships of the abiotic and biotic factors in the environment, - understand the connection and relation of the social, economic and ecological concept of living without polluting and devastating the environment, - propose and argue about the personal attitudes and opinions about environmental protection, - discuss and act on ecological acceptable ways, - explain the posibilities how to preserve the biodiversity and maintain environmental protection, - explain the importance of the environmental protection for the future generations,				

	- apply the acquired knowledges and skills in every day life as well as in the teaching process.					
Course content broken down in detail by weekly class schedule (syllabus)						
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)		
Studentresponsibilities						

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,06	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,7	(Other)	
	Tests	0,44	Oral exam		(Other)	
	Written exam	0,8	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance – 3% Tests – 22% Seminar essay– 35% Exam – 40%

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Delić, A., Vijtiuk, N. (2004). Prirodoslovlje. Školska knjiga, Zagreb.		
	Lay, V., Kufrin, K., Puđak, J. (2007). Kap preko ruba čaše: Klimatske promjene - svijet i Hrvatska. Hrvatski centar „Znanje za okoliš", Zagreb.		

Optional literature (at the time of submission of study programme proposal)	1. Kipson, S. (2005). Izbjegni, smanji, odvoji – priručnik za ispravno gospodarenje otpadom. Odraz - Održivi razvoj zajednice. Zagreb. 2. Glavač, V. (2003). Uvod u globalnu ekologiju. HSN, POU. Zagreb. 3. Lerotić, D. (2001). Štiti okoliš. Udruga za demokratsko društvo. Zagreb. 4. Internet portal o zaštiti prirode Ministarstva zaštite prirode i okoliša: http://www.zastita-prirode.hr/ 5. Ministarstvo zaštite okoliša i prirode. (2013). Katalog otpada. Priručnik za klasifikaciju i otpremu pošiljaka otpada. http://www.mzoip.hr/doc/Publikacije/Katalog_otpada_Smjernice.pdf. 6. Ministarstvo rada, gospodarstva i poduzetništva, (2009). Mini vodič: Zaštita okoliša. http://www.mzoip.hr/doc/publikacije/Minivodic_za_poslovnu_zajednicu_zastita_okolisa.pdf. 7. Benac, Č. (2005). Zaštita okoliša, Sveučilište u Rijeci, Rijeka https://portal.uniri.hr/system/resources/docs/000/000/074/original/Zastita_okolisa-skripta-2013.pdf?1384349815.

	Europska komisija, opća uprava za okoliš. (2003). Ispričat ću vam priču o okolišu. http://www.mzoip.hr/doc/publikacije/Ispricat_cu_vam_pricu_o_okolisu.pdf.
Quality assurance methods that ensure the acquisition of exit competences	Monitoring student's activity as well as participation in discussion, quality of the seminar presentation, monitoring of students presence, student involvement during seminars, personal consultations, students survey, course evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Sociology of Education					
Code	VUU159		Year of study	5			
Course teacher	Vlaho Kovačević, PhD, Assistant Professor		Credits (ECTS)	4			
Associate teachers	Toni Popović, Assistant Krunoslav Malenica, 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	The main objectives of the course: -Introduction students with the basic objectives, concepts, development, theoretical approaches, social context, the specifics of educational institutions and with the position and relations of participants within these institutions..						
Course enrolment requirements and entry competences required for the course	No special requirements.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be in competence: -To describe and define the subject of sociology of education (creation and development, basic terms, the place of sociology of education in the science sytem). -To explain the social context of education (values, relations, functions, inequalties, the importance of education, processes that affect the success of students, deviations, etc.). - To recognize sociological (theoretical) perspectives that are related on education (basic advantages and disadvantages). -To identify the impact of social and technological changes on the development of the education (democratization, multiculture, globalization, ecology, technology). -To connect educational system and the improtance of the educator/teacher role n society (the characteristic of the proffession), and the position and role of particpnt in theses institutions. -To demonstrate presentation the educational contents of this course.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to course (guideline through course topics, mode, literature, methods, examinations), an explanation of the basic terms.(2L+2S) 2. Analysis and explanation of the basic terms; education, socialization. (2L+2S) 3. Historical review of sociology of education development - occurence, the scope and tasks, relation to other educational disciplines. (2L+2S) 4. Relevant theoretical concepts – functionalism, liberalism						

	5. Relevant theoretical concepts - conflict and Interactionist perpsctives. The social context of education. (2L+2S) 6. The society and education, industrializationa, modernization. (2L+2S) 7. The social inequalities and educational chances. (2L+2S) 8. The changes within family structure and the role of family in education. (2L+2S) 9. Education and social changes: Social values; socialization and deviant phenomena. (2L+2S) 10. The division of labor, the labor market and mobility. (2L+2S) 11. Democratization of socitey, globalization, multiculturalism. (2L+2S). 12. Ecology and education. (2L+2S) 13. The institutional system of education in Croatia: social factors of school success, the structure of the school system, kindergarten as an organization, the school as an organization, contemporary tendencies functions. (2L+2S) 14. Sociology of profession; educator and the profession of teacher. (2L+2S) 15. New trends and educational activities. (2L+2S)
Format of instruction	✓ ☐ lectures ✓ ☐ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work ✓ ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Students are required to attend classes regularly and actively participate in discussions.

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

Grading and evaluating student work in class and at the final exam	Presence in class – 10% Colloqium- exams – 70% Seminar – 15% Class activities /individual tasks – 5%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Haralambos, M., Holbron, M. (2002). *Sociologija: Teme i perspektive*. (str. 773-882). Zagreb: Golden marketing.	1	yes
	2. Giddens, A. (2007). *Sociologija*, Zagreb: Nakladni zavod Globus. (Obrazovanje, str. 491-526).	1	yes
	3. Pastuović, N. (1999). *Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja*, Znamen, Zagreb (V. Poglavlje: sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371).	1	yes

	4. Pilić, Š. (2008). /ur./, ***Obrazovanje u kontekstu tranzicije***. Split: HPKZ, str. 45-57; 59-66; 129-145; 149-162; 165-174; 239-244.	1	yes
	5. Vrgoč, H. (2001). /ur./, ***Uspješna škola***. Zagreb-Križevci: Hrvatski pedagoško-književni zbor, str. 55-75; 221-237.	1	yes
	6. Bežen, A. (2004). /ur./, ***Temeljne edukacijske znanosti i metodike nastave***, Zageb: Akademija odgojnih znanosti Hrvatske, Profil International, str. 49-54.	1	yes
	7. Ballantine, J. H. (2001). ***The Sociology of Education. A Systematic Analysis***. Prentice Hall.	1	yes
Optional literature (at the time of submission of study programme proposal)	1. Baranović, B. /ur./ (2006.), *Nacionalni kurikulum za obavezno obrazovanje u Hrvatskoj: različite perspektive,* Zagreb: Institut za društvena istraživanja, str. 15-25. 2. Bognar, B. (2003). Škola na prijelazu iz industrijskog u postindustrijsko društvo. *Metodički ogledi*, 10(2): 9-24. 3. Bruhn, John (2011). *The Sociology of Community Connections.* New York: Springer Science+Business Media, Inc. (111-141, 143-165, 167-183, 185-208, 263-276, 277-290). 4. Delors, J. i sur. (1998). *Učenje: blago u nama*, Educa, Zagreb. 5. Durkheim, E. (1996). Obrazovanje i sociologija, Societas, Zagreb. 6. Lesourne, J. (1993). *Obrazovanje i društvo: izazovi 2000. godine*, Educa, Zagreb. 7. Marinković, R. & Karajić, N. (ur.) (2004). *Budućnost i uloga nastavnika*/Future and the role of teachers. Zagreb: PMF/Faculty of science. 8. Pastuović, (2012) *Obrazovanje i razvoj*, Institut za društvena istraživanja i Učiteljski fakultet, Zagreb. 9. Waller, Richard, (2012) Sociologija obrazovanja, u: Duffour, Barry & Curtis Will, *Studij odgojno-obrazovnih znanosti.* Zagreb: Educa. (123-152). 10. Ilišin, V. *Sociološki portret hrvatskih studenata*, (2014) Zagreb: Institut za društvena istraživanja u Zagrebu, (97-132). 11. Ballantine, H. Jeanne. (2001) *The Sociology of Education. A Systematic Analysis*. New Jersey: Prentice Hall. (1-6). **12.** Isaacs, David. (2012) Izgrađivanje karaktera, Vodić za roditelje i učitelje, Split: Verbum. (5-30; 333-343). 13. Simmel., G: *Kontrapunkti kulture.* Zagreb: Jesenski i Turk i Hrvatsko sociološko društvo (140-153). 14. Buzov, I. (2008). *Obrazovanje za okoliš: kratak pregled razvoja koncepta*. Titius. 1(1), 303-315. 15. Garašić, D. (2008). *Odgoj i obrazovanje u UN desetljeću za održivi razvoj – status implementacije u Republici Hrvatskoj*, u: *Cjeloživotno učenje za održivi razvoj*, (ur). Uzelac, V. Vujičić L. Sv. 1. Sveučilište u Rijeci, Učiteljski fakultet u Rijeci. (107-117). 16. Babić, N., Irović, S, Sentjabov, A. (2008). *Edukacija, vrijednost i održivi razvoj*, u: *Cjeloživotno učenje za održivi razvoj*, (ur). Uzelac, V. Vujičić L. Sv. 1. Sveučilište u Rijeci, Učiteljski fakultet u Rijeci. (119-124). 17. Jukić, Renato (2011) Ekološko pitanje kao odgojno-obrazovna potreba, u:Socijalna ekologija, 20(3), 267-286. 18. Jukić, Renato (2013) S*adržaji ekološkog odgoja i obrazovanja u gimnazijskim programima*, u: Socijalna ekologija, 22(3), 221-245. 19. Uzelac, Vinka (1997) *Programi (sadržaji) izobrazbe nastavnika za okoliš*, u: Socijalna ekologija, 6(1-2), 23-36.		

	20. Čukelj, Zdenka (2009) *Mogućnosti stjecanja znanja i spoznaja o prirodnoj i kulturnoj baštini u osnovnim školama Republike Hrvatske,* u: Socijalna ekologija, 18(3-4), 267-288.
	21. Kavedžija, I. (2009) *Energija i odgovornost – model obrazovanja za demokratsko građanstvo i obnovljeni izvori energije,* u. Socijalna ekologija, 18(1), 46-57.
	22. Anđić, D. (2007) *Paradigmatski aspekt problematike okoliša i odgoj za okoliš i održivi razvoj*, Zagreb: Metodički ogledi, 14/2, 9-23.
	23. Morin, Edgar (2002) *Odgoj za budućnost,* Sedam temeljnih spoznaja nužnih u odgoju za budućnost,Zagreb: Educa.
	24. Delanty, Gerard (2006). *Community.* London & New York: Routledge. (18-42).
	25. Day, Graham (2006). *Community and Everyday Life.* London & New York: Routledge. (181-212).
	26. Vickov, Gloria (2016) *Hrvatska kultura u učenju stranog jezika*, Zagreb: Hrvatska sveučilišna naklada/Filozofski fakultet u Splitu, (9-59; 141-152).
	27. Vujičić, Lidija (2011) *Istraživanje kulture odgojno-obrazovne ustanove*, Zagreb: Mali profesor.
	28. Vidović, Vizek Vlasta (2011) *Učitelji i njihovi mentori*, *Uloga mentora u profesionalnom razvoju učitelja,* Zagreb: Institut za društvena istraživanja u Zagrebu. (7-95).
	29. Ilišin, V. i dr. (2002). *Mladi uoči trećeg milenija*, Državni zavod za zaštitu obitelji, materinstva i mladeži i Institut za društvena istraživanja, Zagreb.
	30. Ilišin, V. i dr. (2013). *Mladi u vremenu krize*, Institut za društvena istraživanja u Zagrebu i Friedrich EbertStiftung, Zagreb.
	31. Vini Rakić i Svjetlana Vukušić, *Odgoj i obrazovanje za vrijednosti,* Društvena istraživanja, Zagreb, 19 (2010) 4-5, 771-795.
	32. Hallinan, M. T. (2000), *Handbook of the Sociology of Education*, Springer University of Notre Dame.
	33. Coffey A. (2001), *Education and Social Change,* Open University Press, Buckingham, Philadelphia.
	34. Vermeer, P. (2014), *Religion and Family Life: An Overview of Current Research and Suggestions for Future Research*, Religions, 5, 402–421.
	35. Bridges, Lisa J.; Moore, Kristin A. (2002), *Religion and Spirituality in Childhood and Adolescence*, Trends Child.
	36. Wadsworth, Sarah M. (2015), *A Qualitative Study on How a Teacher 's Religious Beliefs Affect the Choices They Make in the Classroom*, Otterbein University, Westerville, Ohio.
	37. Holdcroft, Barbara. (2006), *What is Religiosity*? Catholic Education: A Journal of Inquiry and Practice, Vol. 10, No. 1, The University of Toledo Lourdes College.
	38. Sendil, Cagla Oneren; Kucukertan, Nurten Ozuorcun. (2012), *A qualitative study about transmission of religious issues*, Girne American University, Cyprus Middle East Technical University, Turkey, Procedia - Social and Behavioral Sciences 47 (2012) 913 – 917.
Quality assurance methods that ensure the acquisition of exit competences	Records of attendance at lectures and seminars. Seminar discussion activities, preparation and presentation of seminar papers. Results of colloquiums. Oral exams. Discussions with students about ways for improving the work. Students' evaluation.
Other (as the proposer wishes to add)	Optional literature also serves as the basis for seminar literature, which are supplemented by more recent bibliographic in sociology of education.

NAME OF THE COURSE	Didactics of the Croatian Language 3					
Code	VUU213	Year of study	5			
Course teacher	Ivana Odža, PhD, Assistant Professor	Credits (ECTS)	5			
Associate teachers	Dijana Dvornik, grad. teacher adviser, senior lecturer, Jadranka Buvinić, grad. teacher senior adviser, lecturer	Type of instruction (number of hours)	**L** 0	**S** 15	**E** 45	**F** 0
Status of the course	Mandatory	Percentage of application of e-learning				

COURSE DESCRIPTION						
Course objectives	Assess, evaluate, plan, prepare and competently perform the teaching of primary reading and writing, Croatian language, linguistic expression, literature and media culture by applying contemporary cognisance of methodology of linguistic and literary guidance and education.					
Course enrolment requirements and entry competences required for the course	The course *Didactics of the Croatian language 2* audited. Knowledge of the theory and practice of teaching primary reading and writing, Croatian language, linguistic research, literature and media culture.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student shall be able to: 1. present the methodical subject opted; 2. comment the audited teaching classes of primary reading and writing, Croatian language, linguistic expression, literature and media culture; 3. evaluate the audited teaching classes of primary reading and writing, Croatian language, linguistic expression, literature and media culture; 4. plan the teaching unit of primary reading and writing, Croatian language, linguistic expression, literature and media culture; 5. produce the methodical essay for the teaching unit opted; 6. demonstrate the teaching lesson.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory seminar. Working arrangements. 2. Primary reading and writing in classes through games. 3. Students having disabilities with reading and writing. 4. Communicative and creative approach to literary text. 5. Cultivation of the vernacular in classes of the Croatian language. 6. Cultivation of the vernacular in classes of the Croatian language. 7. Intra-subject co-relations. 8. Inter- subject co-relations. 9. Dramatic methods in classes of the Croatian language. 10. Media culture (dramatic education). 11. Media culture (cinema education). 12. The work of a writer is on the student's best option in literary classes. 13 .Croatian language in project strategies. 14. Follow-up, evaluation and grading in classes of the Croatian language. 15. Comment on the seminar papers written by students.					
Format of instruction	☐ lectures ☐ **seminars and workshops** ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)				

Student responsibilities	Regular attendance at seminars and exercises .Work out and present the seminar paper on the subject opted in to it. Produce the methodical essay for the teaching unit. Hold the open teaching lesson.					
Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	2,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Active students' participation at seminars and exercises (regularity, critical discussion) – 20%. Seminar paper on the methodical subject opted in is graded – 30%. Methodical essay and teaching lesson held are graded – 50%. Conclusive grade is derived following all the grades mentioned.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Ante Bežen i sur., *Što, zašto, kako u poučavanju hrvatskoga jezika. Metodički praktikum nastave hrvatskoga jezika u nižim razredima osnovne škole*, Zagreb, 2012.		
	Nastavni plan i program za osnovnu školu, Zagreb, 2006. (Curriculum for the Primary School, Zagreb 2006)		web AZOO
	Teacher's books and workbooks.		

Optional literature (at the time of submission of study programme proposal)	Čudina-Obradović, Mira, *Igrom do čitanja*, Zagreb, 2008. Dvornik, Dijana, *Grad mi priča*, Zagreb, 2009. Gudelj-Velaga, Zdenka, *Nastava stvaralačke pismenosti*, Zagreb, 1990. Kermek-Sredanović, Mira, *Književno-scenski odgoj i obrazovanje mladih*, Zagreb, 1991. Kermek-Sredanović, Mira, *Djeca – film, priča i pjesma*, Zagreb, 1994. Nemeth-Jajić, Jadranka; Dvornik, Dijana: *Igrokaz u razrednoj nastavi,* Hrvatski, br. 1, 2008., str. 97-111. Nemeth-Jajić, Jadranka, *Hrvatski književnici u nastavi*, Split, 2011. Pintarić, Ana, *Umjetničke bajke: teorija, pregled i interpretacije*, Osijek, 2008. Posokhova, Ilona (ur.), *Kako pomoći djetetu s teškoćama u čitanju i pisanju,* Lekenik, 2000. Rosandić, Dragutin, *Metodika književnoga odgoja,* Zagreb, 2005. Škuflić-Horvat, Ines, *Scensko stvaralaštvo učenika osnovnoškolske dobi*, Hrvatski*,* br. 1-2, Zagreb, 2004., str. 83-98. Težak, Stjepko, *Metodika nastave filma*, Zagreb, 1990. Težak, Stjepko, *Teorija i praksa nastave hrvatskoga jezika 1*, Zagreb, 1996. Visinko, Karol, *Jezično izražavanje u nastavi hrvatskoga jezika. Pisanje*, Zagreb, 2010. Zbornik radova *Čitanje za školu i život*, IV. simpozij učitelja i nastavnika hrvatskoga jezika, Zagreb, 2013. (dostupno na mrežnim stranicama AZOO-a). (Collected Papers *Reading for School and Life*, Proceedings of Fourth Symposium of school teachers of the Croatian language, Zagreb, 2013 (available on web AZOO)).
Quality assurance methods that ensure	Students' evaluation by way of anonymous survey, students' success in practical work at school, students' success at the exam, self-assessment.

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

NAME OF THE COURSE	Didactics of Science and Society 3					
Code	VUU216	Year of study	5			
Course teacher	Vesna Kostović-Vranješ, PhD, Associate Professor	Credits (ECTS)	5			
Associate teachers	Mila Bulić, PhD, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F
			0	15	45	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To qualify the students for the successful preparation and implementation of various forms of teaching in Nature and Society course based on the integration approach.					
Course enrolment requirements and entry competences required for the course	Evaluated course *Didactics of Science and Society 1* and completed course *Didactics of Science and Society 2.*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students, after passing the exam, will be able to: - Explain the importance of the implementation of outdoor teaching in Nature and Society course - Explain the importance of developing educational values in teaching the Nature and Society course - Plan the teaching in Nature and Society course with the aim of introducing students in space and time orientation - Plan the teaching in Nature and Society course with the purpose of cartographic literacy of students - Integrate Health education course curriculum in teaching Nature and Society - Implement an integration approach in teaching Nature and Society - Plan the work in combined class departments - Plan and organize outdoor forms of teaching of Nature and Society - Plan and perform research teaching of Science and Society - Prepare various forms of supplementary and additional teaching in Nature and Society - Monitor, assess and evaluate their own work - Apply the acquired knowledge in teaching practice					
Course content develop in detail by weekly class schedule (syllabus)	1. Curriculum of Nature and Society for the 1st and 2nd grades 2. Curriculum of Nature and Society for the 3rd and 4th grades 3. National Curriculum Framework - Natural area 4. Planning integrated courses for the 1st and 2nd grades 5. Planning integrated courses for the 3rd and 4th grades 6. Introduction of students into the natural sciences 7. Introduction of students in the orientation in space 8. Introduction of students into the term of real and reduced 9th Introducing the students in cartographic literacy					

	10. Introducing the students in the perception of time 11. Introducing the students into the historical content 12. School heritage collection, lives corner and school garden 13. Commemorative and development issues in the teaching of Nature and Society 14. Project in teaching Nature and Society 15. The school in nature
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	

Monitoring of students' work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,15	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,85	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance - 3% Colloquium - 20% Seminar work (written and presentation) - 37% Simulated hour (planning, preparation and presentation) - 40%

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Kostović-Vranješ, V. (2015): Metodika nastave predmeta prirodoslovnog područja. Školska knjiga, Zagreb.		
	De Zan, I. (2005): Metodika nastave prirode i društva. Školska knjiga, Zagreb.		
	Skok, P. (2002): Izvanučionička nastava. Pedagoški servis, Zagreb.		
	Jakovljević, N., Vrgoč, D. (1999): Škola u prirodi: priručnik za učitelje. Hrvatski pedagoško-književni zbor, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	Lučić, K., Matijević, M. (2004): Nastava u kombiniranim odjelima: priručnik za učiteljice i učitelje. Školska knjiga, Zagreb. Munjiza, E. (2003): Pedagogijska funkcija školskih vrtova: (povijesno iskustvo, suvremeno stanje i tendencija). Hrvatski pedagoško-književni zbor, Slavonski Brod. Stevanović, M., Papotnik, A., Gumzej, G. (2002): Stvaralačka i projektna nastava. Pretetinec, Letis. Devernay, B., Garašić, D., Vučić, V. (2001): Odgoj i obrazovanje za okoliš i održivi razvoj. Društvo za unapređivanje odgoja i obrazovanja, Zagreb. Uzelac, V., Starčević, I. (1999): Djeca i okoliš. Adamić, Rijeka. Dryden, G., Vos, J. (2001). Revolucija u učenju. Zagreb: Educa. Uzelac, V. (1996). Okoliš-obrazovanje-odgajatelji/učitelji, Hrvatski pedagoško književni zbor, Zagreb. Nacionalni kurikulum www.mzos.hr Odobreni udžbenici prirode i društva od 1. do 4. razreda.

Quality assurance methods that ensure the acquisition of exit competences	Monitoring of students' direct work in schools and in training rooms, presentation of seminar works, monitoring of students participation in the analysis of other student public lessons, as well as the participation in discussions after presented seminar works, monitoring students presence in the classroom, monitoring activities in the classroom and outside the classroom, common conversations, personal consultation questionnaire at the end of the semester, course evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Practicum and School Practice					
Code	VUU148	Year of study	5			
Course teacher	Gloria Vickov, PhD, Associate Professor	Credits (ECTS)	4			
Associate teachers	Eva Jakupčević, Assistant	Type of instruction (number of hours)	L	S	E	F
			0	30	30	0
Status of the course	Mandatory	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	Training students for: classroom observation and analysis, critical analyzing teaching materials, lesson planning, creating lesson plans and conducting EFL lessons.					
Course enrolment requirements and entry competences required for the course	Completed attendance requirements of *Early EFL Teaching Methodology*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of this course, students will be able to: - estimate and critically analyze the segments of the teaching process during EFL lessons at an early school age - independently plan and conduct teaching of English at an early school age - independently choose appropriate textbooks and other teaching materials - select and apply appropriate teaching activities for disabled students as well as for the gifted students - use various teaching aids in a methodically and didactically appropriate way. Students will become aware of the necessity of developing tolerance among colleagues, team work, life-long professional training and self-education.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Demonstration classes (4E) 2. Demonstration classes analysis, introductory guidelines and basic characteristics of early EFL lessons (4S) 3. Students' individual classes and analyses (26 E) 4. Classroom language, individual EFL classroom simulations (4S) 5. Classroom management, individual EFL classroom simulations (4S) 6. Evaluation and selection of teaching materials, individual EFL classroom simulations (4S) 7. Use of dictionaries in early EFL teaching (2S) 8. TPR method in early EFL teaching (2S) 9. Teching aids (2S) 10. Interdisciplinary teaching and erly EFL (2S)					

	11. Language activities for disabled children (2S) 12. Language activities for gifted children (2S) 13. Professional training and self-evaluation (2S)

Format of instruction	☐lectures ☐seminars and workshops ☐**exercises** ☐ *on line* in entirety ☐partial e-learning ☐**field work**	☐**independent assignments** ☐**multimedia** ☐laboratory ☐**work with mentor** ☐ (other)
Student responsibilities	regular attendance, active participation in all aspects of the course, individual EFL classroom simulations, consultations with mentors, attending demonstration classes, conducting individual EFL classes at school	

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

Grading and evaluating student work in class and at the final exam	Exercise and seminar classes attendance, demonstration classes attendance, attending consultations with mentors, evaluation of students' individual EFL classes at school

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Woodward, T. I Lindstromberg, S. (1995). *Planning from Lesson to Lesson: A Way of Making lesson Planning Easier,* Harlow: Longman. Ur, P. (1991). *A Course in Language Teaching,* Cambridge: Cambridge University Press.		

Optional literature (at the time of submission of study programme proposal)	Gower, R., Phillips, D. i Walters, S. (1995). *Teaching Practice Handbok,* Oxford: Heinemann.
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, consultations with mentors, students' individual EFL classes at school, discussion, seminar classes attendance, participation in EFL classroom simulations, anonymous students' review of the course contents and teachers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Evaluation of E-learning Systems	
Code	VUU222	Year of study	5
Course teacher	Suzana Tomaš, PhD, Assistant Professor	Credits (ECTS)	4

Associate teachers	Marijana Vrdoljak, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	75%			

COURSE DESCRIPTION		
Course objectives	The goal is to learn how to evaluate e-learning systems as well as how can these systems be effectively used in a learning and teaching process. This goal is realized by learning concepts of formative and summative evaluation, evaluation methods and their classification, and by learning how to plan an evaluation, analyze collected data and interpret results.	
Course enrolment requirements and entry competences required for the course		
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Describe the methodology of evaluation of e-learning. Application of designed courses with students from first to fourth grade. Manage domain knowledge in e-learning. Evaluation instruction design in the e-learning systems.	
Course content broken down in detail by weekly class schedule (syllabus)	Development of a model design of educational content in the systems of e-learning Evaluation of e-learning Experiment as a method of evaluation of e-learning Classification methods for evaluation of e-learning formative evaluation summative evaluation The methodology for evaluating the impact of learning and teaching process Evaluation of e-learning - students of primary education effect size The system of evaluation - EVEDIN	
Format of instruction	☐**lectures** ☐seminars and workshops ☐**exercises** ☐*on line* in entirety ☐**partial e-learning (hybrid learning)** ☐field work	☐**independent assignments** ☐multimedia ☐laboratory ☐work with mentor ☐ **participations** (other)
Student responsibilities	Regular course attendance; independent assignments, practical training; oral exam.	

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	1
	Experimental work		Report		Project(Other)	1
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance – 30% Test – 20% Practical training - 30% Final exam – 20%		
Required literature (available in the	**Title**	**Number of copies in the library**	**Availability via other media**

library and via other media)	Ani Grubišić: Vrednovanje sustava e-učenja, Prirodoslovno-matematički fakultet, Split, 2009.		electrons
	Mužić, V.: Uvod u metodologiju istraživanja odgoja i obrazovanja, Educa, Zagreb, 2004		**electrons**
	Kirkpatrick's Four Levels of Evaluation http://www.masterminds-ink.com/Evaluation.pdf		**electrons**
	Clayton R. Wright, Criteria for Evaluating the Quality of Online Courses, Instructional Media and Design Grant MacEwan College Edmonton, Alberta T5J 4S2o		**electrons**
Optional literature (at the time of submission of study programme proposal)	Elissavet, G., & Economides, A. A. (2003). An Evaluation Instrument for Hypermedia Courseware. Educational Technology & Society, 6(2), 31-44.		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing project. Evaluation instruction design in the systems of e-learning with students in primary education and explore how effective e-learning systems in the primary education - demonstration classes in primary schools.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Man, Health and the Environment					
Code	VUU103	Year of study	5			
Course teacher	Ivana Restović, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective (mandatory for Modul 3)	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The objective of this course is that the students become familiar with basic facts about environment and fundamental principles of life, man influence on environment as well as the importance of environmental protection for the human health.					
Course enrolment requirements and entry competences required for the course	Attedance to course *Natural science*.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained for the following knowledge and skills: 1. Explain the basic concepts, principles and relationships of living beings and their environment. 2. Describe and understand the interaction between environment and human health. 3. Interpret the fundamental laws of nature, propose and argue how to coordinate human activities with environmental sustainability.					

	4. Discuss about climate changes as main ecological problem. 5. Be aware of man influence on environment and his negative consequences on all living beings health. 6. Propose the ways how to react to protect environment and human health. 7. Compare the facts and acquired knowledges about the interactions between people and their environment, be aware of human dependency of environment as well as apply acquired knowledges and skills in every day life.
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Environmental health. 2. Ecosystem disorders caused by man. 3. Man influence on climate changes. 4. Influence of climate changes on human helath. 5. Influence of toxic things on human health. 6. Air pollution and human health. 7. Water and human health. 8. Nutrition and human health. 9. Waste and its influence on environment and human health. 10.Pesticides and their influence on huzan health. 11.Environmental pollution and tumor diseases. 12.Environmental pollution and reproduction. 13.Radiation in environment and its influence on human health. 14.Chemical agents and human health. 15.Ecological diseases.

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	

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,8	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance – 10% Seminar essay – 40% Oral exam – 50%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Puntarić, D., Miškulin, M., Bošnir, J. (2012). Zdravstvena ekologija. Medicinska naklada. Zagreb		
	Barlović, D. i dr. (2002). Medicina rada i okoliša. Medicinska naklada. Zagreb.		

Optional literature (at the time of submission of study programme proposal)	4. Flannery, T. (2007). Gospodari vremena - povijest i utjecaj klimatskih promjena na budućnost, Algoritam, Zagreb. 5. Glavač, V. (2003). Uvod u globalnu ekologiju. HSN, POU. Zagreb. 6. Valić, F. I sur. (2001). Zdravstvena ekologija. Medicinska naklada. Zagreb. 7. Benac, Č. (2005). Zaštita okoliša. Sveučilište u Rijeci, Rijeka. 8. https://portal.uniri.hr/system/resources/docs/000/000/074/original/Zastita_okolisa-skripta-2013.pdf?1384349815.
Quality assurance methods that ensure the acquisition of exit competences	Monitoring student's activity as well as participation in discussion, quality of the seminar presentation, monitoring of students presence, student involvement during seminars and practical work, personal consultations, students survey, course evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Outdoor Teaching in Sustainable Development Education					
Code	VUU115	Year of study	5				
Course teacher	Vesna Kostović-Vranješ, PhD, Associate Professor	Credits (ECTS)	2				
Associate teachers		Type of instruction (number of hours)		L	S	E	F
				15	0	0	15
Status of the course	Elective (mandatory for Module 3)	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To qualify for the successful planning, preparation and implementation of various forms of outdoor education in education for sustainable development.						
Course enrolment requirements and entry competences required for the course	Completed a course on *Didactics of Science and Society 1.*						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students, after passing the exam, will be able to: - Explain the importance of outdoor education - Vary forms of outdoor education - Plan the implementation of outdoor education - Implement outdoor teaching methods - Apply interdisciplinary approach during outdoor education with aim of promotion of education for sustainable development - Monitor, assess and evaluate their own work - Apply the acquired knowledge in teaching practice						
Course content broken down in detail by weekly class schedule (syllabus)	1. Outdoor education: development and types 2. The importance and tasks of the outdoor education 3. Organization of outdoor education 4. Visit – outdoor form of work 5. Half-day trip - outdoor form of work 6. Day field trips - outdoor form of work 7. School in nature: the importance of planning and organization. 8. Interdisciplinary forms of outdoor education.						

	9. Outdoor education - The Museum of Croatian Archaeological Monuments Split 10 Outdoor education - Natural History Museum Split 11. Outdoor education - Museum of Kastela 12. Outdoor education - School botanical garden of elementary school "Ostrog" in Kastel Luksic 13. Outdoor education - Biblical Garden Luksic 14. Outdoor education - school camp on the mountain of Mosor 15. Outdoor education - in the territory of Poljica Republic

Format of instruction

☐**lectures**
☐**seminars and workshops**
☐*on line*in entirety
☐partial e-learning
☐field work

☐**independent assignments**
☐multimedia
☐laboratory
☐work with mentor
☐ (other)

Student responsibilities

Class attendance	0,02	Research		Practical training	
Experimental work		Report		(Other)	
Essay		Seminar essay		(Other)	
Tests	0,98	Oral exam	1	(Other)	
Written exam		Project		(Other)	

Monitoring students' 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)*

Grading and evaluating student work in class and at the final exam

Class attendance - 3%
Colloquium - 47%
Oral exam - 50%

Title	Number of copies in the library	Availability via other media
Husanović Pejnović, D. (2011): Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga, Zagreb.		
Skok, P. (2002): **Izvanučionička nastava**, Pedagoški servis.		
Jakovljević, N., Vrgoč, D. (1999): Škola u prirodi: priručnik za učitelje. Hrvatski pedagoško-književni zbor, Zagreb.		

Required literature (available in the library and via other media)

Optional literature (at the time of submission of study programme proposal)

Anđić, D. (2007): Učenje i poučavanje prirode i društva na otvorenim prostorima. Metodički ogledi 2: 8-23.
Kostović-Vranješ, V. (2006): Izvanučionička nastava "Osjetila nas povezuju s okolišem". Zbornik radova Znanstveno-stručnog skupa s međunarodnom suradnjom „5. dani osnovnih škola Splitsko-dalmatinske županije" , Split 15. – 18. 11. 2006.
Kostović-Vranješ, V., Šustić, M., (2004): Škola u prirodi. Školski vjesnik, 53 (1 – 2): 51- 64.
Antolić, I. (2002): Edukativni program jednodnevnih posjeta Parku prirode Žumberak - Samoborsko gorje za I.-IV. raz. osnovne škole, Samobor.
Kostović-Vranješ, V. (2001): Mogućnosti organiziranja bioloških ekskurzija na području Makarske. Školski vjesnik, 50 (1), 35-41.
Vrgoč, D., Petković, M. (1997): Životne zajednice mog zavičaja. Zagreb, Naklada Haid.
Vrgoč, D. (1997): Upoznajem prirodu svog zavičaja. Zagreb, Naklada Haid.
Lelas, Z. (1987): Ekološke ekskurzije, Školske novine, Zagreb.

Quality assurance methods that ensure the acquisition of exit competences	Lecture attendance, monitoring during inside and outdoor forms of teaching, joint discussions, personal consultations, questionnaire at the end of the semester, course evaluation.
Other (as the proposer wishes to add)	

ELECTIVE COURSES

NAME OF THE COURSE	Academic Writing					
Code	VUU151	Year of study				
Course teacher	Anđela Milinović-Hrga, PhD, Assistant 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				
COURSE DESCRIPTION						
Course objectives	Students become familiar with distinctive features of argumentative texts and are able to produce such texts.					
Course enrolment requirements and entry competences required for the course	Course enrolment requirements are completed courses *Croatian Language 1, Croatian Language 2* and *Language Culture.* Entry competences: advanced level of Croatian standard.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students are to be qualified for: 1. defining argumentative texts 2. comparing various types of argumentative texts 3. critical reading 4. writing an argumentative text 5. linguistic and stylistic self-improvement and brushing up of created texts;					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Argumentative texts 2. Types of argumentative texts 3. Functional stylistic features of argumentative texts 4. Functional stylistic features of argumentative texts 5. The time and subject of the text 6. Composition of an argumentative text 7. Composition of an argumentative text 8. Connectors in argumentative texts 9. Connectors in argumentative texts 10. Citing and paraphrasing 11. Abstracting texts 12. Expanding texts 13. Improving texts 14. Texts formatting 15. Evaluating texts					
Format of instruction	☐ **lectures** ☐ **seminars**					
Student responsibilities	Class attendance. Writing a seminar paper (argumentative text of their own choice).					

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Active student participation in class (attendance, critical debates) – 25 % Seminar paper is graded - 75 % Following the completion of the course, the grade is to be established on the basis of the paper assessment and the student's overall activity.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Silić, J., *Funkcionalni stilovi hrvatskoga jezika*, Zagreb, 2006.		
	Frančić, A., Hudeček, L., Mihaljević, M., *Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku,* Zagreb, 2006.		

Optional literature (at the time of submission of study programme proposal)	Katnić-Bakaršić, M., Požgaj-Hadži, V., „Izazovi akademskoga diskurza: znanstveni stil Josipa Silića", u knjizi *Od fonetike do etike. Zbornik o sedamdesetogodišnjici prof. dr. Josipa Silića*, ur. Ivo Pranjković, Zagreb, 2005., str. 27-38. Pandžić, V., *Govorno i pismeno izražavanje u srednjoj školi,* Zagreb, 2001. Škarić, I., *U potrazi za izgubljenim govorom*, Školska knjiga, Zagreb, 1982. (poglavlja: *Govorni i pisani izraz*, str. 77 – 82; *Logika u govoru*, str. 107 – 121). Velčić, M., *Uvod u lingvistiku teksta*, Zagreb, 1987. Visinko, Karol, *Jezično izražavanje u nastavi hrvatskoga jezika. Pisanje*, Zagreb, 2010.
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation obtained through anonymous student questionnaires, students' success in producing their seminar papers.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Distant Learning and Teaching					
Code	VUU001	Year of study				
Course teacher	Suzana Tomaš, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	30	0
Status of the course	Elective	Percentage of application of e-learning	25%			
COURSE DESCRIPTION						
Course objectives	Knowledge about architecture, design and evaluation of systems of distance learning					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course	1. Apply appropriate scientific principles in the field of distance learning 2. Prepare and publicly present the work in the field of distance learning 3. Present and explain the results of the research fields of distance learning 4. Analyze and evaluate new knowledge in the field of distance learning					

(4 to 10 learning outcomes)	
Course content broken down in detail by weekly class schedule (syllabus)	Introduction 1 hour Historical display of technology for distance learning 2 hours Services provided by the distance learning systems 3 hours Analysis of users and the appropriateness of methods of distance learning target user groups 3 hours Web-oriented systems of distance learning. 3 hours Design of the distance learning systems. 3 hours Application of the Semantic Web, Web services and personal agents in the systems of distance learning 3 hours Pedagogical agents 3 hours Knowledge presentation and development of domain knowledge bases designed for teaching in distance learning systems. 3 hours Distance learning systems based on virtual reality 3 hours Presentation of seminar papers. 3 hours

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

Student responsibilities	Regular attendance at lectures and seminars. Produce and present the seminar paper (methodical essays).					

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Seminar essay/Project, oral exam

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Michael Grahame Moore; William G. Anderson, Handbook of Distance Education Lawrence Erlbaum Associates		
	Katrina A. Meyer; Adrianna J. Kezar, Quality in Distance Education: Focus on On-Line Learning, Jossey-Bass		

Optional literature (at the time of submission of study programme proposal)	Internal script

Quality assurance methods that ensure the acquisition of exit competences	Talk with students, student survey, the results of the examination, self-evaluation
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Activities of uprising ecologically sensitive children				
Code	VUU106	Year of study			
Course teacher	Vesna Kostović-Vranješ, PhD, Associate Professor	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	30	0	0
Status of the course	Elective	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	Enable to prepare and carry out Science lessons, with the objective to develop ecological sensitivity in children				
Course enrolment requirements and entry competences required for the course	Subject on *Didactics of Science and Society 1* completed.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon passing the exam a student will be able to: - explain the importance of developing the ecological sensitivity in children - differ various activities for promoting the ecological sensitivity in children - plan Science lessons with the objective of promoting the ecological sensitivity in children - carry out in Science lessons activities for developing the ecological sensitivity in children - -apply interdisciplinary approach in Science lessons - monitor, evalauate, assess his own work - apply new knowledge in teaching practice				
Course content broken down in detail by weekly class schedule (syllabus)	1. Ecological Education 2. Ecological literacy 3. Creative approaches to ecological literacy 4. Student's activities for developing the ecological sensitivity in children 5. Sensory or perceptive activities for developing the ecological sensitivity in children 6. Expressive activities for developing the ecological sensitivity in children 7. A discussion for developing the ecological sensitivity in children 8. A simulation for developing the ecological sensitivity in children 9. Practical activities for developing the ecological sensitivity in children 10. Research activities for developing the ecological sensitivity in children 11. Creating eco-teaching materials 12. Didact games for developing the ecological sensitivity in children 13. Student's eco-projects for developing the ecological sensitivity in children 14. Out-of-classroom methods of work for developing the ecological sensitivity in children 15. Activities in school garden for developing the ecological sensitivity in children				

<table>
<tr><td rowspan="2">Format of instruction</td><td colspan="2">☐lectures
☐**seminars and workshops**
☐exercises
☐*on line*in entirety
☐partial e-learning
☐field work</td><td colspan="2">☐**independent assignments**
☐multimedia
☐laboratory
☐work with mentor
☐ (other)</td></tr>
</table>

Format of instruction	☐lectures ☐**seminars and workshops** ☐exercises ☐*on line*in entirety ☐partial e-learning ☐field work			☐**independent assignments** ☐multimedia ☐laboratory ☐work with mentor ☐ (other)	
Student responsibilities	Regular attendance to all forms teaching in the classroom and outside the classroom and actively participate in the work				
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,06	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,7	(Other)	
	Tests	0,44	Oral exam	0,8	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance-3% Colloquium-22% Seminar Work-35% Oral Examination-40%					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Uzelac, V., Lepičnik-Vodopivec, J., Anđić, D. (2013): Djeca - odgoj i obrazovanje - održivi razvoj: u potrazi za novim perspektivama razvoja odgoja i obrazovanja djece za održivi razvoj. Golden marketing - Tehnička knjiga, Zagreb.		
	Husanović Pejnović, D. (2011): Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga, Zagreb.		
	Devernay, B., Garašić, D., Vučić, V. (2001): Odgoj i obrazovanje za okoliš i održivi razvoj. Društvo za unapređivanje odgoja i obrazovanja, Zagreb.		
Optional literature (at the time of submission of study programme proposal)	Kostović-Vranješ, V. (2014): Družbeno koristno učenje: iz ekologije k trajnosti. Sodobni ekološki izzivi v procesu izobraževanja. Duh, Matjaž (ur.). Univerza v Mariboru Pedagoška fakulteta, RIS Dvorec Rakičan, Slovenia. Jukić, R. (2011): Ekološko pitanje kao odgojno-obrazovna potreba. Socijalna ekologija, Vol.20 (3): 267-286. Kostović-Vranješ, V., Jukić, T. (2011): Ekološka pismenost, sodobna vzgojno-izobraževalna paradigma. U: Raziskovalni vidiki ekologije v kontekstu edukacije. Duh, Matjaž (ur.). Univerza v Mariboru Pedagoška fakulteta, RIS Dvorec Rakičan: 71-83. Kostović-Vranješ, V. (2009): Vzgoja in izobraževanje za okolje v zgodnjem otroštvu - podlaga za trajnostni razvoj. U: Edukacija za trajnostni razvoj. Duh, Matjaž (ur.). Založba PEF, Pedagoška fakulteta Univerze v Mariboru, RIS Dvorec Rakičan: 17-28. Kostović-Vranješ, V., Balić, M. (2004): Eko-teme u dodatnoj nastavi prirode i društva. Zbornik radova „Ekologija u odgoju i obrazovanju“: 245-257. Kostović-Vranješ, V., Topić, T. (2004): Ostvarivanje ekologijskog odgoja obradom sadržaja nastavnog predmeta Prirode i društva.		

Kostović-Vranješ, V., Mrđen, S. (2003): Ekologijske djelatnosti-iskustva i interesi učenika prvih razreda osnovne škole. Zbornik radova Znanstveno-stručnog skupa „Djetinjstvo, razvoj i odgoj": 59-65.
Borić, E., Peko, A. (2003) : Razvijanje ekoloških spoznaja učenika u osnovnoj školi. Napredak, 144 (2): 206-212.
Borić, E., Peko, A., Vujnović, M. (2002): Od riječi do djela u nastavi prirode i biologije (metode odgoja za okoliš). Život i škola, 7, 117-124.
Radanović, B. (2002): Eko-projekti i učenje otkrivanjem u poticajnoj okolini. Zbornik Učiteljske akademije u Zagrebu, 4, 1(4): 257-264
Borić, E. (2001): Važnost ekoloških sadržaja u odgoju i obrazovanju. Život i škola, 6: 23-29.
Horvat, E. (2001): Kako spasiti zemlju u 50 koraka. Okoliš, 107: 4-5.
De Zan, I. (2000): Obrazovanje i odgoj za okoliš. Napredak, 141 (3): 328-339.
Uzelac, V., Starčević, I. (1999): Djeca i okoliš. Adamić, Rijeka.
Uzelac, V. (1993): Djelatnosti u razvoju ekološke osjetljivosti djece. Hrvatski pedagoško-književni zbor, Zagreb.
Bačun, D. (1994): Smanjimo i recikirajmo, priručnik za stjecanje znanja o postupanju s otpadom i razvijanje navike zaštite okoliša. „Zelena akcija", Zagreb.
Uzelac, V. (1990): Osnove ekološkog odgoja. Zagreb: Školske novine.

Quality assurance methods that ensure the acquisition of exit competences	Lecture attendance, monitoring the work of the seminar, join to interviews, personal consultation questionnaire at the end of the semester, evaluation of subject.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	French language 1					
Code	VUU088		Year of study			
Course teacher	*Name subsequently*		Credits (ECTS)	2		
Associate teachers			Type of instruction (number of hours)	L	S	E	F
				15	0	15	0
Status of the course	Elective		Percentage of application of e-learning	0%			
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the French language.						
Course enrolment requirements and entry competences required for the course	No.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to : - Communicate in French in common situations with limited vocabulary. - Correctly use basic French grammar (adjectives, articles, gender m/f, sing./pl., Simple Present positive/ negative/interrogative sentences). - Correctly use numbers to express the time and date. - Correctly read texts in French (level A1).						
Course content broken down in detail by weekly	1. Introduction: Francophonie, writing rules, pronunciation; presentation. 2. Bienvenue ! 3. Qui est-ce ? 4. Ça va bien? 5. Correspond@ce 6. Paris 7. Trouvez l'objet 8. Portrait 9. Shopping 10. Artistes 11. Appartement à louer 12. C'est par où? 13. Bon voyage! 14. Marseille, l'île de la Réunion 15. L'heure et la date, évaluation.						

class schedule (syllabus)	

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 expected to attend the classes regularly and participate actively in classes.				
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		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Méthode de français.	0	Algoritam, online etc.
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Cahier d'exercices.	0	

Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionnary.
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	French language 2				
Code	VUU089	Year of study			
Course teacher	*Name subsequently*	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0

Status of the course	Elective	Percentage of application of e-learning	0%

COURSE DESCRIPTION			

Course objectives	Introduction to the basics of the French language (low intermediate level).
Course enrolment requirements and entry competences required for the course	Basic French knowledge.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: - correctly read and (depending on the complexity of vocabulary) understand texts in French - correctly use basic French grammar - communicate in French in common situations - know the basic concepts of French history and culture
Course content broken down in detail by weekly class schedule (syllabus)	1. Un aller simple (heure, date, partir) 2. A Londres (faire, interroger) 3. Le dimanche matin (activités quotidiennes, lire, écrire, verbes pronominaux) 4. Une journée avec Laure Manaudou (article) 5. L'Aveyron (video sur une region) 6. On fait des crepes (food), 7. Il est comment? 8. Passe Compose. 9. Chere Lea. 10. Ecrire une carte postale 11. Les fetes 12. C'est interdit (pouvoir) 13. Imperatif 14. Petites annonces (vouloir, savoir, il faut) 15. Futur Proche.
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 expected to attend the classes regularly and participate actively in classes.	

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		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Le nouveau Taxi 1, G. Capelle, R. Menand, Hachette, Paris, 2009. Méthode de français.	0	Algoritam, online etc.
	Le nouveau Taxi 1, G. Capelle, R. Menand, Hachette, Paris, 2009. Cahier d'exercices.	0	

Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionnary.

Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	French language 3						
Code	VUU090		Year of study				
Course teacher	*Name subsequently*		Credits (ECTS)		2		
Associate teachers			Type of instruction (number of hours)		L	S	E	F
					15	0	15	0
Status of the course	Elective		Percentage of application of e-learning				
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the French language (intermediate level, A1).						
Course enrolment requirements and entry competences required for the course	Basic French knowledge.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in French (intermediate level) -correctly use basic French grammar -communicate in French in common situations and participate in discussions related to various topics such as physical appearance, sport, education, employment, traditions, food, le monde du travail. -know the basic concepts of French society and culture						
Course content broken down in detail by weekly class schedule (syllabus)	1. Le monde du travail, éducation 2. Qu'est-ce qu'on lui offre? 3. Le candidat idéal 4. La recherche d'emploi (video). 5. Pronoms COD, COI, en, ça 6. Enquête (goûts et préférences, intensité) 7. Quittez Paris (exprimer opinion, contestation) 8. Vivement les vacances (habitudes, goûts, conseils). 9. Verbes pronominaux au Présent et Passé Composé.10. Les Français en vacances 11. Decrire une region (Languedoc-Roussillon, Dalmatie) 12. Enfant de la ville (Imparfait, Passé Récent). 13. Fait divers (raconter au Passé Composé et Imparfait) 14. Ma première histoire d'amour 15. Meteo. Beau fixe (Futur: prévision, probabilite, certitude).						
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 expected to attend the classes regularly and participate actively in classes.						
Screening student work*(name the proportion of ECTS credits for each*	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Le nouveau Taxi 1, G. Capelle, R. Menand, Hachette, Paris, 2009. Méthode de français.	0	Algoritam, online etc.
	Le nouveau Taxi 1, G. Capelle, R. Menand, Hachette, Paris, 2009. Cahier d'exercices.	0	

Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionnary.
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	French language 4					
Code	VUU091	Year of study	2./3.			
Course teacher	*Name subsequently*	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the French language (intermediate level A1/A2).					
Course enrolment requirements and entry competences required for the course	Basic French knowledge (lower intermediate level).					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in French (intermediate level) -correctly use basic French grammar and spelling -communicate in French in common situations and participate in discussions related to various topics such as job, environmental protection, weather, travel, generational differences, personal experience. -know the basic concepts of French society, culture and lifestyle					

Course content broken down in detail by weekly class schedule (syllabus)	1. Je me présente 2. De mère en fille 3. Blog 4. Famille en or (présentations formelles et activités quotidiennes) 5. Parisien, qui êtes-vous (origines sociales, géographiques) 6. Questions de mode (pronoms demonstratifs, relatifs) 7. Une minute pour un projet (Conditionnel présent, pronoms interrogatifs) 8. Les ados 9. Parler de ses rêves, préoccupations, projets. 10. L'immigration en France (video) 11. Le logement ideal 12. A bicyclette (environment, healthy moving) 13. Destination soleil 14. Choix de vie (caracteriser, comparer). 15. De bonnes résolutions (condition).
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 expected to attend the classes regularly and participate actively in classes.

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		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Le nouveau Taxi 2, G. Capelle, R. Menand, Hachette, Paris, 2009. Méthode de français.	0	Algoritam, online etc.
	Le nouveau Taxi 2, G. Capelle, R. Menand, Hachette, Paris, 2009. Cahier d'exercices.	0	

Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionary.
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.

NAME OF THE COURSE	Music Literature for Children						
Code	VUU107		Year of study				
Course teacher	Snježana Dobrota, PhD, Full 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				

COURSE DESCRIPTION	
Course objectives	To get acquainted with music styles and music literature for children.
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 get acquainted with the music styles. To explain the importance of listening music as music activity. To explain the way of realization listening activity. To evaluate music literature for children. To investigate the importance of listening as music activity.
Course content broken down in detail by weekly class schedule (syllabus)	Elements of music work. Types of music. The development of music: Old Age, Middle Age. The development of music: Renaissance The development of music: Baroque, Pre-Classical and Classical Period The development of music: Romanticism and Impressionism. The development of music: Music of the 20th century. Listening as the music teaching activity. Active and passive listening to music. Music literature for children. Instrumental music. Vocal and vocal-instrumental music. Music tales. Music abilities of children. Music preferences of children.

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 course attendance; seminar essays, tests, exam.	

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam		(Other)	

equal to the ECTS value of the course)	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance 25% Test 25% Seminar essay 25% Exam 25%					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Andreis, J. (1989). *Povijest glazbe 1-4.* Zagreb: Sveučilišna naklada Liber.	1	
	Manasteriotti, V. (1981). *Prvi susreti djeteta s muzikom.* Zagreb: Školska knjiga.	1	
	Dobrota, S. (2012). *Uvod u suvremenu glazbenu pedagogiju.* Split: Filozofski fakultet Sveučilišta u Splitu.	1	
	Music literature	1	
Optional literature (at the time of submission of study programme proposal)	Rojko, P. (1996). *Metodika nastave glazbe. Teorijsko-tematski aspekti.* Osijek: Sveučilište J. J. Strossmayera.		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance, active participation in discussions and practical work.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	**Hydrogeography and Hydrogeographical Characteristics of Croatia**				
Code	VUU012	Year of study			
Course teacher	Nikola Glamuzina, PhD, Associate Professor	Credits (ECTS)	4		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Elective	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	Introducing students to importance of water as a natural resource, its value in the contemporary society and the regional particularities of water distribution in Croatia.				
Course enrolment requirements and entry competences required for the course	None.				
Learning outcomes expected at the	At the end of the course students will be able to: - Understand the meaning of water as a natural resource				

level of the course (4 to 10 learning outcomes)	- Interpret hydro geographic particularities of Croatia - Set aside and explain the basic processes that affect the use of water in contemporary society - Critically discuss some outstanding issues in the field of water science
Course content broken down in detail by weekly class schedule (syllabus)	1 Object of hydro geography, aspects of the water study, properties of water 2 The amount of water, The relationship between land and sea, Geographical classification of sea, The structure of the underwater 3 The properties of sea 4 The movements of sea 5 Life in the sea, Sea water quality, Significance of sea 6 Water in the underground 7 Water on the land: ice, lakes, wetlands 8 Water on the land: watercourses 9 Water quality on land 10 Geography in the water supply of the settlements 11 Hydro geographic particularities of northwestern Croatia 12 Hydro geographic particularities of eastern Croatia 13 Hydro geographic particularities of western Croatia 14 Hydro geographic particularities of southern Croatian 15 Adriatic sea

Format of instruction

☐ lectures
☐ seminars and workshops
☐ exercises
☐ *on line* in entirety
☐ partial e-learning
☐ field work

☐ independent assignments
☐ multimedia
☐ laboratory
☐ work with mentor
☐ (other)

Student responsibilities	Regular attendance at lectures and seminars. Produce and present the seminar paper (methodical essays).

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*

Class attendance		Research		Practical training	
Experimental work		Report		(Other)	
Essay		Seminar essay		(Other)	
Tests		Oral exam	1	(Other)	
Written exam	3	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Exam in written and oral form assesses the knowledge of students. During the semester students can take two written and one oral tests and thus be exempted from the written part of the exam at the end of the semester.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Riđanović, J., 1993, Hidrogeografija, Školska knjiga, Zagreb	1	Univesity library, City library

Optional literature (at the time of submission of study	Riđanović, J., 2002, Geografija mora, Naklada Feletar, Zagreb

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	Discussion during lectures, consultations, colloquia, written and oral exam.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Croatian Literary Heritage				
Code	VUU219	Year of study			
Course teacher	Ivana Odža, PhD, Assistant 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			

COURSE DESCRIPTION

Course objectives	The course aims to introduce students to the literary heritage of Croatian written word, the major periods in its literary history and the key names in its development. Expand and enrich student knowledge and encourage students to work independently in order to understand the full extent of Croatian literary word and its meaning in the overall spirit/significance of the nation. Define and interpret the most important names and works of Croatian literature.
Course enrolment requirements and entry competences required for the course	Legally defined requirements.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: • interpret the meaning and role of individual names and literary periods in Croatian literary history • interpret the most important literary works • apply critical methods and knowledge in the evaluation of key literary works • discuss literary works in a competent and exploratory/researhing manner • discuss key issues in the field of Croatian literature • Participate in thematic conferences on literary themes • emphasis on the names, works and phenomena which defined Croatian literature
Course content broken down in detail by weekly class schedule (syllabus)	• Opening lecture - (1P) • The origins of Croatian literature (1P + 1S) • Croatian Middle Ages and Latin culture (1P + 1S) • Renaissance and Petrarchism (1P + 1S) • Croatian Baroque; Baroque Slavism; Gundulić, Bunić ... (1P + 1S) • Literature of Protestantism and the Enlightenment (1P + 1S) • Kacic, Grabovac - literature and politics (1P + 1S) • Croatian national and literary revival; programmatic texts (1P + 1S) • Mažuranić - ban and poet (1P + 1S)

	• Šenoas age (1P + 1S) • The Moderna and turn toward the European literature (1P + 1S) • Avant-garde directions (1P + 1S) • Contemporary Croatian literature (1P + 1S) • Recent Croatian literature (1P + 2S) • Talk about the exam (1P)
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 and active class participation; preparation and presentation of the term papers.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student success will be evaluated on the basis of participation in lectures and the fullfillment of the seminar obligations (seminar papers and participation in discussions), as well as written and oral exam(s).

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Novak, S. P. (2004). Povijest hrvatske književnosti. Slobodna Dalmacija, Split		
	Povijest hrvatske književnosti I-IV. (1978). Mladost-Liber, Zagreb.		
	Sablić Tomić, H., Rem, G. (2003). Slavonski tekst hrvatske književnosti, MH, Zagreb.		
	Rapacka, J. (2002). Leksikon hrvatskih tradicija, MH, Zagreb.		
	Nemec, K. (2003. i dalje). Povijest hrvatskog romana I-III. Znanje/ŠK, Zagreb.		
	Frangeš, I. (1978). Povijest hrvatske književnosti, NZMH-Cankarjeva založba, Zagreb.		
	Hrvatska književnost u europskom kontekstu (1978.). Ur. A. Flakre i K. Pranjić. ZZK – Liber, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	*Pet stoljeća hrvatske književnosti* *Stoljeća hrvatske književnosti* Jelčić, D. *Povijest hrvatske književnosti*, PiP, Naklada Pavičić, Zagreb. Brešić, V. (1997). *Autobiografije hrvatskih pisaca*, AGM, Zagreb. Horvatić, D. (2002). *Hrvatski putopisi*, K. Krešimir, Zagreb. Pavletić, V. prir. (1964). *Panorama hrvatske književnosti XX. stoljeća*, Stvarnost, Zagreb. Donat, B. (1997). *Crni dossier*, Globus, Zagreb.

	Detoni-Dujmić, D. (1998). *Ljepša polovica književnosti*, MH, Zagreb.
Quality assurance methods that ensure the acquisition of exit competences	Consults, records of attendance at lectures, active participation in discussions, seminar papers, case evaluation, professor evaluations at the end of the semester.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Implicit Pedagogy				
Code	VUU318	Year of study				
Course teacher	Sonja Kovačević, PhD, Full Professor	Credits (ECTS)	2			
Associate teachers	Joško Barbir, MSc, Assistant	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	-			
COURSE DESCRIPTION						
Course objectives	Understanding the basic starting points of implicit pedagogies and the impact on the purpose and purpose of education, the role of teachers / educators and students in the educational process, and therefore the choice of educational technology, methods and teaching methods.					
Course enrolment requirements and entry competences required for the course	No requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: 1. identify and analyze the basic starting points of implicit pedagogies, 2. to explain the importance of epistemological beliefs, 3. acquire the ability to reflect on their own value framework, 4. explain the goals of education regarding personality traits, ways of their realization, evaluation and self-evaluation, 5. develop awareness, compare and critically consider the different roles of participants in the teaching and learning process, 6. recognize and respond to the individual needs of the student / child and the complexity of the learning process, 7. acquire competence in the implementation of different teaching and learning strategies, 8. acquire the ability to perceive the connection between particular aspects of educational theories, educational policy and educational practice.					
Course content broken down in detail by weekly class schedule (syllabus)	Course Introduction - Personal Educational Philosophy of Man (1P) Epistemological Beliefs (1P) Difference between implicit and scientific theories (when implicit theories are created) (1P) Link between hidden curriculum and implicit theories, (how implicit theories affect the organization of teaching) (2P) Critique of your own value framework (1P)					

	Personality traits, (ego-state concept, self-esteem, self-concept) (1P + 4S) Personality trait evaluations (2S) Responsibility - individual-collective (1P + 2S) Creative Personality Traits (2S) Different roles of participants in the teaching and learning process (4S) The role of the teacher in the process of cognitive and affective knowledge acquisition (2P) Three theoretical starting points: behavioral, constructivist and holistic (2P) Individual student / child needs (1P + 1S) Relationships between educational theories, educational policy and educational practice (2P)
Format of instruction	X lectures X seminars and workshops X exercises ☐ *on line* in entirety ☐ partial e-learning ☐ field work 　　　　☐ independent assignments X multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Attendees are required to attend all forms of teaching and participate actively in classes, which include completing individual assignments, following relevant literature according to the teacher's suggestions, and successfully passing the final exam.

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Workshops	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students will be defined implementing the curriculum. Activity in workshops.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Kovačević, S. (2007).Struktura progresivističke pedagogije učitelja osnovne škole, Doktorska disertacija. Rijeka: Filozofski fakultet.	-	http://www.ffri.hr/pedagogija/konstruktivisticka_paradigma_kvalitete_osnovnog_obrazovanja.pdf
	2. Kovačević, S., Mušanović, L. (2013). Od Transmisije do majeutike-modeli nastave. Rijeka: Hrvatsko futurološko društvo	10	Ne
	3. Mušanović, M. (1998). Konstruktivisticka paradigma kvalitete osnovnog obrazovanja. U zborniku: Kvaliteta u odgoju i obrazovanju, Rijeka, Filozofski fakultet u Rijeci, str. 84-96.	-	https://www.academia.edu/4691110/Konstruktivisticka_paradigma_kvalitete_osnovnog_obrazovanja

Optional literature (at the time of submission of study programme proposal)	1. Gojkov, G. (2009). Didaktika i metakognicija. Vršac: Visoka škola strukovnih studija za obrazovanje vaspitača "Mihailo Palov". https://www.uskolavrsac.edu.rs/wp-content/uploads/2012/09/DIDAKTIKAiMETAKOGNICIJA.pdf 2. . Dewey, J. (1897). My Pedagogic Creed. The School Journal, Vol. 54, br. 3, 16. siječnja 1897, str. 77-80. http://playpen.meraka.csir.co.za/~acdc/education/Dr_Anvind_Gupa/Learners_Library_7_March_2007/Resources/books/readings/17.pdf 3. Dewey, J. (1902). The Child and the Curriculum. The University of Chicago press https://docs.lib.purdue.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1464&context=eandc
Quality assurance methods that ensure the acquisition of exit competences	Evaluation sheets, test achievement
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Research - oriented science teaching					
Code	VUU204	Year of study	4			
Course teacher	Vesna Kostović-Vranješ, PhD, Associate Professor	Credits (ECTS)	2			
Associate teachers	Ivana Restović, PhD, Assistant Professor	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				
COURSE DESCRIPTION						
Course objectives	Training students for successful planning, preparing and realization of the Research-oriented Science and Society teaching.					
Course enrolment requirements and entry competences required for the course	Attendance to course *Didactics of Science and Society 1.*					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained for the following knowledge and skills: - explain the importance of the implementation of the Research-oriented Science and Society teaching in every day-life, - plan and design Research-oriented Science and Society teaching, - apply scientific method in the research-oriented science and society teaching, - implement correlative approach in the Research-oriented Science and Society teaching, - perform Research-oriented Science and Society teaching, - monitor and evaluate their own work, - apply acquired knowledge in the teaching process.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Research-oriented Science and Society teaching. 2. Modern comprehension of the Research-oriented Science and Society teaching. 3. Methodology and procedures of the cognition process. 4. Scientific method in the science and society teaching. 5. Research planning, organization and performing. 6. Individual students work in the Research-oriented Science and Society teaching.					

	7. Students collaboration in the Research-oriented science and society teaching. 8. Students research results analysis. 9. Students research results presentation. 10. Research in the regular Science and Society classes. 11. Research in the additional Science and Society classes. 12. Projects in the Science and Society classes. 13. Outdoor classroom Research-oriented Science and Society teaching. 14. Research-oriented Science and Society teaching in the social environment. 15. Research-oriented Science and Society teaching in the natural environment.

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

Monitoring of students' work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*

Class attendance	0,02	Research		Practical training	
Experimental work		Report		(Other)	
Essay		Seminar essay	0,5	(Other)	
Tests		Oral exam	1	(Other)	
Written exam	0,48	Project		(Other)	

Grading and evaluating student work in class and at the final exam

Class attendance – 3%
Seminar essay – 25%
Preliminary exam – 24,7%
Oral exam – 50%

Required literature (available in the library and via other media)

Title	Number of copies in the library	Availability via other media
De Zan, I. (2005): Didactic of the Science and Society. Školska knjiga, Zagreb.		
Borić, E. (2009): Teaching handbook, Research-oriented Science and Society teaching. Faculty of Educational Sciences, Osijek.		

Optional literature (at the time of submission of study programme proposal)

Podravec, D. (2003): The joy of teaching – integrative and project teaching in the primary school. Elementary school prof. Franje Viktora Šignjara, Virje.
Belavić, D. (2003): Project and research teaching in the elementary school. Conference proceedings of the Faculty of the Educational Sciences. 5, 1 (5): 99-107.
Jakopović, Ž. (2000): Students experimental science projects. Napredak, 141, 1: 93-99.
Kosanović, M. (2000): Students questions and research teaching. Conference proceedings of the Faculty of Educational Sciences, Zagreb, 2, 1(2): 361-366.
Bertić, D., Franjčec, K. (1999): Students research in the lower grades of the primary school. Conference proceedings of the Faculty of Educational Sciences, Zagreb, 1, 1: 211-218.
De Zan, I. (1999): Science processes in the initialy science teaching. Conference proceedings of the Faculty of Educational Sciences, Zagreb, 1 (1): 7-18.

	Delić, A. (1995): Education of the talented students in the research work in the extracurricular activities. Teacher from Bjelovar. 4, 2/3: 48-51. De Zan, I. (1994): Research teaching in biology. School newspaper, Zagreb. Piskač, J. (1991): How to study motions in the nature and laboratory. Školska knjiga, Zagreb. De Zan, I. (1991): Efficiency of the research model in the biology. Methodical view, 2: 39-48. Kranjčev, B. (1985): Introduction in the research work. Školska knjiga, Zagreb.
Quality assurance methods that ensure the acquisition of exit competences	Monitoring student's activity as well as participation in discussion, quality of the seminar presentation, monitoring of students presence, student involvement during seminars and practical work, personal consultations, students survey, course evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Chemistry in Everyday Life					
Code	VUU119	Year of study				
Course teacher	Ivana Restović, PhD, Assistant 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				
COURSE DESCRIPTION						
Course objectives	Life today is unimaginable without chemistry and its application in everyday life. In research laboratories around the world, a day is synthesized around a hundred new chemical compounds that have a direct application in the life of every individual. The achievements of chemistry determine the quality of modern life, starting with the quality of food and drink, speed recovery from illness, the possibility of heating and transport and the creation of long-term solutions to the energy, environmental protection and the preservation of our entire planet. The aim is to familiarize students with the application of chemistry in everyday life, and to become aware of how much knowledge the achievements of chemistry as a science, enabled progress today civilized society, while at the same time the basis for innovation of tomorrow. The adoption of basic knowledge about the chemical changes within the overall changes in nature, students will develop the basic skills necessary to implement the simplest experiments in chemistry.					
Course enrolment requirements and entry competences required for the course	Basic knowledge of biology, chemistry and physics.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Explain the basics of chemistry and implement these knowledge in every day life. 2. Describe different chemical changes in the nature, compare them and be able to deduce. 3. Recognize and appoint different matherials, resources and devices which are used in every day life. 4. Know and apply science method. 5. Invent and conduct simple experiments.					

	6. Compare facts and acquired knowledges about chemistry as a part of the nature, analyse them, criticaly revolve and deduce, be prepare for long life learning.
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1.Introduction to course. 2.Chemistry as a part of the nature. Chemistry in the every day life. 3. Earth atmosphere. Air and its components. Meteorological changes. 4. Water – chemical, physical and biological characteristics. 5.Acids and bases. Chemistry in the house. 6. Biological important compounds: carbohydrates, lipids and proteins. 7. Soaps and detergents. 8. Hydrocarbons. Carbon, oil and other fuels. 9. Plastic masses: polyvinyl chloride, polyethylen, teflon, styrofoam, nylon. 10. Fermentation. 11. Organic acids. The fruit and flower smell, arome. The ant, bee and wasp prick. 12. Chemistry in medicine. Pharmaceutics, medical and cosmetics products. 13. Precious and hard metals. 14. Chemisty and environment. Lighthouses effect. Acid rains. Ozone holes. Air, soil and water pollution. 15. Course analysis and evaluation.
Format of instruction	☐**lectures** ☐**seminars and workshops** ☐exercises ☐*on line*in entirety ☐partial e-learning ☐field work ☐independent assignments ☐multimedia ☐laboratory ☐work with mentor ☐**experimental work** (other)
Studentresponsibilities	

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,2	Research		Practical training	
	Experimental work	0,2	Report		(Other)	
	Essay		Seminar essay	0,8	(Other)	
	Tests	0,8	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance – 10% Seminar essay – 40% Experimental work – 10% Oral exam – 40%

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Karukstis, K.K., Van Hecke, G.R. (2003). Chemistry connections: The chemical basis of everyday Phenomena. Second edition. Academic press.		
	Lukić, S., Varga, M., Dujmović, I. (2009). Lučba 7, Školska knjiga, Zagreb.		
	Sikirica, M., Korpar-Čolig, B. (2001). Kemija s vježbama 1 i 2. Školska knjiga, Zagreb.		
	Chemgeneration. http://www.chemgeneration.com/.		
Optional literature (at the time of	Moore, J. T. (2011). Chemistry For Dummies. Wiley Publishing.Inc., Indianopolis. Indiana.		

submission of study programme proposal)	Priroda, Časopis za popularizaciju prirodnih znanosti, Hrvatsko prirodoslovno društvo, Zagreb. Chemistry in Everyday life. http://chemistry.about.com/od/everydaychemistry/.
Quality assurance methods that ensure the acquisition of exit competences	Monitoring student's activity as well as participation in discussion, quality of the seminar presentation, monitoring of students presence, student involvement during seminars and practical work, personal consultations, students survey, course evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Kinesiological Culture					
Code	VUU23S	Year of study				
Course teacher	Damir Jurko, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers	Dodi Malada, PhD, Senior Lecturer	Type of instruction (number of hours)	L	S	E	F
			0	0	30	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The goal is adequate kinesiology meet the biopsychosocial needs of student in the movement as an expresion of general satisfaction of needs which are increasing adaptive and creative skills in the modern conditions of life and study.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Use different modes of operation 2. Identify basic techniques and tactics of table tennis and volleyball. 3. Carry out the corrective exercise gymnastics. 4. Apply exercises of aerobics. 5. Use proper techniques race walking.					
Course content broken down in detail by weekly class schedule (syllabus)	Exercise in the gym and outdoors. Atletica: various forms of running, low and high start, leaps, throwings. Volleyball: basics tehniques and tactics. Basketball: basics tehniques and tactics. Swimming: basics tehniques and tactics. Hiking tour. Corrective gimnastica.					

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 school attendance.	

Screening student work*(name the*	Class attendance		Research		Practical training	2

proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance – 50% Excercises – 50%

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

Optional literature (at the time of submission of study programme proposal)	Janković, V., Marelić, N. (1995.). *Odbojka,* Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Kosinac, Z. (1989.). *Kineziterapija, tjelesno vježbanje i sport kod djece i omladine oštećena zdravlja*, Split. Šadura, T. (1991.). *Gimnastika,* Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Šnajder, V., Milianović, D. (1991.). *Atletika hodanja i trčanja*, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb. Volčanšek, B. (2002.). *Bit plivanja*, Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb.

Quality assurance methods that ensure the acquisition of exit competences	Students` evaluation.

Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Art Group as a Form of Extracurricular Activity**					
Code	VUU120	Year of study				
Course teacher	Dubravka Kuščević, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers	Mia Bogdan, Assistant	Type of instruction (number of periods)	L	S	E	F
			0	0	30	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To enable students to successfully use different art techniques and materials of artistic expression.					
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)	1. Recognising particular art techniques and materials of artistic expression. 2. Analyse and evaluate art activities. 3. Develop the ability to perceive visually, experience and understand a work of art. 4. Work out and create their own artwork.
Course content broken down in detail by weekly class schedule (syllabus)	1. Linear and tonal drawing. (5 periods) 2. Tonal painting. (5 periods) 3. Coloristic painting. (10 periods) 4. Exploring the expressive potential of graphic art through students' own graphic artwork. (5 periods) 5. Exploring sculptural values and relations . (5 periods)
Format of instruction	☐ lectures ☐ seminars and workshops ☐ **exercises** ☐ *online* in entirety ☐ partial e-learning ☐ field work ☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Written work, exam.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance - 25% Presentation - 25% Portfolio of artworks - 50%

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Tanay, E. R., Kučina, V. (1995.). Tehnike likovnog izražavanja, Naklada Zakej, Zagreb.		
	2. Vuksan, A. (1990.). Slikarske tehnike, Obrazovni centar za primijenjenu umjetnost, Zagreb.		
	3. Baričević, M. (1986.). Keramika u Hrvatskoj, Školska knjiga, Zagreb.		
	4. Focillon, H. (1995.). Život oblika, Rako&Rako, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	1. Peić, M. (1975.). Pristup likovnom djelu, Školska knjiga, Zagreb. 2. Paro, F. (1991.). Grafika, Mladost, Zagreb. 3. Restek, J. (1980.). Osnove grafičkog dizajna, Viša grafička škola, Zagreb.
Quality assurance methods that ensure the	Students' exam results, students' evaluation of the course by anonymous survey

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

NAME OF THE COURSE	Media in Education						
Code	VUU124	Year of study	2				
Course teacher	Morana Koludrović, PhD, Assistant 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					
COURSE DESCRIPTION							
Course objectives	As part of the course, students will be informed about the basic concepts in the field of media pedagogy and didactics. They will acquire knowledge about the types and the role of media and the possibilities of using media in teaching process. Students will analyze and evaluate the impact of certain media on pupils on the basis of the results of scientific and technical research, devise, analyze and evaluate the possible application of specific media in teaching and in their leisure time.						
Course enrolment requirements and entry competences required for the course	Completed course *Basics of Pedagogy.*						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: - define and understand the basic concepts in the field of application, impact and importance of using media in education. - be able to define, identify and evaluate the media in the educational process regarding the selection, function and classification of media and their application in teaching process and leisure time -evaluate, according to the main features, the specifics of individual media - analyze and evaluate specific media regarding their educational role, quality and impact on youth						
Course content broken down in detail by weekly class schedule (syllabus)	1. basic concepts in the field of media in education (2L) 2. basic concepts in the field of (multi) media didactics (2L) 3. educational function of the media with regard to the type, function and role of development and evaluation of quality animated films in teaching and leisure time (2L) 4. pedagogical analysis of the newspaper for students and young people (1L) 5. peculiarities of application of certain media in an educational process (1L) 6. pedagogical analysis of popular shows for children and youth (1L) 7. analysis the influence of media on personal, social and educational values (2L) 8. analysis of educational software in the teaching process (1L) 9. auditory media in education and leisure time (1L) 10. violence in the media and their impact on students (2L) Seminars are organized as workshops in which students prepare, critically cogitate and discuss issues, current events and problems important for classroom management and plan new strategies of prevention and resolution of detected problems. In the implementation of the seminar active participation, cooperative learning and teamwork are expected from students.						

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, in accordance with the existing regulations, obliged to participate in all forms of instruction (consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers).					
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Examination success, the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.					

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Matijević, M. (2013), Uvjetovanost izbora i didaktičkog oblikovanja medija u nastavnom procesu i učenju. Školski vjesnik, 62 (2-3), 303-325.		x
	Matijević, M. (2007), Novo (multi)medijsko okruženje i cjeloživotno obrazovanje. Andragoške studije, 7(2), 168-177.		x
	Košir, M., Zgrabljić, N., Ranfl, R. (1999), Život s medijima.Zagreb: Doron.		
	Matijević, M. (1998), Hipermedijska obrazovna tehnologija i didaktika medija. Obrazovanje odraslih, 42(1-4), 49-58.		x

Optional literature (at the time of submission of study programme proposal)	Students will be given the relevant literature, depending on the topic of a seminar paper
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, conversation, active participation, evaluation conducted by the Quality Assurance Board
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Didactics of Progressive Mathematics					
Code	VUU127	Year of study	5			
Course teacher	Irena Mišurac PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers	Josipa Jurić, Assistant	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				

COURSE DESCRIPTION	
Course objectives	The course objective is to enable students for quality and creative planning, preparation and implementation of the progressive teaching of mathematics at primary school level.
Course enrolment requirements and entry competences required for the course	Completed mathematics courses and courses *Didactic of Mathematics 1, 2.*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	1. Recognize the role of progressive mathematics teaching 2. Identify pupils for extra lessons 3. Solve tasks for progressive mathematics using different strategies 4. Describe different types of mathematical competition 5. Planing, preparing and implementing progressive mathematics
Course content broken down in detail by weekly class schedule (syllabus)	The purpose, objective and tasks of progressive mathematics. Identifying pupils for progressive mathematics. Comparison of work in regular and progressive mathematics teaching. Curiosity, imagination, play and creativity in the progressive mathematics. Mathematical Competition. Selected tasks from progressive mathematics.
Format of instruction	☑ lectures ☑ seminars and workshops ☐ exercises ☐ *on line* in entirety ☐ partial e-learning ☑ field work	☑ independent assignments ☑ multimedia ☐ laboratory ☐ work with mentor ☐ (other)
Student responsibilities	Regular attendance of lectures and seminars. Preparation and presentation of seminar paper on given topic as agreed with the lecturer.

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student activity during classes (activity, critical discussion). The students are obliged to prepare one seminar paper on given topic as agreed with the lecturer. Seminar paper is presented in public and evaluated. Final course grade will be formed based on all grades achieved.

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

library and via other media)	Đurović, J. (1992.). Dodatna nastava iz matematike u prvom i drugom razredu osnovne škole: priručnik za učitelje, Školska knjiga, Zagreb.		
	Đurović, J. (2002.). Dodatna nastava iz matematike u trećem razredu osnovne škole: priručnik za učitelje, Školska knjiga, Zagreb.		
	Đurović, J. (1998.). Dodatna nastava iz matematike u četvrtom razredu osnovne škole: priručnik za učitelje, Element, Zagreb.		
	Polonijo, M. (2002.). Matematičke zavrzlame: priručnik za kreativne matematičare, Profil international, Zagreb.		
Optional literature (at the time of submission of study programme proposal)	Ovčar, S. (1991.). Identificiranje nadarenih učenika u početnoj nastavi matematike, Napredak: časopis za pedagogijsku teoriju i praksu, 3, str. 266-270. Čudina-Obradović, M. (1991.). Nadarenost: razumijevanje, prepoznavanje, razvijanje, Školska knjiga, Zagreb. Polonijo, M. (1995.). Matematičke razbibrige za nove radoznalce, Element, Zagreb.		
Quality assurance methods that ensure the acquisition of exit competences	Students` evaluation		
Other (as the proposer wishes to add)	The course also scheduled a visit to the progressive mathematics classes in primary schools		

NAME OF THE COURSE		Methodology of Teaching Children with Special Education Needs				
Code	VUU133	Year of study				
Course teacher	Esmeralda Sunko, PhD, Assistant Profesor	Credits (ECTS)	2			
Associate teachers	Vedrana Vučković, Lecturer	Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Training for creation of inclusive curriculum for lower graders. Development of critical opinion on value of teaching methods in terms of quality of learning process and educational objective of the methods.					
Course enrolment requirements and entry competences required for the course	- Passed exam in *Basics of pedagogy* - Taking the course in *Pedagogy of children with special needs* - Linguistic, computer and information literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able for: - a team work in diagnosing special needs of students and a team work in creation of individualised educational programmes (adaptation of methods, techniques, didactic materials) - creation of adapted and special programmes (content adaptation for students with intellectual difficulties) - monitoring, managing and facilitating in interactive methods of work with students with special needs with regard to recognition and use of linguistic samples					

	- development of critical opinion on the observed situations in inclusive integrated classes and institutions providing education in special conditions - recognising and distinguishing integration, substitution, compensation and correction as pedagogical methods in work with students with special needs - recognising techniques for implementation of special programmes.
Course content broken down in detail by weekly class schedule (syllabus)	1. Familiarisation with laws and normative protocols which regulate education of children with special needs 2. Classification by H. Bach with regard to objectives and methods of inclusive and special education 3. Special measures and methods within a group of students with learning difficulties, hearing and speech problems 4. Special measures and methods within a group of students with vision and motor problems 5. Special measures within a group of students with different behavioural problems and pervasive developmental disorders 6. Creation of individualised educational programmes 7. Creation of adapted and special educational programmes 8., 9., 10. Monitored observation of students with special needs in integrated/inclusive and special educational conditions 11., 12., 13. Presentation of the observed situations and events involving students with developmental difficulties and gifted students 14. Ways of evaluation of students with special needs (Evaluation regulations) 15. Comparing different methods and their reflections with regard to inclusive proctice

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

Student responsibilities	Regular attendance at lectures and seminars. Produce and present the seminar paper (methodical essays).

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Registering class attendance (lectures), preparation of an observation sample, discussion – argumentation and critique, register the quality of the presented observational work, comparing different methods and techniques of work in different institutions, team work, linking theory with practice in presentation, commenting on professional literature and practical work.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Bach, H. (2005.) Osnove posebne pedagogije, Educa Zagreb		
	Jensen, E. (2004.) Različita djeca različiti učenici, Educa, Zagreb		

	Hannaford, C. (2007.) Pametni pokreti, zašto ne učimo samo glavom, Ostvarenje, Lekenik		
	Sunko, E., Brajević-Gizdić, I. (2011.) Odgojem za preventivno djelovanje, Liga za prevenciju ovisnosti		
	Terhard, E. (2001.) Metode poučavanja i učenja, Educa, Zagreb		
Optional literature (at the time of submission of study programme proposal)	Posokhova, I. (2000.) Kako pomoći djetetu s teškoćama u čitanju i pisanju, Ostvarenje, Lekenik		
Quality assurance methods that ensure the acquisition of exit competences	Assessment and evaluation of students will be defined by the implemented curriculum.		
Other (as the proposer wishes to add)			

COURSE TITLE	**Advanced Teaching Models**					
Code	VUU303	Year of study				
Course teacher	Sonja Kovačević, PhD, Full Professor	Credit value (ECTS)	2			
Associate teachers		Course delivery types (hours per semester)	L	S	E	F
			15	15	0	0
Status of the course	Elective	E-learning percentage				
COURSE DESCRIPTION						
Course objectives	The aim of the course is to introduce students to different theories, systems and process models of teaching and learning with a critical and creative attitude towards educational theory and practice; to get to know different theoretical and methodological points of educational process; to learn about the developmental continuity of instruction; to learn about the different concepts (theories) of development and education; to get to know the difference between traditional and modern systems and models of teaching and learning; to see different systems and models of teaching and their characteristics; to be able to organize teaching in accordance with the different systems and models of teaching and learning; to be able to transfer knowledge and interference on different situations of educational processes; to be motivated to research systems and models of teaching and learning.					
Course admission requirements and entrance competences required	Passed examination in *Didactics*.					
Expected	Students are expected to develop the following general competencies: - Identify and analyze the reasons for the existence of a number of theories, systems and models of teaching and learning - Identify the complexity of the educational process					

learning outcomes at a course level (4-10 outcomes)	- Explain and analyze the developmental continuity of instruction - Identify and compare the different paradigmatic bases and scientifically theoretical positions of science on education - List traditional and modern systems and models of teaching and learning - Compare and analyze traditional and modern systems and models of teaching and learning - Analyze the fundamental elements of the teaching process in different systems and models of teaching and learning - Vary the basic structure and function of individual systems - Prepare, implement and evaluate the lessons according to the different models in the process of teaching and learning - Identify and describe the impact of the organization of teaching on students' development.
Course content elaborated in detail according to the timetable	The reasons for the existence of multiple systems and models of teaching and learning. The complexity of teaching and learning. Diversity of approach in teaching and learning. Diversity of paradigmatic bases and scientifically - theoretical positions of science on education. The diversity of methodological starting points. The basic features of communication purpose, objectives and tasks, relationship between participants. Models of teaching: Transmission model of teaching Transaction teaching model Transformation model of teaching Post-postmodern Maieutics Post-industrial society Company knowledge The concept of lifelong learning Socratic dialogue Theories of other modernization or post-postmodern Theory of McDonaldisation The theory of the society of risk The theory of fluid society The theory of the network society The theory of communicative action Critical Pedagogy Constructivism Experiential learning theory Critical thinking - Sapere Aude

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

Students' duties	Participants are required to attend all forms of instruction, and actively participate in class, which includes the performance of individual assignments, preparation of an e-portfolio, monitoring of relevant literature according to the suggestions of teachers and successfully passing the final exam.

Following up students' work *(note down ECTS credits for each activity so that the total of*	Course attendance	0,5	Researching		Practical work	0,5
	Experimental work		Term paper		Workshops	0,5
	Essay		Seminar paper		(note down other types)	

ECTS credits matches the course credit value)	Preliminary exams		Oral exam		(note down other types)	
	Written exam	0,5	Project		(note down other types)	
Grading and evaluating students' work during the course and in the final exam	Assessment and evaluation of students will be defined by the implemented curriculum.					

Obligatory reading list (available in the library and in other media)	Title	Number of copies in the library	Available in other media
	Kovačević, S.,Mušanović, L. (2013), Od transmisije do majeutike – modeli nastave, HFD, Rijeka.	10	
	Jensen, E. (2003), Super nastava. Zagreb: Educa	3	
Additional reading list	*** (1993), Didaktičke teorije. Zagreb: Educa. Bošnjak, B. (1998), Drugo lice škole. Zagreb: Alinea.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Evaluation lists, exam accomplishments		
Other (according to the proposer's opinion)			

COURSE TITLE	German Language 1					
Code	VUU028	Year of study				
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credit value (ECTS)	2			
Associate teachers	Ana Sarić, MSc, Assistant	Course delivery types (hours per semester)	L	S	P	T
			15	0	15	0
Status of the course	Elective	E-learning percentage				
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the German language.					
Course admission requirements and entrance competences required	None.					
Expected	Upon successful completion of the course, students will be able to:					

learning outcomes at a course level (4-10 outcomes)	-correctly read texts in German -correctly use basic German grammar -correctly use numbers in German, express the time and date -communicate in German in common situations (with limited vocabulary)
Course content elaborated in detail according to the timetable	1. Erste Kontakte 2. Zahlen bis 100 3. Leute 4. Bildwörterbuch 5. Küche 6. Zahlen bis 1000 7. Essen und Trinken 8. Lebensmittel 9. Einkaufen 10. Freizeit 11. Freizeit und Arbeit 12. Was ist heute los? 13. Wohnen 14. Wohnungsmarkt 15. Wohnungen und Häuser Beschreibung
Course delivery types	☐**lectures** ☐**seminars and workshops** ☐ tutorials ☐ completely *on line* ☐ mixed e-learning ☐ field teaching ☐ independent tasks ☐ multimedia ☐ laboratory ☐ mentorship work ☐ (note down other types)
Students' duties	Students are expected to attend the classes regularly and participate actively in classes.

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	0.5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper		(note down other types)	
	Preliminary exams	1.5	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	Regular attendance, participation in classes, twocontinuous assessments or an exam.

Obligatory reading list (available in the library and in other media)	**Title**	**Number of copies in the library**	**Available in other media**
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. izdanja	1	www. hueber.de
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. izdanja	1	www. hueber.de

Additional reading list	A German Grammar.
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultations, discussion, active participation, evaluation.

COURSE TITLE	German Language 2					
Code	VUU029	Year of study				
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credit value (ECTS)	2			
Associate teachers	Ana Sarić, MSc, Assistant	Course delivery types (hours per semester)	L	S	P	T
			15	0	15	0
Status of the course	Elective	E-learning percentage				
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the German language (low intermediate level).					
Course admission requirements and entrance competences required	Basic German knowledge.					
Expected learning outcomes at a course level (4-10 outcomes)	Upon successful completion of the course, students will be able to: -correctly read and (depending on the complexity of vocabulary) understand texts in German -correctly use basic German grammar -communicate in German in common situations -know the basic concepts of German history and culture					
Course content elaborated in detail according to the timetable	1. Krankheit 2. Der Körper. 3. Bei dem Arzt 4. Alltag 5. Ein Arbeitstag 6. Eine Geschichte 7. In der Stadt 8. Berlin-30 Jahre später 9. Alle Wege nach Berlin 10. Geschenke 11. Wünsche 12. Jetzt bin ich viel glücklicher 13. Deutsche Sprache und deutsche Kultur 14. Die deutschsprachigen Länder 15. Das Herz Europas.					

Course delivery types	☑**lectures** ☑**seminars and workshops** ☐ tutorials ☐ completely *on line* ☐ mixed e-learning ☐ field teaching	☐ independent tasks ☐ multimedia ☐ laboratory ☐ mentorship work ☐ (note down other types)
Students' duties	Students are expected to attend the classes regularly and participate actively in classes.	

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	0.5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper		(note down other types)	
	Preliminary exams	1.5	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	Regular attendance, participation in classes, twocontinuous assessments or an exam.		
Obligatory reading list (available in the library and in other media)	**Title**	**Number of copies in the library**	**Available in other media**
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. izdanja	1	www. hueber.de
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. izdanja	1	www. hueber.de
Additional reading list	A German Grammar.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultations, discussion, active participation, evaluation.		

COURSE TITLE	German Language 3					
Code	VUU030	Year of study				
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credit value (ECTS)	2			
Associate teachers	Ana Sarić, MSc, Assistant	Course delivery types (hours per semester)	L	S	P	T
			15	0	15	0
Status of the course	Elective	E-learning percentage				
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the German language (intermediate level).					
Course admission requirements and entrance competences required	Basic German knowledge (lower intermediate level).					
Expected learning outcomes at a course level (4-10 outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in German (intermediate level) -correctly use basic German grammar -communicate in German in common situations and participate in discussions related to various topics such as physical appearance, education, employment, family, education of children -know the basic concepts of German society and culture					

Course content elaborated in detail according to the timetable	1. Aussehen und Persönlichkeit 2. Personen beschreiben. Subjektiver Eindruck. Kleidung, Toleranz und Vorurteil. Artikelwörter 3. Schule, Ausbildung, Beruf 4. Wunschberufe, Berufswahl, Stellensuche. Präteritum der Modalverben 5. Unterhaltung und Fernsehen 6. Fernsehprogram.Lieder. Reflexive Verben, Fragewörter, Pronomen 7. Industrie, Arbeit und Wirtschaft 8. Autoproduktion. Schichtarbeit. Passiv 9. Familie und persönliche Beziehungen 10. Eltern und Kinder. Erziehung früher und heute. Infinitivsatz.

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

Students' duties	Students are expected to attend the classes regularly and participate actively in classes.

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	0.5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper		(note down other types)	
	Preliminary exams	1.5	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	Regular attendance, participation in classes, twocontinuous assessments or an exam.

Obligatory reading list (available in the library and in other media)	Title	Number of copies in the library	Available in other media
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. izdanja	1	www. hueber.de
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. izdanja	1	www. hueber.de

Additional reading list	A German Grammar.

The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultations, discussion, active participation, evaluation.

COURSE TITLE	German Language 4						
Code	VUU135	Year of study					
Course teacher	Eldi Grubišić Pulišelić, PhD, Full Professor	Credit value (ECTS)	2				
Associate teachers	Ana Sarić, MSc, Assistant	Course delivery types (hours per semester)		L	S	P	T
				15	0	15	0
Status of the course	Elective	E-learning percentage					

COURSE DESCRIPTION	
Course objectives	Introduction to the basics of the German language (intermediate level).
Course admission requirements and entrance competences required	Basic German knowledge (lower intermediate level).
Expected learning outcomes at a course level (4-10 outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in German (intermediate level) -correctly use basic German grammar and spelling -communicate in German in common situations and participate in discussions related to various topics such as environmental protection, weather, travel, generational differences -know the basic concepts of German society, culture and lifestyle
Course content elaborated in detail according to the timetable	1. Natur und Umwelt 2. Landschaftstypen. Wetter. Relativsatz 3. Deutsche im Ausland und Ausländer in Deutschland 4. Urlaubsvorbereitung. Reiseerlebnisse. Im Ausland arbeiten. Indirekter Fragesatz 5. Nachrichten und Politik 6. Nachrichten. Wahlsystem. Präpositionen 7. Alte Menschen 8. Altenheime. Überalterung. Reflexive Verben 9. Bücher lesen 10. Lyrik. Buchbeschreibungen. Grammatische Übungen.

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

Students' duties	Students are expected to attend the classes regularly and participate actively in classes.

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	0.5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper		(note down other types)	
	Preliminary exams	1.5	Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	

Grading and evaluating students' work during the	Regular attendance, participation in classes, twocontinuous assessments or an exam.

	Title	Number of copies in the library	Available in other media
Obligatory reading list (available in the library and in other media)	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. izdanja	1	www. hueber.de
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. izdanja	1	www. hueber.de
Additional reading list	A German Grammar.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultations, discussion, active participation, evaluation.		

NAME OF THE COURSE	Selected Areas of the Primary Maths Teaching				
Code	VUU139	Year of study			
Course teacher	Nives Baranović, Senior Lecturer	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	30	0	0
Status of the course	Elective	Percentage of application of e-learning	20%		
COURSE DESCRIPTION					
Course objectives	Further develop professional and methodical knowledge, skills and attitudes for the planning, preparation and implementation of selected areas of mathematics. Further develop mathematical skills, creative and critical thinking; independence and individuality in their work, but also the ability to work in a team. Through developing a positive relationship towards learning and teaching of selected areas of mathematics, responsibility for one's success and progress, as well as awareness of one's mathematical abilities, along with applications of previously described competencies, students are expected to be creative and diligent and build firm foundations for lifelong learning and continued education.				
Course enrolment requirements and entry competences required for the course	No requirements.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successfully completing selected topics, students should be able to independently plan, prepare, and implement content in lower primary teaching of mathematics and use methods specifically related to teaching children with special needs.				

Course content broken down in detail by weekly class schedule (syllabus)	Open-ended problems; using games in teaching of mathematics; mathematics and the gifted child; mathematics and the special needs child; using cognitive maps in organizing knowledge.

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

Student responsibilities	Regular attendance in classes, active participation in discussions and problem solving assignments. Exam: written and oral.

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	**Class attendance**	0.1	Research		Practical training	
	Experimental work		Report		**Independent assignments**	1.6
	Essay		Seminar essay		**Work in class**	0.3
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Continuous monitoring and evaluation of active participation in discussions and problem solving assignments: 20% of the grade Evaluation and assessment of independently produced assignments: 80% The grade is awarded following the positive assessment of all assignments, based on all the data collected.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Markovac, J. (2001). *Metodika početne nastave matematike.* Zagreb: Školska knjiga.	1	
	Ljubković, J. (2000). *Metodika početne nastave matematike.* Pula: IGSA.	1	
	Liebeck, P. (1995). *Kako djeca uče matematiku.* Zagreb: Educa.	1	
	Sharma, M. C. (2001.). *Matematika bez suza.* Zagreb: Ostvarenje	1	

Optional literature (at the time of submission of study programme proposal)	Lukač, N., Mladinić, P., Varošanec, S., Varošanec, Z. (2005). *Matematičko natjecanje Klokan bez granica.* Zagreb: HMD Kurnik, Z. (2010). *Zabavna matematika.* Zagreb: Element. Polonijo, M. (2009). *Matematičke razbibrige za nove radoznalce.* Zagreb: Element. *Časopis za mlade matematičare* MATKA. Zagreb: Hrvatsko matematičko društvo. *Dječji enigmatski školski časopis* ALKICA. Zagreb: Matematičko-enigmatsko društvo MED. Pelle, B. (2004). *Tako poučavamo matematiku.* Zagreb: Školske novine i HMD. Polya (1966). *Kako riješiti matematički zadatak.* Zagreb: Školska knjiga.

Quality assurance methods that ensure the acquisition of exit competences	Continuous monitoring and evaluation of students through the described activities (completion of all given assignments). Anonymous student survey.

Other (as the proposer wishes to add)	

NAME OF THE COURSE		Basics of choral conducting					
Code	VUU034		Year of study				
Course teacher	Marijo Krnić, MSc, Lecturer		Credits (ECTS)		2		
Associate teachers			Type of instruction (number of hours)		L	S	E	F
					15	0	15	0
Status of the course	Elective		Percentage of application of e-learning				
COURSE DESCRIPTION							
Course objectives	Develop musical hearing and musical and technical abilities to express by conducting, singing and playing the piano. Get to know and perform a representative repertoire for female choir. Develop the need for singing and group music making.						
Course enrolment requirements and entry competences required for the course	Prerequisite for course enrollment is completed course *Musical Notation.*						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of course obligations the student will be able to: - apply the basic techniques of conducting and manage group musicianship; - apply the basic techniques of playing the piano; - apply the basics of vocal technique; - perform the choral singing literature with pure intonation, with precise rhythm and realize correctly all the other elements of music score, such as dynamics, articulation, tempo, etc.; - perform on the piano choral singing literature; - identify and distinguish the literature for female choir of different stylistic periods; - participate in public performances; - analyze music-expressive elements of choral compositions; - evaluate choral performances.						
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Introduction 2. General rules of conducting 3. Preparatory posture 4. Preparatory gesture 5. Duple measure 6. Triple measure 7. Quadruple measure 8. Tempo 9. Sextuple measure 10. Quintuple measure 11. Septuple measure 12. Other measures 13. Music literature without measure marks 14. Conducting and music articulation 15. Corona EXERCISES: 1. Introduction 2. Technical exercises 3. Technical exercises (basic positions, types of gestures)						

	4. Preparatory movement (exercises on examples from literature) 5. Duple measure (exercises on examples from literature) 6. Triple measure (exercises on examples from literature) 7. Quadruple measure (exercises on examples from literature) 8. Tempo (exercises on examples from literature), studying literature for course Choral singing 1-4 9. Sextuple measure (exercises on examples from literature), studying and repeating literature for course Choral singing 1-4 10. Quintuple measure (exercises on examples from literature), studying and repeating literature for course Choral singing 1-4 11. Septuple measure (exercises on examples from literature), studying and repeating literature for course Choral singing 1-4 12. Other measures (exercises on examples from literature), studying and repeating literature for course Choral singing 1-4 13. Music literature without measure marks (exercises on examples from literature), repeating and finishing literature course Choral singing 1-4 14. Conducting and music articulation (exercises on examples from literature), repeating and finishing literature for course Choral singing 1-4 15. Corona (exercises on examples from literature), preparing for public performance.
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	Class attendance, public performance with the choir (course Choral singing 1-4).

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Public performance	1,5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance - 25% Public performance - 75%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Jerković, J. (1999). *Osnove dirigiranja I,* Osijek: Sveučilište Josipa Jurja Stossmayera u Osijeku.		
	2. Jerković, J. (2001). *Osnove dirigiranja II,* Osijek: Sveučilište Josipa Jurja Stossmayera u Osijeku.		
	3. Završki, J. (1979). Metodičke upute za rad s dječjim zborom u općeobrazovnim školama, Zagreb: Školska knjiga.		
	4. Choral literature		

Optional literature (at the time of submission of study	1. Lhotka, F. (1981). Dirigiranje, Zagreb: Školska knjiga. 2. Gjadrov, I. (2002). Umijeće dirigiranja, Zagreb: Music play.

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	- Student evaluation using the anonymous survey; - Demonstration classes, evaluation and critical analysis of a colleague; - Self-evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Family and School Partnership				
Code	VUU142	Year of study				
Course teacher	Anita Mandarić Vukušić, PhD, Assistant 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				

COURSE DESCRIPTION	

Course objectives	Acquire basic - general knowledge in the field of study; - Identify, understand and take into account the peculiarities of the partnership family and the local community; - To enable students to adequately and timely respond to the specific needs of family members; - Successfully communicate orally and in writing and present their own creations; - Develop skills in the use of information from various sources and use them for practical purposes; - To enable students to work in teams
Course enrolment requirements and entry competences required for the course	Exam in *Family Pedagogy*.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student upon completion of the course be able to: - Correctly interpret the fundamental concepts in the field of family partnerships and community (family, institution, community, cooperation vs. Partnership) - Analyze and arguments to explain various theories and approaches to understanding the partnership family and the local community, - Develop a plan and independently perform activities aimed at strengthening the parent / teacher competence, - Develop a specific plan and program of activities aimed at building partnerships and program of pedagogical education of parents, - Carry out and interpret simple research tasks in the field of family and community partnerships. - Self operate an effective discussion with parents and other factors of the educational process.
Course content broken down in	The course includes the following facilities: - The principles of the construction, maintenance and improvement of relations;

detail by weekly class schedule (syllabus)	- The expectations of parents and teachers of the partnership family - O-O ustanove- local communities; - Motivation factors O-O process for partnership; - Quality communication; - Involvement vs. Engagement - The functioning of the microsystem (family / school /) and possible ways of their cooperation, - Types of communication with parents; - The role of educators in pedagogical education of parents; - Quality management (parents, children); - Advisory work with parents

Format of instruction

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

Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, monitoring the relevant literature according to the suggestions of teachers and passing the final exam

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		activity	0,5
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students' work during the semester is done through self-assessment of students and professors, and in accordance with pre-agreed standards.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Handbook of school-family partnership (2010) Christenson, S.L. & Reschly, A.L. (Ed.), Taylor & Francis (odabrana poglavlja).	1	-
	Ljubetić, M. (2014) Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice. Zagreb, Element.	15	-
	Ljubetić, M. (2011) Partnerstvo obitelji, vrtića i škole - vježbe, zadatci, primjeri. Zagreb: Školska knjiga, 2011. (priručnik).	2	-
	Maleš, D. (1988) *Suradnja predškolske ustanove i obitelji kao pretpostavke uspješnog odgojnog djelovanja.* Pojavni oblici poremećaja u ponašanju djece u predškolskim ustanovama i uvjeti života u obitelji. Zagreb, Fakultet za defektologiju Sveučilišta u Zagrebu.	1	-
	Spajić-Vrkaš, V; Stričević, I; Maleš, D; Matijević, M. (2004) *Poučavati prava i slobode: priručnik za*	2	-

	učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo
Optional literature (at the time of submission of study programme proposal)	1. Rosić, V., Zloković, J. (2003) Modeli suradnje obitelji i škole. Đakovo Pedagoška biblioteka za učitelje i odgajatelje. Kolo I., «Tempo» d.o.o. Đakovo, str. 10-70. 2. Maleš, D. (1995) Pedagoško obrazovanje roditelja. U: Pedagoško obrazovanje roditelja – Međunarodni znanstveni kolokvij. Rijeka, Sveučilište u Rijeci, Pedagoški fakultet u Rijeci. 3. Maleš, D. (1996) Od nijeme potpore do partnerstva između obitelji i škole. Zagreb, U: Društvena istraživanja god. 5, br. 1 (21), (str.75-87). 4. Ljubetić, M. (2000) Važno je znati kako živjeti. Zagreb, Alinea. 5. Dinkmeyer, D., Mc Kay, G. D., Dinkmeyer, J. S. (1989) Parenting young children –helpful strategies based on systematic training for effective parenting (STEP). Inc. Minnesota, American guidance service. XXX Mrežni izvori. www.
Quality assurance methods that ensure the acquisition of exit competences	The assessment appears during the academic year, through: presentations of seminar papers, small studies, tests of active participation in classes and discussions. Examination: colloquium / written / oral. External evaluation: Evaluation sheets, test achievement.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Pedagogical Communication					
Code	VUU144		Year of study				
Course teacher	Sonja Kovačević, PhD, Full Professor		Credits (ECTS)	2			
Associate teachers	Antonela Barun, Assistant		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				
COURSE DESCRIPTION							
Course objectives	Introduce education as a communication process. Introduce education in the group. Familiar models of communication. Familiar communication models of teaching Develop basic communication skills. Develop a critical attitude towards the educational reality of the group.						
Course enrolment requirements and entry competences required for the course	eg. an excellent examination of the basics of pedagogy.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	It is expected that students will develop following general competencies: - General communication skills - Analyze and understand the complexities of education in group - The ability to apply ideas in analysis of practice;						

	Of specific competencies, it is expected that students can: - Describe, define, understand and explain the communication - educational events in the group; - Adopt the techniques of the interview; - Develop communication skills. -rješavati conflicts children; - Raise awareness of personal theories of teaching; - Develop communication skills leadership
Course content broken down in detail by weekly class schedule (syllabus)	1. Models educational communication 2. Education as communication 3. Education in a small joint 4. High quality verbal and non-verbal communication, recognize the signs of nonverbal communication 5. The formation of social skills and their role in communication. (Presentation, handling, interview). 6. Conflicts and peaceful conflict resolution. 7. Interpersonalna communication and communication models (Schramov model and Glasser's model of "total communication"). 8. Aksiomi communication. 9. Basic characteristics of educational communication

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

Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, making e-portfolio, monitor relevant literature according to the suggestions of teachers and passing the final exam.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Workshops	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students will be defined implementing the curriculum. Activity in workshops.

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Brajša, P. (1994): *Pedagoška komunikologija*, Školska knjiga , Zagreb Pease, A. (1991): Govor tijela, Mladinska knjiga, Ljubljana-Zagreb		

Optional literature (at the time of	1. Brajša ,P. (1996): Umijeće razgovora, C.A.S.H.,Pula 2. Ajduković.M., Pečnik,N.(1994) Nenasilno rješavanje sukoba, Alinea,Zagreb

submission of study programme proposal)	3. Šagud, M. 2006.Odgajatelj kao refleksivni praktičar. Petrinja, Visoka uĉiteljska škola u Petrinji 4. Janković, J. (1994) Sukob ili suradnja, Alinea, Zagreb 5. Pearsons, J.C., Spitzberg, B.H. (1990): Interpersonal communication – Concepts, Components, And Context, WM.C: Brovn publishers USA
Quality assurance methods that ensure the acquisition of exit competences	Evaluation sheets, test achievement
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Law in Everyday Life					
Code	VUU037	Year of study				
Course teacher	Esmeralda Sunko, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers	Ana Babić, Lecturer	Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	to know the rights of children and critically think about their protection, realization and promotion					
Course enrolment requirements and entry competences required for the course	Training for development of children rights.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- Linguistic, computer and information literacy. - Passed exam in the course of *General pedagogy.*					
Course content detailed by weekly class schedule (syllabus)	LECTURES					1

LECTURES		
Introductory lecture	1
The needs, rights and best interests of the child - fundamental determinants.	1+1
International and national regulations governing the protection of children. The Ombudsman for Children and other institutions for protecting children	1+1
The level of protection and the state of children's rights in the Republic of Croatia and in the world. The most common forms of violation of children's rights.	1+1
Protection of children in the family (the rights and duties in the relationship between parents and children, violation of the rights of children in the family, support the family in child protection)	1+1
Child abuse and neglect-types, causes, symptoms, treatment (domestic violence, violence in educational institutions, bullying, cyberbullying, violence on the street)	1+1

	Comprehensive protection of children in the educational system (kindergartens, schools, clinics). Expectations, rights, obligations and responsibilities of all stakeholders of the educational process. Violations of the rights of children in the education system. Protecting the rights and best interests of children through the process of monitoring and evaluation in the education system. Participation of children and parents in the school's life and work.	1+1
	Protection of children with special needs-recognition, needs, opportunities, problems (children with disabilities, gifted children, chronically ill children, children with behavioral disorders, children belonging to minorities...)	1+1
	Competence of teachers in identifying violations, the protection and promotion of children's rights	1+1
	Education for Human Rights-challenges-opportunities-difficulties.	1+1
	Cooperation families, kindergarten / school and community-fundamental factor comprehensive protection of children (forms, opportunities, difficulties, challenges).	1+1
	Protecting children in their free time. Cultural rights. Eligibility. Media and child (protection of children's privacy, positive activities for children and about children).	1+1
	Health care rights of the child Protecting children from accidents.	1+1
	Social, economic, judicial protection of children's rights. Child labor and child trafficking.	1+1
	Creating a preventive protection programme.	1+1
	The evaluation of the programme.	1

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

Student responsibilities	Regular attendance of lectures and seminars. Write and present a seminar paper.				

Screening student work*(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Student activity during the realization of the object (regularity, critical discussion, conclusions) - 20 % Students have to complete one essay on a given topic methodical in agreement with the teacher. Seminar publicly presented and evaluated - 30 % In this subject the student takes an oral exam - 50 % The final grade of the course will be formed on the basis of all the above ratings

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

library and via other media)	Leach, P. (2003). *Prvo djeca*, Zagreb: Algoritam.		
	Maleš, D., Milanović, M., Stričević, I. (2003). *Živjeti i učiti prava. Odgoj za ljudska prava u sustavu predškolskog odgoja.* Zagreb: Filozofski fakultet Sveučilišta u Zagrebu - Istraživačko obrazovni centar za ljudska prava i demokratsko građanstvo.		
	Maleš, D. i Stričević, I. (2003). *Mi poznajemo i živimo svoja prava*. Priručnik za odgoj i obrazovanje o pravima djeteta u osnovnoj školi, Zagreb, ŠK.		
Optional literature (at the time of submission of study programme proposal)	-xxx (2007). *Compasito - manual on human rights education for children*, Councile of Europe. -xxx (2007). *Compass - A manual on Human Rights Education with Young people*, Councile of Europe.		
Quality assurance methods that ensure the acquisition of exit competences	Student evaluation by using anonymous questionnaires ; the success of students in the exam.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		Development of Children's Musicality				
Code	VUU154	Year of study				
Course teacher	Snježana Dobrota, PhD, Full 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				
COURSE DESCRIPTION						
Course objectives	To get acquainted with the development of children's music abilities and the basic of measurement of music abilities by means of different tests.					
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 developmental phases of children's music abilities. To value development of children's music abilities. To explain the importance of music psychology notions for music pedagogy. To conduct research of children's music abilities.					
Course content broken down in detail by weekly class schedule (syllabus)	Music abilities. Structure of music abilities. The development of music abilities. Elementaristic approach about the structure of music abilities. Unitaristic approach about the structure of music abilities. Bihevioristical approach about the structure of music abilities. The developmental music abilities. The stabilized music abilities.					

	The measurement of music abilities. Tests of music abilities. E. Gordon – *Primary Measures of Music Audation.* Music preferences. Factors influencing music preferences – theoretical models of music preferences. Investigation of music preferences – the influence of music characteristics, music styles and education Investigation of music preferences – the influence of personality traits.				
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	Seminar essay, test, exam.				
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance 10% Test 35% Seminar essay 20% Exam 35%				

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	Pesek. A. (1990). Značaj glazbenog odgoja za razvoj glazbenih intelektualnih sposobnosti. *Tonovi: časopis glazbenih i plesnih pedagoga.* 11-12 29-31.	1	
	Radoš, K. (1983). *Psihologija muzičkih sposobnosti.* Beograd: Zavod za udžbenike i nastavna sredstva.	1	
	Rojko, P. (1981). *Testiranje u muzici.* Zagreb: Muzikološki zavod Muzičke akademije u Zagrebu.	1	
	Dobrota, S. (2012). *Uvod u suvremenu glazbenu pedagogiju.* Split: Filozofski fakultet Sveučilišta u Splitu.	1	
Optional literature (at the time of submission of study programme proposal)	De la Motte-Haber, H. (1999). *Psihologija glazbe.* Jastrebarsko: Naklada Slap. Rojko, P. (1982). *Psihološke osnove intonacije i ritma.* Zagreb: Muzička akademija. Rojko, P. (2002). Glazbenoteorijska i psihološka uporišta glazboterapije. *Tonovi: časopis glazbenih i plesnih pedagoga.* 2 (40), 17-27.		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance, active participation in discussions and practical work.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Stage Culture				
Code	VUU155	Year of study			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	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			

COURSE DESCRIPTION	
Course objectives	Training students for introduction of basic elements of theatre art to children, for planning educational contents related with stage culture and preparation of children to visits to theatre. Introduction to basics of drama pedagogy, possibilities of its use in lower grades and its importance in educational process as well as in creative development. Introduction to techniques and methods of educational theatre (TIE) and educational drama (DIE).
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 correctly interpret key concepts of theatre art and drama pedagogy. To describe and interpret various approaches and models of drama pedagogy in Croatia and worldwide. To bring and analyse different didactic and methodical decisions in practical situations of a series of educational processes. To create and analyse teaching plan and program. To use and elaborate on the choice of teaching technology. To design and apply techniques of student evaluation and grading.
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction. The concept of stage culture. 2. Drama as a literary genre. Drama and theatre 3. Short historical overview of drama and theatre – part 1 4. Short historical overview of drama and theatre – part 2 5. Short historical overview of drama and theatre – part 3 6. How a performance is created 7. Viewer in a theatre. Actor. Director. Dramaturgist 8. Scenography. Costumography. Stage music. Stage lighting. Stage technique. Stage 9. Drama forms (tragedy, comedy, drama) and genres (melodrama, opera, operetta, musical, cabare, variety, recital etc.) 10. Child and theatre performance 11. Child and stage puppet. Importance of stage and puppet play in child's development 12. Basics of puppet art 13. Drama in education. Educative theatre and educative drama. Process drama 14. Drama pedagogy. Drama education 15. Application of the course in Stage culture in educational process
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	Lectures and seminars attendance. Watching theatre performances. Reading chosen drama texts.

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		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Monitoring student work during lectures and seminars, participation in discussions, ability to analyse a theatre performance and children's reaction to it, interest for guests and their presentations, readiness to participation in workshops and creativity shown during workshops, watching and understanding theatre performances, writing and presentation of seminar essays, participation in discussions after other students' seminar presentations, participation in course discussion.

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	Bolton, G. (1984), Drama as Education, Longman.		
	Fleming, M. (2003), Starting Drama Teaching, David Fulton Publish.		
	Gruić, I. (2002), Prolaz u zamišljeni svijet, Zagreb: Golden Marketing.		
	Ivanac, I. (1988), Najljepši posao na svijetu: kako nastaje kazališna predstava, Zagreb: Školska knjiga.		
	Jackson, T. (1993), Learning Through Drama. New Perspectives on Theatre in Education, Routledge.		
	Ladika, Z. (1970), Dijete i scenska umjetnost, Priručnik za dramski odgoj djece i omladine, Zagreb: Školska knjiga.		
	Magliaccio-Čučak, N. (2007), Igram se, a učim!: dramski postupci u razrednoj nastavi, Zagreb, Hrvatski centar za dramski odgoj : Pili poslovi.		
	Mrkšić, B. (1971), Riječ i maska: pristup scenskoj umjetnosti, Zagreb: Školska knjiga.		
	Readman, G.; Lamont, G. (1994), Drama. A Handbook for Primary Teachers, BBC Educational Publishing.		
	Scher, A.; Verrall, C. (2005), 100 + ideja za dramu. Hrvatski centar za dramski odgoj.		
	Solar, M. (1979), Teorija književnosti, Zagreb: Školska knjiga..		
	Škreb, Z., Stamać A. (1986), Uvod u književnost, Zagreb: Globus.		

Optional literature (at the time of submission of study programme proposal)	1. Bastašić, Z. Lutka ima pamet i srce, Zagreb: Školska knjiga. 2. Batušić, N. (1991), Uvod u teatrologiju, Zagreb: Grafički zavod Hrvatske. 3. D'Amico, S. (1972), Povijest dramskog teatra, Zagreb: Nakladni zavod Matice hrvatske. 4. Glibo, R. (2000), Lutkarstvo i scenska kultura, Zagreb: Ekološki glasnik. 5. Ladika, Z.; Čečuk, S.; Dević, ?. (1983), Dramske igre, Priručnik za voditelje aktivnosti s djecom; brošura i metodičke upute za igre, te opisi igara, Zagreb: Savez društava Naša djeca SR Hrvatske.

	7. Molinari, C. (1982), Istorija pozorišta, Beograd: Vuk Karadžić. 8. Nikolić, S. (1995), Psihodrama , Zagreb: Prosvjeta. 9. Nikolić, S. (1983), Scenska ekspresija i psihoanaliza, Zagreb: Naprijed. 10. Švacov, V. (1976), Temelji dramaturgije, Beograd Školska knjiga (chapters titled Određenje pojma drame (pp. 51 − 66), Glumac (pp. 191 − 220).
Quality assurance methods that ensure the acquisition of exit competences	Student poll and other ways of monitoring the quality of teaching according to the rules defined by the University of Split.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		Contemporary teaching strategies for Natural Sciences					
Code	VUU304		Year of study				
Course teacher	Vesna Kostović-Vranješ, 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				
COURSE DESCRIPTION							
Course objectives	To qualify the students for the application of modern teaching strategies in teaching Nature and Society.						
Course enrolment requirements and entry competences required for the course	Completed *Didactics of Science and Society 1* course.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The student, after passing the exam will be able to: - Distinguish contemporary teaching strategies - Identify correctional and education strategy - Explain the importance of applying modern teaching strategies in the classroom - Explain the application of teaching strategies in students aimed teaching - Identify strategies for large groups, small groups, and work in tandem - Explain the application of modern strategies in individual teaching - Planning the application of teaching strategies in teaching Nature and Society - Monitor, assess and evaluate their own work - Apply the acquired knowledge in teaching practice						
Course content develop in detail by weekly class schedule (syllabus)	1. Modern teaching strategies 2. Teaching strategies in the curricular approach 3. Strategies of correction 4. Strategies of education 5. Strategies of work with large groups 6. Strategies of work with small groups 7. Strategies of tandem work 8. Strategies for individual teaching 9. Learning detection 10. Learning research 11. Project teaching						

	12. Mentor teaching 13. Didactic games 14. Modern teaching strategies in teaching Nature and Society 15. Applying modern strategies in teaching Nature and Society
Format of instruction	☐**lectures** ☐**seminars and workshops** ☐exercises ☐*on line*in entirety ☐partial e-learning ☐field work ☐**independent assignments** ☐multimedia ☐laboratory ☐work with mentor ☐ (other)
Student responsibilities	Regular attendance of all forms of classroom and outdoor education and active participation in the work.

Monitoring of students' work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,06	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,7	(Other)	
	Tests	0,44	Oral exam	0,8	(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Class attendance - 3% Colloquium - 22% Seminar - 35% Oral exam - 40%

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Matijević, M., Radovanović, D. (2011): Nastava usmjerena na učenika. Školske novine, Zagreb		
	Marzano, R. J. (2006): Nastavne strategije: kako primijeniti devet najuspješnijih nastavnih strategija Educa, Zagreb.		
	Bognar, B., Matijević M. (2002): Didaktika, Školska knjiga, Zagreb.		

Optional literature (at the time of submission of study programme proposal)	Jensen, E. (2003): *Super-nastava. Nastavne strategije za kvalitetnu školu i uspješno učenje.* Educa, Zagreb. Matijević, M. (2008): Didaktičke strategije u nastavi usmjerenoj na dijete. Zrno 19 (78-79): 6-9. Kostović-Vranješ V., Goreta S. (2008): Suradničko učenje u okviru trodijelnog sustava za promicanje kritičkog mišljenja (ERR) u nastavi prirode i društva - „Moj zavičaj". Zbornik radova Znanstveno-stručnog skupa s međunarodnom suradnjom „6. dani osnovnih škola Splitsko-dalmatinske županije", Split 24. i 25. travnja 2008.: 241-251. Matijević, M. (1998): Didaktičke strategije i razredno-nastavno ozračje na početku obveznoga školovanja. Školski vjesnik 47, 1: 23-32.
Quality assurance methods that ensure the acquisition of exit competences	Monitoring of lecture attendance, monitoring the students' work during the seminars, team work and interviews, personal consultation, questionnaire at the end of the semester, course evaluation.

Other (as the proposer wishes to add)	

NAME OF THE COURSE	School Pedagogy					
Code	VUU319	Year of study				
Course teacher	Sonja Kovačević, PhD, Full Professor	Credits (ECTS)	2			
Associate teachers	Joško Barbir, MSc, Assistant	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	-			
COURSE DESCRIPTION						
Course objectives	The object is to familiarise students with the concept and subject of school pedagogy -Train students to transfer relevant content and apply them in practice; -Sensitise students for different school problems and qualify for their resolution; -Develop a critical relationship with students towards existing solutions in the field of school education; -to train students to create new approaches to the educational potential of the school; -to train students to create quality learning environments; -to acquaint students with different approaches in determining the function of the school with regard to different social contexts; -Strive for students to adopt theoretical knowledge necessary to understand the dominant theories of the school; -to train students to create new relationships between school and the environment in the context of cultural, socio-political conditions; -to train students for a constructive approach to institutional (school) educational issues and practices.					
Course enrolment requirements and entry competences required for the course	Before conducting a didactic practice which is a compulsory subject in the IV. Semester.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Systematise and critically use theoretical knowledge from school pedagoies; -Recognize the structure of the school and its role in this system and recognize and encourage the role of the school in society and analyse the impact of social processes on the development of the school; -Analyse the organizational issues of the school, Cooperation of schools and other factors of the educational process, with the inevitable encouragement of school innovation and cooperation with other schools; -Work closely with parents, families, authorities and other entities in the environment; -Be able to create a stimulating learning environment and transmit and provide the fundamental values of society and democracy; -Analyse and evaluate the role of the school in different societies; -Analyze and evaluate contemporary pedagogical developments from the aspect of different school theories.					
Course content broken down in detail by weekly	1. School pedagogy as a pedagogical discipline (1P)					

class schedule (syllabus)	2. School as a socio-historical phenomenon (the place and features of the school in various socio-economic formations) (2P + 2S) 3. Transformation of the school in the Pedagogic reform directions (2P + 4S) 4. School as socialization institution (2P) 5. School as a system and organization (theoretical-methodological problems of studying systems and organizations: conceptual patchwork, different approaches, different models, projecating hypothetical models of schools, legal regulations of school work) (2P + 4S) 6. School and Social Environment (school programme and social problems; the distinction of learning, education and schooling; the relationship between secular and religious in the educational facilities) (2P + 4S) 7. Educational potpotential School (2P) 8. School Culture (1P) 9. School Climate (1S) 10. The future of schools and other forms of institutional education (1P)

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

Student responsibilities	Obligations of students include: regular attendance and active participation of students in all ways of teaching and adopting knowledge; Create a set of tasks; Individual consultations; Taking a written exam.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Workshops	
	Essay	0,5	Seminar essay		Class involvement	0,5
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	The student's work on the subject will be evaluated and evaluated during class and on the final exam. The total number of points that a student can achieve during class is 70 (the activities indicated in the table are evaluated), while the final exam can score 30 points. Detailed elaboration of methods of monitoring and evaluation of student work will be presented in the performance program of the case!

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Vrcelj, S. (2018). Što školu čini školom. Rijeka: Filozofski fakultet u Rijeci.ISBN978-953-7975-63-0	5	-
	2. Vrcelj, S. (2000), Školska pedagogija. Rijeka: Filozofski fakultet u Rijeci.	2	-
	1. Matijević, M. (2001), Alternativne škole. Zagreb: Tipex	3	http://milan-matijevic.com/wp-content/uploads/

			2010/05/alternat ivne-škole.pdf
Optional literature (at the time of submission of study programme proposal)	1.Glasser, W.(1999), Nastavnik u kvalitetnoj školi. Zagreb: Educa	9	https://kupdf.ne t/download/kval itetna-scaron-kola-glasser_59f113 bfe2b6f541392 8942f_pdf
	2. Glasser,W. (1994) , Kvalitetna škola. Zagreb: Educa	7	http://playpen. meraka.csir.co. za/~acdc/educa tion/Dr_Anvind _Gupa/Learner s_Library_7_M arch_2007/Res ources/books/r eadings/17.pdf
	3. Dewey, J. (1902). The Child and the Curriculum. The University of Chicago press	3	-
	4. Ilich, I. (1980), Dole škole. Beograd. BIGZ	1	-
Quality assurance methods that ensure the acquisition of exit competences	To monitor the performance of the work in the case, it will use techniques related to the understanding of teaching, relationships between the participants of the teaching process and the possibilities of improvement. The first evaluation is planned in mid-semester so that changes can be made by the end of the class for improvement. At the end of the lesson, an evaluation of the entire process from this course will be carried out using appropriate evaluation forms.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Italian Language 1					
Code	VUU043	Year of study				
Course teacher	Andrea Rogošić, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Learning of the basic elements of the Italian 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)	To explain and to understand basic morpho-syntactical structures of Italian. To analyse and to translate texts. To apply basic morpho-syntactic structures in speech and writing. To develop oral and written skills of communication in Italian.
Course content broken down in detail by weekly class schedule (syllabus)	1. Italian ortography and pronunciation 2. Definite and indefinite article 3. Number and gender of nouns and adjectives 4. Present tense of the verbs *essere* and *avere* 5. Italian verbs. Present tense of the first conjugation 6. Irregular verbs of the first conjugation: *fare* and *andare*. Nouns and adjectives ending in -e 7. Present tense of the second conjugation 8. Revision 9. Verbs ending in *-iare*. Plural of the nouns and adjectives ending in *-io, -co, -go, -ca, -ga* 10. Cardinal and ordinal numbers. Expressions of time 11. Prepositional articles 12. Possesive adjectives and pronouns. Use of the article in front of a possesive adjective/pronoun 13. Present tense of the third conjugation 14. Direct and indirect speech 15. Revision
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)
Studentresponsibilities	Students are required to attend lectures and exercises and to take two colloquia or a final written exam.

Screening student work *(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance 20%, colloquia/written exam 80%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	S. Nocchi, Grammatica pratica della lingua italiana, Alma edizioni, Firenze, 2001.		
	J. Jernej, Talijanska konverzacijska gramatika, Školska knjiga, Zagreb, 1995.		
	M. Deanović -J. Jernej, Talijansko-hrvatski rječnik, Školska knjiga, Zagreb, 1998.		

	M. Deanović - J. Jernej, Hrvatsko-talijanski rječnik, Školska knjiga, Zagreb, 1994.		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, colloquia, attendance monitoring, active participation in discussions		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Italian Language 2				
Code	VUU044	Year of study			
Course teacher	Andrea Rogošić, PhD, Assistant Professor	Credits (ECTS)	2		
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning	/		
COURSE DESCRIPTION					
Course objectives	Learning basic elements of the Italian language.				
Course enrolment requirements and entry competences required for the course	To pass the *Italian Language 1* exam.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To explain and to understand basic morpho-syntactical structures of Italian. To analyse and to translate texts. To apply basic morpho-syntactic structures in speech and writing. To develop oral and written skills of communication in Italian. To make a summary in Italian.				
Course content broken down in detail by weekly class schedule (syllabus)	1. Expressing quantity. Use of the partitive article and the particle *ne* 2. Irregular verbs: *volere, potere, dire* 3. Present tens of the reflexive verbs. Reflexive pronoun 4. *Passato prossimo*. Use of the auxilliary verb. Participle-subject concordance 5. Atonic pronouns in accusative case. Participle-direct object concordance 6.Adjectives *bello* and *quello.* Revision 7. Irregular verbs *dovere, uscire, venire, tenere* 8. Atonic pronouns in dative case. Absolute superlative 9. Imperative of the first conjugation and auxilliary verbs. Imperative in indirect speech 10. Irregular verbs: *correggere, stare, salire, sapere* 11. Adjective gradation and comparison 12. Imperative of the second and the third conjugation verbs 13. Irregular verbs: *dare, chiudere, aprire, vincere, dirigere* 14. Tonic forms of the personal pronouns 15. Revision				
	☐**lectures**	☐independent assignments			

<table>
<tr><td rowspan="2">Format of instruction</td><td>☐seminars and workshops
☐exercises
☐*on line*in entirety
☐partial e-learning
☐field work</td><td>☐multimedia
☐laboratory
☐work with mentor
☐ (other)</td></tr>
</table>

Format of instruction	☐seminars and workshops **☐exercises** ☐*on line*in entirety ☐partial e-learning ☐field work			☐multimedia ☐laboratory ☐work with mentor ☐ (other)	
Studentresponsibilities					
Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance 20%, the results of the colloquia/written exam 80%					

	Title	**Number of copies in the library**	**Availability via other media**
Required literature (available in the library and via other media)	S. Nocchi, Grammatica pratica della lingua italiana, Alma edizioni, Firenze, 2001.		
	J. Jernej, Talijanska konverzacijska gramatika, Školska knjiga, Zagreb, 1995.		
	M. Deanović -J. Jernej, Talijansko-hrvatski rječnik, Školska knjiga, Zagreb, 1998.		
	M. Deanović - J. Jernej, Hrvatsko-talijanski rječnik, Školska knjiga, Zagreb, 1994.		

Optional literature (at the time of submission of study programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, colloquia, attendance monitoring, active participation in discussions
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Italian Language 3					
Code	VUU045	Year of study				
Course teacher	Andrea Rogošić, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers			L	S	E	F

		Type of instruction (number of hours)	15	0	15	0
Status of the course	Elective	Percentage of application of e-learning				

COURSE DESCRIPTION	
Course objectives	- Acquisition of linguistic competences in both speech and writing - Application of various methods of text analysis - Acquisition and application of grammatical rules - Learning about the Italian culture and society
Course enrolment requirements and entry competences required for the course	To pass the *Italian Language 2* exam.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To explain and to understand basic morpho-syntactical structures of Italian. To analyse and to translate texts. To apply basic morpho-syntactic structures in speech and writing. To develop oral and written skills of communication in Italian. To make a summary in Italian.
Course content broken down in detail by weekly class schedule (syllabus)	1. Simple future tense and future perfect tense 2. Future tense: irregular verbs 3. Imperfect tense 4. Use of the imperfect and perfect past tense 5. Adverbs. Comparison of adverbs 6. Present participle. Irregular verbs *rimanere, condurre, trascorrere, svolgere* 7. Revision 8. Adjective position in sentences 9. Gerund. The verb *stare* + gerund 10. Irregular verbs *cogliere, giungere, chiedere, ridere* 11. Relative pronouns *che* and *cui* 12. Relative pronouns *il quale, la quale* 13. Passive voice 14. Irregular verbs *correre, proporre, sedere, scegliere* 15. Revision - all of the above grammatical units are accompanied by the analysis and translation of various texts related to the Italian culture and contemporary society
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)
Studentresponsibilities	Students are required to attend the lectures and take two colloquia or a final written exam

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	

Grading and evaluating student	Course attendance 20%, the results of the colloquia/final exam 80%

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	J. Jernej, Talijanska konverzacijska gramatika, Školska knjiga, Zagreb, 1995.		
	M. Deanović -J. Jernej, Talijansko-hrvatski rječnik, Školska knjiga, Zagreb, 1998.		
	M. Deanović - J. Jernej, Hrvatsko-talijanski rječnik, Školska knjiga, Zagreb, 1994.		
	Fotokopirani materijali s tekstovima za prevođenje i analizu		
	www.matdid.it		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, colloquia, attendance monitoring, active participation in discussions		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Italian Language 4					
Code	VUU161	Year of study				
Course teacher	Andrea Rogošić, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	- Acquisition of linguistic competences in both speech and writing - Application of various methods of text analysis - Acquisition and application of grammatical rules - Learning about the Italian culture and society					
Course enrolment requirements and entry competences required for the course	To pass the *Italian Language 3* exam.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	To explain and to understand basic morpho-syntactical structures of Italian. To analyse and to translate texts. To apply basic morpho-syntactic structures in speech and writing. To develop oral and written skills of communication in Italian. To make a summary in Italian.					

Course content broken down in detail by weekly class schedule (syllabus)	1. The formation and the use of passive voice with the auxilliary verbs *venire* and *andare*. The verb *fare* + infinitive 2. *Pronomi affissi* 3. Irregular verbs *scendere, rivolgersi, nascondere* 4. Imperative: irregular verbs 5. *Pronomi accoppiati* 6. The use of article with proper names 7. Gradation and comparison of adjectives: irregular forms 8. Revision 9. Irregular verbs *andarsene, decidere, nascere* 10. Nouns with irregular plural forms 11. Preterite perfect tense (*trapassato prossimo*) 12. Gradation and comparison of adverbs: irregular forms 13. Simple past tense (*passato remoto*) 14. Use of *passato remoto* vs. *passato prossimo* 15. Revision - all of the above grammatical units are accompanied by the analysis and translation of various texts related to the Italian culture and contemporary society

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)

Studentresponsibiliti es	Students are required to attend the lectures and take two colloquia or a final written exam

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Course attendance 20%, the results of the colloquia/final exam 80%

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	J. Jernej, Talijanska konverzacijska gramatika, Školska knjiga, Zagreb, 1995.		
	M. Deanović -J. Jernej, Talijansko-hrvatski rječnik, Školska knjiga, Zagreb, 1998.		
	M. Deanović - J. Jernej, Hrvatsko-talijanski rječnik, Školska knjiga, Zagreb, 1994.		
	Fotokopirani materijali s tekstovima za prevođenje i analizu		
	www.matdid.it		

Optional literature (at the time of submission of study	

programme proposal)	
Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, colloquia, attendance monitoring, active participation in discussions
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Theory and Practice of Speaking and Speech Interpretation				
Code	VUU308	Year of study			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)	2		
Associate teachers	Silvana Stanić, Lecturer	Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning			
COURSE DESCRIPTION					
Course objectives	Become familiarised with instructive speech and persuasive (suggestible) interpretation of the dramatic text and practice it in your own speech in accordance with the concrete spoken situations.				
Course enrolment requirements and entry competences required for the course	Conditions for admission to the course: none. Entry competences: advanced level of knowledge of the Croatian standard language.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Student shall be able to: 1. make use of regular breathing exercises and voice modulation; 2. employ spoken values in conformity with the orthoepic norm; 3. prepare dramatic (artistic) text for spoken interpretation; 4. Interpret (in terms of speech) artistic text; 5. Assess persuasiveness (suggestiveness) of interpretation of artistic text.				
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES 1.Spoken situations and idioms of the Croatian language. 2 .Spoken culture. 3. Writing and speaking: ortho- graphic and –epic norm. 4. Writing and speaking: ortho- graphic and –epic norm. 5. Stress pattern of the Croatian standard language. 6. Stress pattern of the Croatian standard language. 7. Spoken values. 8. Spoken values 9. Organisation of spoken message. 10 .Organisation of spoken message. 11. Interpretative reading/speaking. 12. Interpretative reading/speaking. 13. Interpretative reading/speaking. 14. Interpretative reading/speaking. 15. Comment on the work.				
	☐ **lectures**	☐ independent assignments			

Format of instruction	☐ seminars and workshops ☐ **exercises** ☐ *on line* in entirety ☐ partial e-learning ☐ field work			☐ multimedia ☐ laboratory ☐ work with mentor ☐ (other)	
Student responsibilities	Regular attendance at lectures and exercises. Preparation and performance of spoken interpretation of artistic text.				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	1,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' active participation in lectures and exercises (regular attendance, in-depth discussion, keeping a check on acquiring a progress in doing exercises) – 25%. Students are bound to come up to a conclusive check on an interpretative narration of artistic text – 75%.				

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Ivo Škarić, Fonetika hrvatskoga književnog jezika, u knjizi Babić, Stjepan; Brozović, Dalibor; Moguš, Milan; Pavešić, Slavko; Škarić, Ivo; Težak, Stjepko, *Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika*. Zagreb: HAZU i Globus, 1991. (Potpoglavlja Određenje govora, Glas i tekst, Govorni znakovi, Govorne funkcije, Temeljne govorne jedinice, Fonetika i fonologija, str. 68-85; Izvanslušna slika glasa, str. 228-229; Prozodijska sredstva, str. 284-305.)		
	Škarić, Ivo, *Temeljci suvremenog govorništva*. Zagreb: Školska knjiga, 2000.		
Optional literature (at the time of submission of study programme proposal)	Carnegie, Dale, *Psihologija uspjeha III: Kako steći samopouzdanje i svladati govorno umijeće.* Prijevod Mladen Blažeković. Zagreb: Prosvjeta, 1993. Stanislavski, K. S., *Rad glumca na sebi I i II*. Zagreb: Cekade, 1991. Časopis *Govor*		
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation by applying anonymous surveys; students' success in interpretative telling of artistic text.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	Learning and Teaching in a Hybrid Environment					
Code	VUU309	Year of study				
Course teacher	Suzana Tomaš, PhD, Assistant Professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning	50%			

COURSE DESCRIPTION					
Course objectives	The aim of the course is implementation teaching and learning in a hybrid environment. Develop correlative approach in planning and implementation of teaching to a hybrid environment.				
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)	Explain the methodology in a hybrid environment. Implementation learning and teaching in a hybrid environment. Manage of the learning and teaching in a hybrid environment. Evaluate of the instruction design in a hybrid environment.				
Course content broken down in detail by weekly class schedule (syllabus)	Terminology concepts (blended / hybrid learning). Break down components, description and review of basic concepts. Pedagogical theory of hybrid learning. The conditions under which realized a hybrid learning. Models of hybrid learning. Hybrid learning from the perspective of students, teachers and institutions. Instructional design and evaluation in hybrid learning environment for default domain knowledge. Examples of good practice hybrid learning.				
Format of instruction	☐ **lectures** ☐ seminars and workshops ☐ **exercises** ☐ *on line* in entirety ☐ **partial e-learning (hybrid learning)** ☐ field work	☐ **independent assignments** ☐ **multimedia** ☐ laboratory ☐ work with mentor ☐ **participations** (other)			
Student responsibilities	Regular course attendance; independent assignments, practical training; oral exam.				

Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		Participations	0,5

Grading and evaluating student	Course attendance – 10% Test – 20%

		Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	**Title**		
	Heather Staker and Michael B. Horn: Classifying K–12 Blended Learning, The Clayton Christensen Institute, May, 2012.		
	http://www.christenseninstitute.org/wp-content/uploads/2013/04/Classifying-K-12-blended-learning.pdf		
	John Watson: Promising practices in online learning; Blended Learning: The Convergence of Online and Face-to-Face Education, 2012.		
	http://www.inacol.org/cms/wp-content/uploads/2012/09/NACOL_PP-BlendedLearning-lr.pdf		
Optional literature (at the time of submission of study programme proposal)	xxxx: E–learning methodologies A guide for designing and developing e-learning courses, Food and Agriculture Organization of the United Nations, Rome, 2011.		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing project. Evaluation instruction design in the systems of e-learning with students in primary education and explore how effective e-learning systems in the primary education - demonstration classes in primary schools.		
Other (as the proposer wishes to add)			

Note: the top-left cell of the first data row reads:

work in class and at the final exam	Practical training - 50% Final exam – 20%

NAME OF THE COURSE	**Introduction to Linguistic Stylistics**				
Code	VUU320	Year of study			
Course teacher	Gordana Laco, PhD, Assistant 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	-		
COURSE DESCRIPTION					
Course objectives	The objective of this course is to introduce students to stylistics as a discipline within the field of linguistics; to introduce students to fundamental theories, approaches and terminology of linguistic stylistics; to instruct students how to competently apply stylistic theories when analysing written and spoken expression, private and public communication, literary and non-literary texts, and especially literary works intended for elementary education.				
Course enrolment requirements and entry competences	A pass in courses *Croatian Language 1* and *Croatian Language 2*; attended course *Language Culture.*				

required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students are expected to: - expand language competences - differentiate the functional styles in Croatian language - analyse various texts at all linguistic levels - identify and interpret expressive means and stylistic devices; perceive how important they are to develop language creativity - choose critically, analyse and evaluate literary texts intended for elementary education.
Course content broken down in detail by weekly class schedule (syllabus)	1. Language and speech; language expression; linguistic stylistics (1L) 2. The functional styles in Croatian language (2L+3S) 3. Literary style (2P+2S) 4. Phonostylistic devices, expressive means (2L+2S) 5. Morpho-stylistic devices, expressive means (2L+2S) 6. Lexical stylistic devices, expressive means (2L+2S) 7. Lexico-semantic stylistic devices, expressive means (2L+2S) 8. Syntactic stylistic devices, expressive means (2L+2S).
Format of instruction	☐lectures ☐seminars
Student responsibilities	Class attendance; seminar essay.

Screening student work*(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance	0,5	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	Active participation in classes, discussions, seminar paper, exam

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Radoslav Katičić, *Književnost i jezik*, u Uvod u književnost, ur. Z. Škreb i A. Stamać, Zagreb, [4]1986., [5]1998.	6	No
	Josip Silić, *Funkcionalni stilovi hrvatskoga jezika, Zagreb, 2006.*	5	No
	Milivoj Solar, *Stilistika*, u Teorija književnosti, Zagreb, [18]1997., [20]2005., str. 67. – 94.	13	www.scribid.com/doc/48265325/Milivoj-Solar-Teorija
	Mrežni izvori: www.stilistika.org/		

Optional literature (at the time of	Antica Antoš, *Osnove lingvističke stilistike: za studente pedagoških akademija*, Zagreb, 1974.

submission of study programme proposal)	Gordana Laco, *Neka jezičnostilska obilježja usmene proze iz Dalmatinske zagore*, u *Deveti neretvanski književni, znanstveni i kulturni susret*, Zagreb, 2014. str. 67. – 83. Krunoslav Pranjić, *Jezik i književno djelo*, Zagreb, 1968. Sanja Vulić i Gordana Laco, *Jezik hrvatskih književnih djela u 20. st.*, u *Povijest hrvatskoga jezika, 5. knjiga: 20. stoljeće*, Zagreb, 2018., str. 191. – 244. Branko Vuletić, *Govorna stilistika,* Zagreb, 2006. www.scribid.com/document/47787729/Lingvistika-govora-
Quality assurance methods that ensure the acquisition of exit competences	Discussion with students, independent student work, student survey results
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Plant cultivation					
Code	VUU165	Year of study				
Course teacher	Juraj Kamenjarin, PhD, Senior Lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Acquiring knowledge and skills about reproduction, cultivating, collecting and processing of indigenous species; possibilities of introduction of subtropical and tropical plants; such as edible, medicinal plants, herbs and ornamental plants. Information about differences and similarities of medicinal, poisonous and herbal substances and their chemistry and application in industry. Introduction to the cultivation of plants depending on environmental factors.					
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)	Gaining knowledge of plant cultivation, understanding cultivation depending on environmental factors, introducing with technologies and methods of cultivation, adopting reasons for ecological ie. organic cultivating. The application of this knowledge in gardening, agriculture and pharmacology.					
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to growing plants. Soil. Abiotic and biotic environmental factors in the life of plants. Reproduction of plants. Herbs. Vegetables. Fruits. Ornamental plants. Diversity and similarity of medicinal and poisonous herbal substances and their chemistry. Use in industry. Growing plants depending on environmental factors.					
Format of instruction	☒ lectures ☐ seminars and workshops ☐ exercises ☐ *on line* in entirety	☒ independent assignments ☒ multimedia ☐ laboratory ☐ work with mentor				

	☐ partial e-learning ☐ field work		☒ razgovor (other)	
Student responsibilities				
Screening student work *(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)*	Class attendance		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Monitoring the regularity of attendance of lectures and their interest. Involvement of students in classes.			

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	J. Kamenjarin (2014): Uzgoj bilja. Power point presentation of lectures, available also on CD		
	J. Kamenjarin (2014): Uzgoj bilja. University script, available also on CD		

Optional literature (at the time of submission of study programme proposal)	1. M. Biggs, J. McVicar, B. Flowerdew (2005). Enciklopedija voća, povrća i začinskog bilja. Uliks. Rijeka. 2. I. Penzar, B. Penzar (2000). Agrometeorologija. Školska knjiga. Zagreb.
Quality assurance methods that ensure the acquisition of exit competences	Student survey, self-assessment
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Choral Singing 1					
Code	VUU058	Year of study				
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Develop the music hearing and vocal technique for the purpose of musical expression. Get to know and perform choral literature for female choir.					

Course enrolment requirements and entry competences required for the course	Prerequisite for course enrollment is successfully completed audition in front of course teacher.				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of course obligations the student will be able to: - identify and distinguish the literature for female choir of different stylistic periods; - perform the literature for female choir of different stylistic periods; - apply the basics of vocal technique; - collaborate in group music-making; - participate in public performances.				
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Introduction 2. – 8. Vocal technique exercises. Learning new choral compositions. 9. – 10. Repeating and finishing learned compositions. 11. – 18. Vocal technique exercises. Learning new choral compositions. Repeating and finishing learned compositions. 19. – 20. Repeating and finishing learned compositions. 21. – 25. Vocal technique exercises. Learning new choral compositions. 26. - 28. Repeating and finishing learned compositions. 29 - 30 Repeating and finishing learned compositions. Final preparations for public performance.				
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	Class attendance, practical exam in front of course teacher.				
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		Public performance	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance - 50% Public performances - 50%				

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Lhotka-Kalinski, I. (1975). Umjetnost pjevanja. Zagreb: Školska knjiga.		
	2. Choral literature		

Optional literature (at the time of submission of study programme proposal)	1. Alcantara, P. de (1997). Indirect procedures. New York: Oxford University Press. 2. Cvejić, N. (1980). Savremeni belkanto. Beograd: Univerzitet umetnosti u Beogradu. 3. Špiler, B. (1972). Umjetnost solo pjevanja. Sarajevo: Muzička akademija u Sarajevu.

	4. Young, P. M. (1981). The Choral Tradition. New York: W. W. Norton & Company.
Quality assurance methods that ensure the acquisition of exit competences	- Student evaluation using the anonymous survey; - Demonstration classes, evaluation and critical analysis of a colleague; - Music critic; - Self-evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Choral Singing 2					
Code	VUU305	Year of study				
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Develop the music hearing and vocal technique for the purpose of musical expression. Get to know and perform choral literature for female choir.					
Course enrolment requirements and entry competences required for the course	Prerequisite for course enrollment is successfully completed course *Choral Singing 1*.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of course obligations the student will be able to: - identify and distinguish the literature for female choir of different stylistic periods; - perform the literature for female choir of different stylistic periods; - apply the basics of vocal technique; - perform the choral singing literature with pure intonation, with precise rhythm and realize correctly all the other elements of music score, such as dynamics, articulation, tempo, etc.; - collaborate in group music-making; - participate in public performances.					
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Introduction 2. – 8. Vocal technique exercises. Learning new choral compositions. 9. – 10. Repeating and finishing learned compositions. 11. – 18. Vocal technique exercises. Learning new choral compositions. Repeating and finishing learned compositions. 19. – 20. Repeating and finishing learned compositions. 21. – 25. Vocal technique exercises. Learning new choral compositions. 26. - 28. Repeating and finishing learned compositions. 29 - 30 Repeating and finishing learned compositions. Final preparations for public performance.					
Format of instruction	☐ **lectures** ☐ seminars and workshops ☐ exercises ☐ *on line* in entirety	☐ independent assignments ☐ multimedia ☐ laboratory ☐ work with mentor				

	□ partial e-learning □ field work			□ (other)	
Student responsibilities	Class attendance, practical exam in front of course teacher.				
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		Public performance	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance - 50% Public performances - 50%				

Required literature (available in the library and via other media)	**Title**	**Number of copies in the library**	**Availability via other media**
	1. Lhotka-Kalinski, I. (1975). Umjetnost pjevanja. Zagreb: Školska knjiga.		
	2. Choral literature		

Optional literature (at the time of submission of study programme proposal)	1. Alcantara, P. de (1997). Indirect procedures. New York: Oxford University Press. 2. Cvejić, N. (1980). Savremeni belkanto. Beograd: Univerzitet umetnosti u Beogradu. 3. Špiler, B. (1972). Umjetnost solo pjevanja. Sarajevo: Muzička akademija u Sarajevu. 4. Young, P. M. (1981). The Choral Tradition. New York: W. W. Norton & Company.
Quality assurance methods that ensure the acquisition of exit competences	- Student evaluation using the anonymous survey; - Demonstration classes, evaluation and critical analysis of a colleague; - Music critic; - Self-evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	**Choral Singing 3**					
Code	VUU306	Year of study				
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Develop the music hearing and vocal technique for the purpose of musical expression. Get to know and perform choral literature for female choir.					

Course enrolment requirements and entry competences required for the course	Prerequisite for course enrollment is successfully completed course *Choral Singing 2*.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of course obligations the student will be able to: - identify and distinguish the literature for female choir of different stylistic periods; - perform the literature for female choir of different stylistic periods; - apply the basics of vocal technique; - perform the choral singing literature with pure intonation, with precise rhythm and realize correctly all the other elements of music score, such as dynamics, articulation, tempo, etc.; - perform more complex vocal technique tasks; - collaborate in group music-making; - perform simple choral solo parts; - participate in public performances.
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Introduction 2. – 8. Vocal technique exercises. Learning new choral compositions. 9. – 10. Repeating and finishing learned compositions. 11. – 18. Vocal technique exercises. Learning new choral compositions. Repeating and finishing learned compositions. 19. – 20. Repeating and finishing learned compositions. 21. – 25. Vocal technique exercises. Learning new choral compositions. 26. - 28. Repeating and finishing learned compositions. 29 - 30 Repeating and finishing learned compositions. Final preparations for public performance.
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	Class attendance, practical exam in front of course teacher.

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

Grading and evaluating student work in class and at the final exam	Class attendance - 50% Public performances - 50%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Lhotka-Kalinski, I. (1975). Umjetnost pjevanja. Zagreb: Školska knjiga.		
	2. Choral literature		

Optional literature (at the time of submission of study programme proposal)	1. Alcantara, P. de (1997). Indirect procedures. New York: Oxford University Press. 2. Cvejić, N. (1980). Savremeni belkanto. Beograd: Univerzitet umetnosti u Beogradu. 3. Špiler, B. (1972). Umjetnost solo pjevanja. Sarajevo: Muzička akademija u Sarajevu. 4. Young, P. M. (1981). The Choral Tradition. New York: W. W. Norton & Company.
Quality assurance methods that ensure the acquisition of exit competences	- Student evaluation using the anonymous survey; - Demonstration classes, evaluation and critical analysis of a colleague; - Music critic; - Self-evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	Choral Singing 4					
Code	VUU307	Year of study				
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning				

COURSE DESCRIPTION	
Course objectives	Develop the music hearing and vocal technique for the purpose of musical expression. Get to know and perform choral literature for female choir.
Course enrolment requirements and entry competences required for the course	Prerequisite for course enrollment is successfully completed course *Choral Singing 3.*
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of course obligations the student will be able to: - identify and distinguish the literature for female choir of different stylistic periods; - perform the literature for female choir of different stylistic periods; - apply the basics of vocal technique; - perform the choral singing literature with pure intonation, with precise rhythm and realize correctly all the other elements of music score, such as dynamics, articulation, tempo, etc.; - perform more complex vocal technique tasks; - collaborate in group music-making; - perform simple choral solo parts; - participate in public performances; - evaluate choral performances.
Course content broken down in detail by weekly class schedule (syllabus)	LECTURES: 1. Introduction 2. – 8. Vocal technique exercises. Learning new choral compositions. 9. – 10. Repeating and finishing learned compositions. 11. – 18. Vocal technique exercises. Learning new choral compositions. Repeating and finishing learned compositions. 19. – 20. Repeating and finishing learned compositions. 21. – 25. Vocal technique exercises. Learning new choral compositions. 26. - 28. Repeating and finishing learned compositions.

	29 - 30 Repeating and finishing learned compositions. Final preparations for public performance.
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	Class attendance, practical exam in front of course teacher.

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

Grading and evaluating student work in class and at the final exam	Class attendance - 50% Public performances - 50%

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Lhotka-Kalinski, I. (1975). Umjetnost pjevanja. Zagreb: Školska knjiga.		
	2. Choral literature		

Optional literature (at the time of submission of study programme proposal)	1. Alcantara, P. de (1997). Indirect procedures. New York: Oxford University Press. 2. Cvejić, N. (1980). Savremeni belkanto. Beograd: Univerzitet umetnosti u Beogradu. 3. Špiler, B. (1972). Umjetnost solo pjevanja. Sarajevo: Muzička akademija u Sarajevu. 4. Young, P. M. (1981). The Choral Tradition. New York: W. W. Norton & Company.
Quality assurance methods that ensure the acquisition of exit competences	- Student evaluation using the anonymous survey; - Demonstration classes, evaluation and critical analysis of a colleague; - Music critic; - Self-evaluation.
Other (as the proposer wishes to add)	

COURSE TITLE	Child Abuse and Neglect					
Code	VUU169	Year of study				
Course coordinator(s)	Ina Reić Ercegovac, PhD, Associate Professor	Credit value (ECTS)	2			
Associates	Bruno Barać, Assistant			L	S	P	T

		Course delivery types (hours per semester)	15	15	0	0
Course status	Elective	E-learning percentage	0%			

COURSE DESCRIPTION		
Course objectives	To introduce students to basic theoretical frameworks of child abuse and neglect; risk and protective factors for child abuse and neglect and to develop awareness of the importance of prevention of all types of child abuse and neglect.
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: 1. name and define types of child abuse and neglect 2. differentiate between abusing and neglecting children 3. name risk and protective factors for child abuse and neglect 4. analyse features of primary, secondary and tertiary prevention of child abuse and neglect 5. critically evaluate legal framework that applies on child abuse and neglect in our and other countries 6. explain the importance of therapy for the victims and perpetrators of child abuse and neglect 7. create programme for primary prevention of child abuse and neglect as teacher of primary education
Course content elaborated in detail according to the timetable	The course will be realized through lectures and seminars. During lectures, student will be introduce to: 1. Basic theoretical insights on child abuse and neglect (2L) 2. Different forms of child abuse and neglect (3L) 3. Risk and protective factors of child abuse and neglect (2L) 4. Different levels of prevention of child abuse and neglect (2L) 5. The role of pre-school and school institutions in preventing child abuse and neglect (2L) 6. Legal framework in Croatia and other European countries that applies on child abuse and neglect (2L) 7. Basics of therapies for for the victims and perpetrators of child abuse and neglect (2L) During the seminar, students will present recent researches in the field of child abuse and neglect and discuss their implications for practical work (15S).
Course delivery types	☐ lectures ☐ seminars and workshops ☐ tutorials ☐ completely *on line* ☐ mixed e-learning ☐ field teaching	☐ independent tasks ☐ multimedia ☐ laboratory ☐ mentorship work ☐ (note down other types)
Students' duties	Course attendance, seminar paper, exam(s)

Following up students' work *(note down ECTS credits for each activity so that the total of*	Course attendance	0.5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	0.5	(note down other types)	

ECTS credits matches the course credit value):	Preliminary exams		Oral exam	1	(note down other types)	
	Written exam		Project		(note down other types)	
Grading and evaluating students' work during the course and in the final exam	Course attendance, seminar paper, exam(s)					

Obligatory reading list (available in the library and in other media)	**Title**	**Number of copies in the library**	**Available in other media**
	Pećnik, N. (2003). *Međugeneracijski prijenos zlostavljanja djece*. Jastrebarsko: Naklada Slap.	1	
	Kocijan-Hercigonja, D. (2001). Emocionalno zlostavljanje djece. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži.		web
	Ajduković, M. i sur. (2013). Epidemiološko istraživanje prevalencije i incidencije nasilja nad djecom u obitelji u RH. *Ljetopis socijalnog rada*, 19, 3, 367-412.		web

Additional reading list	Čorić, V., Buljan Flander, G. i Štimac, D. (2008). Seksualno zlostavljanje djece: dijagnostička obrada I čimbenici koji utječu na otkrivanje. Pediatria Croatica, 52: 263-267. Žganec, N. (2002). Prevencija zanemarivanja I zlostavljanja djece u svjetlu ekološkog pristupa. *Ljetopis socijalnog rada*, 9,2, 259-270.
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.

NAME OF THE COURSE	**Professional practice at a teaching base**					
Code	HZX009	Year of study	5.			
Course teacher	all teachers appointed to scientific-teaching grades who are involved in teaching	Credits (ECTS)	5			
Associate teachers	-	Type of instruction (number of hours)	P	S	V	T
			0	30	40	80
Status of the course	Elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	To introduce students to specific practical conditions at the teaching base and enable them to independently identify and solve more complex practical problems in a real work environment.					

Course enrolment requirements and entry competences required for the course	Students are eligible to apply to the competition for professional practice before the start of the second year of graduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes: 1. applying the knowledge and skills acquired during undergraduate and graduate study programme which are required to independently identify and solve more complex concrete problems in a real work environment; 2. preparing a professional practice report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of professional practice, students will be able to: 1. explain the structure of the selected teaching base; 2. recognize and explain the challenges posed by the work environment and create the processes for dealing with specific challenges; 3. analyze and evaluate concrete practical situations based on recent scientific sources; 4. (co-)organize, monitor, document, and evaluate processes in the teaching base; 5. analyze problems arising from specific work assignments in the teaching base and suggest the procedures for solving them; 6. document personal practice and evaluate it reflexively.
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by a mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).
Format of instruction	☐ lectures ☑ seminars and workshops ☑ exercises ☐ *on line* in entirety ☐ partial e-learning ☑ field work ☑ independent assignments ☑ multimedia ☐ laboratory ☑ work with mentors ☐ other
Student responsibilities	The student who enrols in this course is obliged to follow the schedule as defined by the mentor from the teaching base. He/she is obliged to follow the mentor's instructions and diligently perform the assigned work tasks. Upon the completion of professional practice, the student must prepare a report on professional practice and publicly present the experiences gained.

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance		Literature research	0,25	Practical training	3
	Experimental work		Report		Consultations with mentors	0,75
	Essay		Seminar essay		Data gathering	

| equal to the ECTS value of the course) | Tests | | Oral exam | | Report on professional practice | 0,7 |
| | Written exam | | Project | | Report defense | 0,3 |

| Grading and evaluating student work in class and at the final exam | Professional practice is assessed descriptively by the mentors from the teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks.
At the end of the practice, the mentor assigns one of the following two descriptive grades:
• The student has successfully completed the professional practice
• The student has not successfully completed the professional practice.

In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.

If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyses the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades:

• The student has successfully written and defended the professional practice report.
• The student has not successfully written and defended the professional practice report.

If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing.

Professional practice is considered to have been passed if the descriptive grades given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book. |

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

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

| Quality assurance methods that ensure the acquisition of exit competences | Prior to professional practice at the teaching base, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the practice, documenting the process and writing the professional practice report.
During professional practice, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split, the mentor from the teaching base and the student regularly discuss the process; the record is kept of the |

	student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored. After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance.
Other (as the proposer wishes to add)	/

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Poljičanka
Location of building	Poljička cesta 35
Year of completion	1991.
Total square area in m²	4885,20 m²

3.2. List of courses, teachers and associate teachers

Course	Course teacher / associate teachers
Academic Writing	**Anđela Milinović-Hrga, PhD, Assistant Professor**
Activities of uprising ecologically sensitive children	**Vesna Kostović-Vranješ, PhD, Associate Professor**
Advanced Teaching Models	**Sonja Kovačević, PhD, Full Professor**
Applied Teaching Methodology of Physical Education	**Lidija Vlahović, PhD, Associate Professor,** Bojan Babin, PhD, Assistant
Argumentation and Philosophy of Language	**Bruno Ćurko, PhD, Assistant Professor,** Gabriela Bašić Hanžek, Assistant
Art Group as a form of Extracurricular Activity	**Dubravka Kuščević, PhD, Assistant Professor,** Mia Bogdan, Assistant
Aspects of Anglophone Culture	**Gloria Vickov, PhD, Associate Professor,** Eva Jakupčević, Assistant
Basics of Choral Conducting	**Marijo Krnić, MSc, Lecturer**
Basics of Developmental Psychology	**Ina Reić Ercegovac, PhD, Associate Professor,** Ivan Buljan, PhD, Lecturer
Basics of Kinesiology	**Damir Jurko, PhD, Assistant Professor**
Basics of Pedagogy	**Sonja Kovačević, PhD, Full Professor,** Snježana Dimzov, PhD, Lecturer, Antonela Barun, Assistant
Chemistry in Everyday Life	**Ivana Restović, PhD, Assistant Professor**
Child Abuse and Neglect	**Ina Reić Ercegovac, PhD, Associate Professor,** Bruno Barać, Assistant
Child and Society	**Branimir Mendeš, PhD, Assistant Professor,** Toni Maglica, Postdoctoral Researcher
Children's Literature in English	**Eldi Grubišić Pulišelić, PhD, Full Professor,** Ana Sarić, MSc, Assistant, Paula Jurišić, Assistant
Choral Singing 1	**Marijo Krnić, MSc, Lecturer**
Choral Singing 2	**Marijo Krnić, MSc, Lecturer**
Choral Singing 3	**Marijo Krnić, MSc, Lecturer**
Choral Singing 4	**Marijo Krnić, MSc, Lecturer**
Computer Laboratory	**Lada Maleš, PhD, Senior Lecturer**

Computer Programming for Primary School Students 1	**Ani Grubišić, PhD, Assistant Professor,** Jelena Nakić, PhD, Postdoctoral Researcher
Computer Programming for Primary School Students 2	**Lada Maleš, PhD, Senior Lecturer**
Contemporary teaching strategies for Natural Sciences	**Vesna Kostović-Vranješ, PhD, Associate Professor**
Croatian Children Literature	**Helena Dragić, PhD, Lecturer**
Croatian Language 1	**Gordana Laco, PhD, Assistant Professor**
Croatian Language 2	**Gordana Laco, PhD, Assistant Professor**
Croatian Linguistic Heritage	**Anđela Milinović-Hrga, PhD, Assistant Professor**
Croatian Literary Heritage	**Ivana Odža, PhD, Assistant Professor**
Democracy in Theory and Practice	**Marita Brčić-Kuljiš, PhD, Associate Professor**
Design of E-learning Systems	**Suzana Tomaš, PhD, Assistant Professor**
Development of Children's Musicality	**Snježana Dobrota, PhD, Full Professor**
Developmental Psychology of Childhood and Adolescence	**Goran Kardum, PhD, Full Professor, Ina Reić Ercegovac, PhD, Associate Professor,** Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher
Didactic Practice	**Sonja Kovačević, PhD, Full Professor**
Didactics	**Sonja Kovačević, PhD, Full Professor,** Joško Barbir, MSc, Assistant
Didactics of Art 1 and 2	**Dubravka Kuščević, PhD, Assistant Professor**
Didactics of Art 3	**Dubravka Kuščević, PhD, Assistant Professor,** Mia Bogdan, Assistant
Didactics of Mathematics 1	**Irena Mišurac PhD, Assistant Professor,** Josipa Jurić, Assistant
Didactics of Mathematics 2	**Irena Mišurac PhD, Assistant Professor,** Josipa Jurić, Assistant, Sanda Grubišić, Assistant, Bože Markovina, Assistant
Didactics of Mathematics 3	**Irena Mišurac PhD, Assistant Professor,** Josipa Jurić, Assistant
Didactics of Music 1	**Snježana Dobrota, PhD, Full Professor**
Didactics of Music 2	**Snježana Dobrota, PhD, Full Professor,** Josipa Ivić, Assistant, Jerko Župić, Assistant
Didactics of Music 3	**Snježana Dobrota, PhD, Full Professor,** Josipa Ivić, Assistant, Jerko Župić, Assistant
Didactics of Progressive Mathematics	**Irena Mišurac PhD, Assistant Professor,** Josipa Jurić, Assistant
Didactics of Science and Society 1	**Vesna Kostović-Vranješ, PhD, Associate Professor,** Mila Bulić, PhD, Postdoctoral Researcher
Didactics of Science and Society 2	**Vesna Kostović-Vranješ, PhD, Associate Professor,** Mila Bulić, PhD, Postdoctoral Researcher
Didactics of Science and Society 3	**Vesna Kostović-Vranješ, PhD, Associate Professor,** Mila Bulić, PhD, Postdoctoral Researcher
Didactics of the Croatian Language 1	**Ivana Odža, PhD, Assistant Professor**
Didactics of the Croatian Language 2	**Ivana Odža, PhD, Assistant Professor,** Dijana Dvornik, Senior Lecturer, Jadranka Buvinić, Lecturer
Didactics of the Croatian Language 3	**Ivana Odža, PhD, Assistant Professor,** Dijana Dvornik, Senior Lecturer, Jadranka Buvinić, Lecturer
Distant Learning and Teaching	**Suzana Tomaš, PhD, Assistant Professor**
Early EFL Teaching Methodology	**Gloria Vickov, PhD, Associate Professor** Eva Jakupčević, Assistant

Education for Sustainable Development in Primary Education	**Vesna Kostović-Vranješ, PhD, Associate Professor**
English as a Foreign Language at an Early School Age	**Gloria Vickov, PhD, Associate Professor** Eva Jakupčević, Assistant
English Grammar – Word Classes	**Mirjana Matea Kovač, PhD, Associate Professor,** Ana Sarić, MSc, Assistant, Paula Jurišić, Assistant
English Language 1	**Eldi Grubišić Pulišelić, PhD, Full Professor,** Siniša Ninčević, Senior Language Instructor
English Language 2	**Gloria Vickov, PhD, Associate Professor**, Eva Jakupčević, Assistant, Siniša Ninčević, Senior Language Instructor
English Language and Linguistics – Introduction	**Mirjana Matea Kovač, PhD, Associate Professor,** Ana Sarić, MSc, Assistant, Paula Jurišić, Assistant
English Phonetics and Phonology	**Mirjana Matea Kovač, PhD, Associate Professor,** Ana Sarić, MSc, Assistant, Paula Jurišić, Assistant
Environmental Protection	**Ivana Restović, PhD, Assistant Professor**
Ethics	**Tonći Kokić, PhD, Associate Professor**
Evaluation of E-learning Systems	**Suzana Tomaš, PhD, Assistant Professor,** Marijana Vrdoljak, Assistant
Family and School Partnership	**Anita Mandarić Vukušić, PhD, Assistant Professor**
Family Pedagogy	**Anita Mandarić Vukušić, PhD, Assistant Professor**
French Language 1	*Name subsequently*
French Language 2	*Name subsequently*
French Language 3	*Name subsequently*
French Language 4	*Name subsequently*
Geography	**Nikola Glamuzina, PhD, Associate Professor**
German Language 1	**Eldi Grubišić Pulišelić, PhD, Full Professor,** Ana Sarić, MSc, Assistant
German Language 2	**Eldi Grubišić Pulišelić, PhD, Full Professor,** Ana Sarić, MSc, Assistant
German Language 3	**Eldi Grubišić Pulišelić, PhD, Full Professor,** Ana Sarić, MSc, Assistant
German Language 4	**Eldi Grubišić Pulišelić, PhD, Full Professor,** Ana Sarić, MSc, Assistant
Historical Phenomenology	**Nikša Varezić, PhD, Assistant Professor**
Hydrogeography and Hydrogeographical Characteristics of Croatia	**Nikola Glamuzina, PhD, Associate Professor**
Impact of Climate Changes	**Ivana Restović, PhD, Assistant Professor**
Implicit Pedagogy	**Sonja Kovačević, PhD, Full Professor**
Information and Communication Technology for student in the primary education	**Suzana Tomaš, PhD, Assistant Professor**
Instruction design in E-learning system	**Suzana Tomaš, PhD, Assistant Professor**
Instrumental Practicum	**Marijo Krnić, MSc, Lecturer**
Integrated Language Skills	**Eldi Grubišić Pulišelić, PhD, Full Professor,** Ana Sarić, MSc, Assistant, Paula Jurišić, Assistant
Intercultural Music Education	**Marijo Krnić, MSc, Lecturer**
Introduction to Civic Education	**Maja Ljubetić, PhD, Full Professor,** Ante Grčić, Assistant
Introduction to Computer Science	**Lada Maleš, PhD, Senior Lecturer**
Introduction to History	**Nikša Varezić, PhD, Assistant Professor**

Introduction to Linguistic Stylistics	**Gordana Laco, PhD, Assistant Professor**
Italian Language 1	**Andrea Rogošić, PhD, Assistant Professor**
Italian Language 2	**Andrea Rogošić, PhD, Assistant Professor**
Italian Language 3	**Andrea Rogošić, PhD, Assistant Professor**
Italian Language 4	**Andrea Rogošić, PhD, Assistant Professor**
Kinesiological Culture	**Damir Jurko, PhD, Assistant Professor,** Dodi Malada, PhD, Senior Lecturer
Language Culture	**Gordana Laco, PhD, Assistant Professor,** Anđela Milinović-Hrga, PhD, Assistant Professor
Language Exercises 1	**Siniša Ninčević, Senior Language Instructor**
Language Exercises 2 – Writing Skills	**Siniša Ninčević, Senior Language Instructor**
Language Exercises 3	**Siniša Ninčević, Senior Language Instructor**
Law in Everyday Life	**Esmeralda Sunko, PhD, Assistant Professor,** Ana Babić, Lecturer
Learning and Teaching in a Hybrid Environment	**Suzana Tomaš, PhD, Assistant Professor**
Literature for Youth	**Helena Dragić, PhD, Lecturer**
Logic	**Bruno Ćurko, PhD, Assistant Professor,** Josip Guć, Assistant
Man, Health and the Environment	**Ivana Restović, PhD, Assistant Professor**
Mathematics 1	**Nives Baranović, Senior Lecturer**
Mathematics 2	**Nives Baranović, Senior Lecturer**
Mathematics 3	**Nives Baranović, Senior Lecturer**
Media Culture	**Helena Dragić, PhD, Lecturer**
Media in Education	**Morana Koludrović, PhD, Assistant Professor**
Methodical Practice 1	**Dubravka Kuščević, PhD, Assistant Professor**
Methodical Practice 2	**Snježana Dobrota, PhD, Full Professor**
Methodology of Scientific Research Work	**Zorana Šuljug Vučica, PhD, Associate Professor,** Sani Kunac, Assistant
Methodology of Teaching Children with Special Education Needs	**Esmeralda Sunko, PhD, Assistant Professor** Vedrana Vučković, Lecturer
Microhistory and Cultural Heritage	**Mladenko Domazet, PhD, Associate Professor**
Music Culture	**Marijo Krnić, MSc, Lecturer**
Music Literature for Children	**Snježana Dobrota, PhD, Full Professor**
Musical Notation	**Marijo Krnić, MSc, Lecturer**
Natural Science	**Ivana Restović, PhD, Assistant Professor**
Outdoor Teaching in Sustainable Development Education	**Vesna Kostović-Vranješ, PhD, Associate Professor**
Pedagogical Communication	**Sonja Kovačević, PhD, Full Professor,** Antonela Barun, Assistant
Pedagogy of Children with Special Needs	**Esmeralda Sunko, PhD, Assistant Professor**
Philosophy and Sustainable Development	**Tonći Kokić, PhD, Associate Professor**
Philosophy of Education	**Bruno Ćurko, PhD, Assistant Professor,** Josip Guć, Assistant
Physical Education 1	**Damir Jurko, PhD, Assistant Professor**
Physical Education 2	**Damir Jurko, PhD, Assistant Professor**
Physical Education 3	**Damir Jurko, PhD, Assistant Professor,** Dodi Malada, PhD, Senior Lecturer
Plant Cultivation	**Juraj Kamenjarin, PhD, Senior Lecturer**
Practicum and School Practice	**Gloria Vickov, PhD, Associate Professor,**

	Eva Jakupčević, Assistant
Professional practice at a teaching base	all teachers appointed to scientific-teaching grades who are involved in teaching
Psychology of Learning and Teaching	**Andreja Bubić, PhD, Associate Professor,** Ivana Burić, PhD, Lecturer
Psychology of Motivation and Socialization in the Classroom	**Darko Hren, PhD, Associate Professor,** Ivana Burić, PhD, Lecturer
Research - oriented science teaching	**Vesna Kostović-Vranješ, PhD, Associate Professor,** Ivana Restović, PhD, Assistant Professor
Research Practice	**Irena Mišurac PhD, Assistant Professor**
School Pedagogy	**Sonja Kovačević, PhD, Full Professor**
Selected Areas of the Primary Maths Teaching	**Nives Baranović, Senior Lecturer**
Seminar in the Teaching Methodology of Physical Education	**Lidija Vlahović, PhD, Associate Professor,** Dodi Malada, PhD, Senior Lecturer
Social Ecology	**Ivanka Buzov, PhD, Assistant Professor**
Sociology	**Zorana Šuljug Vučica, PhD, Associate Professor**
Sociology of Education	**Vlaho Kovačević, PhD, Assistant Professor,** Toni Popović, Assistant, Krunoslav Malenica, Assistant
Stage Culture	**Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer**
Statistics in Pedagogy	**Andreja Bubić, PhD, Associate Professor,** Bruno Barać, Assistant
Systems of Distance Teaching	**Suzana Tomaš, PhD, Assistant Professor,** Marijana Vrdoljak, Assistant
Systems of E-learning	**Suzana Tomaš, PhD, Assistant Professor,** Marijana Vrdoljak, Assistant
Theoretical Foundations of the Teaching Methodology of Physical Education	**Lidija Vlahović, PhD, Associate Professor**
Theory and Practice of Speaking and Speech Interpretation	**Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer**, Silvana Stanić, Lecturer
Visual Arts	**Marija Brajčić, PhD, Assistant Professor,** Mia Bogdan, Assistant
Visual Arts in the Croatian Territory	**Marija Brajčić, PhD, Assistant Professor**
Vocal-instrumental Practicum	**Marijo Krnić, MSc, Lecturer**

3.3. Optimal number of students

The proposal for organization and implementation of the study programme *Teacher Education* is a result of the objective social (cultural, political and economic) needs. The programme has been designed and the number of students determinedon the basis of the analysis of the current state in Croatian educational system and its developmental perspective.

The Department of Teacher Education, University of Split, has a large "gravitation area" including both students coming to study in Split and available jobs. This area primarily includes Split-Dalmatia County, Dubrovnik-Neretva County and a larger part of Šibenik-Knin County. A significant number of students come from the neighbouring country, Bosnia and Herzegovina as well as from other parts of Croatia.

The table shows the number of primary education teachers in the aforementioned counties:

County	Number of primary education teachers
Split-Dalmatian county	960
Dubrovnik-Neretva county	260
Šibenik-Knin county	250
TOTAL:	1470

Based on the previously mentioned data, an estimate of the minimum number of new primary education teachers in the aforementioned areas is approximately sixty (60) per year. However, due to the large number of primary education teachers registered at the Croatian Employment Service, enrolment quota has been lowered to forty five (45) since 2008. In addition to that, this number allows interactive work in lectures, seminars (2 groups) and exercises (3 to 4 groups). Available classrooms are suitable for this number of students.

3.4. Estimate of costs per student

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria the annual cost per student of the integrated undergraduate and graduate study programme *Teacher Education* is 24,500,00 Croatian kunas.

3.5. 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 Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.	
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:	
• For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation	
• If procedure is described in an attached document, name the document and the article.	
Evaluation of the work of teachers and associates	Evaluation includes the implementation of anonymous questionnaire for the students organized by the University of Split. Questionnaires are conducted at the end of each semester and are computer-analysed. Students are informed regarding cumulative results.

Monitoring of grading and harmonization of grading with anticipated learning outcomes	
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Evaluation includes the implementation of anonymous questionnaire for the students organized by the University of Split. Questionnaires are conducted at the end of each semester and are computer-analysed. Students are informed regarding cumulative results.
Availability and evaluation of student support (mentorship, tutorship, advising)	Evaluation includes the implementation of anonymous questionnaire for the students organized by the Faculty. Questionnaires are conducted upon completion of BA/MA thesis and are computer-analysed. Students are informed regarding cumulative questionnaire results.
Monitoring of student pass/fail rate by course and study programme as a whole	
Student satisfaction with the programme as a whole	Evaluation includes the implementation of anonymous questionnaire for the students organized by the University of Split. Questionnaires are conducted at the end of each semester and are computer-analysed. Students are informed regarding cumulative results.
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	
Evaluation of student practical education (where this applies)	Student practice is carried out in primary schools. Headteachers receive detailed instructions regarding the student obligations during practice. Upon the completion of their obligations, students are given a document confirming they have completed the practice. Course teacher checks whether the course outcomes have been realized.
Other evaluation procedures carried out by the proposer	
Description of procedures for informing external parties on the study programme (students, employers, alums)	