

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

University Undergraduate Study Programme

Early Childhood and Preschool Education

SPLIT, March 2026

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split
PIN	98004523293
E-mail address	dekanat@ffst.hr
Internet address	https://www.ffst.unist.hr/

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	University Undergraduate Study Programme *Early and Preschool Education*		
Leader of the study programme	University of Split, Faculty of Humanities and Social Sciences		
Executor/s of the study programme	University of Split, Faculty of Humanities and Social Sciences		
Type of study programme	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☒	Graduate ☐	Integrated ☐
	Doctoral ☐	Specialist ☐	
CroQF/EQF/QF-EHEA level	CroQF 6.sv. EQF 6		
Scientific or artistic field and area of study programme	Interdisciplinary Sciences, Education Sciences		
ISCED FoET classification			
Programme duration	6 semesters, 3 years		

(semesters, years)	
Number of ECTS points acquired on completion of study programme	180
Academic or professional title, i.e. academic degree	University Bachelor (baccalaureus/baccalaurea) of Arts (BA) in Early and Preschool Education (univ. bacc. praesc. educ.)
Language of delivery	Croatian
Place of delivery	Poljička cesta 35, 21000 Split
Type of delivery (in-person, hybrid, online)	classroom-based
Enrolment quota (for students in regular and special status)	45 – regular status 2 – Croatian emigrants

1. INTRODUCTION

1.1. Analysis of the compatibility of the study programme with the strategic goals of the higher education institution

The university undergraduate study programme *Early and Preschool Education* is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split, namely *the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030, the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences, University of Split, for the period 2026–2030,* and *the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027).* The study programme is also aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split, as it is aimed at developing competences that promote fundamental social and humanistic values, contribute to the advancement of knowledge, and foster ethics, tolerance, cooperation, inclusiveness, responsibility, and the overall well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030*). At the same time, it prepares students for competent participation in the world of work. The study programme is focused on enhancing teaching, advancing scientific research, involving external partners in teaching and research activities, promoting and facilitating the mobility of students, teachers, and staff, and continuously evaluating and improving the quality of work of all participants in the teaching process. Communication with students is based on dialogue and cooperation and encourages both individual and teamwork. As an organisational unit, the Department of Early and Preschool Education promotes continuous scientific research conducted by its teaching staff and associates in the relevant scientific fields and disciplines.

This university undergraduate study programme is aligned with the occupational standard Early and Preschool Teacher, entered in the Register of the Croatian Qualifications Framework (https://hko.srce.hr/registar/standard-zanimanja/detalji/484), and with the qualification standard University Bachelor of Early and Preschool Education, entered in the Register of the Croatian Qualifications Framework (https://hko.srce.hr/registar/standard-kvalifikacije/detalji/387).

It is widely recognised that high-quality services for children in early and preschool education institutions are crucial for fostering children's holistic development, upbringing, education, and the development of a wide range of competences. Early and preschool age is a sensitive period characterised by significant changes in physical, cognitive, emotional, and social development. Experiences and influences during these years are of profound importance and may have an impact throughout an individual's life.

Comparative reports by the OECD (Organisation for Economic Co-operation and Development), including OECD Starting Strong and the OECD Family Database, indicate that the number of children enrolled in preschool institutions in Europe is higher than ever. The expansion of preschool institutions and services has been accompanied by growing recognition that attendance at high-quality institutions from an early age can significantly support children's development and mitigate the effects of various adverse factors affecting their development and progress. It is increasingly recognised that educational influences during early and preschool childhood are deeply internalised and can significantly shape later development and life outcomes, thereby indirectly affecting the future development and quality of life of society as a whole.

Key principles of contemporary educational practice that shape the work of early childhood educators include an integrated educational approach, the involvement of families in the educational process, recognition of the diversity of educational contexts, and the creation of

opportunities for democratic dialogue and equal communication among all stakeholders in the early and preschool education system. Twenty-first-century early childhood educators are expected to demonstrate a high level of professionalism and to assume the role of engaged and responsible pedagogical leaders who are able to create conditions that support the optimal development of every child. They are also expected to provide children with the support necessary to develop into confident individuals and active citizens prepared to meet future challenges.

In other words, contemporary early childhood educators should recognise and build upon children's everyday experiences, organise stimulating physical and material environments, participate in children's experiences by encouraging interaction and the exchange of experiences among children, and establish partnerships with parents, colleagues, and the local community. All of this requires creativity, research curiosity, and the capacity for professional judgement, enabling educators to continuously examine, adapt, innovate, and improve their educational practice. These competences should be developed through an educational model that balances theoretical knowledge and practical experience with the aim of achieving effective and high-quality educational practice. Accordingly, the objective of the university undergraduate study programme *Early and Preschool Education* is to educate early childhood educators as critical professionals and reflective practitioners.

Education for the teaching profession is understood as a dynamic, open, and continuing process based on the principle that continuous professional development and ongoing in-service training are obligations arising from the professional ethics and responsibility of all those who choose the teaching profession. The education system for early childhood educators—comprising initial education, induction into independent educational practice (internship), and continuous professional development—constitutes the framework for their continuing professional development.

The implementation of the university undergraduate study programme *Early and Preschool Education* ensures, above all, that the programme responds to the needs of Croatian society while also following developments and trends in the European context and beyond. In this way, students acquire the competences required for contemporary institutional early and preschool education. Compared with previous models of early and preschool teacher education, such as the specialist undergraduate study programme in Preschool Education, the university study programme facilitates mobility within continuing professional development and is structured around the content and approaches associated with new pedagogical paradigms in early and preschool education.

The university undergraduate study programme *Early and Preschool Education* is also aligned with the requirements of the local community, including early and preschool education institutions and documents concerning the implementation of children's rights and needs at the level of the City of Split, Split-Dalmatia County, and neighbouring counties.

Several professional associations of early and preschool educators operate in the Republic of Croatia. These associations share a common mission: through their activities, they promote high-quality work in early and preschool education institutions and emphasise the importance of continuous professional development for early and preschool educators. The university undergraduate study programme *Early and Preschool Education* fully embraces and supports these principles.

Partners outside the higher education system include partner institutions, namely kindergartens that have the status of pedagogical practice schools, selected alternative kindergartens, and other entities.

a) Kindergartens – partner institutions, practice schools, etc.
   - Kindergarten “Grigor Vitez”, Split (methodological exercises; professional practice; inclusive kindergarten)
   - Kindergarten “Radost”, Split (methodological exercises; work-based learning)

- Kindergarten “Marjan”, Split (methodological exercises; work-based learning)
- Kindergarten “Cvit Mediterana”, Split (methodological exercises; work-based learning; “Bosiljak” unit – elements of Waldorf pedagogy; “Grlica” unit – elements of Reggio pedagogy)
- Kindergarten “Dobri”, Split (methodological exercises)
- Waldorf Kindergarten “Iskrica”, Split (alternative pedagogical concept)

b) Other entities
- Education and Teacher Training Agency, Split (co-organisation of the scientific-professional conference *Scents of Childhood*)
- Kindergarten “Vanđela Božitković”, Hvar (Days of Island Kindergartens of Split-Dalmatia County – *From Heritage to Heritage*)

The Preschool Education study programme at the University of Split was introduced in 1971. Since then, the programme has undergone a number of conceptual revisions and improvements.

- 1971/72 – The Preschool Education study programme was established at the Pedagogical Academy in Split.
- 1977/78 – A new curriculum for the Preschool Education study programme was adopted. The Pedagogical Academy in Split became part of the complex organisation of the Faculty of Philosophy in Zadar, OOUR in Split.
- 1988/89 – The Preschool Education study programme was delivered according to a new curriculum (four years of secondary school plus two years of higher education).
- 1991 – OOUR in Split separated from the Faculty of Philosophy in Zadar and became an independent institution, the Faculty of Natural Sciences, Mathematics and Education.
- 1998 – The Departments of Preschool Education and Teacher Education separated from the Faculty of Natural Sciences, Mathematics and Education to form a new institution, the Teacher Training College.
- 2005/06 – The Teacher Training College in Split and the Humanities Department of the University of Split were integrated into the Faculty of Humanities and Social Sciences.
- 2005/06 – Implementation of the curriculum of the three-year professional undergraduate study programme in Preschool Education (180 ECTS credits) commenced.
- 2013/14 – Implementation of the university undergraduate study programme Early and Preschool Education commenced.
- 2017/18 – Implementation of the university graduate study programme Early and Preschool Education commenced.

1.2. Analysis of minimum institutional requirements for comparability of the proposed study programmes with related accredited study programmes in the Republic of Croatia and EU member states

The implementation of the university undergraduate study programme *Early and Preschool Education* responds to the challenges posed by contemporary social processes. The numerous demands of modern society, new scientific knowledge, and developments in contemporary pedagogical practice require early childhood teachers to possess broader and more complex competences. They are expected to have a profound understanding of their role and the nature of their work, a wide range of up-to-date scientific knowledge, and the professional skills necessary to implement the educational process, plan a stimulating physical and material environment, conduct assessment, and establish partnerships with parents, fellow professionals, and the local

community. They are also expected to be flexible, open to continuous professional development, prepared to collaborate with others, and willing to embrace diversity.

Today, Europe is characterised by considerable diversity in the number and types of study programmes in early and preschool education. Differences arising from specific models of early childhood teacher education reflect the particular concepts of early and preschool education in individual countries. Systems of early childhood teacher education differ both globally and within Europe. In some countries, early and preschool education programmes are organised at the university level, whereas in others they are offered as professional study programmes. The institutional requirements for the comparability of the university undergraduate study programme *Early and Preschool Education* with related accredited study programmes in the Republic of Croatia and European Union member states are fulfilled in accordance with the relevant legislation ((the Act on Higher Education and Scientific Activity, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html; the Act on Quality Assurance in Higher Education and Science, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html), as well as university (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Since the initial accreditation, the study programme has been aligned with the general development strategy, action plans, and other relevant documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije).

The study programme is comparable to various undergraduate study programmes in Early and Preschool Education in the Republic of Croatia in terms of programme concept, content and organisational structure, study dynamics, student mobility, and the number of ECTS credits students are required to acquire during their studies (e.g. www.ufzg.hr, www.unizd.hr, www.ufri.uniri.hr, etc.). A particular strength of the undergraduate study programme *Early and Preschool Education* lies in the integration of theory and practice, whereby students achieve learning outcomes grounded in scientific research and project-based tasks within compulsory and elective courses and are trained for independent educational work in the authentic environment of kindergartens. At the same time, this study programme is fully aligned with the occupational standard of Early Childhood and Preschool Teacher registered in the Register of the Croatian Qualifications Framework (https://hko.srce.hr/registar/standardzanimanja/detalji/484) and with the qualification standard of University Bachelor (baccalaureus) / baccalaurea) in Early Childhood and Preschool Education registered in the Register of the Croatian Qualifications Framework (https://hko.srce.hr/registar/standardkvalifikacije/detalji/387). In this process, and in accordance with the provisions of the document Guidelines for the Development of Qualification Standards in Higher Education (https://www.kvalifikacije.hr/sites/default/files/documents-publications/2023-11/Smjernice%20za%20razvoj%20standarda%20kvalifikacija%20u%20visokom%20obrazovanju.pdf), the learning outcome sets of the qualification standard were mapped against the learning outcomes of the study programme (Table 1).

Since the total number of ECTS credits in the qualification standard, including elective and compulsory sets of learning outcomes, amounts to 180 ECTS credits, all learning outcome sets of the qualification standard were linked to the programme-level learning outcomes. In addition, the existing programme-level learning outcomes were revised and new learning outcomes were developed in order to achieve full alignment. All modifications were aligned with and compatible with the currently valid Rulebook on the Evaluation of Study Programmes of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20vrednovanju%20studijskih%20programa_srpanj%202023_usvojen%20na%20Senatu.pdf).

Table 1. Correlation between the sets of learning outcomes of the qualification standard Bachelor of Arts (baccalaureus/baccalaurea) in Early and Preschool Education and the learning outcomes of the university undergraduate study programme *Early and Preschool Education.*

	LO-PR 1	**LO-PR 2**	**LO-PR 3**	**LO-PR 4**	**LO-PR 5**	**LO-PR 6**	**LO-PR 7**	**LO-PR 8**	**LO-PR 9**	**LO-PR 10**	**LO-PR 11**	**LO-PR 12**	**LO-PR 13**	**LO-PR 14**	**LO-PR 15**
Digital literacy (compulsory)													X	X	
Holistic development of the child in early and preschool childhood (compulsory)	X	X	X	X		X		X	X						X
Environment for the holistic development, learning and play of children in early and preschool childhood (compulsory)	X	X		X	X			X	X	X					X
Development of early and preschool education in the contemporary sociocultural context (compulsory)	X	X	X		X	X	X	X	X	X					X
Curriculum development in early and preschool education institutions (compulsory)	X	X	X				X	X	X	X					X
Monitoring, documentation and assessment in early and preschool education (compulsory)			X	X					X					X	
Communication and collaboratio		X									X	X	X	X	X

n with fellow professionals, families and the community (compulsory)															
Professional development and lifelong learning (compulsory)	X	X										X	X		
Protection of the well-being of children in early and preschool childhood (compulsory)			X					X		X					X
Environment for children`s creative expression and participation (elective)			X	X		X	X								X
Enhancing the quality of early and preschool education (elective)	X	X						X				X			X
Early prevention and intervention in the kindergarten context (elective)		X		X						X	X				X
Crisis situations and crisis management (elective)		X	X				X	X			X	X			X
Artistic expression in early and preschool childhood (elective)			X	X			X	X							X

Students of the university undergraduate study programme *Early and Preschool Education* participate in all quality assurance processes and in the work of all relevant bodies, committees, departments, and centres, in accordance with national, university, and faculty regulations, rulebooks, and procedures. Student welfare and specific student needs are supported by the

Department of Early and Preschool Education, the Student Counselling Centre (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata), the Career Planning and Development Centre (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera), and the Office for Student Affairs (https://www.ffst.unist.hr/za_studente/studentska_sluzba). While the centres carry out extracurricular and counselling activities in the form of confidential individual and/or group counselling aimed at supporting students in personal, academic, and professional contexts (resolving personal difficulties, achieving academic success, increasing the efficiency of studying, improving quality of life, developing student potential, developing career planning and management skills, and connecting students with potential employers), the Office for Student Affairs informs students in a timely manner about their obligations and provides support throughout their studies by ensuring the necessary forms and procedures.
In the event of other student needs, such as the resolution of complaints or the protection of student rights, students may contact the Head of Department, the Vice Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the University of Split. Students are informed of these options by the Head of Department at the beginning of their studies. The university undergraduate study programme *Early and Preschool Education* ensures impartiality and transparency in all procedures and defines mechanisms for complaints and other issues relevant to students. These mechanisms are based on the Code of Ethics and other documents that ensure ethical conduct in the planning and implementation of the study programme, including mechanisms for internal reporting of irregularities and the appointment of a confidential person, as well as mechanisms for protection against discrimination and harassment. The above documents are available on the Faculty's website:
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks,
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti,
https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf,
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

Quality assurance at the level of the study programme and individual courses is defined in the section *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences* competencies based on:
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- Standards and Guidelines for Quality Assurance in the European Higher Education Area (https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf),
- Quality Policy of the University of Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf)
- Quality Policy of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf)
- Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf)
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf)

- Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902)

- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf)

- Study Rulebook of the University of Split (https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf)

- Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf)

and other key documents posted on the website of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

Within the university undergraduate study programme *Early and Preschool Education*, standards and regulations for assessing acquired learning outcomes are regularly defined, published, and revised. These standards and regulations are specified in the syllabus of each course under the sections *Student obligations, Monitoring student work, Assessment and evaluation of student work during classes, and the final exam/ methods of assessing the acquired learning outcomes for each course, and Methods of quality monitoring that ensure the acquisition of knowledge, skills, and competencies*. A more detailed elaboration of each assessment element, as well as additional instructions and guidelines for students, is available in the repository for each course.
Teaching staff involved in the delivery of the university undergraduate study programme *Early and Preschool Education* actively participate in scientific and professional conferences and in various forms of continuous professional development. They also improve their teaching competences through activities organised by the Faculty of Humanities and Social Sciences in Split and other institutions (e.g. contemporary learning and teaching strategies, fostering critical and creative thinking, etc.). Records of training in the field of teaching competences implemented by the Faculty are available in the Faculty documentation, while other training is supported by certificates of active participation in scientific conferences and training programmes, as well as in collaborative scientific research projects.

Nastavnici koji izvode nastavu na sveučilišnom prijediplomskom studiju Rani i predškolski odgoj i obrazovanje aktivno sudjeluju na znanstvenim i stručnim skupovima te različitim oblicima cjeloživotnog usavršavanja. Ujedno, usavršavaju se u području nastavničkih kompetencija u organizaciji Filozofskog fakulteta u Splitu i drugih ustanova (npr. suvremene strategije učenja i poučavanja, poticanje kritičkog i kreativnog mišljenja i sl.). Evidencija usavršavanja u području nastavničkih kompetencija koje realizira Fakultet dostupna je u dokumentaciji Fakulteta, a ostala usavršavanja potkrijepljena su potvrdama o aktivnom sudjelovanju na znanstvenim skupovima i u programima usavršavanja te u suradničkim znanstvenoistraživačkim projektima.
The university undergraduate study programme *Early and Preschool Education* is fully defined and implemented within the Higher Education Institutions Information System (hr. ISVU), which enables

the collection, management, processing, and reporting of statistical data related to the organisation and implementation of study programmes.
Study programmes in the fields of regulated professions for which automatic recognition of professional qualifications is prescribed by Directive 2005/36/EC of the European Parliament and Council of 7 September 2005 on the recognition of professional qualifications (hereinafter: the Directive) must comply with the minimum training requirements laid down in the Directive and in the Act on Regulated Professions and Recognition of Foreign Professional Qualifications (http://reguliraneprofesije.azvo.hr/hr/profesije/.). The recognition of foreign professional qualifications falls within the competence of the Ministry of Science, Education and Youth, and the recognition procedure is available at https://mzom.gov.hr/odgoj-i-obrazovanje/priznavanje-inozemnih-strucnih-kvalifikacija-regulirane-profesije/priznavanje-inozemnih-strucnih-kvalifikacija-za-obavljanje-reguliranih-profesija-u-republici-hrvatskoj/3196.

1.3. Mechanisms to ensure horizontal and vertical student mobility in the national and European Higher Education Area

In accordance with the principles of the Bologna Process, the university undergraduate study programme *Early and Preschool Education* promotes curricular flexibility through horizontal and vertical mobility. Horizontal mobility is achieved through the possibility of changing universities during the course of study, either by transferring to another study programme leading to the same qualification or by changing the study programme entirely. Through international mobility, students have the opportunity to study at foreign higher education institutions for one semester or longer and to enrol, according to their interests, in elective courses offered by other study programmes at the Faculty of Humanities and Social Sciences in Split, other faculties of the University of Split, and other higher education institutions in Croatia and abroad. Students enrolled in other study programmes at the Faculty of Humanities and Social Sciences may also enrol in elective courses within the university undergraduate study programme *Early and Preschool Education.*
In terms of vertical mobility, upon completion of the university undergraduate study programme *Early and Preschool Education*, students may continue their education in the graduate study programme *Early and Preschool Education* at the Faculty of Humanities and Social Sciences in Split, as well as in other graduate study programmes at the University of Split, other higher education institutions in Croatia, or abroad.
The study programme respects the principles of international mobility defined by the relevant Rulebook
(www.ffst.unist.hr/_download/repository/Pravilnik_o_priznavanju_prethodnog_ucenja_7-2022 %5B1 %5D.pdf).

1.1. Admission criteria, criteria for enrolment in the subsequent semester, trimester or year of studies, as well as criteria for undertaking other student obligations

A) Admission criteria
Completion of a four-year secondary education programme is required. Admission to the university undergraduate study programme *Early and Preschool Education* includes:

- assessment of all final secondary school grades (the impact of this assessment on the final score is up to 30%);

- passing the compulsory State Matura exams (the impact of these exams on the final score is up to 50%), namely, the higher level (A) in Croatian Language (the impact on the final score is up to 25%), the basic level (B) in Mathematics (the impact on the final score is up to 5%), and the basic level (B) in a foreign language (the impact on the final score is up to 20%);
- assessment of skills and abilities. Applicants are required to take an additional assessment (the impact of this assessment on the final score is up to 20%). The additional assessment consists of an interview with the applicant and an assessment of artistic, musical, and basic motor abilities. Each component is worth up to 5 points (4 components × 5 points = a maximum of 20 points). The additional assessment is organised by the Faculty of Humanities and Social Sciences, and its content and procedures are regulated by the Protocol on the Implementation of the Additional Assessment of Skills and Abilities (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).
- assessment of special achievements. Applicants may receive points for special achievements. One of the first three places in national competitions in secondary school subjects is taken into account. Each achievement contributes up to 5% to the final score, with the total contribution of special achievements limited to 10%.

B) Criteria for enrolment in the subsequent semester, trimester, or academic year and criteria for undertaking other student obligations

The study programme is delivered over three academic years, i.e. six semesters. All courses carry an appropriate number of ECTS credits, and the prerequisites for enrolment in individual courses are specified in each course syllabus. During their studies, all students may enrol in one elective course from another study programme at the Faculty of Humanities and Social Sciences in Split, in accordance with the Teaching Plan. Student obligations are defined in the syllabi of individual courses (see course descriptions), while requirements concerning class attendance, study dynamics, exam schedules, and group sizes for all forms of instruction are regulated by the regulations of the Faculty of Humanities and Social Sciences in Split.

1.4. Competences acquired on completion of the study module and study programme

Upon completion of the study programme, students will be able to:

1. explain current scientific knowledge concerning child development, upbringing, education, and learning in early and preschool childhood
2. demonstrate knowledge from various scientific fields and disciplines that explain the regularities, phenomena, and processes relevant to the professional role of early and preschool teachers, at both theoretical and practical levels
3. respond appropriately to children’s needs and uphold their rights in early and preschool education
4. apply effective strategies to foster children’s overall developmental potential
5. effectively design an educational context that provides a stimulating developmental environment tailored to children’s abilities, capacities, needs, and interests, and use it as a basis for implementing integrated educational practice in early and preschool education;

6. demonstrate competence in observing and assessing children's activities and abilities as a basis for designing an integrated curriculum that responds to their developmental and educational needs
7. interpret processes of speech and language acquisition, children's creative potential, and their overall physical, cognitive, emotional, and social development
8. independently or collaboratively design, implement, and evaluate a humanistic, developmental, inclusive, flexible, and integrated curriculum encompassing all developmental domains, using activities and materials informed by contemporary theories of child development and upbringing
9. demonstrate practical competence as reflective practitioners by evaluating and self-evaluating their implicit pedagogical beliefs and practices and critically examining their effectiveness with a view to continuously improving the quality of early and preschool education
10. promote inclusive values in early and preschool education
11. establish close, trusting, and reciprocal relationships with children's parents/guardians by developing effective partnerships
12. actively contribute to more effective and meaningful participation of the local community in the life of the kindergarten
13. promote lifelong learning and continuous professional development in accordance with the profession's code of ethics
14. use digital technologies independently and responsibly in various processes and activities within the system of early and preschool education
15. promote children's holistic well-being within institutional contexts of early and preschool education.

1.5. Structure and form of delivery

The university undergraduate study programme *Early and Preschool Education* is a three-year programme comprising six semesters. It consists of compulsory and elective courses, with students required to enrol in one elective course per semester.
Instruction is delivered through lectures, seminars, and practicals at the Faculty, in practice schools, and in partner institutions. In accordance with students' specific interests and learning outcomes, instruction may also include visits to relevant labour market stakeholders. The syllabus for each course specifies the forms of instruction, which are aligned with the course's ECTS workload, learning outcomes, content, student obligations, procedures and methods of assessment and evaluation, and required literature. All forms of instruction support an interactive, student-centred teaching process focused on the achievement of learning outcomes.

1.6. Manner of completing the study programme

Manner of completing the study programme	Final thesis ☒ Diploma thesis ☐	Final exam ☐ Diploma exam ☐
Requirements for final/diploma thesis or final/diploma/exam	In accordance with the *Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split* https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf), students select and register the topic of their final thesis in	

	consultation with their supervisor during the final year of study, and no later than the end of classes in the winter semester. The Department Council approves the thesis topic, supervisor, and thesis defence committee. To receive a positive assessment, students must submit a written thesis approved by the thesis defence committee, complete all exams, and fulfil all other obligations prescribed by the study programme.
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	The final thesis in the undergraduate study programme *Early and Preschool Education* is an independent piece of work in which students are expected to demonstrate competence in their knowledge of issues related to the chosen topic. The preparation, evaluation and defence of the final thesis are governed by *the Rulebook on Final and Graduate Theses of the Faculty of Humanities and Social Sciences in Split*.

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1.						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Croatian Language	Anđela Milinović Hrga, PhD, associate professor	45	0	30	5	C
English Language	Gloria Vickov, PhD, full professor	30	30	0	4	C
Basics of Visual Arts	Dubravka Kuščević, PhD, associate professor	30	15	0	3	C
Basics of Music Culture	Snježana Dobrota, PhD, full professor	15	15	0	2	C
Philosophy of Education	Marita Brčić Kuljiš, PhD, full professor	30	0	15	4	C
Developmental Psychology I	Ina Reić Ercegovac, PhD, full professor	30	0	15	5	C
Basics of Pedagogy	Branimir Mendeš, PhD, assistant professor	30	0	30	4	C
Introduction to Literature	Tea-Tereza Vidović Schreiber,PhD, assistant professor	15	0	15	3	E
Croatian Legends for Children	Tea-Tereza Vidović Schreiber, PhD, assistant professor	15	0	15	3	E
Dance and Creative Movement	Bojan Babin, PhD, assistant professor	15	15	0	3	E

Note: Students select one elective course

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Children's Literature	Tea-Tereza Vidović Schreiber, PhD, assistant professor	30	0	30	4	C
Introduction to Puppetry and Theatre	Tea-Tereza Vidović Schreiber, PhD, assistant professor	30	30	0	4	C
Music Practicum I	Snježana Dobrota, PhD, full professor	0	30	0	2	C

Visual Arts Practicum	Marija Brajčić, PhD, associate professor	0	30	0	2	C
Digital Literacy	Lada Maleš, PhD, assistant professor	15	30	0	3	C
Child Development	Katija Kalebić Jakupčević, PhD, assistant professor	30	0	15	4	C
Sociology of Education	Vlaho Kovačević, PhD, associate professor	30	0	15	3	C
Pedagogy of Early and Preschool Education I	Ivana Visković, PhD, associate professor	30	0	30	4	C
Oral and Written Communication Skills	Anđela Milinović Hrga,PhD, associate professor	0	30	0	1	C
Child and Society	Toni Maglica, PhD, assistant professor	15	0	15	3	E
Croatian Traditional Music for Children	Snježana Dobrota,PhD, full professor	15	0	15	3	E
Theory and Practice of Speaking and Speech Interpretation	Tea-Tereza Vidović Schreiber, PhD, assistant professor	15	0	15	3	E

Note: Students select one elective course

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Media Culture	Tea-Tereza Vidović Schreiber, PhD, assistant professor	15	0	15	3	C
Music Practicum II	Snježana Dobrota, PhD, full professor	0	30	0	3	C
Basics of Kinesiology	Damir Jurko, PhD, assistant professor	15	15	0	3	C
Psychology of Early Learning	Katija Kalebić Jakupčević, PhD, assistant professor	30	0	30	4	C
Pedagogy of Early and Preschool Education II	Ivana Visković, PhD, associate professor	30	0	30	4	C
Basic Methodology of Pedagogical Research	Tonća Jukić, PhD, associate professor	30	15	30	5	C
Integrated Curriculum of Early and Preschool Education I	Ivana Visković, PhD, associate professor	15	0	15	3	C
Professional Placement in an Early and Preschool Education Institution I	Branimir Mendeš, PhD, assistant professor	0	30	0	1	C

Cultural Heritage in Croatia	Marija Brajčić, PhD, associate professor	30	0	15	4	E
Developmental Disorders in Childhood	Katija Kalebić Jakupčević, PhD, assistant professor	30	0	15	4	E

Note: Students select one elective course

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Basics of Natural Science and Mathematical Literacy	Irena Mišurac, PhD, assistant professor, Ivana Restović,PhD, assistant professor	15	15	0	2	C
Health Care and Care of Children Early and Preschool Age	Joško Markić, PhD, associate professor,	30	0	15	3	C
Pedagogical Concepts and Approaches in Early and Preschool Education	Branimir Mendeš, PhD, assistant professor,	30	0	15	3	C
Integrated Curriculum of Early and Preschool Education II	Ivana Visković, PhD, associate professor	30	0	30	5	C
Artistic Expression in Early and Preschool Education I	Marija Brajčić, PhD, associate professor	30	0	15	4	C
Music in Early and Preschool Education I	Snježana Dobrota, PhD, full professor	30	0	15	4	C
Physical Education in Early and Preschool Education I	Bojan Babin, PhD, assistant professor	30	0	15	4	C
Professional Placement in an Early and Preschool Education Institution II	Branimir Mendeš, PhD, assistant professor	0	30	0	1	C
Prevention of Child Abuse and Neglect	Toni Maglica, PhD, assistant professor	15	0	15	4	E
Traditional Stories for Children	Tea-Tereza Vidović Schreiber, PhD, assistant professor	30	0	15	4	E
Educational Context of Children`s Nurseries	Ivana Visković, PhD, associate professor	30	0	15	4	E

Note: Students select one elective course

LIST OF COURSES
Year of study: 3

Semester: 5							
COURSE	LEAD INSTRUCTOR	L	P	S	F W	ECTS	STAT US
Family and Contemporary Parenting	Toni Maglica, PhD, assistant professor,	30	0	15	0	4	C
Integrated Curriculum of Early and Preschool Education III	Branimir Mendeš,PhD, assistant professor	30	15	30	0	6	C
Artistic Expression in Early and Preschool Education II	Marija Brajčić, PhD, associate professor	15	30	15	0	5	C
Music in Early and Preschool Education II	Snježana Dobrota, PhD, full professor	15	30	15	0	5	C
Physical Education in Early and Preschool Education II	Bojan Babin, PhD, assistant professor	15	30	15	0	5	C
Professional Placement in an Early and Preschool Education Institution III	Branimir Mendeš, PhD, assistant professor	0	30	0	0	1	C
Child and Puppet	Ivana Visković, PhD, associate professor	15	30	0	0	4	E
Transition of the Child from Kindergarten to Primary School	Ivana Visković, PhD, associate professor	30	0	15	0	4	E

Note: Students select one elective course

LIST OF COURSES							
Year of study: 3							
Semester: 6							
COURSE	LEAD INSTRUCTOR	L	P	S	FW	ECTS	STATUS
Inclusive Pedagogy	Jasna Kudek Mirošević, PhD, full professor	30	15	30	0	6	C
Social Pedagogy	Toni Maglica, PhD, assistant professor	30	0	15	0	3	C
Partnership between Family and Local Community	Toni Maglica, PhD, assistant professor	15	15	0	0	2	C
Integrated Curriculum of Early and Preschool Education IV	Branimir Mendeš,PhD, assistant professor	15	45	15	0	6	C
Professional Placement in an Early and Preschool Education Institution IV	Branimir Mendeš, PhD, assistant professor	0	30	0	0	1	C
Bachelor`s thesis	Selected supervisor	0	0	0	0	8	C
Painting with Preschoolers	Marija Brajčić, PhD, associate professor	15	30	0	0	4	E

Inclusive Kindergarten	Ivana Visković, PhD, associate professor	30	15	0	0	4	E
Work-based Learning at a Partner Institution*	All teaching instructors with a scientific-teaching title involved in delivering the course	0	40	30	80	5	E

Note: Students select one elective course

* Work-based Learning at a Partner Institution – this elective course may be taken in either semester. It is not compulsory and does not count towards the ECTS requirement for elective courses. Students may apply for a work-based learning placement and earn an additional 5 ECTS credits upon completion.

2.2. Course description

Croatian Language

Course name	**Croatian Language**					
ID	PRPO11	Study year	1.			
Lecturer	Anđela Milinović Hrga, PhD, associate professor	ECTS workload	5.0			
Associates		Number of hours	**L**	**S**	**E**	**P**
			45	30	0	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The objectives of the course are to develop the linguistic, communicative, and pragmatic competencies of future preschool educators, to master the standard language norms of the Croatian language, and to think critically about linguistic phenomena in the contemporary Croatian language.					
Enrolment requirements	None.					
Learning outcomes	Students will be able to: - argue for the importance of cultivating the Croatian standard language; - critically evaluate and improve their own linguistic expression by applying acquired language norms; - explain the features of the grammatical, lexical, orthographic, and orthoepic structure of the contemporary Croatian standard language, with particular regard to the multifunctionality of the standard language; - apply acquired knowledge of the Croatian language in their own oral and written communication; - evaluate linguistic phenomena in the contemporary Croatian language; - independently use linguistic literature.					
Syllabus	LECTURES 1 Language and speech. Linguistic culture. Functions of language. Idioms of the Croatian language. 2 The Croatian standard language. Norms of the standard language. The relationship between the standard language and the local vernacular. Analysis of linguomethodical templates. 3 The multifunctionality of the Croatian standard language. Functional linguistic stratification, composing and analysing various texts. 4 Orthoepic and orthographic norms. Analysis of morphologically and phonologically conditioned alternations of phonemes and phoneme groups, the most common dilemmas and errors. 5 Accentuation norms. The prosodic features of spoken language. Accentuation exercises using practical examples. Expressive reading. 6 Orthographic norms. Mastering orthographic norms: upper and lower case letters; writing abbreviations; writing foreign words and their adaptation to the Croatian standard language system. 7 Normative issues by parts of speech. Morphological analysis of text. General principles of writing words as one or two words, the most common dilemmas and current practical examples. 8 Word formation: theoretical and normative issues. A practical overview of obligatory word-formation patterns, interesting word-formation cases. 9 Syntax and norms. Functional styles and syntax. Syntactic analysis of templates. 10 The lexical structure of the Croatian standard language, lexical stratification, language borrowing, usage and stylistic value of lexemes, lexical norms. Analysis of examples from Croatian practice. 11 Technical terminology: formation and standardisation. Analysis of examples. 12 Standard language norms and functional styles. Composing and analysing various texts, identifying and correcting deviations from standard language norms. 13 Text and functional styles. Composing and analysing various texts. 14 Text and functional styles. Composing and analysing various texts.					

	15 The administrative functional style. Composing and analysing texts in the administrative style (job application, curriculum vitae, business letter).		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process (lectures 80%, seminars 80%). Behave in accordance with ethical principles in higher education. Write a seminar paper according to pre-established criteria. Present a seminar paper according to pre-established criteria. Pass a written and an oral exam (the equivalent of the written exam are 2 passed colloquia).		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☒ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is derived on the basis of the following elements: 1 Written and presented seminar paper in accordance with the guidelines – 25% 2 Written exam – 50% (both passed colloquia exempt the student from the written exam) 3 Oral exam – 25%. The assessment and grading criteria for individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Babić, S., Ham, S. & Moguš, M. (2012). Hrvatski školski pravopis. Školska knjiga. (or any other previous edition)	10	No
	Group of authors (2013). Hrvatski pravopis. Institut za hrvatski jezik i jezikoslovlje.	10	Yes
	Frančić, A., Hudeček, L. & Mihaljević, M. (2005). Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku. Hrvatska sveučilišna naklada.	8	No
	Ham, S. (2017). Školska gramatika hrvatskoga jezika. Školska knjiga. (or any other previous edition)	10	No
	Težak, S., Babić, S. (2009). Gramatika hrvatskoga jezika. Priručnik za osnovno jezično obrazovanje. Školska knjiga. (or any other previous edition)	10	No
Supplementary literature	1. Babić, S. & Moguš M. (12010, 22011). Hrvatski pravopis: usklađen sa zaključcima Vijeća za normu hrvatskoga standardnog jezika. Školska knjiga. (A digital version is available as an application in the App Store for iPhone and iPad.) 2. Silić, J. & Pranjković, I. (2005). Gramatika hrvatskoga jezika za gimnazije i visoka učilišta. Školska knjiga. 3. www.gramatika.hr (Hrvatska školska gramatika Instituta za hrvatski jezik i jezikoslovlje) 4. Šonje, J. (ed.) (2000). Rječnik hrvatskoga jezika. Leksikografski zavod Miroslav Krleža, Školska knjiga. 5. Rječnik hrvatskoga jezika, Novi Liber i Znanje, available at www.hjp.znanje.hr www.rjecnik.hr (Školski rječnik hrvatskoga jezika Instituta za hrvatski jezik i jezikoslovlje) 6. Jezik, časopis za kulturu hrvatskoga književnog jezika, Hrvatsko filološko društvo, Zagreb. (available at https://hrcak.srce.hr/jezik) ● language advisories of choice, e.g.: 7. Babić, S. (2004). Hrvanja hrvatskoga: hrvatski u koštacu sa srpskim i u klinču s engleskim. Školska knjiga. 8. Blagus Bartolec, G., Hudeček, L., Jozić, Ž., Matas Ivanković, I. & Mihaljević, M. (2016). 555 jezičnih savjeta. Institut za hrvatski jezik i jezikoslovlje.		

	9. Ham, S., Mlikota, J., Baraban, B. & Orlić, A. (2014). Hrvatski jezični savjeti. Školska knjiga. 10. Opačić, N. (2009). Reci mi to kratko i jasno: hrvatski za normalne ljude. Novi Liber. 11. Težak, S. (2004). Hrvatski naš (ne)podobni. Školske novine. 12. http://jezicni-savjetnik.hr, Jezični savjetnik Instituta za hrvatski jezik
Quality assurance	Class attendance, participation in class, performance in completing assignments Student survey on the quality of teaching and instructors at the university level Passed exam and other obligations prescribed by the syllabus Individual consultations Student self-assessment of achieved learning outcomes Collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Language and speech. Linguistic culture. Functions of language. Idioms of the Croatian language.	3	P6
Seminar	Introductory discussion on course requirements, distribution of seminar topics.	2	P4
Week: 2.			
Lectures	The Croatian standard language. Norms of the standard language.	3	P6
Seminar	The relationship between the standard language and the local vernacular. Analysis of linguomethodical templates.	2	P4
Week: 3.			
Lectures	The multifunctionality of the Croatian standard language.	3	P6
Seminar	Functional linguistic stratification, composing and analysing various texts.	2	P4
Week: 4.			
Lectures	Orthoepic and orthographic norms.	3	P6
Seminar	Analysis of morphologically and phonologically conditioned alternations of phonemes and phoneme groups, the most common dilemmas and errors.	2	P4
Week: 5.			
Lectures	Accentuation norms. The prosodic features of spoken language.	3	P6
Seminar	Accentuation exercises using practical examples. Expressive reading.	2	P4
Week: 6.			
Lectures	Orthographic norms.	3	P6
Seminar	Mastering orthographic norms: upper and lower case letters; writing abbreviations; writing foreign words and their adaptation to the Croatian standard language system.	2	P4
Week: 7.			
Lectures	Normative issues by parts of speech.	3	P6
Seminar	Morphological analysis of text. General principles of writing words as one or two words, the most common dilemmas and current practical examples.	2	P4
Week: 8.			
Lectures	Word formation: theoretical and normative issues.	3	P6
Seminar	A practical overview of obligatory word-formation patterns, interesting word-formation cases. First colloquium.	2	P4
Week: 9.			
Lectures	Syntax and norms. Functional styles and syntax.	3	P6

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Syntactic analysis of templates.	2	P4
Week: 10.			
Lectures	The lexical structure of the Croatian standard language, lexical stratification, language borrowing, usage and stylistic value of lexemes, lexical norms.	3	P6
Seminar	Analysis of examples from Croatian practice.	2	P4
Week: 11.			
Lectures	Technical terminology: formation and standardisation.	3	P6
Seminar	Analysis of examples.	2	P4
Week: 12.			
Lectures	Standard language norms and functional styles.	3	P6
Seminar	Composing and analysing various texts, identifying and correcting deviations from standard language norms.	2	P4
Week: 13.			
Lectures	Text and functional styles.	3	P6
Seminar	Composing and analysing various texts.	2	P4
Week: 14.			
Lectures	Text and functional styles.	3	P6
Seminar	Composing and analysing various texts.	2	P4
Week: 15.			
Lectures	The administrative functional style.	3	P6
Lectures	Composing and analysing texts in the administrative style (job application, curriculum vitae, business letter). Second colloquium.	2	P4

English Language

<table>
<tr><td>Course name</td><td colspan="5">English Language</td></tr>
<tr><td>ID</td><td>PRPO12</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Gloria Vickov, PhD, full professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Ivana Bojčić, senior language instructor</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The objective of the course is to enable students to use professional and scientific literature in English, as well as to express themselves independently (orally and in writing), with a special emphasis on the register and specific terminology of the pedagogical profession.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5"></td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- Read and understand diversely structured texts in English within their professional field
- Independently and competently use professional and scientific literature
- Orally paraphrase a read professional text from the field of early childhood and preschool education
- Recognize and differentiate between different registers of standard English
- Orally present a professional topic in English
- Independently produce a written assignment in English on a professional topic</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introductory lecture
2. Extending the Curriculum into the Home
3. Present Simple and Present Continuous Tense
4. Plants
5. Future Tense and Future Tense Continuous
6. Future Perfect and Future Perfect Continuous
7. Ways of expressing futurity in English
8. Language Arts
9. Present Perfect and Present Perfect Continuous Tense
10. Myself and Other People
11. Simple Past Tense and Past Continuous:
12. Past and perfect tenses in English
13. Colour
14. Past Perfect Tense (with special emphasis upon complex sentences and reported speech).
15. The importance of early education.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (80% attendance for lectures and 90% for exercises).
Act in accordance with ethical and scientific principles in higher education.
Pass the written exam (the equivalent of a written exam is passing 2 midterms) and achieve a minimum accuracy of 60% on the exam/midterms, and, if a higher grade is desired, pass the oral exam.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td colspan="2">☐ Research</td><td>☐ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td colspan="2">☐ Paper</td><td>☐ Essay</td></tr>
<tr><td colspan="2">☐ Seminar paper</td><td colspan="2">☐ Midterm exam</td><td>☒ Oral exam</td></tr>
<tr><td colspan="2">☒ Written exam</td><td colspan="2">☐ Project</td><td>☒ Participation in class</td></tr>
</table>

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade for the course is formed based on the following elements: 1. Written exam, or successfully passing two midterms – 60% 2. Successfully completed independent and group assignments – 10% 3. Active participation in class, participating in discussions during class – 10% 4. Oral exam – 20%. The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Marasović-Alujević, M. (2003.). English for Educators, texts and language points, Split, Visoka učiteljska škola Sveučilišta u Splitu, (skripta).	10	Yes
	Eastwood, J. (2005). Oxford Learner's Grammar; Grammar Finder, OUP (Oxford, Oxford University Press)	3	Yes
Supplementary literature	Graver, B. D. (2003.). Advanced English Practice, Oxford, OUP. 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	* Attendance, active participation in class, and success in completing assignments * Student survey on the quality of teaching and teachers at the university level * Passed exam and fulfillment of other obligations prescribed by the syllabus * Individual consultations * Student self-assessment of achieved learning outcomes * Peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory lecture	2	
Foreign language exercises	Introduction - past experiences with learning English	2	
Week: 2.			
Lectures	Text analysis: Extending the Curriculum into the Home	2	
Foreign language exercises	Present Simple and Present Continuous Tense	2	
Week: 3.			
Lectures	Text analysis, writing, comprehension, conversation: Extending the Curriculum into the Home	2	
Foreign language exercises	Present Simple and Present Continuous Tense – practice	2	
Week: 4.			
Lectures	Text analysis: Plants	2	
Foreign language exercises	Future Tense and Future Tense Continuous	2	
Week: 5.			
Lectures	Text analysis, writing, comprehension, conversation: Plants	2	
Foreign language exercises	Future Perfect and Future Perfect Continuous, Ways of expressing futurity in English	2	
Week: 6.			
Lectures	Revision for the midterm exam	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Foreign language exercises	Revision for the midterm exam	2	
Week: 7.			
Lectures	Text analysis: Language Arts	2	
Foreign language exercises	Midterm exam	2	
Week: 8.			
Lectures	Text analysis, writing, comprehension, conversation: Language Arts	2	
Foreign language exercises	Present Perfect and Present Perfect Continuous Tense	2	
Week: 9.			
Lectures	Vocabulary work based on the text Language Arts	2	
Lectures	Present Perfect and Present Perfect Continuous Tense – practice	2	
Week: 10.			
Lectures	Text analysis: Myself and Other People	2	
Foreign language exercises	Simple Past Tense and Past Continuous	2	
Week: 11.			
Lectures	Text analysis, writing, comprehension, conversation: Myself and Other People	2	
Foreign language exercises	Simple Past Tense and Past Continuous – practice	2	
Week: 12.			
Lectures	Text analysis: Colour	2	
Lectures	Past and perfect tenses in English	2	
Week: 13.			
Lectures	Text analysis, writing, comprehension, conversation: Colour	2	
Lectures	Past Perfect Tense (with special emphasis upon complex sentences and reported speech)	2	
Week: 14.			
Lectures	Text analysis: The importance of early education	2	
Foreign language exercises	Revision for the midterm exam	2	
Week: 15.			
Lectures	Revision for the midterm exam	2	
Foreign language exercises	Midterm exam	2	

Basics of Visual Arts

<table>
<tr><td>Course name</td><td colspan="5">Basics of Visual Arts</td></tr>
<tr><td>ID</td><td>PRPO13</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Dubravka Kuščević, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to equip students in preschool education with understanding of visual language, artistic language, visual communication, fine arts, and design, foster awareness of the function and role of artistic media, develop students' artistic and creative competencies, as well as their ability to analyse and interpret works of art (meet fine arts across different historical periods).</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are none.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
-integrate acquired theoretical and practical knowledge in the field of visual arts into work within the preschool education system
-design visual experiences and apply them in their own creative artistic expression
-express themselves using various artistic techniques and materials
-discuss the importance of understanding visual and artistic language in contemporary image-based communication
-analyse, interpret, and critically reflect upon various works of fine art</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
1. Introductory lecture - analysis of the course content, student obligations
2. Visual and artistic thinking, Point and line
3. Colour- colour contrasts, colour tones, colour gradation, modelling and modulation, psychological effects and symbolism of colour
4. Plane, organic and geometric planes, the plane in painting, sculpture, and architecture
5. Surface - texture in sculpture, painting, and architecture
6. Volume - types of sculpture
7. Architecture and urbanism
8. Perspective - linear or geometric, reverse, atmospheric, colouristic, semantic, and horizontal perspective
9. Composition and compositional elements
10. Drawing techniques
11. Painting techniques
12. Printmaking techniques
13. Techniques of spatial and plastic/formative design
14.Design
15. Communication with works of fine art (museum and gallery visits)
Practical Exercises
1. Drawing
2. Painting
3. Graphic expression
4. Three-dimensional modelling</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Attend and participate in the teaching process: 80% attendance in lectures and 80% attendance in practical exercises
Conduct in accordance with ethical and academic principles in higher education teaching</td></tr>
</table>

	Participate in and complete curricular and extracurricular activities that enable the achievement of the learning outcomes specified for the course Produce artistic works in accordance with predefined criteria Pass the written examination and achieve a minimum of 50% accuracy on the exam Obtain information regarding missed classes during the lecturer's consultation hours and through communication with fellow students		
Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☒ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade for the course is determined based on the following components: 1. Written examination / two successfully passed midterm assessments – 60% 2. Completed portfolio of artistic works – 30% 3. Class participation and performance in individual and group assignments – 10% The assessment and grading criteria for each component are described in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Šošić, M. (2019). Likovna kultura i likovne tehnike. Fakultet za odgojne i obrazovne znanosti.	3	
	Berger, J. (2021). Načini gledanja. Školska knjiga.	3	
	Jakubin, M. (1999). Osnovne likovnoga jezika i likovne tehnike. Educa.	1	

Supplementary literature	1. Damjanov, J. (1996). Pogled i slika. Hermes. 2. Jakubin, M. (2003). Vodič kroz povijest umjetnosti: vremenska lenta. Školska knjiga. 3. Ivančević, R. (1996). Perspektive. Školska knjiga. 4. Smith, R. (2006). Slikarski priručnik. Znanje. 5. Farthing, S. (2015). Umjetnost - Vodič kroz povijest i djela. Školska knjiga. 6. Vukić, F. (2012). Teorija, povijest i održivost prakse dizajna. Arhitektonski fakultet Sveučilišta u Zagrebu i Golden marketing - Tehnička knjiga.
Quality assurance	- class attendance, participation in class, and successful completion of assignments - student evaluation survey on the quality of teaching and teaching staff at the university level - passed examination and fulfilment of other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - peer evaluation of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory lecture - analysis of the course content, student obligations	2	P 25
Practicum exercises	Point and line – lines according to their direction (flow)	1	P 25
Week: 2.			
Lectures	Visual and artistic thinking. Point and line	2	P 25
Practicum exercises	Point and line – points according to their character	1	P 25
Week: 3.			
Lectures	Colour- colour contrasts, colour tones, colour gradation, modelling and modulation, psychological effects and symbolism of colour	2	P 25
Practicum exercises	Constructive and structural lines, linear texture	1	P 25

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 4.			
Lectures	Plane, organic and geometric planes, the plane in painting, sculpture, and architecture	2	P 25
Practicum exercises	Colour, warm–cool contrast – modulation (part 1)	1	P 25
Week: 5.			
Lectures	Surface - texture in sculpture, painting, and architecture Volume - types of sculpture	2	P 25
Practicum exercises	Colour, warm–cool contrast – modulation (part 2)	1	P 25
Week: 6.			
Lectures	Architecture and urbanism	2	P 25
Practicum exercises	Colour, colour tones	1	P 25
Week: 7.			
Lectures	Horticulture Perspective - linear or geometric, reverse, atmospheric, colouristic, semantic, and horizontal perspective	2	P 25
Practicum exercises	Colour – psychological effects and symbolism of colour	1	P 25
Week: 8.			
Lectures	Assessment of learning outcomes – midterm exam (colloquium)	2	P 25
Practicum exercises	Colour, complementary contrast, printmaking (monotype)	1	P 25
Week: 9.			
Lectures	Composition, compositional elements (part 1)	2	P 25
Practicum exercises	Colour, light–dark contrast, printmaking (cardboard printing)	1	P 25
Week: 10.			
Lectures	Composition, compositional elements (part 2)	2	P 25
Practicum exercises	Organic and geometric planes	1	P 25
Week: 11.			
Lectures	Drawing techniques Painting techniques	2	P 25
Practicum exercises	Rhythm of planes and lines in space – mobile (kinetic sculpture)	1	P 25
Week: 12.			
Lectures	Printmaking techniques Techniques of spatial and plastic/formative design	2	P 25
Practicum exercises	Relationship between mass and space – flattened (reduced) masses	1	P 25
Week: 13.			
Lectures	Design and visual communications	2	P 25
Practicum exercises	Relationship between mass and space – relief	1	P 25
Week: 14.			
Lectures	Analysis of visual language in original artworks in a gallery space	2	Gallery space
Practicum exercises	Relationship between mass and space – full three-dimensional sculpture	1	P 25
Week: 15.			
Lectures	Assessment of learning outcomes – midterm exam (colloquium)	2	P 25
Practicum exercises	Analysis - portfolio of artistic works	1	P 25

Basics of Music Culture

<table>
<tr><td>Course name</td><td colspan="5">Basics of Music Culture</td></tr>
<tr><td>ID</td><td>PRPO14</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Snježana Dobrota, PhD, full professor</td><td>ECTS workload</td><td colspan="3">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Daniela Petrušić, PhD</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce basic music theory concepts, develop musical note reading skills, analyze musical expressive elements, and vocally and instrumentally reproduce (on the piano or synthesizer) simple children's songs.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are none.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- read music notes and analyze and synthesize musical symbols
- apply the skill of musical literacy to play simple children's compositions with the right hand on a keyboard instrument (piano and synthesizer)
- independently reproduce simple children's songs vocally and instrumentally (on piano and synthesizer)
- analyze musical expressive elements</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
1. Introduction to music theory
2. Musical notation
3. Overview of note values
4. Musical alphabet and solmization
5. Rest (pause), signs for extending the duration of notes and rests
6. Rhythm, time signature
7. Key signatures, clefs
8. Intervals
9. Tempo and dynamics
10. Scales (major, minor)
11. Chords (fifths)
12. Major degrees in the scale
13. Analysis of children's songs
14. Classification of musical instruments
15. Overview of musical stylistic periods
Exercises:
1. Introduction to the piano and synthesizer keyboard
2. Examples for reinforcing musical concepts
3. Right hand position
4. Simple technical exercises for the right hand
5. Singing and playing simple melorhythmic examples with the right hand</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Regular attendance of lectures 80% and exercises 80%
Behave in accordance with ethical and scientific principles in higher education
Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course
Pass the oral exam and achieve a minimum of 50% accuracy on the exam
Inform yourself about classes you have missed during consultations with teachers and other students</td></tr>
<tr><td rowspan="2">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☒ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
</table>

	☐ Seminar paper	☐ Midterm exam	☒ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is based on the following elements: Oral exam – 70% Success in solving individual and group tasks – 15% Activity in class – 15% The criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Rončević, S. (2007). Fundamentals of Music Theory. University of Zadar.	1	
	Tomašić, Đ. (2003). Fundamentals of Music Theory. Erudit.	1	
	Manesteriotti, V. (1990) Collection of songs and games for children: a manual for musical education. School book.	3	
	Dobrota, S. (2012). Introduction to Contemporary Music Pedagogy. Faculty of Philosophy, University of Split.	2	
	Šamanić, S. (2013). Musical Key – Methodological Manual for Music Practicum. Faculty of Teacher Education, University of Rijeka.	0	1
Supplementary literature	1. Petrović, T. (2007). Fundamentals of Music Theory. Croatian Society of Music Theorists. 2. Spiller, F. (1996). Music System. Feliks Spiller's own publishing house. 3. Suzuki, S. (2002). Raising with Love. Center for Music Education.		
Quality assurance	- Class attendance, class activity, success in completing assignments - Student survey on the quality of teaching and teachers at the university level - Exam passed and other obligations prescribed by the syllabus fulfilled - Individual consultations - Student self-assessment of achieved learning outcomes - Collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introduction to music theory	1	
Lectures	Getting to know the piano keyboard and synthesizer	1	
Week: 2.			
Lectures	Musical notation	1	
Lectures	Getting to know the piano keyboard and synthesizer	1	
Week: 3.			
Lectures	Overview of note values	1	
Lectures	Getting to know the piano keyboard and synthesizer	1	
Week: 4.			
Lectures	Musical alphabet and solmization	1	
Lectures	Examples for reinforcing musical concepts	1	
Week: 5.			
Lectures	Pause (pause), signs for extending the duration of notes and rests	1	
Lectures	Examples for reinforcing musical concepts	1	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 6.			
Lectures	Rhythm, measure	1	
Lectures	Examples for reinforcing musical concepts	1	
Week: 7.			
Lectures	Signs, keys	1	
Lectures	Examples for reinforcing musical concepts	1	
Week: 8.			
Lectures	Intervals	1	
Lectures	Right hand position	1	
Week: 9.			
Lectures	Tempo and dynamics	1	
Lectures	Simple technical exercises for the right hand	1	
Week: 10.			
Lectures	Scales (major, minor)	1	
Lectures	Simple technical exercises for the right hand	1	
Week: 11.			
Lectures	Chords (fifths)	1	
Lectures	Simple technical exercises for the right hand	1	
Week: 12.			
Lectures	Main steps in the ladder	1	
Lectures	Singing and playing simple melorhythmic examples with the right hand	1	
Week: 13.			
Lectures	Analysis of children's songs	1	
Lectures	Singing and playing simple melorhythmic examples with the right hand	1	
Week: 14.			
Lectures	Musical instrument classification	1	
Lectures	Singing and playing simple melorhythmic examples with the right hand	1	
Week: 15.			
Lectures	Overview of musical style periods	1	
Lectures	Singing and playing simple melorhythmic examples with the right hand	1	

Philosophy of Education

Course name	**Philosophy of Education**					
ID	PRPO16	Study year	1.			
Lecturer	Marita Brčić Kuljiš, PhD, full professor	ECTS workload	4.0			
Associates	Josip Gud, PhD	Number of hours	**L**	**S**	**E**	**P**
			30	15	0	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The aim of the course is to enable students to think philosophically in the field of pedagogy, i.e. early childhood and preschool education. Through the analysis of philosophical teachings, students will acquire appropriate philosophical knowledge that can be applied in educational processes in early childhood and preschool education.					
Enrolment requirements	None.					
Learning outcomes	Students will be able to: - interpret the relationship of contemporary philosophy to orientations in the science of education - explain the problem of educational values in the context of early childhood and preschool education - compare different educational practices in the context of early childhood and preschool education - critically re-examine their own educational practices in the context of early childhood and preschool education - develop awareness of creativity, self-development and initiative					
Syllabus	1. Introductory lecture 2. The ancient understanding of education – Socratic maieutics – Education in Plato 3. The ancient understanding of education – Aristotle 4. Humanist educational ideals 5. Rousseau: the educational transformation of man 6. Moral development – Piaget and Kohlberg 7. Moral development – Piaget and Kohlberg 8. Philosophy of education – John Dewey 9. Education and values 10. Education and politics 11. Philosophy of education in contemporary philosophy 12. Philosophy of education in contemporary philosophy 13. Education for entrepreneurial competences 14. Education for entrepreneurial competences 15. Concluding class Seminar: 15 hours of seminars – as agreed with students.					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision				
Student obligations	Participate in the teaching process (lectures 80% and seminars 80%). Act in accordance with ethical and scientific principles in higher education teaching. Write a seminar paper according to pre-established criteria. Present a seminar paper according to pre-established criteria. Pass the oral exam.					
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work			
	☐ Experimental work	☐ Paper	☐ Essay			
	☒ Seminar paper	☒ Midterm exam	☒ Oral exam			
	☐ Written exam	☐ Project	☒ Participation in class			

	☒ Continuous assessment of knowledge		
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade for the course is formed based on the following elements: Seminar paper written in accordance with the instructor's guidelines – 30% Paper presented in accordance with the guidelines – 20% Active participation in class, participation in discussions during lectures and seminars, consultations – 10% Oral exam – 40% The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Kant, I. (2004). O pedagogiji. Breza	1	No
	Rousseau, J.J. (1989). Emil ili O odgoju. Zagreb: Nakladom hrvatskog pedagoškog zbora.	1	No
Supplementary literature	1. Kohlberg, L. (1973). The Claim to Moral Adequacy of a Highest Stage of Moral Judgment. The Journal of Philosophy, 70 (18), 630-646. https://doi.org/10.2307/2025030 2. Ćurko, B. i Kragić, I. (2008). Filozofija za djecu – primjer „Male filozofije“. Život i škola, LIV (20), 61-68. https://hrcak.srce.hr/36899 3. Golubović, A. (2010). Filozofija odgoja. Riječki teološki časopis, 36(2), 609-624 https://hrcak.srce.hr/121849 4. Golubović, A. (2010). Aktualnost Rousseauovih promišljanja filozofije odgoja s posebnim osvrtom na moralni odgoj. Acta Iadertina 10 (1),25-36, dostupno na: https://hrcak.srce.hr/190111 [21.04.2022]		
Quality assurance	Class attendance, active participation in class, success in completing assignments. - Student survey on the quality of teaching and teachers at the university level. - Passed exam and fulfilment of other obligations prescribed by the syllabus. - Individual consultations. - Student self-assessment of achieved learning outcomes. - Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory lecture	2	P7
Seminar	As agreed with students.	1	P7
Week: 2.			
Lectures	The ancient understanding of education – Socratic maieutics – Education in Plato	2	P7
Seminar	As agreed with students.	1	P7
Week: 3.			
Lectures	The ancient understanding of education – Aristotle	2	P7
Seminar	As agreed with students.	1	P7
Week: 4.			
Lectures	Humanist educational ideals	2	P7
Seminar	As agreed with students.	1	P7
Week: 5.			
Lectures	Rousseau: the educational transformation of man	2	P7
Seminar	As agreed with students.	1	P7
Week: 6.			
Lectures	Moral development – Piaget and Kohlberg	2	P7

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	As agreed with students.	1	P7
Week: 7.			
Lectures	Moral development – Piaget and Kohlberg	2	P7
Seminar	As agreed with students.	1	P7
Week: 8.			
Lectures	Philosophy of education – John Dewey	2	P7
Seminar	As agreed with students.	1	P7
Week: 9.			
Lectures	Education and values	2	P7
Seminar	As agreed with students.	1	P7
Week: 10.			
Lectures	Education and politics	2	P7
Seminar	As agreed with students.	1	P7
Week: 11.			
Lectures	Philosophy of education in contemporary philosophy	2	P7
Seminar	As agreed with students.	1	P7
Week: 12.			
Lectures	Philosophy of education in contemporary philosophy	2	P7
Seminar	As agreed with students.	1	P7
Week: 13.			
Lectures	Education for entrepreneurial competences	2	P7
Seminar	As agreed with students.	1	P7
Week: 14.			
Lectures	Education for entrepreneurial competences	2	P7
Seminar	As agreed with students.	1	P7
Week: 15.			
Lectures	Concluding class	2	P7
Seminar	As agreed with students.	1	P7

Developmental Psychology I

<table>
<tr><td>Course name</td><td colspan="5">Developmental Psychology I</td></tr>
<tr><td>ID</td><td>PRPO19</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Ina Reić Ercegovac, PhD, full professor</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Bruno Barać, PhD</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">To introduce students to developmental psychology, basic theoretical and research approaches, and methodological features of developmental research. To introduce students to some thematic areas of childhood development (physical, cognitive, moral) and the application of this knowledge in the upbringing and education of early and preschool children.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">The student will be able to:
- define the basic theoretical and research problems of developmental psychology
- list and explain the types of developmental research
- compare different approaches to research in developmental psychology
- create a simple outline of a developmental research
- analyze different theoretical approaches in developmental psychology
- explain the contribution of the most famous authors in the field of developmental psychology (e.g. Hall, Gesell, Piaget, Erikson, Bandura, Kohlberg, etc.)
- list the basic characteristics of individual stages of cognitive development
- analyze the contribution of different theories (e.g. J. Piaget and L. Vygotsky) to the educational process
- analyze the development of morality in the context of cognitive-developmental models, theories of the influence of the environment and learning, and ethology</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Developmental psychology as a psychological discipline, definition and goals of developmental psychology, relationship with other disciplines
2. Basic problems of developmental psychology (heredity and environment, maturation and learning, growth and development; periodization of development)
3. Research methodology in developmental psychology (types of research, limitations, ethical problems of developmental research)
4. Early theorists of developmental psychology
5. Theories of child development (cognitive developmental models, theories of the influence of the environment and learning, psychodynamic approach, ethological approach, ecological approach)
6. Biological bases of development, bases of genetics
7. Prenatal development and teratology
8. Birth, physical growth and development
9. Sensory development and development of attention and perception
10. Cognitive development (Theories of J. Piaget and L. Vygotsky)
11. Cognitive development – neo-Piagetian theories, information processing approach and intelligence testing
12. Speech development (preverbal, semantics, grammar)
13. Moral development – theories of moral development, prosocial behavior and aggressiveness</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: lectures 80%, seminars 80%.
Act in accordance with ethical and scientific principles in higher education teaching.</td></tr>
</table>

	Participate in and complete teaching activities that enable the achievement of the learning outcomes of the course, write and present a seminar paper, and pass the written exam (or 2 midterm exams)		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☐ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the obligations of the students, the final grade is based on the following elements: 1. Pass two midterm exams that are equivalent to an exam (90%). Achieve a minimum of 50% accuracy on the exam/midterms. 2. Prepare and present a seminar paper (10%).		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Berk, L.E. (2015). Dječja razvojna psihologija. Naklada Slap: Jastrebarsko. (str. 1.-397.)	5	
	Berk, L. (2006). Psihologija cjeloživotnog razvoja (poglavlja 1-3). Jastrebarsko: Naklada Slap.	5	

Supplementary literature	Buggle, F. (2002). Razvojna psihologija Jeana Piageta. Naklada Slap: Jastrebarsko. Thomas, R. M. (2000). Recent Theories of Human Development, SAGE Publications. 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.
Quality assurance	Attendance, activity in class, success in completing assignments Student survey on the quality of teaching and teachers at the university level Exam passed and other obligations prescribed by the syllabus fulfilled Individual consultations Student self-assessment of achieved learning outcomes Collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory lecture, student obligations. Developmental psychology as a psychological discipline, definition and goals of developmental psychology, relationship with other disciplines.	2	MM
Seminar	Introductory seminar, assignment of topics and tasks.	1	P
Week: 2.			
Lectures	Basic problems of developmental psychology (heredity and environment, maturation and learning, growth and development; periodization of development)	2	MM
Seminar	Developmental characteristics - multidirectionality, plasticity, factors relevant to development	1	P
Week: 3.			
Lectures	Research methodology in developmental psychology (types of research, descriptive, correlational and experimental designs; limitations of different methods)	2	MM
Seminar	Examples of longitudinal and transversal studies of development in the context of early and preschool age	1	P
Week: 4.			
Lectures	Early theorists of developmental psychology	2	MM

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Ethical problems of developmental research; code of ethics for research with children	1	P
Week: 5.			
Lectures	Theories of child development (cognitive developmental models, theories of the influence of the environment and learning - behaviorism, social-cognitive approach)	2	MM
Seminar	Social learning - contemporary models for early and preschool children	1	P
Week: 6.			
Lectures	Theories of child development (psychodynamic approach, ethological approach, ecological approach)	2	MM
Seminar	Ecology of human development - from Bronfenbrenner to contemporary socio-ethological approaches	1	P
Week: 7.			
Lectures	Biological basis of development, basis of genetics	2	MM
Seminar	Brain development throughout the lifespan	1	P
Week: 8.			
Lectures	Colloquium I	2	MM
Seminar	Colloquium I	1	P
Week: 9.			
Lectures	Prenatal development and teratology	2	MM
Seminar	Specific teratogenic effects of narcotics	1	P
Week: 10.			
Lectures	Birth, physical growth and development	2	MM
Seminar	Physical development in a lifelong perspective	1	P
Week: 11.			
Lectures	Cognitive development (logical constructivism - theory of J. Piaget)	2	MM
Seminar	Sensory development and development of attention and perception	1	P
Week: 12.			
Lectures	Cognitive development (social constructivism - theory of L. Vygotsky)	2	MM
Seminar	Implications of theories of cognitive development (J. Piaget and L. Vygotsky) on development in early and preschool age	1	P
Week: 13.			
Lectures	Cognitive development - traditional and contemporary approaches to intelligence	2	MM
Seminar	Cognitive development – neo-Piagetian theories, information processing approach	1	P
Week: 14.			
Lectures	Moral development – cognitive theories of moral development and contemporary approaches to moral development (moral foundations)	2	MM
Seminar	Moral development - prosocial behavior and aggression	1	P
Week: 15.			
Lectures	Colloquium II	2	MM
Seminar	Colloquium II	1	P

Basics of Pedagogy

<table>
<tr><td>Course name</td><td colspan="5">Basics of Pedagogy</td></tr>
<tr><td>ID</td><td>PRPO18</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Branimir Mendeš, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Ante Grčić</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to enable students to critically analyse and differentiate between fundamental pedagogical concepts, the position of pedagogy within the system of sciences, its relationship with other disciplines, and the possibilities of educational action according to various criteria (e.g. learners’ age, educational setting, etc.).</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
define the subject of pedagogy as a scientific discipline
explain the position of pedagogy within the system of sciences
differentiate between pedagogical disciplines
explain key pedagogical concepts
distinguish educational activities based on time, learners’ age, setting, and special conditions of the learners
discuss various pedagogical issues</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
1. Education and Pedagogy
1.1. Education – concept and its place in the life of the individual and society
1.2. Key concepts in education (upbringing, education, teaching, training). The relationship between education and related concepts (care, protection, welfare; socialisation; learning)
1.3. Roles in education: learner and educator
1.4. Dimensions of education (individual, intergenerational/social, interactional-communicative)
1.5. Pedagogy – concept and its place within the system of sciences
1.6. The system of pedagogical disciplines. The relationship between pedagogy and other sciences (interdisciplinary dialogue)
1.7. Overview of the development of pedagogy
2. Education as a Process (structure, participants, organisation)
2.1. Educational ideal, aims, and objectives
2.2. The educator (in the broad sense) as the carrier of educational activity
2.3. The educational system (values, levels, inclusion)
2.4. Implementation of educational activity (principles, communication methods and approaches, media)
2.5. Evaluation
3. Education in a Lifelong Perspective
3.1. Educational content in the context of holistic education (ethical, scientific, artistic, practical-life, etc.)
3.2. Educational action in relation to learners’ age. Education as a lifelong process (permanence of education)
3.3. Educational action in relation to context:
3.3.1. Family
3.3.2. Early childhood education and care settings
3.3.3. Schools
3.3.4. Residential care homes / community-based social service centres
3.3.5. Leisure time
3.3.6. Media
3.3.7. Adult education institutions
3.3.8. Special institutions for children and young people</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">3.4. Educational action in relation to learner diversity: inclusive education (introductory overview)
Seminar:
Preparation and presentation of seminar papers aimed at deepening the topics covered in lectures. Topics:
Fundamental pedagogical processes
Key educational theorists and practitioners in education
Development of pedagogical thought in Croatia
Different interpretations of the phenomenon of education
Interaction and communication in the educational process
Educational systems in different countries
Family as a primary educational community
Children and young people in leisure time
Media content in children’s development
Inclusive dimension of education
Education towards a culture of human rights
Education for sustainable development
Intercultural dimension of education
Contemporary challenges in pedagogy</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: lectures 80%, seminars 80%
Participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes
Obtain information about missed classes during lecturer consultation hours and from fellow students
Adhere to the timeframes required for completing course activities
Complete individual and group assignments in a timely and high-quality manner
Prepare and present a seminar paper in accordance with predefined criteria
Pass the examination</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td>☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td>☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☒ Midterm exam</td><td>☐ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td>☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the course learning outcomes and student obligations, the final grade for the course is determined based on the following components:
Colloquium – 25%
Seminar – 25%
Oral examination – 50%
The criteria for assessment and grading of each component are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Đuranović, M. i Klasnić, I. (2020). Dijete, odgoj i obitelj. Učiteljski fakultet (str. 13-22).</td><td>5</td><td></td></tr>
<tr><td>Lukaš, M. i Mušanović, M. (2019). Osnove pedagogije. Vlastita naklada (odabrana poglavlja).</td><td>5</td><td></td></tr>
<tr><td>Matijević, M., Opić, S. i Bilić, V. (2015). Pedagogija za učitelje i nastavnike. Školska knjiga (odabrana poglavlja).</td><td>6</td><td></td></tr>
<tr><td>Miljković, D., Đuranović, M. i Vidić, T. (2019). Odgoj i obrazovanje – iz teorije u praksu. IEP (odabrana poglavlja).</td><td>3</td><td></td></tr>
</table>

Supplementary literature	Bognar, B. (2015). Čovjek i odgoj. Metodički ogledi, 22 (2), 9-37. https://doi.org/10.21464/mo42.222.937. Višnjić Jevtić, A. (ur.) (2024). Pedagogija ranog i predškolskog odgoja. Alfa (str. 36-49).
Quality assurance	Attendance, class participation, and performance in assigned tasks Student survey on the quality of teaching and teaching staff at the university level Passed examination and completion of other syllabus-prescribed requirements Individual consultations Student self-assessment of achieved learning outcomes Peer assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Agreement on Course Implementation	2	
Seminar	Fundamentals of Academic Writing	2	
Week: 2.			
Lectures	Education – its place in the life of the individual and society Key concepts	2	
Seminar	Guidelines for Preparing Seminar Papers and Topic Presentations	2	
Week: 3.			
Lectures	Roles in Education: the Learner and the Educator Aspects of Education (individual, intergenerational, interactional-communicative)	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 4.			
Lectures	Pedagogy: concept and its position within the system of sciences The system of pedagogical disciplines and the relationship between pedagogy and other sciences (interdisciplinary dialogue)	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 5.			
Lectures	Historical Overview of Pedagogical Development	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 6.			
Lectures	Education as a Process (sequence, participants, organisation) Educational Ideal, Aim, and Objectives	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 7.			
Lectures	The Educator (in the broader sense) as the Agent of Educational Activity The Educational System (values, levels, and inclusion) Implementation of Educational Practice (principles, communication methods and approaches, and media)	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 8.			
Lectures	Exam	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 9.			
Lectures	Education from a Lifelong Perspective Educational Content within Holistic Education (ethical, scientific, artistic, practical-life, and other domains) Educational Action in Relation to Learners' Age: Education as a Lifelong and Continuous Process	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Presentation of the Seminar Paper	2	
Week: 10.			
Lectures	Educational Action in Relation to Context: Family	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 11.			
Lectures	Early Childhood Education and Care Settings School	2	
Lectures	Presentation of the Seminar Paper	2	
Week: 12.			
Lectures	4. Children’s Residential Care Homes	2	
Lectures	Presentation of the Seminar Paper	2	
Week: 13.			
Lectures	5. Leisure time 6. Media	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 14.			
Lectures	Adult Education Institutions Special Institutions for Children and Youth	2	
Seminar	Presentation of the Seminar Paper	2	
Week: 15.			
Lectures	Educational Action in Relation to Learner Diversity: Inclusive Education (introductory overview)	2	
Seminar	Presentation of the Seminar Paper	2	

Introduction to Literature

<table>
<tr><td>Course name</td><td colspan="5">Introduction to Literature</td></tr>
<tr><td>ID</td><td>PRPI11</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Tea-Tereza Vidović Schreiber, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">N</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">Introduce students to the key issues of poetics and literary theory in such a way that they are able to competently understand the complex issues of literature and literary creation. Focus on the analysis of the characteristics of literary genres and types, theory of verse and prose, as well as the methodology of the study and interpretation of literary works. Expand and enrich student knowledge and further encourage students to work independently in order to realize/understand the full extent of the literary word and its manifestations and forms.
Define and interpret significant literary phenomena and forms.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of this course, students will be able to:
- interpret the literary genres, types and forms of literary creation
- interpret literary works and phenomena
- apply critical methods and knowledge in evaluating literary works
- discuss literature in a competent and exploratory manner
- participate in thematic literary gatherings/meetings</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
1. Introductory lecture: course objectives and tasks.
2. Literature; literature and language; literary genres and forms; literary studies (literary theory, literary criticism, literary history, literary methodology).
3. Classification of literature – oral and written literature.
4. Oral literature: genres, forms, and characteristics.
5. Periods and epochs in the development of literature.
6. Lyric poetry: classification, types, examples; figures of speech.
7. Epic literature: in verse and prose; types and examples.
8. Novella and novel: types and examples.
9. Dramatic literature: types and examples; drama and theatre.
10. Style and stylistics.
11. Literary systems and literary movements; approaches to literary research.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3"></td></tr>
<tr><td>Student obligations</td><td colspan="5">Maintain mandatory attendance within the instructional framework, requiring a minimum threshold of 80% for lectures and 80% for seminars. Demonstrate strict adherence to the fundamental ethical and academic principles governing higher education pedagogy. Formulate and draft a comprehensive seminar paper in compliance with predefined methodological and academic criteria. Deliver an academic presentation of the research findings contained within the seminar paper, subject to established evaluative standards. Successfully demonstrate competency in the subject matter through a comprehensive oral examination.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☒ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
</table>

Assessment and evaluation of student work	In alignment with the course learning outcomes and student academic obligations, the final grade is determined based on the following evaluative components: Participation in lectures. -10 % Fulfilment of seminar obligations (seminar paper and participation in discussions).– 50 % Oral examination.– 40 % The assessment and grading criteria for individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Biti, V. (2000). Pojmovnik suvremene književne i kulturne teorije. Zagreb: Matica hrvatska.	8	
	Solar, M. (2005). Teorija književnosti. Zagreb: Školska knjiga.	1	
	Solar, M. (1995). Laka i teška književnost. Zagreb: MH.	1	
	Solar, M. (2004). Uvod u filozofiju književnosti. Zagreb: Golden marketing – Tehnička knjiga.	2	
Supplementary literature	1. Culler, J. (2001). Književna teorija – vrlo kratak uvod: Zagreb, 2. Genette, G. (2002). Fikcija i dikcija: Zagreb.		
Quality assurance	- Class attendance, participation in class activities, and successful completion of assignments. - University-level student evaluation surveys on the quality of teaching and instructors. - Passing the examination and fulfilling other obligations prescribed by the syllabus. - Individual consultations. - Student self-assessment of achieved learning outcomes. - Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory lecture: course objectives and tasks.	1	FFST
Seminar	Introductory lecture: course objectives and tasks.	1	FFST
Week: 2.			
Lectures	Literature; literature and language; literary genres and forms; literary studies (literary theory, literary criticism, literary history, literary methodology).	1	FFST
Seminar	Literature; literature and language; literary genres and forms; literary studies (literary theory, literary criticism, literary history, literary methodology).	1	FFST
Week: 3.			
Lectures	Literature, Literature and language, genres, types with special emphasis on genres in children's literature; literary studies (literary theory, literary criticism, literary history, literary methodology).	1	FFST
Seminar	Literary genres and types: Fundamental classification into lyrics, epics and drama, and mixed forms (discursive genre).	1	FFST
Week: 4.			
Lectures	Classification of literature – oral and written literature.	1	FFST
Seminar	Lyric poetry: classification, types, examples; figures of speech.	1	FFST
Week: 5.			
Lectures	Classification of literature – oral and written literature.	1	FFST
Seminar	Oral literature: genres, forms, and characteristics.	1	FFST

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 6.			
Lectures	Lyric poetry: classification, types, examples; figures of speech.	1	FFST
Seminar	The Structure of Epic Literature in Verse and Prose: The concepts of fabula and syuzhet (plot), work composition, and the role of the narrator.	1	FFST
Week: 7.			
Lectures	Periods and epochs in the development of literature.	1	FFST
Seminar	Periods and epochs in the development of literature.	1	FFST
Week: 8.			
Lectures	Epic literature: in verse and prose; types and examples.	1	FFST
Seminar	Narratology: An in-depth analysis of narration, perspective, and narrative time.	1	FFST
Week: 9.			
Lectures	Novella and novel: types and examples.	1	FFST
Seminar	Discursive Literary Forms: Essay, travelogue, biography, and autobiography as "boundary" forms between science and art.	1	FFST
Week: 10.			
Lectures	Style and stylistics.	1	FFST
Seminar	Stylistics and Style Classification: Analysis of the author's individual style, period style, and linguistic devices (figures of speech).	1	FFST
Week: 11.			
Lectures	Dramatic literature: types and examples; drama and theatre.	1	FFST
Seminar	Dramatic Literature: Specific characteristics of drama (dialogue, monologue, stage directions) and its fundamental genres (tragedy, comedy, drama in the narrow sense).	1	FFST
Week: 12.			
Lectures	Literary systems and literary movements; approaches to literary research.	1	FFST
Seminar	Literary Periods and Movements: Literary periodization – from Antiquity, through the Renaissance and Realism, to Postmodernism.	1	FFST
Week: 13.			
Lectures	Approaches to Literary Research	1	FFST
Seminar	Intertextuality: Relations between different texts, quotation, and influences	1	FFST
Week: 14.			
Lectures	Style and stylistics.	1	FFST
Seminar	Literary Analysis of a Chosen Work.	1	FFST
Week: 15.			
Lectures	Versification	1	FFST
Seminar	Versification (Poetics / Metrics): The study of metrical systems (classical, syllabic, accentual) and free verse.	1	FFST

Croatian Legends for Children

<table>
<tr><td>Course name</td><td colspan="5">Croatian Legends for Children</td></tr>
<tr><td>ID</td><td>PRPI12</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Tea-Tereza Vidović Schreiber, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to the genre features of legends and to train them for field research on Croatian legends, as well as to point out the intertextuality of legends and written literature and their presence in everyday life. Familiarisation with the features of the genre and training for field work. Reference to intertextuality of oral narratives and written literature, as well as reference to the present of oral narratives in everyday life.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">To classify and explain the genre system of oral tradition.
To tell apart oral tradition from fairy tales and legends.
To recognise and differentiate between different forms of oral narratives (memorate, fabulate, chronicate).
To recognise style features of oral narratives.
To classify and interpret theme categorisation of oral narratives: historical, demonologic/mythical and ethiological.
To make notice of intertextuality of oral narratives and written literature with special attention to Croatian authors.
To explain the concept of contemporary oral narratives and to describe their style features.
To apply and design work with pre-schoolers in the field of oral tradition aiming to preserve Croatian cultural heritage.</td></tr>
<tr><td>Syllabus</td><td colspan="5">- Genre system of Croatian oral tradition.
- Oral narratives vs. fairy tales and legends.
- Forms of oral narratives (memorate, fabulate, chronicate).
- Theme categorisation of oral narratives: historical, demonologic/mythical and ethiological.
- Style features of oral narratives.
- Intertextuality of oral narratives and written literature with special attention to Croatian authors.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (80% attendance for lectures and 80% for seminars). Act in accordance with ethical and scientific principles in higher education. Regular and active participation in lectures; preparation and presentation of assigned seminar papers.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td colspan="2">☐ Research</td><td>☐ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td colspan="2">☐ Paper</td><td>☐ Essay</td></tr>
<tr><td colspan="2">☒ Seminar paper</td><td colspan="2">☐ Midterm exam</td><td>☒ Oral exam</td></tr>
<tr><td colspan="2">☐ Written exam</td><td colspan="2">☐ Project</td><td>☐ Participation in class</td></tr>
<tr><td colspan="2">☒ Fieldwork – recording stories in the field</td><td colspan="2"></td><td></td></tr>
<tr><td colspan="5"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">Oral examination – 40%.
Independent work – 10%.
Seminar paper – 50%.</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="8">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Bošković-Stulli, M. (1993). Narodna predaja – Volksagge kamen spoticanja u podjeli vrste usmene proze. Usmena književnost kao umjetnost riječi. Zagreb, 35 – 51, 139 – 151</td><td>1</td><td></td></tr>
<tr><td>Botica, S. (2013). Povijest hrvatske usmene književnosti. Zagreb: Školska knjiga.</td><td>1</td><td></td></tr>
<tr><td>Dragić, M. (2007/2008). Poetika i povijest hrvatske usmene književnosti. Fakultetski udžbenik. Filozofski fakultet u Splitu. Split. www.ffst.hr.</td><td></td><td>Yes</td></tr>
<tr><td>Marks, Lj. (2018). Uvod. Predaja: temelji žanra. Marks, Lj. i Rudan, E. (ur.). Zagreb: Institut za etnologiju i folkloristiku, str. 9 – 17.</td><td></td><td>Yes</td></tr>
<tr><td>Marks, Lj. (2018). Osobit i samosvojan svijet usmene predaje: stara i nova čitanja. Predaja: temelji žanra. Marks, Lj. i Rudan, E. (ur.). Zagreb: Institut za etnologiju i folkloristiku, str. 393 – 420.</td><td></td><td>Yes</td></tr>
<tr><td>Rudan, E. (2000). Motivi usmenih predaja u novijem čakavskom pjesništvu Istre. Riječ, br. 21, str. 63 – 171.</td><td>1</td><td>Yes</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Dégh, L. (2001). Legend and Belief. Dialectics of folklore genre. Bloomington and Indianapolis.
2. Dragić, M. (1999). Deset kamenih mačeva. Baška Voda: Mala nakladna kuća Sveti Jure.
3. Marks, Lj. (2017). Kad se nebo otvori, biblijske i parabiblijske priče u usmenim predajama. Croatica, časopis za hrvatski jezik, književnost i kulturu, XLI (61); 339 – 356.
4. Marks, Lj. (1998). Hrvatske narodne pripovijetke. Vinkovci: Riječ (monografija).
5. Marks, Lj. (2015). O pričama i pričanju danas. Zagreb: Institut za etnologiju i folkloristiku (monografija).
6. Mendeš, B. i Vidović Schreiber, T.-T. (2020). Priče koje nisu htjele zaspati (izbor priča za djecu rane i predškolske dobi). Zagreb: Novi redak.
7. Predaja: temelji žanra (2018). Zagreb: Institut za etnologiju i folkloristiku (zbornik).
8. Rudan, E. (2016). Vile s Učke: žanr, kontekst, izvedba i nadnaravna bića predaja. Zagreb: Hrvatska sveučilišna naklada (monografija).
9. Vidović Schreiber, T.-T. (2011). Suvremene predaje grada Splita. Doktorski rad. Zagreb: Filozofski fakultet.
10. Vidović Schreiber, T.-T. (2018). Kamishibai – a New Narrative Context of Oral Literature in Working with Children of Preschool Age. U: Čepeljnik, Mihael (ur.), Umetnost kamišibaja [Elektronski vir]: zbornik prispevkov = The art of kamishibai: proceedings (str. 225 – 236). Ljubljana: Slovenski gledališki inštitut.
11. Vidović Schreiber, T.-T. (2015). Tradicijska kazivanja i scenski izraz djece predškolske dobi. Školski vjesnik: časopis za pedagoška i školska pitanja, vol. 64, no. 3, str. 504 – 517.</td></tr>
<tr><td>Quality assurance</td><td colspan="3">Evaluation and academic monitoring are based on class attendance, class participation, and performance in completing assignments, alongside the university-level student evaluation of teaching and instructor quality. Final course completion requires passing the exam and fulfilling other requirements specified in the syllabus, with individual consultations available throughout the semester. The quality assurance process is finalized through student self-assessment of achieved learning outcomes and peer assessment of the implementation and quality of the teaching process.</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	The Genre System of Oral Literature.Introduction to the course content. Distribution of seminar topics and guidelines for writing seminar papers.	1	FFST
Seminar	Oral literature – characteristics and genre classification.	1	FFST
Week: 2.			
Lectures	Stylistic features of the legend (oral tradition).	1	FFST
Seminar	The Legend (Oral Tradition) – Particularities of this Oral Genre	1	FFST
Week: 3.			
Lectures	Forms of oral narratives (memorate, fabulate, chronicate).	1	FFST
Seminar	Croatian traditional Tales	1	FFST
Week: 4.			
Lectures	Theme categorisation of oral narratives: historical, demonologic/mythical and ethiological.	1	FFST
Seminar	Oral narratives	1	FFST
Week: 5.			
Lectures	Oral narratives	1	FFST
Lectures	Oral narratives- M. B. Stulli	1	FFST
Week: 6.			
Lectures	Oral narratives: ethiological.	1	FFST
Seminar	Oral narratives: ethiological.	1	FFST
Week: 7.			
Lectures	Etiological legends of Split	1	FFST
Seminar	Oral Narratives of Split	1	FFST
Week: 8.			
Lectures	Oral narratives: demonologic/mythical	1	FFST
Seminar	Witches in Oral Legends	1	FFST
Week: 9.			
Lectures	Mythological Creatures in Oral Legends: Typology and Function	1	FFST
Seminar	Macaklić in Oral Tradition	1	FFST
Week: 10.			
Lectures	The Legend (Predaja) Compared to the Fairy Tale	1	FFST
Seminar	Fairies in Oral Tradition	1	FFST
Week: 11.			
Lectures	The Legend (Predaja) Compared to the Religious Legend	1	FFST
Seminar	Legends	1	FFST
Week: 12.			
Lectures	To make notice of intertextuality of oral narratives and written literature with special attention to Croatian authors.	1	FFST
Seminar	To make notice of intertextuality of oral narratives and written literature with special attention to Croatian authors.	1	FFST
Week: 13.			
Lectures	To make notice of intertextuality of oral narratives and written literature with special attention to Croatian authors.	1	FFST
Seminar	To make notice of intertextuality of oral narratives and written literature with special attention to Croatian authors.	1	FFST
Week: 14.			
Lectures	To make notice of intertextuality of oral narratives and written literature with special attention to Croatian authors.	1	FFST

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	To make notice of intertextuality of oral narratives and written literature with special attention to Croatian authors.	1	FFST
Week: 15.			
Lectures	Urban legend	1	FFST
Seminar	Urban legend (Split, Zagreb)	1	FFST

Dance and Creative Movement

<table>
<tr><td>Course name</td><td colspan="5">Dance and Creative Movement</td></tr>
<tr><td>ID</td><td>PRPI14</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Bojan Babin, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td>Associates</td><td>Damir Bavčević, PhD, lecturer</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td>15</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The objective of the course is to qualify students to acquire competencies in the field of dance and creative movement, appropriate for the system of early childhood and preschool education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Non</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- describe the elements of dance for children
- explain the correct execution of children's dances
- implement methodological procedures for acquiring the elements of children's dances
- utilize methodological procedures for the transformation of anthropological characteristics
- integrate dance training operators
- apply methodological procedures for correcting errors in the technical execution of dance elements
- execute dance elements
- demonstrate dance elements
- engage in achieving a higher quality and more intensive presentation of movement and motion in preschool institutions</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Acquisition of general and specific competencies regarding the knowledge of dance operators for adopting creative movement
2. Dance – a stimulus for the holistic development of the child. The significance of dance education in child development, emphasizing creative movement as an important learning method and dance education as an integral part of overall teaching.
3. Insight into the possibilities of integrating movement and dance activities.
4. The positive impacts of incorporating the creative movement method into the educational process are evident across all areas of child development: emotional-social, cognitive, and conative.
5. Experiencing, discovering, and enjoying (dance) art.
6. Developing aesthetic and artistic perception. Introduction to specific fields of art.
7. Developing expression and communication through (dance) art, fostering creativity and specific artistic abilities.
8. Methods for developing a sense of meter and simple rhythms through the integration of nursery rhymes in motion, and creating short choreographies and performances – a story told through movement.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: 80% attendance for lectures and 80% for practical classes (exercises)
Act in accordance with ethical and academic principles in higher education
Participate in and complete curricular and extracurricular (individual and group) activities that enable the acquisition of the learning outcomes prescribed by the course
Pass the oral exam
Stay informed about missed classes during the instructor's office hours and by consulting with peers
Adhere to the timelines and deadlines required for completing course activities
Actively and constructively participate in class</td></tr>
</table>

Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☐ Midterm exam	☒ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade for the course is formed based on the achievement of the following elements: - The assessment of acquired competencies is conducted continuously during practical classes (exercises) as a form of exam preparation. - Oral exam – 80% (History and Methodology of Dance 20%; Motor Skills 30%; Rules of Dance Structure 20%; Modalities of Dance Behavior 10%) - Class participation and contribution to class discussions – 20% The evaluation and grading criteria for each element are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Miletić, Đ. (2007), Estetska gibanja (udžbenik). Fakultet prirodoslovno matematičkih znanosti i kineziologije, Split. Schmidt, R. A., C. A.	1	Online
Supplementary literature			
Quality assurance	- Class attendance, class participation, and performance in completing tasks. - University-level student survey on the quality of teaching and faculty. - Passing the exam and fulfilling other obligations prescribed by the syllabus. - Individual consultations / Office hours. - Student self-assessment of achieved learning outcomes. - Peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory lecture and course requirements overview	1	Classroom
Physical education exercises	Introduction and Course Overview	1	Classroom
Week: 2.			
Lectures	Dance, an incentive for the holistic development of the child	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 3.			
Lectures	The importance of dance education in child development	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 4.			
Lectures	Learning methods and dance education	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 5.			
Lectures	Dance-movement activities	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 6.			
Lectures	Positive impacts of incorporating the creative movement method into the education process	1	Classroom

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Physical education exercises	Children's dances and movement	1	Classroom
Week: 7.			
Lectures	Experiencing, discovering, and enjoying (dance) art	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 8.			
Lectures	Developing aesthetic and artistic perception	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 9.			
Lectures	Introduction to Specific Fields of Art	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 10.			
Lectures	Developing expression and communication through (dance) art	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 11.			
Lectures	Developing creativity and specific artistic abilities	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 12.			
Lectures	Methods of developing a sense of rhythm and simple rhythms through the processing of counting rhymes in motion	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 13.			
Lectures	Creating short choreographies and productions	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 14.			
Lectures	Story through movement	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom
Week: 15.			
Lectures	History and Methodology of Dance	1	Classroom
Physical education exercises	Children's dances and movement	1	Classroom

Children's Literature

<table>
<tr><td>Course name</td><td colspan="5">Children's Literature</td></tr>
<tr><td>ID</td><td>PRPO21</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Tea-Tereza Vidović Schreiber, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The course aims to introduce students to key themes and content of children's literature, and also to explore the works that are in their subject matter, stylistically and compositionally designed and suitable for children.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">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 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.</td></tr>
<tr><td>Syllabus</td><td colspan="5">• Children's Literature / relation towards other forms of literature / picture books and its forms
• Story: art and folk stories; Fairy Tale (Perrault, Brothers Grimm, Ivana Brlić Mažuranić)
• H. Christian Andersen; impact on the development of children's literature
• Fantastic story (Collodi, Carroll, Lagerlof)
• James Barrie, Saint-Exupery, Lidgren; Fantastic stories with animals (Lofting)
• Karel Čapek; Lindgren; Nazor; Horvat
• Fables (Ezop, La Fontaine, Lessing, Krilov)
• Croatian fables (1P)
• The stories, stories about animals
• Children's poetry; traditional and modern children's poetry
• Children's novels; adventure novels; Science fiction works
• Adventure novels; travel books, biographical works/biographies and diaries
• Plays; Comic Books
• The final lecture; talk about the exam</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Regular attendance.
(lectures 80%, seminars 80%)
Preparation of seminars and presentations according to the instructions of the mentor.
Behave in accordance with ethical and scientific principles in higher education.
Note: not an evaluation element.
Adhere to the time frames required to perform the activities in the course.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☒ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
</table>

Assessment and evaluation of student work	Perform individual and group tasks in a timely and quality manner.Success will be evaluated based on: • participation in lectures 20% • fulfillment of seminar obligations (seminar work and participation in discussions) 20% • written exam 30% • and oral part of the exam 30% Criteria for evaluating and grading individual elements are described in the course repository. To be informed about the classes he / she missed during the consultations of teachers and with other students. Pass the written exam, which is a condition for taking the oral part of the exam.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Hameršak, M. i Zima, D. (2015). Uvod u dječju književnost. Zagreb: Leykam International.	7	
	Crnković, M. (1990). Dječja književnost. Školska knjiga, Zagreb	1	
	Crnković, M.-Težak, D. (2002). Povijest hrvatske dječje književnosti. Zagreb: Znanje.	3	
	Majhut, B. (2015). Treba li nam nova povijest hrvatske dječje književnosti?. FLUMINENSIA, 27 (1), 189-202. Preuzeto s https://hrcak.srce.hr/140820		Yes
	Zalar, D. (2014). Potjehovi holograms. Zagreb: Alfa.	1	
Supplementary literature	1. Hranjec, S. (2006). Pregled hrvatske dječje književnosti. Zagreb: Školska knjiga. 2. Hranjec, S. (2003). Kršćanska izvorišta dječje književnosti: priručnik za studente i učitelje. Zagreb: Alfa. 3. Težak, D. (2002). Povijest hrvatske dječje književnosti - od početaka do 1955. Zagreb: Znanje. 4. Visinko, K. (2005). Dječja priča – povijest, teorija, recepcija i interpretacija. Zagreb: Školska knjiga. 5. Zalar, I. (1991). Pregled hrvatske dječje poezije. Zagreb: Školska knjiga.		
Quality assurance	• Class attendance, activity in class, success in performing tasks. • Student survey on the quality of teaching and teachers at the university level. • Exam passed and other obligations prescribed by syllabus fulfilled. • Individual consultations. • Students' self-assessment of achieved learning outcomes. • Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory class - agreement on work, instructions for writing seminar papers, and distribution of seminar topics Children's literature - name and purpose, types	2	FFST
Seminar	Picture book - history and development Picture book - types	2	FFST
Week: 2.			
Lectures	Children's literature / relationship to other literature / Picture book and its forms	2	FFST
Seminar	Fables - the most prominent fable writers; Genre characteristics of fables	2	FFST
Week: 3.			
Lectures	Story: literary and folktale; Fairy tale (Perrault, Brothers Grimm, Ivana Brlić-Mažuranić)	2	FFST

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Fairy tales - H.C. Andersen (connecting stories with the author's life) and Fairy tales – Ch. Perrault (depictions of brutal motifs), comparison of fairy tales, and the life and work of the writers	2	FFST
Week: 4.			
Lectures	H. Christian Andersen; impact on the development of children's literature	2	FFST
Seminar	Ivana Brlić-Mažuranić – Priče iz davnine (Croatian Tales of Long Ago); Vladimir Nazor – Bijeli jelen (The White Stag)	2	FFST
Week: 5.			
Lectures	Fantasy story (Collodi, Carroll, Lagerlöf)	2	FFST
Seminar	Children's poetry by Croatian authors (general overview, classification, periods, representatives) The beginnings of the development of Croatian children's poetry	2	FFST
Week: 6.			
Lectures	James Barrie, Saint-Exupéry, Lindgren; Fantasy story with animals in the foreground (Lofting)	2	FFST
Seminar	Vesna Parun - selection from poetry Luko Paljetak - selection from poetry	2	FFST
Week: 7.			
Lectures	Karel Čapek; Lindgren; Nazor; Horvat	2	FFST
Seminar	Comparison of the poetry of Zvonimir Balog and Grigor Vitez Contemporary children's poetry in Croatia	2	FFST
Week: 8.			
Lectures	Children's poetry; traditional and modern children's poetry	2	FFST
Seminar	Riddles and proverbs (appropriate for preschool age, types, characteristics) Counting rhymes and other nursery rhymes Jokes for children	2	FFST
Week: 9.			
Lectures	Fables	2	FFST
Seminar	Children's novel (general overview)The most prominent Croatian children's novel writers	2	FFST
Week: 10.			
Lectures	Croatian fables	2	FFST
Seminar	The gang/group motif in children's novels (comparison of two novels of choice) The love motif in children's novels (comparison of two novels of choice)	2	FFST
Week: 11.			
Lectures	Stories, tales about animals	2	FFST
Seminar	Contemporary Croatian female writers of children's novels Christian motifs in works for children	2	FFST
Week: 12.			
Lectures	Children's novels; adventure novels; Science fiction works	2	FFST
Seminar	Animalism in children's literature Fantasy novel (The Little Prince) Elements of fantasy in the novel Alice in Wonderland	2	FFST
Week: 13.			
Lectures	Adventure works; travelogues, biographical works, and diaries	2	FFST
Seminar	Adventure novels (comparison of two novels of choice)Science fiction works (comparison of two novels of choice)	2	FFST
Week: 14.			
Lectures	Plays/Dramalets; Comic strip	2	FFST

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Adventure novel - (novel of choice, characteristics, characters, composition) Diary - (works of choice, comparison of a Croatian author with a foreign author)	2	FFST
Week: 15.			
Lectures	The final lecture; talk about the exam	2	FFST
Seminar	Plays/Dramalets; Comic strip	2	FFST

Introduction to Puppetry and Theatre

<table>
<tr><td>Course name</td><td colspan="5">Introduction to Puppetry and Theatre</td></tr>
<tr><td>ID</td><td>PRPO22</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Tea-Tereza Vidović Schreiber, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Mia Mijaljica
Silvana Stanić, lecturer</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">Acquisition of basic knowledge in the field of stage art, student training for their own creative expression through drama and for application of a stage puppet in educational process.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After passing the exam successfully, students will be able to:
1. define drama as a literary genre
2. explain various drama forms
3. see drama structure and composition
4. present and interpret historical development of drama and theatre, especially historical development of drama and theatre for children, as well as to differentiate traditional and contemporary puppet theatre
5. apply speech interpretation of a literary text (speech realisation of a text)
6. describe the course of drama performance creation
7. apply dramatisation and adaptation of texts for drama and puppet plays in kindergarten
8. tell different types of stage puppets, to apply the principles of puppet animation and to make a puppet.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
Drama as a literary form. Drama work – literary/stage work.
Drama and stage forms (monologue, dialogue etc.).
Drama text structure. Drama composition. Theatre performance.
Historical development of drama and theatre.
Speech interpretation of a literary text for children. Speech aspects (intonation, intensity, interruptions and pauses, enjambment). Speech and stage text realisation. Recital.
Drama and theatre for children. Historical review of the development of children's theatre.
The course of creation of children's drama (text selection, adaptation, work on the text).
Dramatisation and adaptation of texts for drama plays in kindergarten.
Dramatic literature for children.
Puppetry as a part of stage art. Traditional and contemporary puppet theatre.
Stage puppet types. Basic principles of puppet animation.
Stage speech of a puppet.
Puppet text and puppet dramaturgy.
Literary sample. Dramatisation and adaptation of text for puppet play in kindergarten.
Puppet play.
Exercises:
Speech exercises (describing, telling and re-telling, dramatisation etc.).
Expressive reading.
Dramatisation and adaptation of text for drama and puppet plays in kindergarten.
Dramatisation and adaptation of a picture book.
Analysis of a theatre performance for children.
Making a puppet (with the help of a visual arts professional).
Demonstration of a shorter drama work.
Demonstration of a puppet performance.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals</td><td colspan="3">☒ Fieldwork
☒ Independent work
☐ Multimedia</td></tr>
</table>

	☐ Remote learning ☐ Blended learning	☐ Laboratory ☐ Supervision	
Student obligations	1. Regular attendance. 2. Setting and performing a drama and / or puppet show. 3. Making a puppet. 4. Keeping a diary of theater visits. 5. Participate in the teaching process: lectures 70%, exercises 80%. 6. Behave in accordance with ethical and scientific principles in higher education. 7. Participate and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. 8. Pass the oral exam. 9. To be informed about the classes he / she missed during the consultations with the teacher and with other students. 10. Adhere to the time frames required to perform the activities in the course. 11. Participate actively and constructively in class.		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☐ Midterm exam	☒ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
	☒ Theatre visit – fieldwork		
Assessment and evaluation of student work	Class attendance – 10 % Practical training – 50 % Oral exam – 40 % Criteria for evaluating and grading individual elements are described in the course repository		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Čečuk, M. (2009). Lutkari i lutke. Zagreb: Denona.	4	
	Pokrivka, V. (1985). Dijete i scenska lutka. Zagreb: Školska knjiga, str. 5 – 20.	3	
	Vigato, T. (2012). Metodički pristupi scenskoj kulturi. Zadar: Sveučilište u Zadru (odabrana poglavlja)	1	
	Vidović Schreiber, T. T. (2015). Drama kao književni rod. WEB predavanja. Postavljeno na mrežnu stranicu Filozofskog Fakulteta u Splitu: https://www.ffst.unist.hr/inet1/images/50013806/Drama%20kao%20knjievni%20rod%20(1)(1).pdf		Yes
	Županić-Benić, M. (2019). Lutkarstvo i dijete. Zagreb: Leykam international.	2	

Supplementary literature	1. Fleming, M. (2003). Starting Drama Teaching. David Fulton Publish. 2. Glibo, R. (2000). Lutkarstvo i scenska kultura. Zagreb: Ekološki glasnik. 3. Peregrin, S. (2024). Umijeće pripovijedanja. Zagreb: Školska knjiga. 4. Vidović Schreiber, T. T. (2018). Kamishibai – a New Narrative Context of Oral Literature in Working with Children of Preschool Age. U: Čepeljnik, Mihael (ur.), Umetnost kamišibaja [Elektronski vir]: zbornik prispevkov = The art of kamishibai: proceedings (str. 225-236). Ljubljana: Slovenski gledališki inštitut. 5. Vidović Schreiber, T. T. (2015). Tradicijska kazivanja i scenski izraz djece predškolske dobi. Školski vjesnik, 64 (3), 504-517. https://hrcak.srce.hr/151384
Quality assurance	• Class attendance, activity in class, success in performing tasks. • Student survey on the quality of teaching and teachers at the university level. • Exam passed and other obligations prescribed by syllabus fulfilled. • Individual consultations. • Students' self-assessment of achieved learning outcomes. • Collaborative assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Practicum exercises	Drama as a literary form. Drama work – literary/stage work.	2	
Practicum exercises	Speech exercises (describing, telling and re-telling, dramatisation etc.). Expressive reading.	2	
Week: 2.			
Lectures	Drama and stage forms (monologue, dialogue etc.).	2	
Practicum exercises	Dramatisation and adaptation of text for drama and puppet plays in kindergarten. Dramatisation and adaptation of a picture book.	2	
Week: 3.			
Lectures	Drama text structure. Drama composition. Theatre performance.	2	
Practicum exercises	Speech exercises (describing, telling and re-telling, dramatisation etc.). Expressive reading.	2	
Week: 4.			
Lectures	Historical development of drama and theatre.	2	
Practicum exercises	Speech exercises (describing, telling and re-telling, dramatisation etc.). Expressive reading.	2	
Week: 5.			
Lectures	Speech interpretation of a literary text for children. Speech aspects (intonation, intensity, interruptions and pauses, enjambment).	2	
Practicum exercises	Making a puppet (with the help of a visual arts professional).	2	
Week: 6.			
Lectures	Speech and stage text realisation. Recital.	2	
Practicum exercises	Making a puppet (with the help of a visual arts professional).	2	
Week: 7.			
Lectures	Drama and theatre for children. Historical review of the development of children's theatre.	2	
Practicum exercises	Making a puppet (with the help of a visual arts professional).	2	
Week: 8.			
Lectures	The course of creation of children's drama (text selection, adaptation, work on the text).	2	
Practicum exercises	Puppet Animation.	2	
Week: 9.			
Lectures	Dramatisation and adaptation of texts for drama plays in kindergarten.	2	
Practicum exercises	Puppet Animation.	2	
Week: 10.			
Lectures	Dramatic literature for children.	2	
Practicum exercises	Analysis of a theatre performance for children.	2	
Week: 11.			
Lectures	Puppetry as a part of stage art. Traditional and contemporary puppet theatre.	2	
Practicum exercises	Demonstration of a shorter drama work.	2	
Week: 12.			
Lectures	Stage puppet types.	2	
Practicum exercises	Set construction for a puppet show.	2	
Week: 13.			
Lectures	Basic principles of puppet animation. Stage speech of a puppet.	2	
Practicum exercises	Demonstration of a puppet performance.	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 14.			
Lectures	Puppet text and puppet dramaturgy.	2	
Practicum exercises	Demonstration of a puppet performance.	2	
Week: 15.			
Lectures	Going to the Theatre.	2	
Practicum exercises	An official theatre visit and the subsequent critical review require a structured approach to analyze the production effectively.	2	

Music Practicum I

<table>
<tr><td>Course name</td><td colspan="5">Music Practicum I</td></tr>
<tr><td>ID</td><td>PRPO23</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Snježana Dobrota, PhD, full professor</td><td>ECTS workload</td><td colspan="3">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Daniela Petrušić, PhD</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to train students to express musical content (rhythmic durations and pitch) by transferring theoretical knowledge to instrumental performance with vocal accompaniment.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed the course Fundamentals of Musical Culture.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- apply musical literacy skills to interpret simpler children's songs in C major, G major, D major, F major, E minor and D minor
- demonstrate independent vocal-instrumental reproduction of simpler children's songs
- apply acquired musical knowledge in shaping chordal accompaniment in the left hand
- analyze musical expressive elements: rhythm, melody, dynamics, tempo and musical form</td></tr>
<tr><td>Syllabus</td><td colspan="5">Exercises:
1. Introduction to literature
2. Arrangement of a children's song in C major
3. Arrangement of a children's song in G major
4. Arrangement of a children's song in E minor
5. Arrangement of a children's song in D major
6. Arrangement of a children's song in F major
7. Arrangement of a children's song in D minor
8. Repeating learned songs</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Regularly attend exercises (80%)
Behave in accordance with ethical and scientific principles in higher education
Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course
Pass the oral exam (equivalent to the oral exam are three passed midterms) and achieve a minimum of 50% accuracy on the exam/midterms
Get information about classes that you missed during consultations with teachers and other students</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☒ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☐ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☒ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
<tr><td>☒ Continuous assessment of knowledge</td><td></td><td colspan="3"></td></tr>
<tr><td></td><td></td><td colspan="3"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the learning outcomes and student obligations in the course, the final grade is formed based on the following elements:
1. Oral exam/three passed midterms – 70%
2. Success in solving individual and group tasks – 15%
3. Activity in class – 15%
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
</table>

Required literature	Title	Number of copies available	Availability via other media
	Marić, Lj., Goran. Lj. (2013). Let's sing joyfully. Golden marketing – Technical book.	10	
	Novosel, I. (2003). Together in Music. Teacher Training College in Petrinja	1	
	Sam, R. (1992). Let's Play Along with the Song. Gloss.	1	
	Dobrota, S. (2012). Introduction to Contemporary Music Pedagogy. Faculty of Philosophy in Split	2	
	Šamanić, S. (2013) Musical Key – Methodological Manual for Music Practicum. Faculty of Teacher Education, University of Rijeka	0	1
Supplementary literature	1. Novosel, I. (2003). Ivančice. Petrinja Teacher Training College. 2. Banov, N. (2006). From counting to song. A. J. Matić Music School. 3. Riman, M. (2008). The child sings. Faculty of Teacher Training in Rijeka.		
Quality assurance	- class attendance, class activity, success in completing assignments, - student survey on the quality of teaching and teachers at the university level, - passed exam and fulfilled other obligations prescribed by the syllabus, - individual consultations, - self-assessment of achieved learning outcomes by students, - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Other music exercises	Introduction to literature	2	
Week: 2.			
Other music exercises	Arrangement of a children's song in C major	2	
Week: 3.			
Other music exercises	Arrangement of a children's song in C major	2	
Week: 4.			
Other music exercises	Arrangement of a children's song in G major	2	
Week: 5.			
Other music exercises	Arrangement of a children's song in G major	2	
Week: 6.			
Other music exercises	Arrangement of a children's song in E minor	2	
Week: 7.			
Other music exercises	Arrangement of a children's song in E minor	2	
Week: 8.			
Other music exercises	Arrangement of a children's song in D major	2	
Week: 9.			
Other music exercises	Arrangement of a children's song in D major	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 10.			
Other music exercises	Arrangement of a children's song in F major	2	
Week: 11.			
Other music exercises	Arrangement of a children's song in F major	2	
Week: 12.			
Other music exercises	Arrangement of a children's song in D minor	2	
Week: 13.			
Other music exercises	Arrangement of a children's song in D minor	2	
Week: 14.			
Other music exercises	Repeating learned songs	2	
Week: 15.			
Other music exercises	Repeating learned songs	2	

Visual Arts Practicum

<table>
<tr><td>Course name</td><td colspan="5">Visual Arts Practicum</td></tr>
<tr><td>ID</td><td>PRPO20</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Marija Brajčić, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to the practical application of drawing, painting, graphic and three-dimensional techniques in their own artistic expression so that they can apply the acquired competencies in working with early and preschool children. Furthermore, the aim is to enable students to solve art-language problems by practically creating their own artistic content through drawing, painting, graphic and three-dimensional art techniques, and to develop students' artistic and creative abilities through practical artistic creation using drawing, painting, graphic and three-dimensional art techniques.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed the course Fundamentals of Fine Arts.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- describe and apply different media and techniques of fine arts
- use fine art terminology in their own artistic expression and creation
- express themselves with different fine art techniques
- apply fine art techniques in shaping fine art poetics through their own creative process
- analyze, synthesize and evaluate artistic skills
- creatively use information acquired from various sources with the aim of solving fine art and language problems
- use fine art techniques in the creative process when working with early and preschool children
- use combined fine art techniques to create original fine art solutions.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1.Basics of composition
2. Color and surface in composition
3. Rhythm of color on the surface
4. Balance of artistic elements on the surface
5. Dominance in composition
6. Unity in composition
7. Types of volume
8. Composition and recomposition of volume
9. Drawing techniques,
10. Graphic techniques
11. Computer graphics
12. Painting techniques
13. Sculptural techniques
14. Combined techniques
15. Assemblages</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process 80%
Behave in accordance with ethical and scientific principles in higher education teaching.
Actively participate in the teaching process.
Timely complete the tasks provided in the course content.
Create a portfolio of artistic works created during practical classes (portfolio)</td></tr>
<tr><td rowspan="2">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☒ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
</table>

	☐ Seminar paper	☐ Midterm exam	☐ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes and student obligations in the course, the final grade is formed based on the following elements: 1. Portfolio of art works created during practical classes (portfolio) 2. Success in independently solving art tasks during classes 3. Activity in classes, participation in practical activities, creation of art works on a given topic – 50% 4. portfolio created and presented in accordance with the teacher's instructions – 30% 5. Success in solving independent and group tasks – 10% 6. activity in classes – 10%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Likovni leksikon. (2014). Bilić, J.(ur) Leksikografski zavod. Zagreb.		
	Peić, M. (1990), Pristup likovnom djelu, Školska knjiga, Zagreb.	1	
	Šuvaković, M. (2005), Pojmovnik suvremene umjetnosti, Zagreb: Horetzky		
	Rus, Z. (2011). Slikarstvo/neslikarstvo. Hrvatska sekcija Međ. udruženja likovnih kritičara - AICA. Zagreb		
	Sokolović, D. (2025). O bojama. Jesenski i Turk. Zagreb.		
	Paro, F. (1991). Grafika: marginalije o crno-bijelom. Mladost. Zagreb.1991.		
	Grgurić, N.(2003). Oblikovanje papirom, alufolijom i didaktički neoblikovanim materijalima. Zagreb: Educa. 2003.		
Supplementary literature	1. Horvat Pintarić, V. (2013). Od kiča do vječnosti, Zagreb : EPH Media: Studio Rašić 2. Collins. J. (2007). Sculpture Today. Phaidon Press. London. 3. Zidić, I. (2017). Kip i vrijeme- Ivan Kožarić. Ex Libris. Zagreb. 4. Križić Roban, S. (2013). Hrvatsko slikarstvo od 1945. do danas: odgovornost slike u vrijeme nestrpljivog pogleda. Ljevak. Zagreb. 5. Warhol, A. (2001), Filozofija Andy Warhola, Šareni dućan, Koprivnica. 6. Gilman, C., Malbert, R. (2023). Drawing in the present tense. Thames & Hudson. London. 7. Kuščević, D., Brajčić, M., Mijaljica, M. (2024). Računalna grafika — novi medij vizualno likovnog odgoja i obrazovanja. Umetnost i obrazovanje / Filipović, Sanja (ur.). Novi Sad: Akademija umetnosti u Novom Sadu, Departman likovnih i primenjenih umetnosti- Katedra za teorijske predmete,str. 352-366.		
Quality assurance	- Class attendance, class activity, task performance - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Practicum exercises	.Basics of composition	2	
Week: 2.			
Practicum exercises	Colour and surface in composition	2	
Week: 3.			
Practicum exercises	The rhythm of color on the surface	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 4.			
Practicum exercises	Balance of artistic elements on the surface	2	
Week: 5.			
Practicum exercises	Dominant in the composition	2	
Week: 6.			
Practicum exercises	Unity in composition	2	
Week: 7.			
Practicum exercises	Volume types	2	
Week: 8.			
Practicum exercises	Volume composition and recomposition	2	
Week: 9.			
Practicum exercises	Drawing techniques	2	
Week: 10.			
Practicum exercises	Graphic techniques	2	
Week: 11.			
Practicum exercises	Computer graphics	2	
Week: 12.			
Practicum exercises	Painting techniques	2	
Week: 13.			
Practicum exercises	Sculptural techniques	2	
Week: 14.			
Practicum exercises	Combined techniques	2	
Week: 15.			
Practicum exercises	Assemblage	2	

Digital Literacy

<table>
<tr><td>Course name</td><td colspan="5">Digital Literacy</td></tr>
<tr><td>ID</td><td>PRPO201</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Lada Maleš, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Martina Bašić, lecturer</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The objective of the course is to develop computer literacy as a set of integrated knowledge, skills, and attitudes required for the critical and responsible use of digital technologies in the context of early childhood and preschool education. The course focuses on enabling students to retrieve, evaluate, and ethically use information, communicate safely and ethically, and adapt and create digital content.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- demonstrate an understanding of the binary numeral system and binary data representation in computers
- analyze the connection between the von Neumann architecture and the architecture of modern computers
- critically evaluate appropriate software applications for use in early childhood and preschool education
- create digital documents for application in early childhood and preschool education
- use advanced internet information retrieval techniques, evaluating their credibility and source quality
- design a safe and stimulating digital environment in a preschool institution, applying knowledge of children's personal data protection, copyright laws, and the prevention of internet threats.</td></tr>
<tr><td>Syllabus</td><td colspan="5">LECTURES:
Introductory lecture: ICT and the application of Artificial Intelligence (AI)
Historical overview of computer and technology development
Numeral systems: numeral system conversions
Binary representation in computers (text, image, audio)
Von Neumann architecture; computer (hardware and software)
Computer networks: data transmission and classification
The Internet: protocols, internet services, and internet addressing
Internet access: data transfer technologies
Cybersecurity: types of threats and methods of protection
Cloud computing
EXERCISES
Personal computer: working with files and folders
LMS system (Moodle)
Word processing, presentation, and spreadsheet software
Internet information retrieval: advanced searching and LLM tools
Cloud computing: creating and sharing resources
Software applications for early childhood and preschool education</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">- participate in the teaching process: 70% attendance at lectures and 80% attendance at practical exercises.
- adhere to ethical and academic principles in higher education
- pass both the practical (computer-based) and theoretical (written) parts of the examination (the equivalents to the practical component are 2 passed midterms, and</td></tr>
</table>

	one midterm test is equivalent for the theoretical examination component) and achieve a minimum score of 50% accuracy on the exam/midterm tests.		
Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☒ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☐ Participation in class
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is determined based on the following components: 1. Two passed midterm exams from the practical sessions (exercises) 65% 2. One passed written midterm exam from the theoretical part 35% Successfully passing all three midterm exams exempts the student from the final exam. Detailed evaluation and grading criteria for each component are available in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	L. Maleš. Course materials available on the Moodle system https://merlin.srce.hr/	0	Yes
	M. Bašić. Course materials aveliable on the Moodle system https://merlin.srce.hr/	0	Yes
	Software tool manuals from the practical sessions	0	Yes
Supplementary literature	Brookshear, J. G. i Brylow, D. (2019). Computer science: An overview (12th ed.). Pearson. Galešev, V., Dmitrović, N., Vlahović, V., Kager, D. i Lučić, K. (2019). Informatika 1: Udžbenik za 1. razred općih i prirodoslovno-matematičkih gimnazija te 2. razred klasičnih i jezičnih gimnazija. SysPrint. https://sysprint.hr/eudzbenici/infgim2019/ CARNET. (n.d.). Edutorij – digitalni obrazovni sadržaji. Avaliable at https://edutorij-admin-api.carnet.hr/storage/extracted/2218079/index.html		
Quality assurance	- class attendance, active participation in class, performance in completing tasks - student survey on the quality of teaching and teachers at the university level - passed exam and completion of other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory lecture; ICT and the application of Artificial Intelligence (AI)	1	P8
Practicum exercises	Personal computer; working with files and folders	2	P9
Week: 2.			
Lectures	Historical overview of computer and technology development	1	P8
Practicum exercises	Working within a Learning Management System (LMS) Word processing	2	P9
Week: 3.			
Lectures	Numeral systems: numeral system conversions	1	P8
Practicum exercises	Word processing	2	P9
Week: 4.			
Practicum exercises	Numeral systems: numeral system conversions	1	P8
Practicum exercises	Word processing	2	P9
Week: 5.			
Practicum exercises	Binary representation in computers (text, image, audio)	1	P8

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Practicum exercises	Word processing	2	P9
Week: 6.			
Lectures	Von Neumann architecture; computer (hardware and software)	1	P8
Practicum exercises	Midterm	2	P9
Week: 7.			
Lectures	Von Neumann architecture; computer (hardware and software)	1	P8
Practicum exercises	Presentation	2	P9
Week: 8.			
Lectures	Computer networks: data transmission and classification	1	P8
Practicum exercises	Presentation	2	P9
Week: 9.			
Lectures	The Internet: protocols, internet services, and internet addressing	1	P8
Practicum exercises	Spreadsheet software	2	P9
Week: 10.			
Lectures	The Internet: protocols, internet services, and internet addressing	1	P8
Practicum exercises	Spreadsheet software	2	P9
Week: 11.			
Lectures	Internet access: data transfer technologies	1	P8
Practicum exercises	Spreadsheet software Internet information retrieval: advanced searching and LLM tools	2	P9
Week: 12.			
Lectures	Internet access: data transfer technologies	1	P8
Practicum exercises	Cloud computing Cybersecurity: types of threats and methods of protection	2	P9
Week: 13.			
Lectures	Internet information retrieval: advanced searching and LLM tools Cloud computing: creating and sharing resources	1	P8
Practicum exercises	Programmes for use in work with children of early and preschool age	2	P9
Week: 14.			
Lectures	Cybersecurity: types of threats and methods of protection	1	P8
Practicum exercises	Software applications for early childhood and preschool education	2	P9
Week: 15.			
Lectures	Midterm	1	P8
Practicum exercises	Midterm	2	P9

Child Development

<table>
<tr><td>Course name</td><td colspan="5">Child Development</td></tr>
<tr><td>ID</td><td>PRPO202</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Katija Kalebić Jakupčević, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Karla Babić</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to developmental dimensions within individual thematic units, from temperament, attachment and emotions to self-concept, personality development and developmental difficulties, and to the application of this knowledge in education during childhood.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- determine the basic characteristics of temperament in childhood
- understand and list the individual stages and the role of attachment development and its connection with emotional development and temperament in the child
- analyse the development of self-control and emotions in childhood
- analyse the impact of the development of the child's initiative and self-control in the educational process
- define self-concept and changes in the dimensions of self-concept in the context of age and personality development
- determine the characteristics of parenting styles and their effect on children's developmental outcomes
- analyse the factors of motivation for marriage and parenthood in the contemporary family
- analyse differences in deviant forms of behaviour and experience during childhood and early adolescence</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Temperament – dimensions of temperament in children
2. Development of attachment in children
3. Heredity or environment – contemporary research and theoretical developmental approaches
4. The connection between attachment, temperament and emotions in children
5. Development of self-concept and personality
6. Self-control and initiative in education
7. Cognitive styles, attribution and beliefs and their connection with educational processes and
decisions
8. Midterm exam 1
9. Peer relationships, friendship, popularity, sociometry
10. Motivation for marriage and parenthood, adoption and foster care of children
11. Parenting styles and the challenges of contemporary parenting
12. Classification and definition of developmentally deviant forms of experience and behaviour
13. Children with difficulties in the context of education
14. Midterm exam 2</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: lectures 80%, seminars 80%.
Act in accordance with ethical and scientific principles in higher education teaching.
Participate in and complete teaching activities that enable the achievement of the learning outcomes of the course, write and present a seminar paper, and pass the written exam (or 2 midterm exams)</td></tr>
</table>

Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☐ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
	☒ Midterm exam		
Assessment and evaluation of student work	Pass two midterm exams, which are equivalent to the exam (90%), and write and present a seminar paper (10%). Achieve a minimum accuracy of 50% on the exam/midterm exams. The evaluation and grading criteria for individual elements are described in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Berk, L. (2015). Dječja razvojna psihologija (str. 399.-648.) Jastrebarsko: Naklada Slap.	3	
	Berk, L. (2015). Dječja razvojna psihologija (str. 399.-648.) Jastrebarsko: Naklada Slap.	3	

Supplementary literature	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. Naklada Slap: Jastrebarsko. 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.
Quality assurance	- class attendance, active participation in class, success in completing assignments. - student survey on the quality of teaching and teachers at the university level. - passed exam and fulfilment of other obligations prescribed by the syllabus. - individual consultations. - student self-assessment of achieved learning outcomes. - peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Temperament – dimensions of temperament in children	2	
Seminar	Temperament of children of early and preschool age: recognition, understanding and pedagogical implications	1	
Week: 2.			
Lectures	Development of attachment in children	2	
Seminar	Development of attachment in early childhood and the role of the educator as a secondary attachment figure	1	
Week: 3.			
Lectures	Heredity or environment – contemporary research and theoretical developmental approaches	2	
Seminar	Heredity and environment in the development of preschool children: contemporary models (epigenetics, transactional models)	1	
Week: 4.			
Lectures	The connection between attachment, temperament and emotions in children	2	
Seminar	Cooperation with parents in fostering secure attachment in children in kindergarten	1	
Week: 5.			
Lectures	Development of self-concept and personality	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Development of self-concept in preschool children and the role of the educator in fostering it	1	
Week: 6.			
Lectures	Self-control and initiative in education	2	
Seminar	Self-control and executive functions in kindergarten: how to foster them through play and everyday routines	1	
Week: 7.			
Lectures	Cognitive styles, attribution and beliefs and their connection with educational processes and decisions	2	
Seminar	Cognitive styles of preschool children and their role in learning through play	1	
Week: 8.			
Lectures	Midterm exam 1	2	
Week: 9.			
Lectures	Peer relationships, friendship, popularity, sociometry	2	
Seminar	Peer relationships in kindergarten: friendship, popularity and sociometric status of children	1	
Week: 10.			
Lectures	Motivation for marriage and parenthood, adoption and foster care of children	2	
Seminar	Motivation for parenthood among young parents and its impact on cooperation with the kindergarten	1	
Week: 11.			
Lectures	Parenting styles and the challenges of contemporary parenting	2	
Seminar	Parenting styles and their connection with the child's adjustment to kindergarten; the role of the educator	1	
Week: 12.			
Lectures	Classification and definition of developmentally deviant forms of experience and behaviour	2	
Seminar	The role of the educator in fostering prosocial behaviour and preventing peer conflicts	1	
Week: 13.			
Lectures	Classification and definition of developmentally deviant forms of experience and behaviour	2	
Seminar	Educators' prejudices and beliefs: how they shape expectations and pedagogical decisions	2	
Week: 14.			
Lectures	Children with difficulties in the context of education	2	
Seminar	Children with developmental disabilities in the preschool environment: inclusive approaches and challenges of practice	2	
Week: 15.			
Lectures	Midterm exam	2	

Sociology of Education

<table>
<tr><td>Course name</td><td colspan="5">Sociology of Education</td></tr>
<tr><td>ID</td><td>PRPO27</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Vlaho Kovačević, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Matea Čular</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to familiarize students with the fundamental objectives, concepts, development, theoretical approaches, social context, and specific characteristics of educational institutions, as well as the positions and relationships of the actors within them.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There is no.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon successful completion of the course, students will be able to:
describe and define the subject matter of the Sociology of Education (its origins and development, key concepts, and place within the system of sciences);
explain the broader social context of education (values, social relations, functions, inequalities and equalities, the importance of education, factors influencing student achievement, deviance, etc.);
recognize sociological (theoretical) perspectives on education (their main assumptions, strengths, and limitations);
identify the impact of social and technological changes on the development of education (democratization, multiculturalism, globalization, ecology, and technology);
relate the system of educational institutions to the importance of the role of educators and teachers in society (professional characteristics), as well as the position and roles of participants within these institutions;
demonstrate the ability to present educational content and topics from the field of Sociology of Education.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Course Content
1. Introduction to the Course – course requirements, syllabus, literature, and teaching methods (agreement with students).
2. Analysis and explanation of key concepts: education, schooling, and socialization.
3. Historical overview of the development of the Sociology of Education – origins, development, scope, tasks, and its relationship to other scientific disciplines.
4. Relevant theoretical perspectives – Functionalism.
5. Relevant theoretical perspectives (2) – Conflict Theory and Interactionism.
6. Society and education: industrialization and modernization.
7. Social inequalities and educational opportunities.
8. Changes in the structure and role of the family and their impact on education.
9. Education and social change:
social values;
socialization and deviant behaviour.
10. Division of labour, the labour market, and social mobility.
11. Democratization of society, globalization, and multiculturalism.
12. Ecology and education.
13. The institutional system of education in Croatia:
social determinants of educational achievement;
the structure of the educational system;
preschool institutions as organizations;
schools as organizations;
contemporary trends and functions of education.
14. The sociology of the teaching profession:
the profession of preschool educator;
the profession of teacher.
15. New trends in education and educational practice:
lifelong learning;
alternative education;</td></tr>
</table>

	education for the future.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process (lectures: 80%, seminars: 80% attendance). Act in accordance with ethical and scientific principles in higher education teaching. Prepare a seminar paper in accordance with predefined criteria. Present the seminar paper in accordance with predefined criteria. Pass an oral examination.		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☒ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is formed based on the following components: 1. Oral examination – 60% 2. Completed and presented seminar paper in accordance with the instructor's guidelines – 20% 3. Performance in individual and group assignments – 10% 4. Active participation in classes, including engagement in discussions during lectures and seminars – 10% Through seminars during the course, as well as after the examination, students will receive feedback on their progress. During the oral examination, the final grade will be explained to the student, including all elements that contributed to it, along with advice on how to improve future work. The criteria for assessment and evaluation of individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Golden marketing.	1	1
	Giddens, A. (2007). Sociologija, Nakladni zavod Globus. (Obrazovanje, str. 491-526).	1	1
	Šuran, F. (2018). Uvod u sociologiju odgoja i obrazovanja. Sveučilište Jurja Dobrile u Puli.	1	1
Supplementary literature	1. Šuràn, F. (2018). Nikakva nas reforma neće spasiti. Odgoj i obrazovanje kao elementi novog „humanizma". Sveučilište Jurja Dobrile u Puli, 2018. 2. Gevirc, Š. i Krib, A. (2012). Razumevanje obrazovanja. Sociološka perspektiva. Beograd: Fabrika knjiga.		
Quality assurance	class attendance, participation in classes, and performance in assigned tasks student survey on the quality of teaching and instructors at the university level passed examination and fulfillment of other syllabus-defined requirements individual consultations students' self-assessment of achieved learning outcomes peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	1. Introduction to the course – obligations, syllabus requirements, literature, and teaching methods (to be agreed upon with students).	2	P
Seminar	Challenges of Growing Up – the Preschool Child in the Context of Contemporary Family and Kindergarten	2	P
Week: 2.			
Lectures	2. Analysis and explanation of key concepts: education, schooling, and socialization.	2	P
Seminar	The Child at the Center of Consumerism	2	P
Week: 3.			
Lectures	3. Historical overview of the development of the Sociology of Education – origins, development, scope, and tasks; relationship with other scientific disciplines.	2	P
Seminar	The Influence of Media on Preschool Children	2	P
Week: 4.			
Lectures	4. Relevant theoretical perspectives – Functionalism.	2	P
Seminar	New Media and Risk Behaviours among Children and Youth	2	P
Week: 5.			
Lectures	5. Relevant theoretical perspectives (2) – Conflict Theory, Interactionism Social context of education	2	P
Seminar	Media Literacy, Media Content, and Media Effects	2	P
Week: 6.			
Lectures	6. Society and Education; Industrialization, Modernization	2	P
Seminar	The Pitfalls of the Virtual World: Protecting Children and Youth Online and Preventing Addiction	2	P
Week: 7.			
Lectures	7. Social Inequalities and Educational Opportunities	2	P
Seminar	Stories of Good and Evil: The Development of Moral Reasoning in Children	2	P
Week: 8.			
Lectures	8. Changes in the Structure and Role of the Family and Education/Schooling	2	P
Seminar	Family and Education as a Two-Way Process	2	P
Week: 9.			
Lectures	9. Education and Social Change Social values Socialization and deviant behaviour	2	P
Seminar	Parenting in the Best Interest of the Child and Support for Parents of Young Children	2	P
Week: 10.			
Lectures	10. Division of Labour, Labour Market, and Mobility	2	P
Seminar	Cultivating Kindness – Moral Values as the Foundation of Education	2	P
Week: 11.			
Lectures	11. Democratization of Society, Globalization, Multiculturalism	2	P
Seminar	Intercultural Education	2	P
Week: 12.			
Lectures	12. Ecology and Education	2	P
Seminar	Transmission of Societal Values to Children	2	P

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 13.			
Lectures	13. The Institutional System of Education in the Republic of Croatia Social determinants of academic success Structure of the education system; preschool institutions as organizations; schools as organizations Contemporary trends and functions of education	2	P
Seminar	Development of Social Relations	2	P
Week: 14.			
Lectures	14. Sociology of the Professions of Preschool Educator and Teacher	2	P
Seminar	Fostering Community and Tolerance of Diversity	2	
Week: 15.			
Lectures	15. New Trends in Educational Practice Lifelong learning Alternative education, education for the future	2	P
Seminar	Promoting the Development of Children’s Social Competence	2	

Pedagogy of Early and Preschool Education I

<table>
<tr><td>Course name</td><td colspan="5">Pedagogy of Early and Preschool Education I</td></tr>
<tr><td>ID</td><td>PRPO28</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Ivana Visković, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Jelena Topić-Beus</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to prepare students to design, implement, and evaluate early childhood education programmes grounded in contemporary theoretical approaches to education, developmental characteristics, and the effects of educational stimulation in diverse sociocultural contexts, as well as to develop methodological literacy.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completion of the course General Pedagogy.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define the aim, subject, and tasks of early childhood education pedagogy;
- recognise theoretical approaches to education of young children;
- apply basic methodological procedures of observation and monitoring of children in institutional settings;
- explain the key features of a humanistic-oriented conception of early childhood education;
- analyse contemporary pedagogical literature;
- explain the fundamental principles of professionalism and professional identity of early childhood educators;
- critically interpret phenomena within the field of early childhood education;
- support and develop community culture within the early childhood education system (values, norms, language).</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
1. Early childhood education pedagogy within the system of pedagogical disciplines (concept, subject, aim, tasks, basic concepts, theory–practice relationship).
2. Research in early childhood education (methodological foundations).
3. The young child in institutional settings.
4. Characteristics and dimensions of the institutional context: socio-pedagogical environment of the child, educator as part of the socio-pedagogical environment, peer interaction, grouping of children, physical environment, temporal dimension.
5. Contemporary childhood and children’s rights.
6. Children’s needs in early childhood and possibilities for their fulfilment in institutional contexts.
7. Pedagogical influences on the development of social competence in early childhood.
8. Key principles of a humanistic-oriented conception of early childhood education (child-centredness and peer interaction, development of autonomy, creativity, selection and planning of educational content, roles of educators and parents).
9. The early childhood education system in the Republic of Croatia: historical development, programme types, general and distinctive features.
10. Organisational culture in early childhood education institutions.
11. The educator in the institutional context – reflective practitioner.
12. Contemporary approaches to leadership and management in early childhood education institutions.
Seminars
Preparation and presentation of seminar papers aimed at deepening the topics covered in lectures.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">- Active participation in lectures, seminars, and workshops (minimum 80% attendance).</td></tr>
</table>

<table>
<tr><td></td><td colspan="4">- Completion of individual and group assignments in accordance with course requirements.
- Preparation and presentation of a seminar paper according to predefined criteria.
- Passing the written examination or two mid-term assessments (as an equivalent), with a minimum of 51% success.
- Passing the oral examination.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="2">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="2">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="2">☒ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td colspan="2">☒ Participation in class</td></tr>
<tr><td>☒ Portfolio</td><td></td><td colspan="2"></td></tr>
<tr><td></td><td></td><td></td><td colspan="2"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">The final grade is based on the following components:
1. Written examination (or two successfully passed mid-term tests) – 35%
2. Seminar paper and presentation – 25%
3. Performance in individual and group assignments – 10%
4. Active participation in classes (argumentative engagement in group discussions) – 10%
5. Oral examination – 20%
Assessment criteria for each component are specified in the course repository.</td></tr>
<tr><td rowspan="11">Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Bogatić, K. (2024). Dijete i djetinjstvo. U: A.Višnjić Jevtić (ur.), Pedagogija RPOO (str.77-94). Alfa i UFZG.</td><td colspan="2">20</td><td></td></tr>
<tr><td>Višnjić Jevtić, A., Žnidarec Čučković, A. i Miočić, M. (2024). Odgoj, socijalizacija, obrazovanje- temeljni pedagoški procesu. U A.Višnjić Jevtić (ur.), Pedagogija RPOO (str.37-52). Alfa i UFZG.</td><td colspan="2">20</td><td></td></tr>
<tr><td>Višnjić Jevtić, A. i Bogatić, K. (2024). Usmjerenost na dijete. U A.Višnjić Jevtić (ur.), Pedagogija RPOO (str.95-106). Alfa i UFZG.</td><td colspan="2">20</td><td></td></tr>
<tr><td>Borovec, T. (2024). Okruženje za učenje u RPOO. U A.Višnjić Jevtić (ur.), Pedagogija RPOO (str.225-238). Alfa i UFZG.</td><td colspan="2">20</td><td></td></tr>
<tr><td>Bašić, S. (2011), (Nova) slika djeteta u pedagogiji djetinjstva. U: D. Maleš (ur.), Nove paradigme ranog odgoja (str.19-36). Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju</td><td colspan="2">10</td><td></td></tr>
<tr><td>Miljković, D., Đuranović, M. i Vidić, T. (2019).Odgoj i obrazovanje- iz teorije u praksu. Zagreb: IEP-D2 i UFZG.</td><td colspan="2">0</td><td></td></tr>
<tr><td>Miljković, D. i Rijavec, M. (2017). Bolje biti vjetar nego list. Zagreb: IEP.</td><td colspan="2">2</td><td></td></tr>
<tr><td>Višnjić Jevtić, A. i Visković, I. (2025). Early Childhood Education and Care in Croatia Perspectives of Practitioners, Researchers and Policy Makers. U V.Sollars i M. Toran (ur.), Early Childhood Education in the Mediterranean: Availability, Accessibility and Affordability of Services (str. 42-57). BRILL. doi: 10.1163/9789004733664_004</td><td colspan="2">1</td><td></td></tr>
<tr><td></td><td colspan="4"></td></tr>
<tr><td></td><td colspan="4"></td></tr>
<tr><td></td><td colspan="4"></td></tr>
<tr><td></td><td colspan="4"></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. NACIONALNI KURIKULUM ZA RANI I PREDŠKOLSKI ODGOJ I OBRAZOVANJE (2014), Zagreb: Vlada Republike Hrvatske, Ministarstvo znanosti, obrazovanja i sporta. http://public.mzos.hr/Default.aspx?art=13571
2. Slunjski, E. (2011). Kurikulum ranog odgoja. Istraživanje i konstrukcija. Zagreb: Školska knjiga.
3. recentne znanstvene publikacije – radovi u časopisima u bazi hrcak.srce.hr</td></tr>
<tr><td>Quality assurance</td><td colspan="4">- attendance, active participation, and performance in assignments;
- student surveys on teaching quality at the university level;
- successful completion of examination requirements and other syllabus obligations;
- individual consultations;</td></tr>
</table>

	- student self-assessment of learning outcomes achieved; - peer evaluation of teaching implementation and quality.
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Early childhood education pedagogy within the system of pedagogical disciplines (concept, subject, aim, tasks, basic concepts, theory–practice relationship).	2	P24
Seminar	Introduction to course requirements and allocation of seminar topics; analysis of educational concepts in relation to pedagogical disciplines.	2	P24
Week: 2.			
Lectures	Research in early childhood education (methodological foundations).	2	P24
Seminar	Analysis of the concept of education; exercise: structural model of education (Gudjons, 1994).	2	P24
Week: 3.			
Lectures	Basic pedagogical foundations in early childhood education; the early childhood education system in the Republic of Croatia (development, programme types, features).	2	P24
Seminar	Pedagogical concepts and approaches in early childhood education.	2	P24
Week: 4.			
Lectures	Contemporary childhood and children's rights – the young child as a social subject in institutional contexts.	2	P24
Seminar	Presentation of seminar papers on selected topics: - Children's right to a quality family life - Children's right to quality education - Children's right to play - Children at risk of social exclusion in early childhood institutions	2	P24
Week: 5.			
Lectures	Key principles of a humanistic-oriented conception of early childhood education (roles of educators, parents, and peers).	2	P24
Seminar	Presentation of seminar papers: - Role of parents in early childhood education - Role of educators in early childhood education - Role of peers in early childhood education	2	P24
Week: 6.			
Lectures	Appropriate and high-quality educational approaches in early childhood education.	2	P24
Seminar	Interactive review of course content as preparation for mid-term assessment.	2	P24
Week: 7.			
Lectures	First mid-term examination	2	P24
Seminar	Debate: "Young children and media – allies or adversaries in education?" Presentation of seminar topic: - Role of media in early childhood education.	2	P24
Week: 8.			
Lectures	Children's needs and possibilities for their fulfilment in institutional contexts	2	P24
Seminar	Vignettes (problem-based situations): designing stimulating environments Examples of good practice.	2	P24

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 9.			
Lectures	Fundamental determinants of the humanistically oriented concept of early and preschool education – focus on the child and peer interaction; development of children's independence; development of children's creativity.	2	P24
Seminar	Presentation of seminar papers chosen by students within the following topics: - Encouraging the development of independence in children of early and preschool age in early childhood and preschool education institutions - Encouraging the development of self-confidence and a positive (affirmative) identity in children of early and preschool age in early childhood and preschool education institutions - Encouraging the development of creativity in children of early and preschool age in early childhood and preschool education institutions	2	P24
Week: 10.			
Lectures	Fundamental determinants of the humanistically oriented concept of early and preschool education – selection and planning of educational content, institutional context and its dimensions (spatial-material dimension, social dimension, temporal dimension).	2	P24
Seminar	Presentation of seminar papers chosen by students within the following topics: - Spatial-material dimension of the institutional context - Social dimension of the institutional context - Selection and planning of learning strategies for children of early and preschool age	2	P24
Week: 11.			
Lectures	Fundamental determinants of the humanistically oriented concept of early and preschool education – institutional context with an emphasis on the social dimension (socio-pedagogical environment of the child, the educator as part of the socio-pedagogical context, peer interactions).	2	P24
Seminar	Exercise – designing a stimulating spatial-material and social environment	2	P24
Week: 12.			
Lectures	Quality in early childhood education.	2	P24
Seminar	Presentation of seminar papers chosen by students within the following topics: - Quality of the educational process in early childhood and preschool education institutions	2	P24
	- Partnership between educators and parents as a factor of quality in early childhood and preschool education institutions		
Week: 13.			
Lectures	Culture of early childhood and preschool education institutions (values and principles in practice); Contemporary approaches to managing early childhood and preschool education institutions	2	P24
Seminar	Presentation of a seminar paper on the topic: - Culture of early childhood and preschool education institutions Exercise / activity in relation to assigned vignettes (described situations) – What values does the educational institution uphold? Debate on the topic: Culture of early childhood and preschool education institutions as a factor in the professional development of educators and children's well-being	2	P24

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 14.			
Lectures	The profession of educator; Educator in the context of early childhood and preschool education institutions – reflective practitioner	2	P24
Seminar	Interactive revision for mid-term assessment.	2	P24
Week: 15.			
Lectures	Methodological foundations – learning, play, curriculum.	2	P24
Seminar	Second mid-term examination.	2	P24

Oral and Written Communication Skills

<table>
<tr><td>Course name</td><td colspan="5">Oral and Written Communication Skills</td></tr>
<tr><td>ID</td><td>PRPO23</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Anđela Milinović Hrga, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">1.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The course aims to further develop the communicative competences of future preschool/early childhood educators in authentic professional contexts through critical examination of language, style, and the ethics of communication, as well as through training in the appropriate adaptation of register and the composition of professional text genres.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">The course Croatian Language has been completed.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion, students will be able to:
- adapt and justify the choice of linguistic register and communicative approach in various professional situations (with the child, the parent, colleagues);
- construct professional text genres appropriate to the early childhood education profession, with conscious selection of language and style;
- critically evaluate their own communicative practice and propose strategies for professional development;
- compile a portfolio of communicative practice as documentation of their own professional development.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1 Communication as a professional competence of the educator: professional identity and linguistic self-reflection; introduction to the communicative challenges of educator practice.
2 Communication with parents: the linguistic dimension of communication at the parents' meeting — preparation, conduct, linguistic and stylistic requirements; the individual conversation — active listening, empathy, and professionalism; written communication — notices, correspondence, e-mails.
3 Communication with children: linguistic registers and speech adaptation; oral interpretation and storytelling; interpretive reading.
4 The collaborative culture of the kindergarten: team communication — meetings, discussions, constructive feedback; formal and informal communication — boundaries, ethics, professionalism.
5 Professional text genres in the educator profession: the composition and analysis of text genres appropriate to the professional context; the language, style, and structure of professional writing.
6 Public speaking in a professional context: occasional/ceremonial speeches, presentations, and public address; analysis of authentic communicative situations from practice.
7 Concluding reflection: evaluation of one's own communicative practice and planning of professional development.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☒ E-learning</td></tr>
<tr><td>Student obligations</td><td colspan="5">Attend the seminars/practicum (a minimum of 80%).
Actively participate in instructional tasks and complete individual and group assignments.
Prepare a portfolio of communicative practice as a collection of selected assignments and personal reflections.</td></tr>
<tr><td rowspan="2">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
</table>

	☐ Seminar paper	☐ Midterm exam	☐ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
	☒ portfolio	☒ Continuous assessment of knowledge	
Assessment and evaluation of student work	In accordance with the course learning outcomes and the students' obligations, the final grade is derived from the following elements: Active participation in the seminars/practicum and preparation for class; success in completing individual and group assignments — 20%. Written assignments (correspondence, notices, professional text genres) — 30%. Oral presentation (situational skill — a conversation with a parent, or a presentation) — 25%. Final reflection — written or oral presentation of the portfolio of communicative practice — 25%.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Vignjević, J. (2024). Riječi u vrtiću. Jezična komunikacija u odgojiteljskoj profesiji. Hrvatska sveučilišna naklada d. o. o., Učiteljski fakultet Sveučilišta u Zagrebu (selected chapters)		
	Ivanetić, N. (2003). Uporabni tekstovi. Zagreb: Zavod za lingvistiku Filozofskog fakulteta Sveučilišta u Zagrebu.		
	Opačić, N. (2009). Reci mi to kratko i jasno: Hrvatski za normalne ljude. Zagreb: Novi Liber.		
Supplementary literature	Pavličević-Franić, D. (2005). Komunikacijom do gramatike. Zagreb: Alfa. Pavličević-Franić, D. (2011). Jezikopisnice: rasprave o usvajanju, učenju i poučavanju hrvatskoga jezika u ranojezičnome diskursu. Zagreb: Alfa. Silić, J. (2006). Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput. Croatian standard language norm - online-accesible reference manuals (jezicni-savjetnik.hr, bolje.hr i sl.)		
Quality assurance	- class attendance, in-class activity, success in completing assignments the university-level student survey on the quality of teaching and instructors - passing the examination and fulfilling the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes achieved - collaborative assessment of the conduct and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Speech exercises	Communication as a professional competence of the educator: professional identity and linguistic self-reflection; introduction to the communicative challenges of educator practice.	2	
Week: 2.			
Speech exercises	Communication as a professional competence of the educator: professional identity and linguistic self-reflection; introduction to the communicative challenges of educator practice.	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 3.			
Speech exercises	Communication with parents: the linguistic dimension of communication at the parents' meeting — preparation, conduct, linguistic and stylistic requirements; the individual conversation — active listening, empathy, and professionalism; written communication — notices, correspondence, e-mails.	2	
Week: 4.			
Speech exercises	Communication with parents: the linguistic dimension of communication at the parents' meeting — preparation, conduct, linguistic and stylistic requirements; the individual conversation — active listening, empathy, and professionalism; written communication — notices, correspondence, e-mails.	2	
Week: 5.			
Speech exercises	Communication with children: linguistic registers and speech adaptation; oral interpretation and storytelling; interpretive reading.	2	
Week: 6.			
Speech exercises	Communication with children: linguistic registers and speech adaptation; oral interpretation and storytelling; interpretive reading.	2	
Week: 7.			
Speech exercises	The collaborative culture of the kindergarten: team communication — meetings, discussions, constructive feedback; formal and informal communication — boundaries, ethics, professionalism.	2	
Week: 8.			
Speech exercises	The collaborative culture of the kindergarten: team communication — meetings, discussions, constructive feedback; formal and informal communication — boundaries, ethics, professionalism.	2	
Week: 9.			
Speech exercises	Professional text genres in the educator profession: the composition and analysis of text genres appropriate to the professional context; the language, style, and structure of professional writing.	2	
Week: 10.			
Speech exercises	Professional text genres in the educator profession: the composition and analysis of text genres appropriate to the professional context; the language, style, and structure of professional writing.	2	
Week: 11.			
Speech exercises	Professional text genres in the educator profession: the composition and analysis of text genres appropriate to the professional context; the language, style, and structure of professional writing.	2	
Week: 12.			
Speech exercises	Public speaking in a professional context: occasional/ceremonial speeches, presentations, and public address; analysis of authentic communicative situations from practice.	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 13.			
Speech exercises	Public speaking in a professional context: occasional/ceremonial speeches, presentations, and public address; analysis of authentic communicative situations from practice.	2	
Week: 14.			
Speech exercises	Public speaking in a professional context: occasional/ceremonial speeches, presentations, and public address; analysis of authentic communicative situations from practice.	2	
Week: 15.			
Speech exercises	Concluding reflection: evaluation of one's own communicative practice and planning of professional development.	2	

Child and Society

<table>
<tr><td>Course name</td><td colspan="5">Child and Society</td></tr>
<tr><td>ID</td><td>PRPI24</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Sanja Stanić, PhD, full professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to enable students to understand the position of children in modern society and how interactions with the environment affect a child's development, well-being and mental health.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- detect key social environments that directly and indirectly influence children's development
- explain the child's interactions with proximal and distal environments
- assess and analyze the relationships of different social factors that influence a child's development, behavior, well-being, and mental health
- distinguish between different social support systems for a child</td></tr>
<tr><td>Syllabus</td><td colspan="5">Bioecological systems theory (different social environments/systems)
Children's rights
The position of the child in society
Children growing up in specific conditions (single-parent families, a parent in prison, addicted parents, etc.)
Socialization agents: family, peers, preschool institutions, media, digital, poverty, climate impacts, etc.
Legislative frameworks, strategies and guidelines for caring for the position of the child in society
Institutional and non-institutional forms of social support for the realization of children's rights and needs
Seminar:
Creating a written seminar and student presentation with the purpose of deepening the lecture topics</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (lectures 80% and seminar 80%)
Behave in accordance with ethical and scientific principles in higher education teaching
Write a seminar paper according to pre-determined criteria.
Present the seminar paper according to pre-determined criteria.
Pass an oral exam.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☒ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements:
1. seminar paper prepared and presented in accordance with the teacher's instructions - 20%
2. success in solving individual and group tasks - 10%
3. activity in class, participation in discussions during classes and seminars - 10%
4. oral exam passed - 60%</td></tr>
</table>

	The criteria for evaluating and grading individual elements are described in the course repository		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Ajduković, M., Rajhvajn Bulat, L., Sušac, N., Vejmelka L. (2020) Subjektivna dobrobit djece u Hrvatskoj. Ured UNICEF-a za Hrvatsku.https://www.unicef.org/croatia/media/5136/file/Subjektivna%20dobrobit%20djece%20u%20Hrvatskoj.pdf	0	Online
Supplementary literature	1. Pećnik, N. (2013). Kako roditelji i zajednice brinu o djeci najmlađe dobi u Hrvatskoj. UNICEF Hrvatska (odabrana poglavlja) 2. Ljubetić, M., Maglica, T. (2020). Social and emotional learning in education and care policy in Croatia. International Journal of Evaluation and Research, 9. 3. Maglica, T., Ljubetić, M., Grčić A. (2020). Podrška u vaspitanju porodicama u riziku u okviru organizacije civilnog društva-iskustva korisnika udruženja MoSt. Specijalna Edukacija i rehabilitacija, 19, 3.		
Quality assurance	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Bioecological system theory (different social surroundings/systems)	1	P24
Seminar	Introduction to seminars: agreeing topics with students, presenting propositions for writing seminar papers	1	
Week: 2.			
Lectures	Bioecological system theory (different social surroundings/systems)	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 3.			
Lectures	Child rights	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 4.			
Lectures	Child rights- follow up	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 5.			
Lectures	The child's position in society	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 6.			
Lectures	The child's position in society- follow up	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 7.			
Lectures	Children growing up in specific conditions: single-parent families and a parent in prison	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 8.			
Lectures	children growing up in specific conditions: parents, drug addicts, etc	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 9.			
Lectures	Socialization agents: family	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 10.			
Lectures	Socialisation agents: peers and preschool institution	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 11.			
Lectures	Socialisation agents: media and digital surroundings	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 12.			
Lectures	Socialisation agents: poverty and climate change	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 13.			
Lectures	Legislative frameworks, strategies and guidelines for caring for the position of the child in society	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 14.			
Lectures	Institutional and non-institutional forms of social support for the realization of children's rights and needs	1	P24
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	P24
Week: 15.			
Lectures	Institutional and non-institutional forms of social support for the realisation of children's rights and needs- follow up	1	
Seminar	Group student presentation of a seminar paper that deepens the lecture topic	1	

Croatian Traditional Music for Children

<table>
<tr><td>Course name</td><td colspan="5">Croatian Traditional Music for Children</td></tr>
<tr><td>ID</td><td>PRPI26</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Snježana Dobrota, PhD, full professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Daniela Petrušić, PhD</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to Croatian traditional music for children as part of Croatian intangible cultural heritage.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed course Basics of Music Culture.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- encourage children's interest in traditional music and in traditional culture in general
- design and apply traditional dances, songs and games in work with children of early and preschool age
- make children's traditional instruments on which simpler rhythmic patterns and melodies can be mastered
- apply children's folklore creativity through teasing rhymes, counting-out rhymes, lullabies and games
- using music activities based on tradition, enable children to travel into the past by discovering the beauty of former customs</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Defining the concepts of traditional culture, traditional music and children's folklore.
2. Mastering musical content: singing games, songs, counting-out rhymes, listening to music, encouraging children's creativity and playing percussion instruments (examples from Croatian musical heritage)
3. Getting to know Croatian traditional dances, songs and games.
4. Application of children's folklore creativity through counting-out rhymes, teasing rhymes, lullabies and games.
5. Performing simple rhythmic patterns and melodies on traditional instruments.
6. Making children's traditional instruments.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: lectures 80%, practicals 80%
Act in accordance with ethical and scientific principles in a higher education institution
Participate in and complete teaching activities that enable the achievement of the learning outcomes of the course
Write a seminar paper according to pre-established criteria
Obtain information about missed classes during the instructor's consultation hours and from fellow students
Pass the written exam (equivalent: midterm exams)</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td colspan="2">☐ Research</td><td>☒ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td colspan="2">☐ Paper</td><td>☐ Essay</td></tr>
<tr><td colspan="2">☐ Seminar paper</td><td colspan="2">☒ Midterm exam</td><td>☒ Oral exam</td></tr>
<tr><td colspan="2">☐ Written exam</td><td colspan="2">☐ Project</td><td>☒ Participation in class</td></tr>
<tr><td colspan="2">☒ Continuous assessment of knowledge</td><td colspan="2"></td><td></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the learning outcomes and student obligations in the course, the final grade is formed based on the following elements:
1. Oral exam/three passed midterm exams – 70%
2. Success in completing independent and group assignments – 15%
3. Active participation in class – 15%</td></tr>
</table>

	The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Knežević, G. (2002). Naše kolo veliko: hrvatski dječji folklor: gradivo iz 19. i 20. stoljeća. Zagreb: ETHNO d. o. o.	1	
	Lozica, I., Marks, Lj., Marošević, G., Muraj, A., Vitez, Z., i Zebec, T., (2016). Hrvatski običaji i druge tradicije. Zagreb: Mozaik knjiga d. o. o.	2	
	Crnković, M. (1998). Hrvatske malešnice. Zagreb: Školska knjiga.	5	
	Gospodnetić, H. (2023). Dječje tradicijske igre s pjevanjem. Zagreb: Durieux.	10	
	Richards, M. i Schweitzer, D. (2022). Povijest glazbe za djecu. Zagreb: Školska knjiga.	2	
Supplementary literature	1. Šulentić Begić, J. i Begić, A. (2017). Tradicijska glazba srednjoeuropskih država i interkulturalni odgoj u osnovnoškolskoj nastavi glazbe. Školski vjesnik, 66 (1), 123-133. 2. Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet u Splitu, Odsjek za učiteljski studij.		
Quality assurance	1. class attendance, active participation in class, success in completing assignments 2. student survey on the quality of teaching and teachers at the university level 3. passed exam and fulfilment of other obligations prescribed by the syllabus 4. individual consultations 5. student self-assessment of achieved learning outcomes 6. peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Defining the concepts of traditional culture, traditional music and children's folklore.	2	
Week: 2.			
Lectures	Defining the concepts of traditional culture, traditional music and children's folklore.	2	
Seminar	Traditional culture.	2	
Week: 3.			
Lectures	Mastering musical content: singing games, songs, counting-out rhymes, listening to music, encouraging children's creativity and playing percussion instruments (examples from Croatian musical heritage)	2	
Seminar	Traditional music.	2	
Week: 4.			
Lectures	Mastering musical content: singing games, songs, counting-out rhymes, listening to music, encouraging children's creativity and playing percussion instruments (examples from Croatian musical heritage)	2	
Seminar	Children's folklore.	2	
Week: 5.			
Lectures	Getting to know Croatian traditional dances, songs and games.	2	
Seminar	Singing games.	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 6.			
Lectures	Getting to know Croatian traditional dances, songs and games.	2	
Seminar	Counting-out rhymes.	2	
Week: 7.			
Lectures	Application of children's folklore creativity through counting-out rhymes, teasing rhymes, lullabies and games.	2	
Seminar	Children's musical creativity.	2	
Week: 8.			
Lectures	Performing simple rhythmic patterns and melodies on traditional instruments.	2	
Seminar	Croatian traditional dances.	2	
Week: 9.			
Lectures	Making children's traditional instruments.	1	
Seminar	Traditional instruments.	1	

Theory and Practice of Speaking and Speech Interpretation

<table>
<tr><td>Course name</td><td colspan="5">Theory and Practice of Speaking and Speech Interpretation</td></tr>
<tr><td>ID</td><td>PRPI15</td><td>Study year</td><td colspan="3">1.</td></tr>
<tr><td>Lecturer</td><td>Tea-Tereza Vidović Schreiber, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td>Associates</td><td>Silvana Stanić, lecturer</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td></td><td></td><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">To familiarize students with the characteristics of purposeful speaking and persuasive (suggestive) interpretation of literary texts, and to enable them to apply these skills appropriately in different speech situations.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- apply proper breathing techniques and voice placement;
- master the basics of diction, speech articulation, as well as the rhythm and dynamics of speaking;
- prepare a text for oral interpretation;
- orally interpret a literary text;
- evaluate the persuasiveness (suggestiveness) of the interpretation of a literary text.</td></tr>
<tr><td>Syllabus</td><td colspan="5">LECTURES
1. Speech situations
2. Speech culture
3. Writing and speaking
4. Writing and speaking
5. Characteristics of an effective speaker
6. Nonverbal communication
7. Organization of a spoken message
8. Organization of a spoken message
9. Organization of a spoken message
10. Dramatic situations in literary texts
11. Interpretative reading/speaking
12. Interpretative reading/speaking
13. Interpretative reading/speaking
14. Interpretative reading/speaking
15. Course review and reflection on students’ work</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3"></td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (lectures 80% and seminars 80%).
Act in accordance with ethical and scientific principles in higher education teaching.
Present a spoken interpretation of various texts according to pre-established criteria.
Pass the oral exam.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td>☐ Research</td><td colspan="2">☐ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td>☐ Paper</td><td colspan="2">☐ Essay</td></tr>
<tr><td colspan="2">☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="2">☒ Oral exam</td></tr>
<tr><td colspan="2">☐ Written exam</td><td>☐ Project</td><td colspan="2">☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">Active student participation in lectures and practical classes (regular attendance, critical discussion, monitoring progress in mastering practical exercises) – 25%
Preparation of a seminar paper – 10%
Students are required to take the final assessment in interpretative oral performance of a literary text – 65%</td></tr>
</table>

	The assessment and grading criteria for individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Čehov, M. (2019). O tehnici glumaca. Zagreb: Leksikografski zavod Miroslava Krleže.	2	
	Meyer, M. i dr. (2008). Povijest retorike od Grka do naših dana. Zagreb, Disput. (odabrana poglavlja)		
	Škarić, I. (2011). Argumentacija. Zagreb: Nakladni zavod Globus.		
	Škarić, I. (2000). Temeljci suvremenoga govorništva. Zagreb: Školska knjiga.		
	Tomić, D. (2024). Filozofski fakultet Sveučilišta u Zagrebu: Govorništvo za nastavnike. DOI: https://doi.org/10.17234/9789533791357		Yes
	Govor (journal)		Yes
Supplementary literature	1. Walton, D. (2006). Fundamentals Of Critical Argumentation. Cambridge: Cambridge. 2. Schneider, J., Börner, D., Van Rosmalen, P., & Specht, M. (2017). Presentation Trainer: What experts and computers can tell about your nonverbal communication. Journal of Computer Assisted Learning, 33(2), 164–177. https://doi.org/10.1111/jcal.12175 3. Schreiber, L. M., Paul, G. D., & Shibley, L. R. (2012). The Development and Test of the Public Speaking Competence Rubric. Communication Education, 61(3), 205–233. https://doi.org/10.1080/03634523.2012.670709 4. Spitzberg, B. H. (2015). Assessing the state of assessment: Communication competence. U A. F. Hannawa & B. H. Spitzberg (Ur.), Communication Competence (Str. 559–584). De Gruyer. https://doi.org/10.1515/9783110317459-023 5. Thomson, S., & Rucker, M. L. (2002). The development of a specialized public speaking competency scale: Test of reliability. Communication Research Reports, 19(1), 18–28. https://doi.org/10.1080/08824090209384828		
Quality assurance	Student evaluation through an anonymous survey; student achievement in the interpretative oral performance of a literary text.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Speech situations	1	FFST
Seminar	Speech culture	1	FFST
Week: 2.			
Lectures	Speech culture	1	FFST
Seminar	Speech Preparation	1	FFST
Week: 3.			
Lectures	Writing and speaking	1	FFST
Seminar	Poetic and affective expression	1	FFST
Week: 4.			
Lectures	Writing and speaking	1	FFST
Seminar	Speech Composition	1	FFST
Week: 5.			
Lectures	Characteristics of an effective speaker	1	FFST
Seminar	Speech Duration and Time Management	1	FFST
Week: 6.			
Lectures	Nonverbal communication	1	FFST
Seminar	Non-verbal cues – role and meaning	1	FFST

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 7.			
Lectures	Organization of a spoken message	1	FFST
Seminar	Contemporary genres of speech	1	FFST
Week: 8.			
Lectures	Organization of a spoken message	1	FFST
Seminar	Voice and vocal qualities	1	FFST
Week: 9.			
Lectures	The History of Rhetoric / History of Oratory	1	FFST
Seminar	The Most Famous Orators and Their Speeches	1	FFST
Week: 10.			
Lectures	Speech dynamics exercises	1	FFST
Seminar	Interpretative reading/speaking	1	FFST
Week: 11.			
Lectures	Organization of a spoken message	1	FFST
Seminar	Rhetorical genres	1	FFST
Week: 12.			
Lectures	Dramatic situations in literary texts	1	FFST
Seminar	Conventional speech	1	FFST
Week: 13.			
Lectures	Interpretative reading/speaking	1	FFST
Seminar	Pronunciation – Native Dialect and the Croatian Standard Language	1	FFST
Week: 14.			
Lectures	Interpretative reading/speaking	1	FFST
Seminar	Sentence intonation	1	FFST
Week: 15.			
Lectures	Interpretative reading/speaking	1	FFST
Lectures	The Importance of Proper Diction in Working with Children	1	FFST

Media Culture

<table>
<tr><td>Course name</td><td colspan="5">Media Culture</td></tr>
<tr><td>ID</td><td>PRPO31</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Tea-Tereza Vidović Schreiber, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Sanja Balić</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">Familiarizing students with the basic forms of mass media.
Acquiring essential knowledge of media culture.
Training students to use media as a creative and expressive tool in the educational process.
Enabling students to critically evaluate media content.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Prerequisites: completion of the courses Children’s Literature and Introduction to Puppetry and Theatre</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon passing the examination, the student will be able to:
- define media as a means of communication;
- distinguish and classify different types of media (printed, audio, audiovisual, and electronic);
- explain and define the basic concepts of film language;
- present the historical development of film;
- classify, identify, and explain film genres and types, with particular emphasis on animated film and its subtypes;
- identify and define the expressive devices of film;
- explain the creative aspects of screen presentation (directing, acting, scenography, costume design, make-up, etc.);
- interpret film adaptations of literary works for children;
- recognize the techniques used in transferring literary characters to film;
- apply and evaluate animated films and films intended for preschool children.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
- Introduction to the course content
- Media as means of communication
- Classification of media: print media (newspapers), audio media (radio), audiovisual media (television)
- Print media – concept and classification (books, newspapers, magazines, comics, posters)
- Radio and television. Television programmes for children
- Basic concepts of film language
- Overview of the development of film
- Film genres and types
- Expressive devices of film
- Creative aspects of screen presentation (directing, acting, scenography, costume design, make-up, masks, music, special effects)
- Film adaptation of literary works for children
- Techniques used in transferring literary characters to film
- Animated film and its subtypes (cartoon, puppet animation, collage animation, etc.)
- Films for preschool children (by Croatian and foreign authors)
- Electronic media
Seminar:
Writing and presenting a seminar paper.
Analysis of media content intended for preschool children.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
</table>

<table>
<tr><td>Student obligations</td><td colspan="4">• Regular attendance in class.
• Keeping a journal of watched films.
1. Acting in accordance with ethical and academic principles in higher education teaching.
a. Note: this is not an assessment component.
2. Participation in and completion of curricular and extracurricular activities (individual and group activities; within the context of the course this includes going to the cinema to watch film screenings and attending theatre performances), as well as activities that enable the achievement of the intended learning outcomes of the course.
3. Preparation of a seminar paper according to previously established criteria.
4. Presentation of the seminar paper according to previously established criteria.
a. Note: the seminar paper must be written in accordance with the established criteria, with which students will be familiarized during the introductory class of the course.
5. Passing the oral examination.
6. Keeping informed about missed classes through consultations with the instructor and communication with fellow students.
7. Adhering to the time frames required for completing course activities.
8. Completing individual and group assignments in a timely and high-quality manner.
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td>☐ Research</td><td>☐ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td>☐ Paper</td><td>☐ Essay</td></tr>
<tr><td colspan="2">☒ Seminar paper</td><td>☐ Midterm exam</td><td>☒ Oral exam</td></tr>
<tr><td colspan="2">☐ Written exam</td><td>☐ Project</td><td>☒ Participation in class</td></tr>
<tr><td colspan="2">☒ Fieldwork – cinema visit</td><td></td><td></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the course learning outcomes and student obligations, the final grade for the course is based on the following elements: Participation in discussions during lectures and seminars – 10%.A seminar paper written and presented in line with the instructor's instructions – 30%.Analysis of children's films (feature and animated) – 10%.Oral exam – 50%.The evaluation and grading criteria for each element are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Mikić, K. (2001). Stožerni filmovi za djecu (do 12 godina). Metodika. vol. 2 (2-3): 109 – 125.</td><td>3</td><td></td></tr>
<tr><td>Peterlić, A. (2008). Povijest filma. Zagreb: HFS.</td><td>3</td><td></td></tr>
<tr><td>Peterlić, A. (2001). Osnove teorije filma. Zagreb: Hrvatska sveučilišna naklada (odabrana poglavlja).</td><td>2</td><td></td></tr>
<tr><td>Vidović Schreiber, T. T., Balić, S. (2023). Upotreba memova u nastavi- Suvremena nastavna sredstva u usvajanju engleskoga jezika. Unapređenje kvalitete života djece i mladih 2023 : tematski zbornik. Prvi dio / Nikolić, Milena; Vantić-Tanjić Medina (ur.). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet, Univerzitet u Tuzli, 2023. str. 173-184.</td><td></td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Gilić, N. (2007a). Uvod u teoriju filmske priče. Zagreb: Školska knjiga.
2. Gilić, N. (2007b). Filmske vrste i rodovi. Zagreb: AGM. Internetsko izdanje 2013. Pristup: http://www.elektronickeknjige.com/gilic_nikica/filmske_vrste_i_rodovi/index.htm.
3. Gilić, N. (2010). Uvod u povijest hrvatskog igranog filma, 2. izdanje. Zagreb: Leykam International.
4. Kragić, B. i Gilić N. (2003). Filmski leksikon. Zagreb: Leksikografski zavod Miroslava Krleže.
5. Vidović Schreiber, T. T. (2015). Kompetencije odgajatelja predškolske djece u području scenske i medijske pismenosti. U: Ivon, H. i Mendeš, B. (ur.). Kompetencije suvremenog odgojitelja i učitelja – izazov za promjene (znanstvena monografija). Split: Filozofski fakultet, str. 175 – 189.</td></tr>
</table>

Quality assurance	- Class attendance, participation in class activities, and successful completion of assignments. - University-level student evaluation surveys on the quality of teaching and instructors. - Passing the examination and fulfilling other obligations prescribed by the syllabus. - Individual consultations. - Student self-assessment of achieved learning outcomes. - Peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introduction to the course content	1	FFST
Seminar	1. Feature Film 2. Documentary Film 3. Animated Film 4. Experimental Film	2	FFST
Week: 2.			
Lectures	- Media as means of communication	1	FFST
Seminar	5. Film Genres 6. Film Story 7. Film Narrative Styles 8. Film and Other Arts	2	FFST
Week: 3.			
Lectures	- Classification of media: print media (newspapers), audio media (radio), audiovisual media (television)	1	FFST
Seminar	9. Film Techniques and Means of Expression (Shot, Frame, Lens, Camera Shot Types) 10. Film Techniques and Means of Expression (Camera Angle, Camera Movements, Lighting, Sound) 11. Editing and Film Punctuation 12. Set Design and Costume Design	2	FFST
Week: 4.			
Lectures	- Print media – concept and classification (books, newspapers, magazines, comics, posters)	1	FFST
Lectures	13. Acting 14. The Impact of Technological Innovations on the Film Industry 15. Children's Understanding of Film (Children and Film) 16. Children's Feature Films	2	FFST
Week: 5.			
Lectures	- Radio and television. Television programmes for children	1	FFST
Seminar	17. Puppet Animation Film 18. Computer Animation 19. The Zagreb School of Animation 20. Propaganda Film 21. Educational Film	2	FFST
Week: 6.			
Lectures	- Basic concepts of film language	1	FFST
Seminar	22. Media Education – The Educator's Role 23. Musical Film 24. Abstract Film 25. Silent Film	2	FFST
Week: 7.			
Lectures	History of Film Overview of the development of film	1	FFST
Seminar	26. The First Era of Sound Film (from the Late 1920s to World War II) 27. The Second Era of Sound Film (from World War II to the 1960s) 28. The Beginnings of Croatian Cinema 29. Croatian Cinema of the 1950s	2	FFST
Week: 8.			
Lectures	- Film genres and types	1	FFST
Seminar	30. Poetic Realism 31. Film Noir 32. Italian Neorealism 33. French New Wave	2	FFST
Week: 9.			
Lectures	- Expressive devices of film - Techniques used in transferring literary characters to film	1	FFST

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	34. The Golden Age of Hollywood 35. American Independent Films of the 1970s 36. Walt Disney (Life and Work) 37. Orson Welles (Life and Work)	2	FFST
Week: 10.			
Lectures	Creative aspects of screen presentation (directing, acting, scenography, costume design, make-up, masks, music, special effects)	2	FFST
Seminar	38. Alfred Hitchcock (Life and Work) 39. Film Festivals 40. Pula Film Festival	2	FFST
Week: 11.			
Lectures	- Animated film and its subtypes (cartoon, puppet animation, collage animation, etc.) Film adaptation of literary works for children	1	FFST
Seminar	41. Motovun Film Festival 42. Comics 43. Film Criticism	2	FFST
Week: 12.			
Lectures	Animated Film and Its Subgenres	1	FFST
Seminar	44. Auteur Cinema 45. The Impact of Streaming Services on the Film Industry 46. Stereotypes in Animated Films	2	FFST
Week: 13.			
Lectures	Films for preschool children (by Croatian and foreign authors)	1	FFST
Seminar	47. B Movies 48. Film Adaptations of Fairy Tales	2	FFST
Week: 14.			
Lectures	- Electronic media	1	FFST
Seminar	49. Age Classification of Audiovisual Works 50. Horror Film (Scary/Horror Movies)	2	FFST
Week: 15.			
Lectures	Cinema attendance and film evaluation.	1	FFST
Seminar	Evaluation of everything presented. – Cinema visit and evaluation of films.	2	FFST
The creation of seminar topics will depend upon the number of students registered for the course.			

Music Practicum II

<table>
<tr><td>Course name</td><td colspan="5">Music Practicum II</td></tr>
<tr><td>ID</td><td>PRPO32</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Snježana Dobrota, PhD, full professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Daniela Petrušić, PhD</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The goal of the course is to develop, enrich and improve musical language based on the acquisition of new musical concepts and scales.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Passed exams in the subjects Fundamentals of Music Culture and Music Practicum I.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">The student will be able to:
- independently play and sing children's songs in A major, E major, B flat major and E flat major
- demonstrate independent vocal-instrumental reproduction of more complex children's songs
- apply acquired musical knowledge in shaping chordal accompaniment in the left hand
- analyze musical expressive elements: rhythm, melody, dynamics, tempo and musical form</td></tr>
<tr><td>Syllabus</td><td colspan="5">Exercises:
1. Introduction to literature
2. Arrangement of a children's song in A major
3. Arrangement of a children's song in A major
4. Arrangement of a children's song in A major
5. Arrangement of a children's song in E major
6. Arrangement of a children's song in E major
7. Arrangement of a children's song in B flat major
8. Arrangement of a children's song in B flat major
9. Arrangement of a children's song in E flat major
10. Arrangement of a children's song in E flat major
11. A major; F sharp minor (melorhythmic examples)
12. E major; C sharp minor (melorhythmic examples)
13. B major; G sharp minor (melorhythmic examples)
14. E flat major; C sharp minor (melorhythmic examples)
15. Repeating learned songs</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Regularly attend exercises (80%)
Behave in accordance with ethical and scientific principles in higher education
Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course
Pass the oral exam (equivalent to the oral exam are three passed midterms) and achieve a minimum of 50% accuracy on the exam/midterms
Get information about classes that you missed during consultations with teachers and other students</td></tr>
<tr><td rowspan="5">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☒ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☐ Seminar paper</td><td>☒ Midterm exam</td><td colspan="3">☒ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
<tr><td>☒ Continuous assessment of knowledge</td><td></td><td colspan="3"></td></tr>
</table>

Assessment and evaluation of student work	In accordance with the learning outcomes and student obligations in the course, the final grade is formed based on the following elements: 4. Oral exam/three passed midterms – 70% 5. Success in solving individual and group tasks – 15% 6. Activity in class – 15% The criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Marić, Lj., Goran. Lj. (2013.). Zapjevajmo radosno. Golden marketing – Tehnička knjiga.	10	
	Riman, M. (2001). Zvončići. Izdavački centar.	1	
	Đerfi-Bošnjak, V. (2001). Ja volim pjesmu, pjesma voli mene. Centar za predškolski odgoj.	1	
	Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Filozofski fakultet Sveučilišta u Splitu	2	
	Šamanić, S. (2013). Glazbeni ključ – Metodički priručnik za glazbeni praktikum. Učiteljski fakultet Sveučilišta u Rijeci.	0	1
Supplementary literature	1. Novosel, I. (2003.). Ivančice, Petrinja: VUŠ. 2. Goran. Lj. i Marić, Lj. (1991). Uspavanke. Školska knjiga. 3. Banov, N. (2006.) Od brojalice do pjesme. Glazbena škola A. J. Matić. 4. Riman, M. (2008.) Dijete pjeva. Učiteljski fakultet u Rijeci.		
Quality assurance	1. class attendance, active participation in class, success in completing assignments 2. student survey on the quality of teaching and teachers at the university level 3. passed exam and fulfilment of other obligations prescribed by the syllabus 4. individual consultations 5. student self-assessment of achieved learning outcomes; 6. peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Other music exercises	Introduction to the literature	2	
Week: 2.			
Other music exercises	Arrangement of a children's song in A major	2	
Week: 3.			
Other music exercises	Arrangement of a children's song in A major	2	
Week: 4.			
Other music exercises	Arrangement of a children's song in A major	2	
Week: 5.			
Other music exercises	Arrangement of a children's song in E major	2	
Week: 6.			
Other music exercises	Arrangement of a children's song in E major	2	
Week: 7.			
Other music exercises	Arrangement of a children's song in B flat major	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 8.			
Other music exercises	Arrangement of a children's song in B flat major	2	
Week: 9.			
Other music exercises	Arrangement of a children's song in E flat major	2	
Week: 10.			
Other music exercises	Arrangement of a children's song in E flat major	2	
Week: 11.			
Other music exercises	A major; F sharp minor (melorhythmic examples)	2	
Week: 12.			
Other music exercises	E major; C sharp minor (melorhythmic examples)	2	
Week: 13.			
Other music exercises	B flat major; G minor (melorhythmic examples)	2	
Week: 14.			
Other music exercises	E flat major; C minor (melorhythmic examples)	2	
Week: 15.			
Other music exercises	Revision of learned songs	2	

Basics of Kinesiology

<table>
<tr><td>Course name</td><td colspan="5">Basics of Kinesiology</td></tr>
<tr><td>ID</td><td>PRPO33</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Damir Jurko, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to acquaint students with the basic theoretical knowledge and laws of kinesiology relevant in early and preschool education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">/</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- explain the general principles of human movement
- recognize the degree of acquisition of motor knowledge, the level of characteristics and abilities in early and preschool children
- design different kinesiological operators appropriate for early and preschool children
- distinguish the characteristic states of preschool children within the framework of transformational processes
- use different modalities of work in early and preschool upbringing and education
- interpret the basic results of research on the influence of physical activity on the psychosomatic status of early and preschool children</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Kinesiology, concept, definition, goals and structure.
2. Anatomical and physiological foundations of movement.
3. Structure of kinesiological activities.
4. Influence of kinesiological activities on health.
5. Influence of kinesiological activities on anthropological characteristics.
6. Anthropological characteristics and their development in preschool children.
7. Methodological procedures in kinesiology.
8. Fundamentals of pedagogical procedures and didactic principles in kinesiology.
9. Theory and methods of motor learning.
10. Changes in anthropological status under the influence of motor learning.
11. Biotic motor knowledge. Fundamentals of kinesiological transformational procedures.
12. Change in anthropological status under the influence of kinesiological treatments.
13. Fundamentals of research methodology in kinesiology with kinesiometry.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (lectures 80% and exercises 80%).
Behave in accordance with ethical and scientific principles in higher education teaching.
Pass an oral exam.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☐ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☒ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the course learning outcomes and student obligations, the final grade for the course is formed considering the following elements:
1. Class activities, participation in class discussions, consultations – 20%
2. Oral exam – 80%
The evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
</table>

Required literature	Title	Number of copies available	Availability via other media
	Jurko D., D.Ćular., M. Badrić., G. Sporiš (2015). Osnove kineziologije – udžbenik. Sveučilište u Splitu.	1	
	Katić, R., N. Rogulj (2005). Osnove kineziologije – priručnik za praćenje nastave i pripremanje ispita.Visoka učiteljska škola u Splitu, Split.	1	
	Kosinac, Z. (1998). Osnove anatomije i fiziologije. Razvoj pokreta i psihomotoričkih sposobnosti. Udruga za šport i rekreaciju djece i mladeži grada Splita.	3	
	Pejčić, A. (2005). Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Visoka učiteljska škola Sveučilišta u Rijeci, Rijeka.	3	
Supplementary literature	1. Hopple C.J. (2005). Elementary Physical Education Teaching & Assessment. Human kinetics. 2. Katić, R., D. Bonacin (2001). Kineziologija za sva vremena, Split. 3. Prskalo, I. (2001). Osnove kineziologije. Visoka učiteljska škola u Petrinji, Petrinja. 4. Rogulj, N., V. Srhoj, I. Šimunović (2003). Promjene u motoričkim sposobnostima djece predškolske dobi nakon jednogodišnjeg programiranog kineziološkog tretmana. Zbornik radova Fakulteta prirodoslovno-matematičkih znanosti i odgojnih područja u Splitu, Split, str. 165-173.		
Quality assurance	1. class attendance, class activity, success in completing assignments 2. student survey on the quality of teaching and teachers at the university level 3. passed exam and fulfilled other obligations prescribed by the syllabus 4. individual consultations 5. self-assessment of achieved learning outcomes by students 6. collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Applied kinesiology exercises	Introduction to the content and obligations of the course. Creating physical exercise for preschool children.	1	
Applied kinesiology exercises	Kinesiology, concept, definition, goals and structure. Creating physical exercise for preschool children.	1	
Applied kinesiology exercises	Methodological procedures in kinesiology. Creating physical exercise for preschool children.	1	
Applied kinesiology exercises	Basics of pedagogical procedures and didactic principles in kinesiology. Creating physical exercise for preschool children.	1	
Applied kinesiology exercises	Theory and methods of motor learning. Creating physical exercise for preschool children.	1	
Applied kinesiology exercises	Changes in anthropological status under the influence of motor learning. Creating physical exercise for preschool children.	1	
Applied kinesiology exercises	Biotic motor knowledge. Basics of kinesiological transformation procedures. Creating physical exercise for preschool children.	1	
Applied kinesiology exercises	Change in anthropological status under the influence of kinesiological treatments. Creating physical exercise for preschool children.	1	
Applied kinesiology exercises	Basics of research methodology in kinesiology with kinesiometry. Creating physical exercise for preschool children.	1	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Applied kinesiology exercises	Kolokvij. Colloquium. Creating physical exercise for preschool children.	0	
Week: 2.			
Lectures	Anatomical and physiological foundations of movement.	1	
Lectures	Structure of kinesiological activities.	1	
Week: 3.			
Lectures	Influence of kinesiological activities on health.	1	
Lectures	Influence of kinesiological activities on anthropological characteristics	1	
Week: 4.			
Lectures	Anthropological characteristics and their development in preschool children.	1	

Psychology of Early Learning

<table>
<tr><td>Course name</td><td colspan="5">Psychology of Early Learning</td></tr>
<tr><td>ID</td><td>PRPO34</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Katija Kalebić Jakupčević, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Bruno Barać, PhD</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The goal of this course is to introduce students to the mandatory principles of learning, with a special emphasis on the specifics of learning at an early age.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Entry competencies: computer literacy.
Prerequisites: completed and passed exams in Basics of Developmental Psychology and Child Developmental Psychology</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define the processes of memory and learning,
- explain the basic mechanisms of different forms of learning,
- explain the specifics of the learning process at an early age,
- analyze the importance of learning through play,
- recognize the importance of motivation for successful learning,
- recognize the importance of social processes in learning,
- recognize the significance of individual differences at an early age,
- explain insights from the field of acquiring pre-reading and pre-mathematical skills,
- critically evaluate methods of teaching pre-reading and pre-mathematical skills,
- plan strategies for increasing learning efficiency,
- plan interventions aimed at supporting children's motivation for learning,
- create a framework for teaching specific content through play activities,
- recognize some of the most common learning difficulties encountered by children at an early age</td></tr>
<tr><td>Syllabus</td><td colspan="5">Introduction to the field of learning psychology.
Implications of findings from developmental psychology for contemporary theories of education.
Behavioral theories of learning: Classical conditioning. Instrumental conditioning.
Social learning theory. The importance of socialization for learning.
Cognitive approach to learning and memory.
Constructivism. Self-regulated learning.
The importance of motivation for learning.
Individual differences: Abilities.
Individual differences: Personality and learning styles.
Gifted children.
Children with special needs.
Planning and selecting teaching methods.
Teaching pre-reading skills.
Teaching pre-mathematical skills.
Evaluating the quality of one's own work when teaching children.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students must:
- actively participate in the teaching process: lectures 70%, seminars 75%
- behave in accordance with ethical and scientific principles in higher education
- participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course
- prepare a seminar paper according to pre-established criteria
- present the seminar paper according to pre-established criteria</td></tr>
</table>

	- pass a written exam (2 passed midterms can be equivalent to a written exam) and achieve a minimum of 50% accuracy on the exam/midterms - adhere to the time frames required for performing course activities - complete individual and group assignments in a timely and high-quality manner - actively and constructively participate in classes		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☐ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements: 1. written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) – 50% 2. written and presented seminar paper in accordance with the teacher's instructions – 30% 3. success in solving individual and group tasks and participation in discussions during classes and seminars – 20%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. IEP, d.o.o. i VERN, d.o.o.	4	
Supplementary literature	Grgin, T. (2001). Edukacijska psihologija. Naklada Slap. Slavin. (2006). Educational psychology: Theory and practice. Pearson. Wood, D. (1995) Kako djeca misle i uče. Educa. Zarevski, P. (1995). Psihologija učenja i pamćenja. Naklada Slap. Reeve J. (2010). Razumijevanje motivacije i emocija. Naklada Slap.		
Quality assurance	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introduction to the field of learning psychology.	2	
Lectures	Implications of findings from developmental psychology for contemporary educational theories	2	
Lectures	Behavioral learning theories: Classical conditioning. Instrumental conditioning.	2	
Lectures	Social learning theory. The importance of socialization for learning.	2	
Lectures	A cognitivist approach to learning and memory.	2	
Lectures	Constructivism. Self-regulated learning.	2	
Lectures	The importance of motivation for learning	2	
Lectures	Individual differences: Abilities.	2	
Lectures	Individual Differences: Personality and Learning Styles	2	
Lectures	Gifted children.	2	
Lectures	Children with special needs	2	
Lectures	Planning and selecting teaching methods	2	
Lectures	Teaching pre-reading skills.	2	
Lectures	Teaching pre-mathematical skills.	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Lectures	Evaluating the quality of one's own work when teaching children.	2	
Seminar	Introduction to the field of learning psychology.	2	
Seminar	Implications of findings from developmental psychology for contemporary educational theories	2	
Seminar	Behavioral learning theories: Classical conditioning. Instrumental conditioning.	2	
Seminar	Social learning theory. The importance of socialization for learning.	2	
Seminar	A cognitivist approach to learning and memory.	2	
Seminar	Constructivism. Self-regulated learning.	2	
Seminar	The importance of motivation for learning	2	
Seminar	Individual differences: Abilities.	2	
Seminar	Individual Differences: Personality and Learning Styles	2	
Seminar	Gifted children.	2	
Seminar	Children with special needs	2	
Seminar	Planning and selecting teaching methods	2	
Seminar	Teaching pre-reading skills.	2	
Seminar	Teaching pre-mathematical skills.	2	
Seminar	Evaluating the quality of one's own work when teaching children.	2	

Pedagogy of Early and Preschool Education II

<table>
<tr><td>Course name</td><td colspan="5">Pedagogy of Early and Preschool Education II</td></tr>
<tr><td>ID</td><td>PRPO35</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Ivana Visković, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Jelena Topić-Beus</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to enable students to understand children’s play from different theoretical perspectives and organisational contexts, as well as to develop competencies in observing, monitoring, and evaluating various characteristics and behaviours in play.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completion of the course Early Childhood Education Pedagogy 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define children’s play from different theoretical perspectives;
- analyse and evaluate research findings on children’s play and the factors that shape and enhance it;
- explain play behaviours of young children and key aspects of play;
- interpret characteristics of children’s play;
- analyse the importance of risky play, its benefits, limitations, and contribution to holistic child development;
- observe and evaluate play interactions;
- explain the quality of play contexts and children’s toys and materials.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
1. Children’s play – fundamental definitions.
2. Types and characteristics of children’s play.
3. Theories of children’s play.
4. Structure and classification of children’s play.
5. Factors influencing children’s play (educator, toys, family, peers, culture).
6. System of children’s play according to developmental stage and content: functional play, symbolic play, games with rules, constructive play.
7. Risky play.
8. Roles of educators in children’s play.
9. Roles of parents in children’s play.
10. Play in mixed-age educational groups.
11. Children’s toys: classification and key characteristics.
12. Methods of observing and supporting children’s play.
13. Stimulating environments for children’s play.
14. Children’s play and creativity.
Seminars
Preparation and presentation of seminar papers aimed at deepening the topics covered in lectures.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision
☒ E-learning</td></tr>
<tr><td>Student obligations</td><td colspan="5">- Active participation in lectures, seminars, and workshops (minimum attendance: 80%).
- Completion of individual and group assignments in accordance with course requirements.
- Preparation and presentation of a seminar paper according to predefined criteria.
- Passing the written examination or two mid-term assessments (as an equivalent), with a minimum of 51% success.</td></tr>
<tr><td></td><td colspan="2">☒ Class attendance</td><td>☐ Research</td><td colspan="2">☐ Practical work</td></tr>
</table>

Monitoring student work	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☒ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	Final grade is based on the following components: 1. Class participation – 10% 2. Performance in individual and group assignments – 10% 3. Seminar paper and presentation – 25% 4. Written examination (or two successfully passed mid-term tests) – 35% 5. Oral examination – 20%		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Sahlberg, P. i Doyle, W. (2023). Neka se djeca igraju. Školska knjiga, Zagreb.	1	
	Blanuša Trošelj, D. (2024). Igra u ranom i predškolskom odgoju i obrazovanju. U A. Višnjić Jevtić (ur.), Pedagogija RPOO (str. 165-191). Alfa i UFZG.	20	
	Blanuša Trošelj, D. (2024). Igračke i igrovni materijal. U A.Višnjić Jevtić (ur.) Pedagogija RPOO. (str. 255-262). Alfa i UFZG.	20	
	Rogulj, E. (2024). Okruženje za igru na otvorenom. U A.Višnjić Jevtić (ur.) Pedagogija RPOO (str. 263-292). Alfa i UFZG.	20	
	Visković, I. (2016). Odgojno-obrazovni aspekti igre djece i roditelja u obitelji. Dijete, igra, stvaralaštvo. Zbornik radova znanstvene konferencije s međunarodnom suradnjom, 203.	10	
	Duran, M. (2001). Dijete i igra, Jastrebarsko: Naklada Slap, Jastrebarsko.	2	
	Visković, I., Sunko, E. i Mendeš, B. (2019). Children´s Play – The Educator´s Opinion Education Sciences, 9 (4), 266. https://www.mdpi.com/2227-7102/9/4/266		Online

Supplementary literature	1. Šagud, M. i Petrović Sočo, B. (2014). Igra–medij razumijevanja, interpretacije i transformacije neposredne stvarnosti. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 16(Sp. Ed. 1), 279-289. 2. Rajić, V., & Petrović-Sočo, B. (2015). Dječji doživljaj igre u predškolskoj i ranoj školskoj dobi. Školski vjesnik: časopis za pedagogijsku teoriju i praksu, 64(4), 603-620. 3. Badurina, P. (2015). Uloga odgajatelja u simboličkoj igri djece rane dobi. Napredak, 156 (1-2), 47-75.
Quality assurance	- attendance, active participation, and performance in assignments; - student surveys on teaching quality at the university level; - successful completion of examination requirements and syllabus obligations; - individual consultations; - student self-assessment of learning outcomes achieved; - peer evaluation of teaching quality and implementation.
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Children's play in early and preschool age – fundamental definitions and characteristics.	2	P25
Seminar	Introduction to course requirements and allocation of seminar topics.	2	P22
Week: 2.			
Lectures	Theories of play	2	P25

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Exercise – analysis of personal and traditional play in relation to theories of play.	2	P22
Week: 3.			
Lectures	Structure and classification of play in early childhood.	2	P25
Seminar	Play as a right and developmental need. Exercise: analysis of the value and significance of play in relation to the National Curriculum for Early Childhood Education (2015).	2	P22
Week: 4.			
Lectures	Classification of play by developmental stage and content (functional, symbolic, constructive play, games with rules).	2	P25
Seminar	Presentation of seminar papers chosen by students within the following topics: - Functional play in early and preschool age - Symbolic play in early and preschool age - Constructive play in early and preschool age - Games with rules in early and preschool age	2	P22
Week: 5.			
Lectures	Play in mixed-age educational groups and developmental domains.	2	P25
Seminar	Presentation of seminar papers chosen by students within the following topics: - Play of the child in early and preschool age as a means of learning - Play of the child in early and preschool age as a means of promoting holistic development	2	P22
Week: 6.			
Lectures	Factors influencing children's play (educator, toys, family, peers, culture).	2	P25
Seminar	Interactive review of course content in preparation for mid-term assessment.	2	P22
Week: 7.			
Lectures	Role of adults (educators and parents) before, during, and after children's play	2	P25
Seminar	Exercise – analysis of play based on practical examples (type of play, material and social stimuli, developmental domains, benefits, role of educator before/during/after play).	2	P22
Week: 8.			
Lectures	First mid-term examination.	2	P25
Seminar	Presentation of seminar papers chosen by students within the following topics: - The role of parents in the play of children in early and preschool age - The role of educators in the play of children in early and preschool age - The role of media in the play of children in early and preschool age	2	P22
Week: 9.			
Lectures	Stimulating physical-material and social environments for play; development of social competencies through play interactions.	2	P25
Seminar	Presentation of seminar papers chosen by students within the following topics: - Development of social competencies in children of early and preschool age through play - The value and benefits of guided and free play in children of early and preschool age	2	P22
Week: 10.			
Lectures	Toys and play materials – classification and characteristics.	2	P25
Seminar	Exercise – analysis of toys and materials (type, purpose, age appropriateness, level of structuring, social dimension, developmental domains).	2	P22

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 11.			
Lectures	Didactic play; Free play of children in early and preschool age and creativity	2	P25
Seminar	Workshop – creation of play materials from unstructured pedagogical resources.	2	P22
Week: 12.			
Lectures	Risky and traditional play.	2	P25
Seminar	Presentation of seminar papers on the following topics: - Traditional play in early and preschool age – value and significance - Risky play in early and preschool age – value and significance - Outdoor play – value and significance	2	P22
Week: 13.			
Lectures	Play of young children – play in nursery settings	2	P25
Seminar	Presentation of seminar papers on the following topics:	2	P22
	- Play of young children in nursery age - The opinion and perspective of children in early and preschool age on play Analysis of play in the context of early childhood and preschool education institutions		
Week: 14.			
Lectures	Methods of supporting, observing, documenting, and evaluating play.	2	P25
Seminar	Interactive revision in preparation for mid-term assessment.	2	P22
Week: 15.			
Lectures	Synthesis – play as a means of holistic development, well-being, and development of key competences.	2	P25
Seminar	Second mid-term examination.	2	P22

Basic Methodology of Pedagogical Research

<table>
<tr><td>Course name</td><td colspan="5">Basic Methodology of Pedagogical Research</td></tr>
<tr><td>ID</td><td>PRPO36</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Tonća Jukić, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Ante Grčić</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to enable students to independently and successfully carry out initial investigations of simpler pedagogical problems, to process data statistically (collect, organise and present them) in educational and scientific research work, and to independently use scientific findings in their professional work.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">- explain the gnoseological foundations and epistemological characteristics of science
- explain the characteristics of scientific knowledge
- distinguish between qualitative and quantitative methodology
- list the fundamental characteristics of data collection procedures
- develop various data collection instruments
- analyse scientific papers and identify the characteristics of a good professional and scientific paper in the field of early childhood and preschool education
- based on a research problem, design a qualitative (action) and a quantitative research study in the field of early childhood and preschool education and select appropriate data collection procedures
- conduct research in the field of early childhood and preschool education
- explain basic statistical concepts
- statistically collect, organise, process, analyse and present data
- discuss methodological issues in pedagogical research.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
- defining research methodology – gnoseological foundations and epistemological characteristics of science
- classification of sciences and scientific research
- characteristics of scientific knowledge
- limits and possibilities of pedagogical research; selection of the research problem
- types and methods of pedagogical research
- data collection techniques and instruments
- data analysis methods
- writing a research report and applying research results
- characteristics of a good professional and scientific paper
- basic concepts of statistics – statistics in pedagogical and psychological research; collecting, organising, processing, analysing and presenting data; measures of central tendency; standard deviation, measures of dispersion.
Seminar: planning and carrying out a research project.
Practicals: elementary concepts of statistics – collecting, organising, analysing and presenting data on real or simulated projects.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☒ Other: e-learning</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to attend lectures (80%), seminars (80%) and practicals (90%).
Prepare and present a seminar paper, conduct research and write a research report.
Pass the midterm exam.
Act in accordance with ethical and scientific principles in higher education teaching.</td></tr>
<tr><td></td><td colspan="2">☒ Class attendance</td><td>☒ Research</td><td colspan="2">☒ Practical work</td></tr>
</table>

Monitoring student work	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☒ Midterm exam	☐ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade for the course is formed based on the following elements: 1. presentation of the seminar paper (20%) 2. passing the midterm exam (40%) 3. conducting the research and the written research report (40%). The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Milat, J. (2005). Osnove metodologije istraživanja. Školska knjiga. (1.-76. str.)	13	
	Opić, S. (2016). Znanstveno proučavanje odgoja i obrazovanja. U M. Matijević, V. Bilić i S. Opić (ur.), Pedagogija za učitelje i nastavnike (str. 356-423). Školska knjiga i Učiteljski fakultet Sveučilišta u Zagrebu.	10	
	Tkalac Verčić, A., Sinčić Ćorić, D. i Pološki Vokić, N. (2014). Priručnik za metodologiju istraživanja u društvenim djelatnostima: kako osmisliti, provesti i opisati znanstveno i stručno istraživanje. M.E.P.	2	
Supplementary literature	1. Bubić, A. (2015). Osnove statistike u društvenim i obrazovnim znanostima. Filozofski fakultet u Splitu. 2. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. 2. izmijenjeno i dopunjeno izdanje. Educa. 3. Znanstveni članci po izboru.		
Quality assurance	Class attendance, active participation in class, success in completing assignments, student survey on the quality of teaching and teachers at the university level, passed exam and fulfilment of other obligations prescribed by the syllabus, individual consultations, student self-assessment of achieved learning outcomes, peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introduction to the course. Defining research methodology – gnoseological foundations and epistemological characteristics of science.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – data collection on real or simulated projects.	1	
Week: 2.			
Lectures	Classification of sciences and scientific research. Characteristics of scientific knowledge.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – data collection on real or simulated projects.	1	
Week: 3.			
Lectures	Limits and possibilities of pedagogical research; selection of the research problem.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – data collection on real or simulated projects.	1	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 4.			
Lectures	Types and methods of pedagogical research.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – organising data on real or simulated projects.	1	
Week: 5.			
Lectures	Data collection techniques and instruments.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – organising data on real or simulated projects.	1	
Week: 6.			
Lectures	Data analysis methods.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – organising data on real or simulated projects.	1	
Week: 7.			
Lectures	Writing a research report and applying research results.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – data analysis on real or simulated projects.	1	
Week: 8.			
Lectures	Writing a research report and applying research results.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – data analysis on real or simulated projects.	1	
Week: 9.			
Lectures	Characteristics of a good professional and scientific paper.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – data analysis on real or simulated projects.	1	
Week: 10.			
Lectures	Characteristics of a good professional and scientific paper.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – data analysis on real or simulated projects.	1	
Week: 11.			
Lectures	Basic concepts of statistics – statistics in pedagogical and psychological research.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – data analysis on real or simulated projects.	1	
Week: 12.			
Lectures	Collecting and organising data.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – presenting data on real or simulated projects.	1	
Week: 13.			
Lectures	Data processing and analysis. Measures of central tendency; standard deviation, measures of dispersion.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – presenting data on real or simulated projects.	1	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 14.			
Lectures	Presenting data. Course conclusions.	2	
Lectures	Planning and carrying out a research project.	2	
Methodological exercises	Elementary concepts of statistics – presenting data on real or simulated projects.	1	
Week: 15.			
Lectures	Midterm exam.	2	
Lectures	Presentation of the research project.	2	
Methodological exercises	Conclusions of the practicals.	1	

Integrated Curriculum of Early and Preschool Education I

<table>
<tr><td>Course name</td><td colspan="5">Integrated Curriculum of Early and Preschool Education I</td></tr>
<tr><td>ID</td><td>PRPO37</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Ivana Visković, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Jelena Topić-Beus</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to prepare students for the development of an integrated curriculum in early childhood education practice, primarily through the design and organisation of physical-material and social environments for play and learning.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completion of the course Early Childhood Education Pedagogy 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- define an integrated approach to supporting the development of young children;
- explain the learning process of children and the roles of educators within an integrated curricular approach;
- describe factors influencing the quality implementation of an integrated curriculum;
- explain methods of documenting children’s activities during project work;
- demonstrate various children’s activities within project-based work.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
1. Different definitions of the concept of curriculum.
2. Traditional and contemporary understandings of the early childhood curriculum.
3. The early childhood curriculum and key developmental domains.
4. An integrated approach to supporting child development across different domains (communication, exploratory-cognitive, artistic, and physical development).
5. Characteristics of children’s learning processes in early childhood and the role of educators in integrated learning.
6. Children’s project work as a form of integrated curriculum in early childhood education.
7. Collaborative planning and implementation of projects by children and educators as a form of holistic integrated learning.
8. Different conceptualisations of project-based work with children.
9. The role of documentation in recording children’s activities.
10. Organisation of a stimulating physical environment (learning/activity centres).
11. Methodology for monitoring the implementation of an integrated curriculum.
Seminars
Preparation and presentation of seminar papers aimed at deepening the topics covered in lectures.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to:
- attend lectures (minimum 80%) and seminars (minimum 80%);
- actively and constructively participate in classes;
- complete curricular and extracurricular (individual and group) activities contributing to the achievement of learning outcomes;
- keep informed about missed classes through consultations with the instructor and peers;
- respect deadlines for assigned tasks;
- complete individual and group assignments in a timely and high-quality manner;
- prepare and present a seminar paper according to predefined criteria;
- pass the oral examination.</td></tr>
<tr><td></td><td colspan="2">☒ Class attendance</td><td>☐ Research</td><td colspan="2">☒ Practical work</td></tr>
</table>

Monitoring student work	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☐ Midterm exam	☒ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes and student responsibilities, the final grade is based on: 1. Seminar paper (written and presented according to instructor guidelines) – 25% 2. Performance in individual and group assignments – 15% 3. Class participation and engagement in discussions – 10% 4. Oral examination – 50% Assessment criteria for each component are specified in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Borovac, T. i Somoljani Tokić, I. (2024). Kurikulum RPOO-a. U A. Višnjić Jevtić (ur.), Pedagogija RPOO (str. 423-442). Alfa i UFZG.	20	
	Visković, I. (2024). Praćenje i vrednovanje u RPOO. U A. Višnjić Jevtić (ur.), Pedagogija RPOO (str. 399-422). Alfa i UFZG.	20	
	Visković, I. (2024). Kvaliteta institucijskog RPOO. U A. Višnjić Jevtić (ur.), Pedagogija RPOO (str. 107-133). Alfa i UFZG.	20	
	Slunjski, E. (2006). Stvaranje predškolskog kurikuluma u vrtiću organizaciji koja uči. Zagreb: Mali profesor, str. 43-91.	2	
	Slunjski, E. (2011). Kurikulum ranog odgoja. Zagreb: Školska knjiga, str. 19-58.	5	
	Slunjski, E. (2012). Tragovima dječjih stopa. Zagreb: Profil (odabrana poglavlja).	2	

Supplementary literature	1. Slunjski, E. (2001). Integrirani predškolski kurikulum. Zagreb: Mali profesor, str. 8-61, 159-173. 2. Miljak, A. (2007). Teorijski okvir sukonstrukcije kurikuluma ranog odgoja. u: Previšić, V. (ur.). Kurikulum – teorija, metodologija, sadržaj, struktura. Zagreb: Školska knjiga. 3. Miljak, A. (2009). Življenje djece u vrtiću. Zagreb: SM naklada.
Quality assurance	- attendance, participation, and performance in assignments; - student surveys on teaching quality at university level; - successful completion of examination requirements and syllabus obligations; - individual consultations; - student self-assessment of achieved learning outcomes; - peer evaluation of teaching implementation and quality.
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Different definitions of curriculum; traditional and contemporary understandings of the early childhood curriculum	1	P6
Seminar	Introduction to course requirements; division of students into teams.	1	P22
Week: 2.			
Lectures	Key characteristics of the early childhood curriculum.	1	P6
Seminar	Exercise – designing a curriculum and annual plan/programme (aims, principles, well-being) at group level (based on assigned case vignettes).	1	P22

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 3.			
Lectures	Integrated curriculum and holistic child development across domains (communication, cognitive-exploratory, artistic, physical).	1	P6
Seminar	Workshop – designing an “ideal” classroom environment (physical-material context) in teams.	1	P22
Week: 4.			
Lectures	Physical-material and temporal dimensions of the early childhood curriculum.	1	P6
Seminar	Argumentation of the relevance of the designed environment for holistic child development (team work).	1	P22
Week: 5.			
Lectures	Organisation of a stimulating physical-material environment (learning/activity centres).	1	P6
Seminar	Argumentation of the relevance of the designed context for holistic child development (team work).	1	P22
Week: 6.			
Lectures	Social dimension of the early childhood curriculum.	1	P6
Seminar	Argumentation of the relevance of the designed context for holistic child development (team work).	1	P22
Week: 7.			
Lectures	Children’s learning in early childhood (play, project work, direct experience); role of educators in integrated learning.	1	P6
Seminar	Interactive revision in preparation for mid-term assessment.	1	P22
Week: 8.			
Lectures	First mid-term examination.	1	P6
Seminar	Exercises – optimal learning approaches in early childhood; analysis of personal learning according to Bloom’s taxonomy.	1	P22
Week: 9.			
Lectures	Project-based learning as a form of integrated curriculum.	1	P6
Seminar	Reorganisation of previously designed learning environments and planning of social stimuli based on children’s interests (case vignettes, team work).	1	P22
Week: 10.			
Lectures	Different conceptualisations of project work; project activities.	1	P6
Seminar	Analysis of examples of good practice (projects implemented in educational groups): material and social stimuli, activities, competencies, collaboration with parents and local community.	1	P22
Week: 11.			
Lectures	Roles of children and educators in initiating, planning, implementing and monitoring projects as integrated learning.	1	P6
Seminar	Analysis of a selected project (from “Mirisi djetinjstva” collection): stimuli, activities, developmental domains, outcomes, competencies, educator roles, collaboration with families and community.	1	P22
Week: 12.			
Lectures	Integrated approach – linking project activities with different developmental domains.	1	P6
Seminar	Analysis of a selected project (from “Mirisi djetinjstva” collection): stimuli, activities, developmental domains, outcomes, competencies, educator roles, collaboration with families and community.	1	P22

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 13.			
Lectures	Monitoring, documentation and evaluation in project work.	1	P6
Seminar	Value of pedagogical documentation in educational practice.	1	P22
Week: 14.			
Lectures	Role of documentation in recording children's activities; participatory pedagogical documentation.	1	P6
Seminar	Interactive revision in preparation for mid-term assessment.	1	P22
Week: 15.			
Lectures	Methodology for monitoring the implementation of the integrated curriculum – synthesis based on examples of good practice.	1	P6
Seminar	Second mid-term examination	1	P22

Professional Placement in an Early and Preschool Education Institution I

Course name	**Professional Placement in an Early and Preschool Education Institution I**					
ID	PRPO39	Study year	2.			
Lecturer	Branimir Mendeš, PhD, assistant professor	ECTS workload	1.0			
Associates		Number of hours	**L**	**S**	**E**	**P**
			0	0	30	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The aim of the course is to equip students with the skills to use and analyse key regulatory documents governing early childhood education and care (laws, regulations, standards, norms, and curricula), as well as to analyse and apply mandatory pedagogical documentation in early years settings at both micro and macro levels.					
Enrolment requirements	Completed courses: Pedagogy of Early Childhood Education and Care 1 and Child Developmental Psychology 2					
Learning outcomes	Students will be able to: analyse and interpret key regulatory documents in direct educational practice collect and explain pedagogical documentation at the level of the early childhood education and care group and institution critically evaluate the relationship between planned activities and the educational process interpret opportunities and approaches to lifelong learning for early childhood educators in relation to education policy documents and implementation documents					
Syllabus	Exercises: General organisation of an early childhood education and care institution Cultural and public activities of an early childhood education and care institution Management of an early childhood education and care institution Work of professional bodies within an early childhood education and care institution Working duties of educators and other professional staff Safety measures in early childhood education and care institutions Structure and characteristics of early childhood education and care institutions Legal regulation of early childhood education and care provision Pedagogical documentation of the educational group. Preschool institution curriculum Educator's three-month work plan Dimensions of context in early childhood education and care institutions (spatial-material, temporal, social) Professional development of educators Cooperation between the nursery and the cultural environment					
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision				
Student obligations	Requirements for the practical course in an early childhood education setting: Regular attendance at practical sessions in the kindergarten (minimum 90%). Analysis of implementation documents (laws, curricula, guidelines, pedagogical documentation). Maintaining a professional practice journal. Completion of the professional practice journal in accordance with the instructions of the university lecturer and the mentor in the practicum.					
Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work			
	☐ Experimental work	☐ Paper	☐ Essay			
	☐ Seminar paper	☐ Midterm exam	☐ Oral exam			
	☐ Written exam	☐ Project	☒ Participation in class			
	☒ Portfolio					

Assessment and evaluation of student work	Achievement of learning outcomes in this course is not expressed as a grade but as an alternative assessment: the student has fulfilled / has not fulfilled the course requirements. The elements used to determine the achievement of learning outcomes are: regular completion of professional practice and active participation in all assigned tasks maintenance of a work journal (portfolio) completion of the professional practice journal in accordance with the instructions of the university lecturer and the mentor in the practicum		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Documents of the national education policy for early childhood and preschool education (act, regulations, state pedagogical standard, curricula)		+
Supplementary literature	1. Starc. B. i dr. (2001). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Golden marketing. 2. Višnjić Jevtić, A. (ur.) (2024). Pedagogija ranog i predškolskog odgoja. Alfa (odabrana poglavlja)		
Quality assurance	Attendance, class participation, and performance in assigned tasks Student survey on the quality of teaching and teaching staff at the university level The obligations prescribed by the syllabus have been fulfilled. Individual consultations Student self-assessment of achieved learning outcomes Peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)	Note: Students complete their professional practice in kindergarten training centres (practicum settings). They spend time in educational groups and become familiar with the work of mentor educators (role models). One or two students are assigned to each mentor educator. Students receive work instructions from the course lecturer, who also conducts the final evaluation (review of completed tasks, attendance regularity, etc.).		

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 5.			
Practicum exercises	General organization of an early childhood and preschool education institution. Cultural and public activities of an early childhood and preschool education institution. Management of an early childhood and preschool education institution.	3	
Week: 6.			
Practicum exercises	Work of the professional bodies of an early childhood and preschool education institution. Job responsibilities of educators and other professional staff.	3	
Week: 7.			
Practicum exercises	Safety measures in early childhood and preschool education institutions Structure and characteristics of an early childhood and preschool education institution	3	
Week: 8.			
Practicum exercises	Legal regulation of early childhood education and care Secondary legislation (subordinate legal acts) Early childhood education and care institution curriculum	3	
Week: 9.			
Practicum exercises	Pedagogical documentation of the educational group	3	
Week: 10.			
Practicum exercises	Pedagogical documentation of the educational group	3	
Week: 11.			
Practicum exercises	Three-month work plan of the preschool teacher	3	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 12.			
Practicum exercises	Contextual dimensions in early childhood and preschool institutions (spatial-material, temporal, social)	3	
Week: 13.			
Practicum exercises	Professional development of educators	3	
Week: 14.			
Practicum exercises	Collaboration between the kindergarten and the cultural environment (puppet theater, museums, etc.)	3	
Week: 15.			
Practicum exercises	Collaboration between the kindergarten and the cultural environment (puppet theater, museums, etc.)	3	

Cultural Heritage in Croatia

<table>
<tr><td>Course name</td><td colspan="5">Cultural Heritage in Croatia</td></tr>
<tr><td>ID</td><td>PRPI32</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Marija Brajčić, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to acquire competences about cultural heritage in Croatia so that cultural sources can be brought closer to early and preschool children and so that activities related to the cultural heritage of Croatia can be applied in early and preschool education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Passed the exam in the subject Fundamentals of Visual Arts.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- define the concept of cultural heritage and analyze the links with sustainable development
- distinguish between types of cultural heritage; tangible and intangible
- recognize cultural and artistic periods in Croatia
- describe and explain cultural and artistic periods in Croatia
- interpret the importance of cultural heritage in working with early and preschool children
- present ways and possibilities of introducing children to the cultural heritage of Croatia</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Defining the concept of cultural heritage, classification and division
2. Cultural heritage and sustainable development
3. Croatian cultural heritage in the European context
4. Prehistoric period in Croatia
5. Ancient period in Croatia
6. Early Christian period in Croatia
7. Pre-Romanesque in Croatia
8. Romanesque in Croatia
9. Gothic in Croatia
10. Renaissance and Baroque in Croatia
11. Art of the 19th and 20th centuries in Croatia
12. Contemporary artistic tendencies in Croatia
13. The importance of knowing cultural heritage and its achievements in working with early and preschool children
14. Ways and possibilities of introducing children to cultural heritage and ethnographic sources
15. The importance of introducing children to cultural heritage and ethnographic sources</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">- participate in the teaching process: lectures 80%, seminars 80%
- behave in accordance with ethical and scientific principles in higher education
- participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course
- prepare and present a seminar paper according to pre-determined criteria
- pass a written exam (two passed midterms are equivalent to a written exam) and achieve a minimum of 50% accuracy on the exam/midterms
- obtain information about classes that were missed during consultations with teachers and other students</td></tr>
<tr><td></td><td colspan="2">☒ Class attendance</td><td>☐ Research</td><td colspan="2">☐ Practical work</td></tr>
</table>

Monitoring student work	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	After attending the lectures, a written exam is taken. The scope of the seminar paper, bibliography, notes and space for graphic attachments can be a maximum of 15 pages, or 30,000 characters (the seminar paper can be prepared as a Power Point presentation or an interesting website in HTML). 1. written exam/two passed midterms – 50% 2. seminar paper prepared and presented in accordance with the teacher's instructions – 30% 3. class activity – 10% The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Ivančević, R. (1993) Umjetničko blago Hrvatske, ITP Motovun	2	
	Marasović, T. (2001) Kulturna baština 1/2, Veleučilište u Splitu, 2001.	1	
	Jukić, M. (2021). Hrvatska kulturna baština. Zagreb		
	Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj – stanje i perspektive, Filozofski fakultet u Splitu	10	
Supplementary literature	1. Brajčić, M.,Kuščević, D. (2023). Hrvatska kulturna baština u interakciji i kontekstu održivog razvoja: implementacija u odgoj i obrazovanje. Metodički ogledi, 30/2023, 1; 199-221. doi: https://doi.org/10.21464/mo.30.1.9 2. Brajčić, M., Kovačević, S., Kuščević, D. (2013). Učenje u muzeju. Hrvatski časopis za odgoj i obrazovanje. Specijalno izdanje, Vol:15, Sp.Ed.No. str. 159-178 3. Ratković, K. (2001). Likovna umjetnost 20. stoljeća, Školska knjiga, Zagreb.		
Quality assurance	Attendance, activity in class, success in completing assignments Student survey on the quality of teaching and teachers at the university level Exam passed and other obligations prescribed by the syllabus fulfilled Individual consultations Student self-assessment of achieved learning outcomes Collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Defining the concept of cultural heritage, classification and division	2	P 21
Seminar	Students will write a seminar paper on the topic: "Cultural Heritage of My Region" in which they will describe the most famous examples of tangible and intangible heritage of their region. In this way, other students will also become familiar with the specifics of the cultural heritage of different environments. Instructions for writing a seminar paper.	1	P 21
Week: 2.			
Lectures	Cultural heritage and sustainable development	2	P 21
Seminar	Presentation of the student's seminar paper. Joint evaluation and discussion.	1	P 21
Week: 3.			
Lectures	Croatian cultural heritage in the European context	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 4.			
Lectures	Prehistoric times in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 5.			
Lectures	Ancient times in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 6.			
Lectures	Early Christian era in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 7.			
Lectures	Pre-Romanesque in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 8.			
Lectures	Romanesque in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 9.			
Lectures	Gothic in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 10.			
Lectures	Renaissance and Baroque in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 11.			
Lectures	19th and 20th century art in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 12.			
Lectures	Contemporary artistic tendencies in Croatia	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 13.			
Lectures	The importance of knowing cultural heritage and its achievements in working with early and preschool children	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 14.			
Lectures	Ways and possibilities of introducing children to cultural heritage and ethnographic sources	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21
Week: 15.			
Lectures	The importance of introducing children to cultural heritage and ethnographic sources	2	P 21
Seminar	Presentation of the student's seminar work. Joint evaluation and discussion.	1	P 21

Developmental Disorders in Childhood

<table>
<tr><td>Course name</td><td colspan="5">Developmental Disorders in Childhood</td></tr>
<tr><td>ID</td><td>PRPI35</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Katija Kalebić Jakupčević, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to introduce students to basic knowledge in the field of developmental psychopathology of childhood, which will be useful for timely recognition, reaction and observation of developmental difficulties and deviations, as well as for improving the quality psychophysical development of children within the framework of educational work in early and preschool upbringing and education..</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">-</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
-identify and describe basic terminology from the field of developmental psychopathology
-describe and analyze basic knowledge from the domain of child developmental psychopathology
-recognize specific features of development and behavior in various psychopathological disorders
-analyze individual psychopathological disorders
-categorize individual psychopathological disorders in relation to their characteristics with the aim of timely and appropriate reactions in working with children
-achieve appropriate interaction with the child and improve cooperation with parents based on the specifics of individual psychopathological characteristics</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction to developmental psychopathology, origin and process of emergence of different forms of disorders
2. Risk and protective factors in the development of disorders
3. Contemporary theoretical paradigms in developmental psychopathology
4. Bridge to psychopathology: from normal development to psychopathology
5. Phenomenology, classification and prevalence of mental disorders in childhood
6. Psychological assessment (psychodiagnostics and therapeutic techniques) of children with attention deficit hyperactivity disorder
7. Psychological assessment (psychodiagnostics and therapeutic techniques) of children with conduct disorder, defiance and opposition
8. Colloquium
9. Psychological assessment (psychodiagnostics and therapeutic techniques) of children with anxiety disorders
10. Depression and grief: psychological assessment (psychodiagnostics and therapeutic techniques)
11. Psychological assessment (psychodiagnostics and therapeutic techniques) of children with autism spectrum disorders
12. Psychopathology of children with physical/chronic illnesses
13. Other childhood disorders: psychotic disorders, eating disorders, development of addiction
14. Prevention and treatment, protection of children's mental health
15. Colloquium</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: lectures 80%, seminars 80%.
Behave in accordance with ethical and scientific principles in higher education. Solve individual and group tasks</td></tr>
</table>

<table>
<tr><td></td><td colspan="4">Participate in and carry out teaching activities that enable the acquisition of learning outcomes stipulated in the course
Write and present a seminar paper. Pass a written exam (or 2 midterms)</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="2">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="2">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="2">☐ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td colspan="2">☒ Participation in class</td></tr>
<tr><td>☒ Midterm exam</td><td></td><td colspan="2"></td></tr>
<tr><td></td><td colspan="4"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed with regard to the following elements: systematic monitoring of activities and work in class (40%), seminar work (20%), colloquium (40%).
The evaluation and assessment criteria of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Wenar, C. (2003). Razvojna psihopatologija i psihijatrija. Jastrebarsko: Naklada Slap. (odabrana poglavlja)</td><td>1</td><td></td></tr>
<tr><td colspan="2">Vulić-Prtorić, A. (2003). Depresivnost u djece i adolescenata. Jastrebarsko: Naklada Slap.</td><td>1</td><td></td></tr>
<tr><td colspan="2">Davison, G. C. i Neale, J. M. (1999). Psihologija abnormalnog doživljavanja i ponašanja. Jastrebarsko: Naklada Slap. (odabrana poglavlja)</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Ambrosi - Randić, N. (2004). Razvoj poremećaja hranjenja. Jastrebarsko: Naklada Slap.
Bašić, J. (2009). Teorije prevencije: prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih. Školska knjiga: Zagreb Cicchetti, D., Ackerman, B., & Izard, C. (1995). Emotions and emotion regulation in developmental psychopathology. Development and Psychopathology, 7(1), 1-10. doi:10.1017/S0954579400006301
Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. Development and Psychopathology, 20(3), 775-803. doi:10.1017/S0954579408000370
Forbes, M.K., Tackett, J.L. et al. (2016). Beyond comorbidity: Toward a dimensional and hierarchal approach to understanding psychopathology across the lifespan. Developmental Psychopathology, 28(4), 971–986.
Kocijan - Hercigonja, D., Buljan - Flander, G., i Vučković, D. (2004). Hiperaktivno dijete. Uznemireni roditelji i odgajatelji, 4. izdanje. Jastrebarsko: Naklada Slap.
Lacković-Grgin, K. (2000). Stres u djece i adolescenata. Jastrebarsko: Naklada Slap.
Osterling, J., Dawson, G., & Munson, J. (2002). Early recognition of 1-year-old infants with autism spectrum disorder versus mental retardation. Development and Psychopathology, 14(2), 239-251. doi:10.1017/S0954579402002031
Pollak, S.D. (2015). Developmental psychopathology: recent advances and future challenges. World Psychiatry, 14(3), 262–269.
Sroufe, L. (1997). Psychopathology as an outcome of development. Development and Psychopathology, 9(2), 251-268. doi:10.1017/S0954579497002046
Vulić-Prtorić, A. (2001). Razvojna psihopatologija: normalan razvoj koji je krenuo krivim putem. Radovi Filozofskog fakulteta u Zadru, 40(17), 161-186.
Vulić-Prtorić, A. (2002). Obiteljske interakcije i psihopatološki simptomi u djece i adolescenata. Suvremena psihologija, 5, 1-2.</td></tr>
<tr><td>Quality assurance</td><td colspan="4">Class attendance, class activity, success in completing assignments; student survey on the quality of teaching and teachers at the university level; passed exam and fulfilled other obligations prescribed by the syllabus; individual consultations; student self-assessment of achieved learning outcomes; collaborative assessment of the implementation and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="4"></td></tr>
</table>

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	An introduction to developmental psychopathology, the origin and process of emergence of various forms of disorders	2	
Seminar	Developmental psychopathology in early childhood: the importance of early recognition, the role of educators	1	
Week: 2.			
Lectures	Risk and protective factors in the development of disorders	2	
Seminar	The process of the emergence of disorders in early childhood: the interaction of biological and environmental factors in the kindergarten context	1	
Week: 3.			
Lectures	The process of the emergence of disorders in early childhood: the interaction of biological and environmental factors in the kindergarten context	2	
Seminar	Risk and protective factors in preschool age: the role of kindergarten as a protective environment	1	
Week: 4.			
Lectures	The bridge to psychopathology: from normal development to psychopathology	2	
Seminar	Contemporary theoretical paradigms in developmental psychopathology and their application in work with preschool children	1	
Week: 5.			
Lectures	Phenomenology, classification and prevalence of mental disorders in childhood	2	
Seminar	The transition from normal development to psychopathology: specific risk and protective factors	1	
Week: 6.			
Lectures	Psychological assessment (psychodiagnosis and therapeutic techniques) of children with attention deficit hyperactivity disorder	2	
Seminar	Classification and phenomenology of mental disorders in early childhood: challenges and limitations	1	
Week: 7.			
Lectures	Psychological assessment (psychodiagnostics and therapeutic techniques) of children with conduct disorder, defiance and oppositional defiant disorder	2	
Seminar	ADHD in preschool age: recognition of symptoms and pedagogical strategies in kindergarten	1	
Week: 8.			
Lectures	Colloquium	2	
Seminar	Conduct and defiance disorders in preschool children: the role of educators in behavior regulation	1	
Week: 9.			
Lectures	Psychological assessment (psychodiagnostics and therapeutic techniques) of children with anxiety disorders	2	
Seminar	Anxiety disorders in early childhood: how to recognize them and how to support your child in kindergarten	1	
Week: 10.			
Lectures	Depression and grief: psychological assessment (psychodiagnostics and therapeutic techniques)	2	
Seminar	Early depression and grief in preschool children: the role of educators in emotional support	1	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 11.			
Lectures	Psychological assessment (psychodiagnostics and therapeutic techniques) of children with autism spectrum disorders	2	
Seminar	Children with autism spectrum disorders in kindergarten: needs assessment and environmental adaptation	1	
Week: 12.			
Lectures	Psychopathology of children with physical/chronic illnesses	2	
Seminar	Psychological aspects of chronic and physical illnesses in early childhood: supporting the child and family in kindergarten	1	
Week: 13.			
Lectures	Other childhood disorders: psychotic disorders, eating disorders, development of addiction	2	
Seminar	Early forms of eating disorders, psychotic symptoms and risky behaviors: what educators need to know	1	
Week: 14.			
Lectures	Prevention and treatment, protection of children's mental health	2	
Seminar	Prevention of mental disorders in preschool age: programs, interventions and the role of educators	1	
Week: 15.			
Lectures	Colloquium 2	2	
Seminar	Protecting the mental health of children in kindergarten: creating a stimulating, safe and emotionally supportive environment	1	

Basics of Natural Science and Mathematical Literacy

<table>
<tr><td>Course name</td><td colspan="5">Basics of Natural Science and Mathematical Literacy</td></tr>
<tr><td>ID</td><td>PRPO41</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Irena Mišurac, PhD, assistant professor
Ivana Restović, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Josipa Jurić, lecturer</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to enable students to master the basics of scientific and mathematical literacy in order to ensure quality communication with early and preschool children. In scientific literacy, the emphasis is on knowledge of natural phenomena and natural laws, characteristics of living and non-living nature with special emphasis on developing ecological awareness as well as developing research skills using scientific methods, while in the mathematical part, students learn the basic mathematical concepts necessary for communication with early and preschool children.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">There are none.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- define and distinguish basic science and mathematics concepts needed in early and preschool education
- analyze and logically think about basic natural phenomena and the basics of mathematical language
- investigate, analyze and solve simple science and mathematics problems relevant to early and preschool education
- design and perform simple experiments using the science method appropriate for early and preschool education
- plan, design and organize individual and group research in early and preschool education
- apply the basics of science and mathematics literacy in working with early and preschool children
- develop the need for lifelong education in the field of science and mathematics literacy in early and preschool education</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
1. Sets and elements of a set.
2. Basic mathematical activities (joining, sorting, matching, sequencing).
3. Relations (being equal, bigger-smaller, higher-lower, longer-shorter, inside-outside…).
4. Numbers (forming the concept of number, number words, digits and numerals, cardinal and ordinal numbers).
5. Geometric shapes: solids and figures.
6. Length and point.
7. Measurements and measures (lengths, areas, volumes, measuring mass, time, temperature).
8. Nature (living and non-living nature, living conditions).
9. Water (basic characteristics, water in nature).
10. Air (earth's atmosphere, seasons).
11. Flowering plants (structure, fruits and vegetables, healthy diet).
12. Animal organism (structure, behavior, pets).
13. Ecological systems and ecological relationships.
14. Man (structure, hygiene habits, sexuality).
15. Concluding remarks
Exercises:
1. Sets – simple tasks
2. Basic mathematical activities in children's everyday activities
3. Comparing objects from the child's immediate environment
4. Activities that encourage the development of the concept of number</td></tr>
</table>

	5. Geometric shapes in the immediate environment 6. Developing motor skills in children 7. Measuring activity in kindergarten 8. Fieldwork – living and non-living nature. 9. Testing the basic properties of water. 10. Testing the basic properties of air. 11. Basic structure of the plant organism. 12. Fruits and vegetables – tastes, smells. 13. Creating a pyramid of proper nutrition. 14. Maintaining personal hygiene. 15. Systematization of knowledge		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☒ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process (lectures 80%, exercises 100%). Actively participate in classes, which includes completing independent tasks, performing simple practical work and experiments. Successfully pass the written exam and achieve a minimum of 50% accuracy on the exam / preliminary exam. Behave in accordance with the ethical and scientific principles of the higher education institution.		
Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☐ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	The final grade for the course will be formed based on the results of the science and mathematics exam. The final grade for the course will be formed from the activities in lectures and exercises (participation in discussions, observations and monitoring of practical work, presentation of personal views and ideas, critical thinking, drawing conclusions...) the results of the midterm and/or final exam (written or oral). 1. written exam / midterm – 90% 2. activity in class, argumentative participation in discussions, drawing conclusions – 10% The criteria for evaluating and grading individual elements are described in the course repository. Final assessment Evaluation elements Performance (min) Weight in grade (%) Written exam in natural science 50% Written exam in mathematics Minimum success rate of 50% 50% Evaluation Points (%) Criterion Grade Written exam in natural sciences 50% Written exam in mathematics Minimum success rate 50% 50%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Delić, A., Vijtiuk, N. (2004). Prirodoslovlje. Školska knjiga, Zagreb.	8	
	Liebeck, P. (1995): Kako djeca uče matematiku; Educa, Zagreb	2	
	Novoselić, D., Vidović, Lj. (2019). Čovjek i zdravlje. Alfa d.d., Zagreb	3	
	Journals: Zrno; Dijete, vrtić, obitelj; Napredak; Školski vjesnik	1	Yes
Supplementary literature	1. Čudina-Obradović, M. (2002): Matematika prije škole, Školska knjiga, Zagreb. 2. Crystal Chatterton. (2023). Fantastični znanstveni pokusi za djecu. Harfa. 3. Tom Adams, Thomas Flintham. (2016). Pokusi. Profil knjiga. 4. Meštrov, Milan; Draganović, Zrinka (2014). Ekologija. Školska knjiga. Zagreb 5. Vlahović, V., Vizek-Vidović, V. (2000): Kladim se da možeš…, Udruga Korak po korak, Zagreb		
Quality assurance	Attendance, activity in class, success in completing assignments Student survey on the quality of teaching and teachers at the university level Exam passed and other obligations prescribed by the syllabus fulfilled Individual consultations Student self-assessment of achieved learning outcomes Collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Sets and elements of sets.	1	
Practicum exercises	Sets – simple tasks	1	
Week: 2.			
Lectures	Basic mathematical activities (joining, sorting, matching, sequencing).	1	
Practicum exercises	Basic mathematical activities in children's everyday activities	1	
Week: 3.			
Lectures	Relations (being equal, bigger-smaller, higher-lower, longer-shorter, inside-outside…).	1	
Practicum exercises	Comparisons of objects from the child's immediate environment	1	
Week: 4.			
Lectures	Numbers (forming the concept of number, number words, digits and numerals, cardinal and ordinal numbers).	1	
Practicum exercises	Activities that encourage the development of number concepts	1	
Week: 5.			
Lectures	Geometric shape and figures	1	
Practicum exercises	Geometric shapes in the immediate surroundings	1	
Week: 6.			
Lectures	Length and point.	1	
Practicum exercises	Developing motor skills in children	1	
Week: 7.			
Lectures	Measurements and measures (length, area, volume, measurement of mass, time, temperature).	1	
Practicum exercises	Measurement activity in kindergarten	1	
Week: 8.			
Lectures	Nature (living and non-living nature, living conditions).	1	
Practicum exercises	Nature lessons – living and non-living nature.	1	Fieldwork

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 9.			
Lectures	Water (basic characteristics, water in nature).	1	
Practicum exercises	Testing the basic properties of water.	1	
Week: 10.			
Lectures	Air (earth's atmosphere, seasons).	1	
Practicum exercises	Examination of basic properties of air.	3	
Week: 11.			
Lectures	Flowering plant (wood, fruits and vegetables, healthy diet).	1	
Practicum exercises	Basic structure of a plant organism.	1	
Week: 12.			
Lectures	Animal organism (structure, behavior, pets).	1	
Practicum exercises	Fruits and vegetables – flavors, aromas.	1	
Week: 13.			
Lectures	Ecological systems and ecological relationships.	1	
Practicum exercises	Creating a proper nutrition pyramid.	1	
Week: 14.			
Lectures	Maintaining personal hygiene	1	
Practicum exercises	Man (build, hygiene habits, sexuality).	1	
Week: 15.			
Lectures	Concluding considerations	1	
Practicum exercises	Systematization of knowledge	1	

Health Care and Care of Children Early and Preschool Age

<table>
<tr><td>Course name</td><td colspan="5">Health Care and Care of Children Early and Preschool Age</td></tr>
<tr><td>ID</td><td>PRPO42</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Joško Markić, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td>Associates</td><td>Marijan Batinić, adjunct teaching assistant
Antonia Jeličić Kadić, PhD, lecturer
Edita Runjić, PhD, adjunct assistant professor
Marko Šimunović, PhD, assistant professor</td><td rowspan="2">Number of hours</td><td>L
30</td><td>S
15</td><td>E
0</td><td>P
0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to equip students with competencies related to the basics of protection and care of preschool children, to familiarize students with the most common illnesses in that age group, and with the role of preschool teachers in preventing illnesses, recognizing them, and assisting in treatment.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
recognize the symptoms of the most common acute childhood infections
apply the basics of a symptomatic approach to the treatment of the most common acute childhood infections
recognize febrile seizures in children and provide first aid
perform resuscitation on children
apply procedures for reducing elevated body temperature
recognize childhood infectious diseases
verify the proper implementation of childhood vaccination
respond appropriately to symptoms of allergic diseases in children
provide care in kindergarten settings for children with diabetes and celiac disease
apply dietary therapy and rehydration in children with acute diarrhea</td></tr>
<tr><td>Syllabus</td><td colspan="5">Course Content
Introductory lecture; characteristics of newborns and childhood
Growth and development
Inflammation; acute tonsillopharyngitis
Paranasal sinusitis; ear infection
Acute diarrhea; rotavirus diarrhea
Febrile seizures; epilepsy
Urinary tract infections; vesicoureteral reflux
Inheritance, genes, chromosomes, hemophilia
Down syndrome; Turner syndrome
Fever
Vaccination
Anemias
Celiac disease
Diabetes mellitus
Asthma, obstructive bronchitis, pneumonia
Allergy
Scabies; pediculosis
Intestinal parasites
Infectious diseases; hepatitis A, B, and C; AIDS
Accidents in children
First aid and resuscitation in children
Headache
Psychogenic reactions in children; abdominal pain
Rickets
Prevention of atherosclerosis in children</td></tr>
</table>

<table>
<tr><td></td><td colspan="4">Child and sports
Vital statistical indicators in children
“A Smile for a Hospitalized Child” initiative
Child care
Nutrition; failure to gain weight</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Regular attendance and participation in the teaching process: lectures – 80%, seminars – 80%
Participation in and completion of teaching activities (individual and group) that enable the achievement of the learning outcomes defined by the course
Pass the written exam and achieve a minimum of 50% correctness on the exam/quizzes
Obtain information about missed classes during the instructor’s office hours and from fellow students
Adhere to the timeframes required for completing course activities
Complete individual and group assignments in a timely and high-quality manner
Participate actively and constructively in classes</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="2">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="2">☐ Essay</td></tr>
<tr><td>☐ Seminar paper</td><td>☐ Midterm exam</td><td colspan="2">☐ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td colspan="2">☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the course learning outcomes and student obligations, the final course grade is determined based on the achievement of the following elements:
Written exam – 80%
Class participation, including participation in discussions during lectures and seminars – 20%
The assessment and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Mardešić, M. (2005). Pedijatrija, udžbenik za medicinske škole. Zagreb: Školska knjiga.</td><td>2</td><td></td></tr>
<tr><td colspan="2">Malčić, I. (2005). Pedijatrija: za medicinske sestre. Zagreb: Školska knjiga.</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Kuzman, I. (2012). Infektologija. Medicinska naklada Zagreb
2. Čulić, S. i sur.(2006). Sideropenična anemija. Medicinska naklada Zagreb
3. Meštrović, J. i sur. (2011). Hitna stanja u pedijatriji. Medicinska naklada Zagreb
4. Grgurić, J. i sur.(2004). Vitamini i minerali u dječjoj dobi. Klinika za dječje bolesti Zagreb.</td></tr>
<tr><td>Quality assurance</td><td colspan="4">attendance and participation in classes
student survey on the quality of teaching and instructors at the university level
student performance on the exam
individual consultations
students’ self-assessment of achieved learning outcomes
peer evaluation of the implementation and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="4"></td></tr>
</table>

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory lecture; characteristics of the newborn and of childhood; growth and development	2	
Seminar	Introductory lecture; characteristics of the newborn and of childhood; growth and development	1	
Week: 2.			
Lectures	Inflammation; acute tonsillopharyngitis; paranasal sinusitis; ear infection	2	
Seminar	Inflammation; acute tonsillopharyngitis; paranasal sinusitis; ear infection	1	
Week: 3.			
Lectures	Acute diarrhoea; rotavirus diarrhoea; febrile seizures; epilepsy	2	
Seminar	Acute diarrhoea; rotavirus diarrhoea; febrile seizures; epilepsy	1	
Week: 4.			
Lectures	Urinary tract infections; vesicoureteral reflux; heredity, genes, chromosomes; haemophilia	2	
Seminar	Urinary tract infections; vesicoureteral reflux; heredity, genes, chromosomes; haemophilia	1	
Week: 5.			
Lectures	Down syndrome; Turner syndrome; body temperature	2	
Seminar	Down syndrome; Turner syndrome; body temperature	1	
Week: 6.			
Lectures	Vaccination; anaemias	2	
Seminar	Vaccination; anaemias	1	
Week: 7.			
Lectures	Coeliac disease; diabetes mellitus	2	
Seminar	Coeliac disease; diabetes mellitus	1	
Week: 8.			
Lectures	Asthma; obstructive bronchitis; pneumonia; allergy	2	
Seminar	Asthma; obstructive bronchitis; pneumonia; allergy	1	
Week: 9.			
Lectures	Scabies; pediculosis; intestinal parasites	2	
Seminar	Scabies; pediculosis; intestinal parasites	1	
Week: 10.			
Lectures	Infectious diseases; hepatitis A, B and C; AIDS; accidents in children	2	
Seminar	Infectious diseases; hepatitis A, B and C; AIDS; accidents in children	1	
Week: 11.			
Lectures	First aid and resuscitation of children; headache	2	
Seminar	First aid and resuscitation of children; headache	1	
Week: 12.			
Lectures	Psychogenic reactions in children; abdominal pain; rickets	2	
Seminar	Psychogenic reactions in children; abdominal pain; rickets	1	
Week: 13.			
Lectures	Prevention of atherosclerosis in children; the child and sport	2	
Seminar	Prevention of atherosclerosis in children; the child and sport	1	
Week: 14.			
Lectures	Vital statistics indicators in children; the 'Action for a Child's Smile in Hospital' programme	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Vital statistics indicators in children; the 'Action for a Child's Smile in Hospital' programme	1	
Week: 15.			
Lectures	Child care; nutrition; failure to thrive	2	
Seminar	Child care; nutrition; failure to thrive	1	

Pedagogical Concepts and Approaches in Early and Preschool Education

<table>
<tr><td>Course name</td><td colspan="5">Pedagogical Concepts and Approaches in Early and Preschool Education</td></tr>
<tr><td>ID</td><td>PRPO43</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Branimir Mendeš, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The course aims to equip students with the knowledge and skills necessary for the comparative analysis of various alternative concepts and approaches in early childhood and preschool education, as well as for their application in educational practice.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Successful completion of the course Pedagogy of Early Childhood and Preschool Education 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon successful completion of the course, students will be able to:
explain the theoretical foundations and key characteristics of specific alternative pedagogical concepts;
describe the advantages of particular alternative pedagogical approaches in early childhood and preschool education in relation to the national curriculum;
discuss pedagogical phenomena from the perspective of a specific alternative pedagogical concept;
develop an educational action plan for early childhood and preschool education based on a selected alternative pedagogical approach.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
Major trends in the development of institutional early childhood and preschool education.
Pedagogical pluralism in early childhood and preschool education.
Alternative ideas in education.
Montessori pedagogy.
Waldorf pedagogy.
Reggio Emilia pedagogy.
Agazzi pedagogy.
Examples of different curricula (Head Start, Step by Step Curriculum, Social-Situational Approach / Social Learning Curriculum, etc.). Other concepts and approaches in early childhood and preschool education.
Seminar
Preparation and presentation of seminar papers aimed at further exploring and deepening topics covered in lectures.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Attend and actively participate in the teaching process: lectures (minimum 80% attendance), seminars (minimum 80% attendance). Participate in and complete curricular and extracurricular (individual and group) activities that support the achievement of the intended learning outcomes.
Obtain information regarding missed classes during instructors’ office hours and through consultation with fellow students.
Adhere to the deadlines established for course activities.
Complete individual and group assignments in a timely and satisfactory manner.
Prepare and present a seminar paper according to predefined criteria.
Pass the oral examination.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☒ Midterm exam</td><td colspan="3">☐ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
</table>

Assessment and evaluation of student work	In accordance with the learning outcomes and student obligations, the final course grade is based on the following components: Midterm Examination – 25% Seminar Paper and Presentation – 25% Oral Examination – 50% Assessment and grading criteria for individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Mendeš, B. (2024). Pedagoško naslijeđe ranog i predškolskog odgoja. U: Višnjić-Jevtić, A. (ur.). Pedagogija ranog i predškolskog odgoja i obrazovanja (str. 11-34). Alfa.	20	
	Bašić, S. (2011). Modernost pedagoške koncepcije Marije Montessori. Pedagogijska istraživanja, 8 (2), 205-214. Preuzeto s https://hrcak.srce.hr/116671		+
	Bašić, S. (2018). Waldorfski vrtić – antropologijske osnove i pedagoške postavke, u: Visković, I. (ur.). Koncepcije, pristupi, i programi predškolskog odgoja i obrazovanja u Republici Hrvatskoj, Dječji vrtić „Biokovsko zvonce“, str. 79-89.		+
	Slunjski, E. (2001). Integrirani predškolski kurikulum, Zagreb: Mali profesor, str. 36-41	5	
	Nenadić-Bilan, D. (2014). Kreativnost u Reggio pedagogiji. U: Bacelja, R. i Ivon, K. (ur.). Dijete i estetski izričaji (str. 27-35). Sveučilište u Zadru		+
	Zrilić, S. (2014). Dječje umjetničko sudjelovanje u Agazzi vrtiću, u: Bacalja, R. i Ivon, H. (ur.). Dijete i estetski izričaji str.53-72), Sveučilište u Zadru.		+
	Borovac, T. (2024). Alternativni pedagoški pristupi. U: Višnjić-Jevtić, A. (ur.). Pedagogija ranog i predškolskog odgoja i obrazovanja (str. 53-72). Alfa.	20	
Supplementary literature	1. Bašić, S. (2011). (Nova) slika djeteta u pedagogiji djetinjstva, u: Maleš, D. (ur.). Nove paradigme ranog odgoja (str. 19-36).. Filozofski fakultet u Zagrebu. 2. Mehremić Prišuta, D. (2025). Svetkovine tijekom godine i kako se slave u waldorfskom dječjem vrtiću. Novi redak. 3. Miljak, A.. (ur.) (2007). Reggio pedagogija i sukonstrukcija kurikuluma. U: Previšić, V. (ur.). Kurikulum – teorija, metodologija, sadržaj, struktura (str. 209-220). Školska knjiga. 4. Mlinarević, V. i Vekić-Kljajić, V. (2025). Perspektive suvremenog kurikuluma ranog i predškolskog odgoja i obrazovanja (str. 49-71). Golden marketing – Tehnička knjiga. 5. de Beni, M. i dr. (2012). Pedagogija zajedništva i odgojna metoda (str. 139-159). Učiteljski fakultet u Zagrebu. 6. Schafler, C. (2015). Poticanje djece prema odgojnoj metodi Marije Montessori. Golden marketing – Tehnička knjiga.		
Quality assurance	Class attendance, participation, and successful completion of assignments. Student evaluation surveys on teaching quality and instructor performance conducted at the university level. Successful completion of the examination and other syllabus requirements. Individual consultations. Student self-assessment of achieved learning outcomes. Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	/		

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Course Delivery Agreemen	2	
Seminar	Course Delivery Agreemen	0	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 2.			
Lectures	Key Periods in the Development of Institutional Early Childhood Education and Care (ECEC)	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 3.			
Lectures	Pedagogical Pluralism in Early Childhood and Pre-school Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 4.			
Lectures	Alternative Approaches in Early Childhood and Pre-school Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 5.			
Lectures	Montessori Pedagogy / Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 6.			
Lectures	Montessori Pedagogy / Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 7.			
Lectures	Reggio Pedagogy / Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 8.			
Lectures	Midterm exam	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 9.			
Lectures	Waldorf Pedagogy / Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 10.			
Lectures	Waldorf Pedagogy / Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 11.			
Lectures	Waldorf Pedagogy / Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 12.			
Lectures	Agazzi Pedagogy / Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 13.			
Lectures	Examples of various curricula (Head Start, the Step by Step curriculum, etc.)	2	
Seminar	Examples of Various Curricula (Head Start, Step by Step Curriculum and Others)	0	
Week: 14.			
Lectures	Comparative Study of Early Childhood and Pre-school Education	2	
Seminar	Presentation of a Seminar Topic	0	
Week: 15.			
Lectures	Comparative Study of Early Childhood and Pre-school Education	2	
Seminar	Presentation of a Seminar Topic	0	

Integrated Curriculum of Early and Preschool Education II

<table>
<tr><td>Course name</td><td colspan="5">Integrated Curriculum of Early and Preschool Education II</td></tr>
<tr><td>ID</td><td>PRPO44</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Ivana Visković, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Jelena Topić-Beus</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to prepare students for the development of an integrated curriculum in early childhood education practice, primarily through the design of physical-material and social environments as a stimulus for children’s language and speech development and the development of communicative competences.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completion of the courses Early Childhood Education Pedagogy 2 and Integrated Curriculum in Early Childhood Education 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- organise a stimulating communicative environment in early childhood education settings;
- encourage and monitor children’s everyday speech and communicative activities;
- methodically present literary content for young children;
- select high-quality picture books.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
1. Communication-oriented integrated curriculum in early childhood education.
2. Institutional context and the child’s communicative competence. Basic communication skills (listening, speaking) and their stimulation in institutional settings.
3. Early language and literacy development. Types and characteristics of communication (verbal and non-verbal). The role of communication in children’s language development.
4. Children’s questions in the context of speech development: nature and types of questions; generative (stimulating) questions.
5. The importance of symbolic play for early language development. Speech and communication games; children’s verbal creativity.
6. The educator as a communication partner: characteristics of child–educator interaction; educator’s language and children’s activities.
7. A stimulating environment in early childhood settings: book corners, dramatic play centres; availability of didactic materials (visual, manipulative, and other resources).
8–9. Literary content in a stimulating communicative environment; methodological approaches to literary content; early literary interests and their development; reading and storytelling; literary text as a stimulus for expression and creation.
10. The picture book as a child’s first book: characteristics of high-quality picture books; picture books as a stimulus for expression and creativity.
11. Use of different media to support early language and communication development.
12. Dramatic play; puppetry as a stimulus for expression and creativity; children’s dramatic expression.
13. Children and animated film; film as a stimulus for expression and creativity.
14–15. Pre-reading skills and their development; the importance of the environment for pre-literacy development.
Seminars
Preparation and presentation of seminar papers aimed at deepening the lecture topics:
- analysis and presentation of selected picture books;
- analysis of video materials.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to:
- attend lectures (minimum 80%) and seminars (minimum 80%);</td></tr>
</table>

<table>
<tr><td></td><td colspan="4">- participate actively in teaching and learning activities;
- complete individual and group assignments contributing to the achievement of learning outcomes;
- seek information on missed classes during consultations with the instructor and peers;
- adhere to deadlines for assigned tasks;
- complete all assignments in a timely and high-quality manner;
- prepare and present a seminar paper according to predefined criteria;
- pass the oral examination.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td>☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td>☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☒ Midterm exam</td><td>☒ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td>☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes and student obligations, the final grade is based on:
1. Seminar paper (prepared and presented according to instructor guidelines) – 25%
2. Performance in individual and group assignments – 15%
3. Class participation and engagement in discussions – 10%
4. Oral examination – 50%
The criteria for assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="9">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Velički, V. (2024). Pričanje priča – Stvaranje priča. Alfa.</td><td>1</td><td></td></tr>
<tr><td colspan="2">Bašić, S. i sur. (2005). Integralna metoda. Zagreb: Alineja, str. 35-86.</td><td>1</td><td></td></tr>
<tr><td colspan="2">Čudina-Obradović, M. (2003). Igrom do čitanja. Zagreb: Školska knjiga (odabrana poglavlja).</td><td>2</td><td></td></tr>
<tr><td colspan="2">Ivon, H. (2012). Dijete, odgojitelj i lutka. Zagreb: Golden marketing, str. 55-66.</td><td>10</td><td></td></tr>
<tr><td colspan="2">Horvat, P. (2023). Predčitačke vještine djece i doprinos knjižnica njihovom usvajanju. Časopis za odgojne i obrazovne znanosti Foo2rama, 7(7), 102-109.</td><td>1</td><td></td></tr>
<tr><td colspan="2">Rade, R. (2003). Poticanje ranog govorno-jezičnog razvoja.Zagreb: Foma.</td><td>1</td><td></td></tr>
<tr><td colspan="2">Siketić, J., i Turza-Bogdan, T. (2022). Uloga odgojitelja u pričanju priče. Hrvatski: časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture, 20(1), 31-46.</td><td>2</td><td></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4"></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Čudina-Obradović, M. (2001). Dosadno mi je - što da radim (priručnik za razvijanje kreativnosti). Zagreb: Školska knjiga.
2. Prkosovački, B. P., i Jeremić, K. (2022). Storytelling–Kreativno pričanje priča. Krugovi detinjstva-časopis za multidisciplinarna istraživanja detinjstva, 10(2).
3. Slunjski, E. (2010). Razvoj jezika i rane pismenosti u dječjem vrtiću. u: Hočevar, A. i Mažgon, J. (ur.). Opismenjavanje učenk in učencev, pismenost mladih i odraslih (zbornik prispekov). Žalec:: Zveza društev pedagoških delavcec Slovenije, 38-49.
4. Slikovnice za djecu</td></tr>
<tr><td>Quality assurance</td><td colspan="4">- attendance, class participation, and task performance;
- student surveys on teaching quality at university level;
- successful completion of examination requirements and syllabus obligations;
- individual consultations;
- student self-assessment of achieved learning outcomes;
- peer evaluation of teaching process quality.</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="4"></td></tr>
</table>

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Communication orientation of the integrated curriculum in early childhood education; basic concepts – speech, language, communication; theories of language development.	2	P25
Seminar	Introduction to course requirements (practical elements: storytelling, dramatic play, generative questioning) and selection of seminar topics.	2	P25
Week: 2.			
Lectures	Institutional context and communicative competence; communication skills (listening, speaking) and their development.	2	P25
Seminar	Exercise – analysis of personal language development. Discussion/debate: “Between dialect and standard language – communication with young children.”	2	P25
Week: 3.			
Lectures	Early language and communication literacy; children’s questions and the role of educators in language development (social stimuli).	2	P25
Seminar	Presentation of seminar papers selected by students within the following topics: - Play and language–speech development of children in early and preschool age - Stimulating language-communication environment in early childhood and preschool education institutions - The value of using dialect and/or standard language in early childhood and preschool education institutions	2	P25
Week: 4.			
Lectures	Literacy and key competences in early childhood education, with emphasis on communication in the mother tongue; participatory documentation.	2	P25
Seminar	Debate: “Early childhood and preschool education institutions and literacy: a developmental advantage or excessive academicization?” Presentation of a seminar paper on the topic: - Promoting early literacy through play: a developmentally appropriate approach in early childhood and preschool education institutions	2	P25
Week: 5.			
Lectures	Play activities supporting language development (speech games, communication games, symbolic play, dramatic expression)	2	P25
Seminar	Presentation of a seminar paper selected by students within the following topics: - Through play to language – the importance of language games in early and preschool age - The role of educators in promoting the speech and language development of children in early and preschool age - The role of parents in promoting the speech and language development of children in early and preschool age - The role and influence of media in promoting the speech and language development of children in early and preschool age	2	P25
Week: 6.			
Lectures	Stimulating physical-material (language-rich spaces) and social environments for language development and pre-reading skills.	2	P25
Seminar	Exercise: design and analysis of learning environments and communicative stimuli.	2	P25

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 7.			
Lectures	Literary forms and content in stimulating communicative environments.	2	P25
Seminar	Interactive revision in preparation for mid-term assessment.	2	P25
Week: 8.			
Lectures	First mid-term examination.	2	P25
Seminar	Creating a stimulating visual and auditory environment for storytelling Presentation of a seminar paper on the topic: - Storytelling as a stimulus for the speech and language development of children in early and preschool age	2	P25
Week: 9.			
Lectures	Picture books – characteristics and educational value; picture books as a stimulus for expression and creativity.	2	P25
Seminar	Written analysis of a selected picture book and storytelling practice.	2	P25
Week: 10.			
Lectures	Literary forms and content in communicative environments.	2	P25
Seminar	Written analysis of a selected picture book and storytelling practice.	2	P25
Week: 11.			
Lectures	Story creation with children (social stories, unfinished stories, circular stories, therapeutic stories, kamishibai).	2	P25
Seminar	Written analysis of a selected picture book and storytelling practice.	2	P25
Week: 12.			
Lectures	Poetry (tongue twisters, counting rhymes, recitations) as a literary form in promoting the speech and language development of children in early and preschool age.	2	P25
Seminar	Story creation (students' practical competencies / exercise) – circle story; story cubes; stories based on works of art; therapeutic stories; picture-based stories – kamishibai.	2	P25
Week: 13.			
Lectures	Dramatic play; puppetry as a stimulus for expression and creativity.	2	P25
Seminar	Presentation of seminar papers selected by students within the following topics:	2	P25
	- The value and significance of picture books in promoting the speech and language development of children in early and preschool age - The value and significance of nursery rhymes in promoting the speech and language development of children in early and preschool age - The value and significance of puppets in promoting the speech and language development of children in early and preschool age		
Week: 14.			
Lectures	Children's expressive activities.	2	P25
Seminar	Dramatic play workshops (team-based practical work).	2	P25
Week: 15.			
Lectures	Second mid-term examination (presentation of developed practical competences in teams).	2	P25
Seminar	Second mid-term examination (presentation of developed practical competences in teams).	2	P25

Artistic Expression in Early and Preschool Education I

Course name	**Artistic Expression in Early and Preschool Education I**					
ID	PRPO45	Study year	2.			
Lecturer	Marija Brajčić, PhD, associate professor	ECTS workload	4.0			
Associates	Mia Mijaljica	Number of hours	**L**	**S**	**E**	**P**
			30	15	0	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The aim of the course is to train students to organize educational contexts and approaches aimed at encouraging artistic expression and creation in early and preschool education.					
Enrolment requirements	Passed the exam in Fundamentals of Visual Arts and completed the course Visual Arts Practicum.					
Learning outcomes	Students will be able to: - explain and define visual arts as a component of education, as well as its historical development - identify and differentiate the characteristics and specific features of visual expression in early childhood and preschool children - interpret the development of creativity, as well as the development of observation and perception of visual arts in early childhood and preschool children - apply stimuli, art techniques, and creative games in working with early childhood and preschool children - identify thematic content and stimuli for working with children in a natural environment					
Syllabus	1. Visual Arts – A Component of Education 2. Historical Development of the Theory and Practice of Art Education 3. The Place, Role, and Significance of Art Education in Early Childhood and Preschool Education 4. Characteristics of Visual Expression and Creativity in Early Childhood and Preschool Children 5. Specific Features of Visual Expression in Early Childhood and Preschool Children 6. The Cognitive Process (Criteria and Function of Differentiating Visual Thinking from Artistic Thinking) 7. Development of Artistic Creativity in Children 8. Development of the Ability to Observe and Perceive Visual Reality 9. Motivation in Art Activities 10. Principles and Methods in Visual Arts Education 11. Organization and Self-Organization of Children 12. Art Techniques in Working with Early Childhood and Preschool Children 13. Creative Play as a Stimulus for Art Activity 14. Thematic Content and Stimuli in Working with Preschool Children 15.The Role of the Educator in Encouraging Children's Artistic Expression					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision				
Student obligations	Participate in the teaching process: lecture attendance 80%, seminar attendance 80% Act in accordance with ethical and academic principles in higher education Participate in and complete curricular and extracurricular (individual and group) activities that enable the acquisition of the learning outcomes defined by the course Prepare and present a seminar paper according to predetermined criteria Pass the written exam (two passed mid-term exams are equivalent to the written exam) and achieve a minimum score of 50% on the exam/mid-term exams Stay informed about missed classes during the professor's office hours and by consulting with peers					
	☒ Class attendance	☐ Research	☐ Practical work			

Monitoring student work	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☐ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	Written exam / two passed mid-term exams – 50% Prepared and presented seminar paper in accordance with the instructor's guidelines – 30% Success in completing independent and group assignments – 10% Class participation – 10% The evaluation and grading criteria for each component are detailed in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Herceg, L., Rončević, A. i Karlavaris, B. (2010), Metodika likovne kulture djece rane i predškolske dobi, Alfa, Zagreb (odabrana poglavlja).	3	
	Jakubin, M. i Grgurić, N. (1996), Vizualno-likovni odgoj i obrazovanje, Educa, Zagreb (odabrana poglavlja)	2	
	Brajčić, M. (2015), Umjetnost i obrazovanje. Zbornik radova Filozofskog fakulteta u Splitu, 6/7 , 103-126	5	

Supplementary literature	1. Brajčić, M. (2009). Pristupi likovnom odgoju u suvremenim teorijama, Djeca i mladež u svijetu umjetnosti. Split: Centar Studia mediterranea pri Filozofskom fakultetu Sveučilišta u Splitu ; Ogranak Hrvatskog pedagoško-književnog zbora u Splitu, str. 79-92. 2. Brajčić, M. (2021). Land Art u dječjem vrtiću- studija slučaja. Magistra Iadertina, 15, 2; 135-150 3. Sunko, E.; Brajčić, M. (2021). Pristup djece s teškoćama u razvoju suvremenom likovno-umjetničkom djelu. Split: Filozofski fakultet Sveučilišta u Splitu 4. Brajčić, M.; Perić, M. (2019). Suvremena skulptura u očima djeteta - Ivan Meštrović, Školski vjesnik : časopis za pedagoška i školska pitanja, 68, 1; 205-222 5. Brajčić, M.; Kuščević, D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela. Split: Filozofski fakultet Sveučilišta u Splitu 6. Brešan, D. (2008), Dječja likovna kreativnost: od prve do desete godine života. Osijek: Učiteljski fakultet u Osijeku.
Quality assurance	Class attendance, class participation, and success in completing assignments University-level student survey on the quality of teaching and instructors Passed exam and completion of other obligations prescribed by the syllabus Individual office hours / Individual consultations Student self-assessment of achieved learning outcomes Peer review of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Visual Arts – A Component of Education	2	P 23
Seminar	Seminars and Workshops: From Play to Artistic Creativity – Younger Age Group of Children.	1	P 23
Week: 2.			
Lectures	Historical Development of the Theory and Practice of Art Education	2	P 23
Seminar	Seminars and workshops: From play to art - middle group of children	1	P 23
Week: 3.			
Lectures	The Place, Role, and Significance of Art Education in Early Childhood and Preschool Education	2	P 23

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Seminars and workshops: From play to art - older group of children	1	P 23
Week: 4.			
Lectures	Characteristics of Visual Expression and Creativity in Early Childhood and Preschool Children	2	P 23
Seminar	Seminars and workshops: Integrated activities - younger group of children	1	P 23
Week: 5.			
Lectures	Specific Features of Visual Expression in Early Childhood and Preschool Children	2	P 23
Seminar	Seminars and workshops: Integrated activities - middle group of children	1	P 23
Week: 6.			
Lectures	The Cognitive Process (Criteria and Function of Differentiating Visual Thinking from Artistic Thinking)	2	P 23
Seminar	Seminars and workshops: Integrated activities - older group of children	1	P 23
Week: 7.			
Lectures	Development of Artistic Creativity in Children	2	P 23
Seminar	Seminars and workshops: Art materials as an incentive for creativity - younger and middle groups of children	1	P 23
Week: 8.			
Lectures	Development of the Ability to Observe and Perceive Visual Reality	2	P 23
Seminar	Seminars and workshops: Art materials as an incentive for creativity - older groups of children	1	P 23
Week: 9.			
Lectures	Motivation in Art Activities	2	P 23
Seminar	Seminars and workshops: Creativity - younger and middle group of children	1	P 23
Week: 10.			
Lectures	Principles and Methods in Visual Arts Education	2	P 23
Seminar	Seminars and workshops: Creativity - older group of children	1	P 23
Week: 11.			
Lectures	Organization and Self-Organization of Children	2	P 23
Seminar	Seminars and workshops: Developmental needs - younger group of children	1	P 23
Week: 12.			
Lectures	Art Techniques in Working with Early Childhood and Preschool Children.	2	P 23
Seminar	Seminars and workshops: Developmental needs - middle group of children	1	P 23
Week: 13.			
Lectures	Creative Play as a Stimulus for Art Activity	2	P 23
Seminar	Seminars and workshops: Developmental needs - older group of children	1	P 23
Week: 14.			
Lectures	Thematic Content and Stimuli in Working with Preschool Children.	2	P 23
Seminar	Seminars and workshops: Individualization and emancipation - younger and middle group of children.	1	P 23

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 15.			
Lectures	The Role of the Educator in Encouraging Children's Artistic Expression	2	P 23
Seminar	Seminars and workshops: Individualization and emancipation - older group of children	1	P 23

Music in Early and Preschool Education I

<table>
<tr><td>Course name</td><td colspan="5">Music in Early and Preschool Education I</td></tr>
<tr><td>ID</td><td>PRPO46</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Snježana Dobrota, PhD, full professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to equip students with the competencies required to organise educational contexts and pedagogical approaches aimed at fostering musical expression and creativity in early childhood and pre-school education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Prerequisites: successful completion of the examinations in Basics of Music Culture; fulfilment of the course requirements for Music Practicum I and Music Practicum II.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- critically analyse children’s musical and creative potential, as well as its significance for the overall development of children in early childhood and pre-school education;
- foster children’s musical expression within the context of early childhood and pre-school education;
- organise spatial and material environments, together with appropriate stimuli, to encourage the musical expression of young and pre-school-aged children;
- support the musical and holistic development of each child in accordance with their musical abilities, individual characteristics, interests, and needs;
- apply a range of music-pedagogical methods and activities within the process of children’s musical and overall development and learning;
- compare the characteristics of different music-pedagogical approaches in early childhood and pre-school education;
- design musical activities that promote the principles of interculturality and inclusiveness in early childhood and pre-school education.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Musical-expressive components of a musical work.
2. Musical forms.
3. The National Curriculum for Early Childhood and Pre-school Education.
4. The place and role of music in the context of the holistic development of children in early childhood and pre-school education.
5. The place and role of music within the integrated curriculum of early childhood and pre-school education.
6. Written preparation for the implementation of a methodological and practical music activity in kindergarten settings.
7. The motivational component of activities – musical motivation.
8. The motivational component of activities – non-musical motivation.
9. Nursery rhymes and counting-out rhymes as a means of developing melodic and rhythmic sensitivity in children of early and pre-school age.
10. Listening to music in early childhood and pre-school education – introduction to traditional and classical music literature for children.
11. Listening to music in early childhood and pre-school education – structuring methodological and practical music activities in kindergarten settings.
12. Singing – fundamentals of vocal technique.
13. Singing – songs and games for children aged one to three years.
14. Singing – songs and games for children aged three to six years.
15. Singing – structuring methodological and practical music activities in kindergarten settings.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
</table>

<table>
<tr><td>Student obligations</td><td colspan="3">Attend and participate in the teaching process: lectures (minimum 80% attendance), seminars (minimum 80% attendance), and practical classes (minimum 90% attendance).
Conduct oneself in accordance with ethical and academic principles in higher education teaching and learning.
Participate in and complete curricular and extracurricular activities (individual and group-based) that facilitate the achievement of the course learning outcomes.
Prepare and present a seminar paper in accordance with predetermined assessment criteria.
Complete individual and group assignments.
Pass the written examination (or, as an equivalent, successfully pass two mid-term assessments) and achieve a minimum of 50% correctness in the examination/mid-term assessments.
Obtain information regarding missed classes during lecturers' consultation hours and through communication with fellow students.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td>☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td>☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☒ Midterm exam</td><td>☐ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td>☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the course learning outcomes and student obligations, the final course grade is determined based on the following assessment components:
1. Written examination / two successfully passed mid-term assessments – 50%
2. Preparation and presentation of a seminar paper in accordance with the lecturer's guidelines – 30%
3. Performance in completing individual and group assignments – 10%
4. Participation and engagement during classes – 10%
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Gospodnetić, H. (2015). Metodika glazbene kulture za rad u dječjim vrtićima. Zagreb: Mali profesor</td><td>2</td><td></td></tr>
<tr><td>Sam, R. (1998). Glazbeni doživljaj u odgoju djeteta. Rijeka: Glosa</td><td>2</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Dobrota, S., & Borovčić Kapov, A. (2025). Kreativni pristup slušanju glazbe i glazbene preferencije djece rane i predškolske dobi. Zbornik radova Prve međunarodne konferencije Kreativni pristupi učenju i podučavanju – CALT, 2(14), 209-219. / Proceedings of the First International Conference CALT: Creative Approaches to Learning and Teaching, 2(14), 209-219.
2. Nikolić, L. (2021). Ritamske aktivnosti: poticaj za razvoj djeteta. Metodički ogledi: časopis za filozofiju odgoja, 28(2), 193-220. https://doi.org/10.21464/mo.28.2.5
3. Dobrota, S. (2019). Stavovi odgojitelja predškolske djece prema glazbenim aktivnostima u vrtiću i samoprocjena kompetentnosti za njihovu realizaciju. Metodički ogledi: časopis za filozofiju odgoja, 26(2), 59-76. https://doi.org/10.21464/mo.26.2.6
4. Young, S. & Ilari, B. (eds.). (2019). Music in Early Childhood: Multi-disciplinary Perspectives and Interdisciplinary Exchanges. Springer
5. Dobrota, S. (2015). Povijesni razvoj glazbenog obrazovanja učitelja i odgojitelja predškolske djece. U: Ivon, H. i Mendeš, B. (ur.) Kompetencije suvremenog učitelja i odgajatelja – izazov za promjene. Znanstvena monografija. Split: Filozofski fakultet Sveučilišta u Splitu.
6. McPherson, G. E. (2006). The Child as Musician: A Handbook of Musical Development. Oxford: Oxford University Press</td></tr>
<tr><td>Quality assurance</td><td colspan="3">1. Attendance, participation in class, and performance in completing assigned tasks.
2. Student evaluations of teaching quality and teaching staff at the university level.
3. Successful completion of the examination and fulfilment of other syllabus-prescribed requirements.
4. Individual consultations.
5. Students' self-assessment of achieved learning outcomes.
6. Peer evaluation of the implementation and quality of the teaching process.</td></tr>
</table>

Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Musical-expressive components of a musical work.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 2.			
Lectures	Musical forms.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 3.			
Lectures	The National Curriculum for Early Childhood and Pre-school Education.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 4.			
Lectures	The place and role of music in the context of the holistic development of children in early childhood and pre-school education.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 5.			
Lectures	The place and role of music within the integrated curriculum of early childhood and pre-school education.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 6.			
Lectures	Written preparation for the implementation of a methodological and practical music activity in kindergarten settings.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 7.			
Lectures	The motivational component of activities – musical motivation.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 8.			
Lectures	The motivational component of activities – non-musical motivation.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 9.			
Lectures	Nursery rhymes and counting rhymes as a means of developing melodic and rhythmic sensitivity in children of early and pre-school age.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 10.			
Lectures	Listening to music in early childhood and pre-school education – introduction to traditional and classical music literature for children.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 11.			
Lectures	Listening to music in early childhood and pre-school education – structuring methodological and practical music activities in kindergarten settings.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 12.			
Lectures	Singing – fundamentals of vocal technique.	2	P8
Seminar	Presentation of a seminar topic.	1	P8

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 13.			
Lectures	Singing – songs and games for children aged one to three years.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 14.			
Lectures	Singing – songs and games for children aged three to six years.	2	P8
Seminar	Presentation of a seminar topic.	1	P8
Week: 15.			
Lectures	Singing – structuring methodological and practical music activities in kindergarten settings.	2	P8
Seminar	Presentation of a seminar topic.	1	P8

Physical Education in Early and Preschool Education I

<table>
<tr><td>Course name</td><td colspan="5">Physical Education in Early and Preschool Education I</td></tr>
<tr><td>ID</td><td>PRPO47</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Bojan Babin, PhD</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">10%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The objective of the course is to acquire basic theoretical knowledge and principles regarding the physical and health education area within early childhood and preschool education, as well as to qualify students to understand methodical principles and their theoretical and practical aspects.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Non</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
-define the basic areas of kinesiological culture
-interpret the relationship between kinesiology methods and other sciences within the context of early childhood and preschool education
-connect organizational models of work with teaching methods and methodical principles in kinesiological activities within the early childhood and preschool education system
-present a daily activity plan for a kinesiological activity in early childhood and preschool education</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Concept, definition, and structure of kinesiology methods
2. Subject, goal, and tasks of kinesiology methods
3. Basic areas within kinesiology methods
4. The relationship between methodology and other sciences
5. Anthropological characteristics of children in early childhood and preschool age
6. Organizational models of work in early childhood and preschool education
7. Methodical principles in early childhood and preschool education
8. Methodical organizational forms of work in early childhood and preschool education
9. Teaching methods and methodical procedures in early childhood and preschool education
10. Organization and course of the educational process
11. Planning and organizing kinesiological activities in early childhood and preschool education
12. Preschool teacher preparation for activities in physical and health culture within early childhood and preschool education
13. Spaces, equipment, and resources for kinesiological work in early childhood and preschool education
14. Anatomical and physiological characteristics of preschool children</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: lectures 80%, seminars 80%
Act in accordance with ethical and scientific principles in a higher education institution
Participate in and complete teaching activities that enable the achievement of the learning outcomes of the course
Write a seminar paper according to pre-established criteria
Obtain information about missed classes during the instructor's consultation hours and from fellow students
Pass the written exam (equivalent: midterm exams)</td></tr>
<tr><td rowspan="3">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td>☐ Research</td><td colspan="2">☒ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td>☐ Paper</td><td colspan="2">☐ Essay</td></tr>
<tr><td colspan="2">☒ Seminar paper</td><td>☒ Midterm exam</td><td colspan="2">☐ Oral exam</td></tr>
</table>

	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is formed based on the following elements: -written exam (colloquium) – 50% - prepared and presented seminar paper in accordance with the instructor's instructions – 30% - performance in solving individual and group tasks – 10% -class participation – 10% The evaluation and grading criteria for each element are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Findak,V. (2024). Kineziološka metodika – priručnik za kineziologe,učitelje i odgojitelje. Zagreb: Školska knjiga		Online
	Findak, V., Prskalo, I. (2004). Kineziološki leksikon za odgajatelje.Petrinja: Visoka učiteljska škola		Online
	Pejčić, A., Trajkovski, B. (2018). Što i kako vježbati s djecom u vrtiću i školi. Učiteljski fakultet Sveučilišta u Rijeci, Rijeka		Online
	Pejčič, A.(2005). Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Rijeka: Visoka učiteljska škola		Online
	Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje [National Curriculum for Early Childhood and Preschool Education]. Zagreb: Ministry of Science, Education and Sports of the Republic of Croatia		Online
Supplementary literature	1. Andrijašević, M., Bonacin, D., Prskalo, I., Babin, J., Vlahović, L. (2006). Model objektivnog utvrđivanja inicijalnih skupina, njihovog statusa i željenih ciljnih funkcija transformacija. Odgojne znanosti, 8, 1 (11);191-207. 2. Findak, V., Jelenić, A., Buterrer, M., Vlahović, L. (2002). Metodički vidici korištenja sredstava u obuci plivanja. Glasnik Hrvatskog saveza sportske rekreacije „ Sport za sve“, 7. Hrvatsko savjetovanje o obuci neplivača-Split, 31; 24-25 3. Findak, V., Delija, K. (2001). Tjelesna i zdravstvena kultura u predškolskom odgoju. Zagreb: EDIP d.o.o.		
Quality assurance	Class attendance, class participation, and performance in completing tasks University-level student survey on the quality of teaching and faculty Passed exam and fulfillment of other obligations prescribed by the syllabus Individual consultations / Office hours Student self-assessment of achieved learning outcomes Peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introduction and overview of course requirements and literature	2	Classroom
Seminar	Introduction to Seminar Obligations and Expectations	1	Classroom
Week: 2.			
Lectures	Concept, definition, and structure of kinesiology methods	2	Classroom
Seminar	Common General Preparatory Exercises	1	Classroom
Week: 3.			
Lectures	Subject, goal, and tasks of kinesiology methods	2	Classroom
Seminar	Common General Preparatory Exercises with equipment	1	Classroom

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 4.			
Lectures	Basic areas within kinesiology methods	2	Classroom
Seminar	Common General Preparatory Exercises in pairs	1	Classroom
Week: 5.			
Lectures	The relationship between methodology and other sciences	2	Classroom
Seminar	General preparatory exercises with and on apparatus	1	Classroom
Week: 6.			
Lectures	Anthropological characteristics of children in early childhood and preschool age	2	Classroom
Seminar	Developing lesson plans for specific parts of the activity	1	Classroom
Week: 7.			
Lectures	Organizational models of work in early childhood and preschool education	2	Classroom
Seminar	Activity Lesson Plan Template	1	Classroom
Week: 8.			
Lectures	Methodical principles in early childhood and preschool education	2	Classroom
Seminar	Designing a preparation plan for relay games	1	Classroom
Week: 9.			
Lectures	Methodical organizational forms of work in early childhood and preschool education	2	Classroom
Seminar	Planning competitive activities	1	Classroom
Week: 10.			
Lectures	Teaching methods and methodical procedures in early childhood and preschool education	2	Classroom
Seminar	Lesson Plan Template: Final Part	1	Classroom
Week: 11.			
Lectures	Organization and course of the educational process	2	Classroom
Seminar	Kindergarten health and hygiene	1	Classroom
Week: 12.			
Lectures	Planning and organizing kinesiological activities in early childhood and preschool education	2	Classroom
Seminar	Organizational forms of teaching	1	Classroom
Week: 13.			
Lectures	Preschool teacher preparation for activities in physical and health culture within early childhood and preschool education	2	Classroom
Seminar	Organizational forms of teaching outdoors	1	Classroom
Week: 14.			
Lectures	Spaces, equipment, and resources for kinesiological work in early childhood and preschool education	2	Classroom
Seminar	Preparation, organization, and implementation of competitions in kindergartens, children's centers, playrooms, etc.	1	Classroom
Week: 15.			
Lectures	Anatomical and physiological characteristics of preschool children	2	Classroom
Seminar	Presentation of the entire activity preparation	1	Classroom

Professional Placement in an Early and Preschool Education Institution II

<table>
<tr><td>Course name</td><td colspan="5">Professional Placement in an Early and Preschool Education Institution II</td></tr>
<tr><td>ID</td><td>PRPO49</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Branimir Mendeš, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">1.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to equip students with the skills to independently observe and monitor the play and other activities of children in early and preschool age.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed requirements of the course Professional Practice in Early Childhood Education and Care Institution 1
and completed courses Pedagogy of Early Childhood Education and Care 2 and Integrated Curriculum in Early Childhood Education and Care 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
analyse the educational context in relation to the selection and types of children’s games and activities
explain the behaviour of an individual child as well as interactions among children in different play activities
analyse the role of the educator as a facilitator of children’s play
explain the stages of an educational project
interpret observation protocols of children’s behaviour in different play situations</td></tr>
<tr><td>Syllabus</td><td colspan="5">Exercises:
Observation of an individual child’s play
Observation of play in a small group of children
Observation of joint play in a specific activity area
Observation of a child’s play with a stage puppet
Toys and play materials in the classroom
Play materials in other areas (corridors, sports hall, etc.)
Materials in outdoor environments
Self-initiated and self-organised play during project development
Procedures and roles of the educator in children’s play
Availability of picture books and children’s encyclopaedias in the classroom
Organisation of a stimulating context for children’s play
Flexible organisation of the classroom space
Planning and organisation of visits to the immediate sociocultural and natural environment of the child
Educator’s involvement in children’s play
Cooperation between the kindergarten and the cultural environment</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">The achievement of learning outcomes in this course does not result in a grade, but rather in a pass/fail assessment: the student has fulfilled the obligations prescribed by the course / the student has not fulfilled the obligations prescribed by the course.
The evaluation elements contributing to the fulfillment of learning outcomes in the course are:
Regular completion of professional practice and active participation in all tasks
Keeping a work journal (portfolio)
Preparation of the professional practice journal in the practice room in accordance with the instructions of the university instructor and mentor</td></tr>
<tr><td rowspan="3">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☒ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☐ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☐ Oral exam</td></tr>
</table>

	☐ Written exam	☐ Project	☒ Participation in class
	☒ Portfolio		
Assessment and evaluation of student work	Students are assigned to educators – mentors. Regular completion of professional practice is required. Keeping a work journal (portfolio) is mandatory. Students who have properly completed their assigned tasks earn the right to have their obligations officially recorded.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Višnjić Jevtić, A. (ur.) (2024). Pedagogija ranog i predškolskog odgoja. Alfa (odabrana poglavlja)	15	
	Starc. B. i dr. (2001). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Golden marketing	5	
Supplementary literature	1. Dokumenti nacionalne obrazovne politike za rani i predškolski odgoj i obrazovanje (zakon, pravilnici, državni pedagoški standard, kurikulumi) 2. Slunjski, E. (2002). Integrirani predškolski kurikulum // Rad djece na projektima. Mali profesor		
Quality assurance	Attendance in classes, participation during classes, and success in completing tasks Student survey on the quality of teaching and instructors at the university level The obligations prescribed by the syllabus have been fulfilled. Individual consultations Students' self-assessment of achieved learning outcomes Peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)	Note: Students complete their professional practice in kindergartens – practice classrooms. They spend time in educational groups and become familiar with the work of the mentor-teacher. One or two students are assigned to each mentor. Students receive work instructions from the instructor – the course coordinator, who conducts the final evaluation (review of completed tasks, attendance regularity, etc.).		

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 5.			
Practicum exercises	1. Observation of an individual child's play	3	
Week: 6.			
Practicum exercises	2. Observation of play in a small group of children	3	
Week: 7.			
Practicum exercises	3. Observation of collaborative play in a specific activity center	3	
Week: 8.			
Practicum exercises	4. Observation of a child's play with a stage puppet	3	
Week: 9.			
Practicum exercises	5. Toys and play materials in the playroom 6. Play materials in other spaces (hallways, gymnasium, etc.)	3	
Week: 10.			
Practicum exercises	7. Play materials in outdoor areas	3	
Week: 11.			
Practicum exercises	8. Self-initiated and self-organised play during project development 9. Procedures and roles of the educator in children's play	3	
Week: 12.			
Practicum exercises	10. Equipment of the playroom with picture books and children's encyclopedias 11. Organization of a stimulating context for children's play 12. Flexible organization of the group room space	3	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 13.			
Practicum exercises	13. Planning and organisation of visits to the immediate sociocultural and natural environment of the child 14. Educator's involvement in children's play	3	
Week: 14.			
Practicum exercises	15. Cooperation between the kindergarten and the cultural environment (museums, puppet theatres, etc.)	3	
Week: 15.			
Practicum exercises	15. Cooperation between the kindergarten and the cultural environment (museums, puppet theatres, etc.)	3	

Prevention of Child Abuse and Neglect

<table>
<tr><td>Course name</td><td colspan="5">Prevention of Child Abuse and Neglect</td></tr>
<tr><td>ID</td><td>PRPI44</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Toni Maglica, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Josipa Matoković, lecturer</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The course aims to train students to recognise various forms of abuse and neglect of early and preschool children, prevent them, and provide initial support to children.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- recognise and differentiate between different forms of abuse and neglect of early and preschool children, and list their consequences
- recognise signs of abuse and neglect of early and preschool children
- analyse the characteristics of effective programs for the prevention of child abuse and neglect in the environment of early and preschool education institutions
- apply protocols for dealing with cases of abuse, neglect and other crises
- choose adequate methods of providing support to children who have experienced abuse and neglect
- communicate appropriately with different stakeholders during a crisis
- take measures to protect the well-being of the child during a crisis
- resolve possible obstacles to protecting the health and safety of children</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
Different forms of abuse and their consequences for children
Different forms of child neglect and their consequences for children
Preschool preventive programs for child abuse and neglect
National and European legislative and strategic frameworks for the prevention of child abuse and neglect
Protocols for dealing with cases of abuse and neglect
Providing adequate pedagogical support to child victims
Adequate crisis communication with families and children from the educational group
Measures to protect the well-being of children
Seminar:
Preparation and presentation of seminar papers with the purpose of deepening the topics of the lectures. Guest speakers from practice who deal with the topic of child abuse and neglect in different systems</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (lectures 80% and seminar 80%)
Behave in accordance with ethical and scientific principles in higher education teaching
Write a seminar paper according to pre-determined criteria.
Present the seminar paper according to pre-determined criteria.
Pass a written exam.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☐ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the course learning outcomes and student obligations, the final grade for the course is formed based on the achievement of the following elements:</td></tr>
</table>

	1. seminar paper prepared and presented in accordance with the teacher's instructions - 20% 2. success in solving individual and group tasks - 10% 3. activity in class, participation in discussions during classes and seminars - 10% 4. written exam passed - 60% The criteria for evaluating and grading individual elements are described in the course repository		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Buljan Flander, G., Kocijan-Hercigonja, D. (2003). Zlostavljanje i zanemarivanje djece. Marko M. Zagreb	1	
	Profaca, B. (2016). Traumatizacija djece i mladih. Ljetopis socijalnog rada, 23, 3, 345-361.	0	Online
	Roje Đapić, M., Buljan Flander, G. (2019). Prevencija emocionalnog zlostavljanja djece u visokokonfliktnim razvodina roditelja: Analiza stanja u Hrvatskoj. Kriminologija i socijana integracija: časopis za kriminologiju, penologiju i poremećaje u ponašanju, 27,2, 256-274.	0	Online
Supplementary literature	Popović, S. (2018). Seksualno zlostavljanje djece u Hrvatskoj: sustavni pregled istraživanja. Ljetopis socijalnog rada, 25, 1, 5-37. https://doi.org/10.3935/ljsr.v25i1.190 Killen, K. (2001). Izdani- zlostavljana djeca su odgovornost svih nas. Društvo za psihološku pomoć. Zagreb		
Quality assurance	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Different forms of abuse and their consequences for children	1	P21
Seminar	Guest speakers from practitioners who deal with the topic of child abuse and neglect in various systems	1	P21
Week: 2.			
Lectures	Different forms of abuse and their consequences for children	1	P21
Seminar	Guest speakers from practitioners who deal with the topic of child abuse and neglect in various systems	1	P21
Week: 3.			
Lectures	Preschool child abuse and neglect prevention programs	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 4.			
Lectures	Preschool child abuse and neglect prevention programs	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 5.			
Lectures	Preschool child abuse and neglect prevention programs	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 6.			
Lectures	National and European legislative and strategic frameworks for the prevention of child abuse and neglect	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 7.			
Lectures	National and European legislative and strategic frameworks for the prevention of child abuse and neglect	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 8.			
Lectures	Protocols for dealing with cases of abuse and neglect	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 9.			
Lectures	Protocols for dealing with cases of abuse and neglect	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 10.			
Lectures	Providing adequate pedagogical support to child victims	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 11.			
Lectures	Providing adequate pedagogical support to child victims	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 12.			
Lectures	Adequate crisis communication with family and children from the group	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 13.			
Lectures	Adequate crisis communication with family and children from the group	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 14.			
Lectures	Measures for the protection of child well-being	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21
Week: 15.			
Lectures	Measures to protect the welfare of the child	1	P21
Seminar	Presentation of seminar papers with the purpose of deepening the topics from the lectures	1	P21

Traditional Stories for Children

<table>
<tr><td>Course name</td><td colspan="5">Traditional Stories for Children</td></tr>
<tr><td>ID</td><td>PRPI45</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Tea-Tereza Vidović Schreiber, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">20%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">Familiarisation with traditional narratives for children as an integral part of traditional works for children.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">None.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">After passing the exam successfully, students will be able to:
- name, list and define oral traditional forms
- apply and interpret traditional forms for children
- recognise style features of traditional narratives
- apply knowledge in practice
- evaluate and select traditional narratives from Croatian and world literature in their work with children.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Oral tradition – 1. Lyric poetry; 2. Epic poetry; 3. Drama (folklore theatre); 4. Stories (tales); 5. Rhetoric (oral) forms; 6. Genre features of the following forms:
I. Lullabies
II. Fairy tales (vs. classic tales)
III. Fables (vs. classic fables)
IV. Narratives; legends
V. Short stories, anecdotes i parables
VI. Life stories
VII. Jokes; proverbs; riddles
VIII. Counting rhymes; tongue twisters
Applying traditional narratives in work with children.
Motive world of Croatian oral stories.
Mythical and demonologic creatures from oral stories.
Croatian vs. world traditional narratives.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (lectures 80% and seminars 80%).Act in accordance with ethical and academic principles in higher education. Prepare a seminar paper according to pre-established criteria. Present the seminar paper according to pre-established criteria. Pass the oral exam.</td></tr>
<tr><td rowspan="5">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☒ Oral exam</td></tr>
<tr><td>☐ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
<tr><td>☐ Fieldwork – recording stories in the field</td><td></td><td colspan="3"></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the course learning outcomes and student obligations, the final grade for the course is formed based on the following elements: Seminar paper prepared in accordance with the instructor's instructions – 30%Seminar paper presented in accordance with the instructions – 20%Class participation, involvement in discussions during lectures and seminars, consultations – 10%Oral exam – 40%The evaluation and grading criteria for each element are described in the course repository.</td></tr>
</table>

Required literature	Title	Number of copies available	Availability via other media
	Botica, S. (2013). Povijest hrvatske usmene književnosti. Školska knjiga.	1	
	Botica, S. (1999). Hrvatska usmenoknjiževna čitanka. Školska knjiga.	1	
	Dragić, M. (2007/2008). Poetika i povijest hrvatske usmene književnosti. Filozofski fakultet u Splitu.		Yes
	Marković, J. (2012). Pričanja o djetinjstvu. Biblioteka nova etnografija.	2	
Supplementary literature	1. Basne, Zlatni danci 4 (2003). Ur. Ana Pintarić. Zbornik radova s međunarodnoga znanstvenoga skupa.: Filozofski fakultet, 4. travnja 2002. 2. Grgurević, I. i Fabris, K. (2012). Bajka i dijete s aspekta junaka usmenoknjiževne i filmske bajke. Metodički obzori, 7/1. 3. Hameršak, M. (2011). Pričalice o povijesti djetinjstva i bajke. Algoritam. 4. Ivon, H. (2012). Baština u motrištu odgoja i obrazovanja, Zbornik radova s Trećeg okruglog stola o zavičajnosti u knjigama za djecu i mlade. Ur. Ribičić, G. i Mihanović, Gradska knjižnica Marka Marulića, 14. 5. Marks, Lj. (2003). Nadnaravno žensko. Zbornik Zagrebačke slavističke škole 2002. Filozofski fakultet, 78 – 89.		
Quality assurance	- Class attendance, activity in class, success in performing tasks. - Student survey on the quality of teaching and teachers at the university level. - Exam passed and other obligations prescribed by syllabus fulfilled. - Individual consultations. - Students' self-assessment of achieved learning outcomes. - Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Oral Literature: Lyric Poetry; Epic Poetry; Drama (Folk Theatre)	1	FFST
Seminar	Heroes in Croatian Epic Poems and Ballads	1	FFST
Week: 2.			
Lectures	Myth and Comparative Mythology	1	FFST
Seminar	Myths of Different Cultures	1	FFST
Week: 3.			
Lectures	Counting-out rhymes and other infant folklore / nursery rhymes	1	FFST
Seminar	Croatian Lullabies and Infant Folklore from Different Cultures	1	FFST
Week: 4.			
Lectures	Stories, Fairy Tales, and Croatian Oral Fairy Tales	1	FFST
Seminar	Traditional Fairy Tales of Different Nations: Comparative Motifs and Variants Across Cultures	1	FFST
Week: 5.			
Lectures	Legends / Folk Legends	1	FFST
Seminar	Analysis of Legends: Case Studies from the Lives of Saints	1	FFST
Week: 6.			
Lectures	Personal Narratives	1	FFST
Seminar	Croatian Christmas, Easter, and Carnival Traditions: Oral Narratives and Customs	1	FFST
Week: 7.			
Lectures	The Motif World of Traditional Stories	1	FFST

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Animal motifs and symbols in Croatian and world traditional literature	1	FFST
Week: 8.			
Lectures	Jokes, Proverbs, and Riddleses, Proverbs, and Riddles	1	FFST
Seminar	Biblical Motifs in Tales / Stories	1	FFST
Week: 9.			
Lectures	Novellas, Anecdotes, and Parables	1	FFST
Seminar	Analysis of Anecdotes and the Recording of New Examples	1	FFST
Week: 10.			
Lectures	Etiological and Historical Legends	1	FFST
Seminar	Etiological and Historical Legends – New and Old Records	1	FFST
Week: 11.			
Lectures	Traditional Oral Narratives in Working with Children: A Methodological Analysis	1	FFST
Seminar	Traditional Oral Narratives in Working with Children: A Methodological Analysis	1	FFST
Week: 12.			
Lectures	Traditional Oral Narratives in Working with Children: A Methodological Analysis	1	FFST
Seminar	Traditional Oral Narratives in Working with Children: A Methodological Analysis	1	FFST
Week: 13.			
Lectures	Mythological and Demonological Creatures of Oral Tels	1	FFST
Seminar	Main Female Deities (Other Major Deities)	1	FFST
Week: 14.			
Lectures	Mythological and Demonological Creatures of Oral Tale	1	FFST
Seminar	Other Major Deities	1	FFST
Week: 15.			
Lectures	Comparison of Croatian and world traditional storytelling	1	FFST
Seminar	Comparison of Croatian and world traditional storytelling	1	FFST

Educational Context of Children's Nurseries

<table>
<tr><td>Course name</td><td colspan="5">Educational Context of Children's Nurseries</td></tr>
<tr><td>ID</td><td>PRPI34</td><td>Study year</td><td colspan="3">2.</td></tr>
<tr><td>Lecturer</td><td>Ivana Visković, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of this course is to strengthen students’ competencies for the development of an integrated curriculum in infant and toddler education settings.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completion of the course Pedagogy of Early Childhood Education and Care 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- apply developmentally appropriate strategies in relation to the interests and developmental characteristics of very young children;
- promote the cognitive, linguistic, emotional, physical, and social development of infants and toddlers;
- prepare play environments in accordance with children’s developmental characteristics, needs, interests, and working conditions.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
1. Overview of the development of infant and toddler care settings.
2. Developmentally appropriate curriculum for infants and toddlers.
3. Components of the infant and toddler curriculum.
4. Development and enrichment of children’s experiences in infant-toddler contexts.
5. Everyday activities as learning opportunities.
6. Providing support for infants and toddlers.
7. Creating a safe, healthy, and stimulating infant-toddler environment.
8. The educator in infant and toddler contexts.
9. Parents in infant and toddler contexts.
Seminars
Preparation and presentation of seminar papers aimed at deepening the topics covered in lectures.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision
☒ E-learning</td></tr>
<tr><td>Student obligations</td><td colspan="5">- Active participation in teaching activities (lectures and seminars) minimum 80%.
- Completion of all in-class and out-of-class individual and group assignments in accordance with course requirements.
- Preparation and presentation of a seminar paper according to predefined criteria.
- Passing a written exam or two mid-term tests (as an equivalent to the written exam) with a minimum of 51% accuracy.
- Passing an oral examination.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td colspan="2">☐ Research</td><td>☐ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td colspan="2">☐ Paper</td><td>☐ Essay</td></tr>
<tr><td colspan="2">☒ Seminar paper</td><td colspan="2">☐ Midterm exam</td><td>☒ Oral exam</td></tr>
<tr><td colspan="2">☒ Written exam</td><td colspan="2">☐ Project</td><td>☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">Final grade is based on the following components:
1. Active participation in class – 10%
2. Success in completing individual and group assignments – 10%
3. Seminar paper preparation and presentation according to predefined criteria – 25%
4. Written exam (or two successfully passed mid-term tests as an equivalent) – 35%
5. Oral examination – 20%</td></tr>
</table>

Required literature	Title	Number of copies available	Availability via other media
	Petrović-Sočo, B. (2007). Kontekst ustanove za rani odgoj i obrazovanje – holistički pristup, Zagreb: Mali profesor (odabrana poglavlja).	1	
	Tatalović Vorkapić, S., Čargonja-Pregelj, Ž. i Mihić, I. (2015). Validacija ljestvice za procjenu privrženosti djece rane dobi u fazi prilagodbe na jaslice. Hrvatska revija za rehabilitacijska istraživanja. 51(2)	1	
	Panić, M. (2020). Prva iskustva roditelja djece rane dobi s institucionalnim RPOO. Napredak, 161 (3-4), 347-368.	1	
	Stokes Szatan, (2005). Kurikulum za jaslice, Zagreb: Pučko otvoreno učilište Korak po korak.	2	
Supplementary literature	1. Došen-Dobud, A. (2004). S djecom u jaslicama, Zagreb: Alinea. 2. Miljak, A. (1991).Istraživanje procesa odgoja i njege u dječjim jaslicama, Zagreb: Školska knjiga.		
Quality assurance	Quality and effectiveness of course implementation are monitored through: - regular evaluation of classroom activities and performance in individual and group tasks; - student surveys on teaching quality at the university level; - success in fulfilling syllabus requirements (written and oral examinations, seminar paper); - individual consultations; - students' self-assessment of learning outcomes.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Overview of infant and toddler care settings: purpose, advantages, and limitations	2	P 20
Seminar	Debate: Inclusion of very young children in infant and toddler settings	1	P 20
Week: 2.			
Lectures	Developmentally appropriate curriculum for infants and toddlers	2	P 20
Seminar	Analysis of infant-toddler curricula and educational context.	1	P 20
Week: 3.			
Lectures	Components of the infant and toddler curriculum – spatial and material dimension	2	P 20
Seminar	"My infant-toddler classroom": collaborative construction of an optimal spatial and material environment in infant-toddler settings	1	P 20
Week: 4.			
Lectures	Components of the infant and toddler curriculum – social and temporal dimensions	2	P 20
Seminar	Planning meaningful social stimuli in "real time" – initial and process-based interactions	1	P 20
Week: 5.			
Lectures	Development and enrichment of children's experiences in infant and toddler contexts	2	P 20
Seminar	Joint analysis of video recordings of authentic educational practice	1	P 20

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 6.			
Lectures	Providing support for infants and toddlers – models of inclusion in early childhood settings	2	P 20
Seminar	Seminar papers: analysis of established models (Berlin, Munich, English model) and their applicability in Croatian infant-toddler practice	1	P 20
Week: 7.			
Lectures	Everyday activities as learning opportunities	2	P 20
Seminar	Generation and analysis of proposals for spatial-material and social stimuli for early childhood activities; sensorimotor activities	1	P 20
Week: 8.			
Lectures	Creating a safe, healthy, and stimulating infant-toddler environment	2	P 20
Seminar	Seminar presentation: Individualized curriculum	1	P 20
Week: 9.			
Lectures	The educator in infant and toddler contexts	2	P 20
Seminar	Seminar presentation: Self-evaluation of the educator's role; professional portfolio development	1	P 20
Week: 10.			
Lectures	Parents in infant and toddler contexts: importance and forms of cooperation	2	P 20
Seminar	Parent workshops: analysis of infant-toddler curriculum topics as a form of parental involvement	1	P20
Week: 11.			
Lectures	Parental participation in curriculum construction	2	P 20
Seminar	Parent workshops: analysis of infant-toddler curriculum topics as a form of parental involvement.	1	P 20
Week: 12.			
Lectures	Child participation: documentation of development and achievements	2	P 20
Seminar	Parent workshops: analysis of infant-toddler curriculum topics as a form of parental involvement.	1	P 20
Week: 13.			
Lectures	Parental participation: documentation and evaluation processes	2	P 20
Seminar	Parent workshops: analysis of infant-toddler curriculum topics as a form of parental involvement	1	P 20
Week: 14.			
Lectures	Quality educational practice in infant-toddler contexts – cooperation with practitioners	2	P 20
Seminar	Analysis of examples of high-quality educational practice in infant-toddler contexts	1	P 20
Week: 15.			
Lectures	Monitoring and documentation as tools for developing educational practice and contributing to holistic child development	2	P 20
Seminar	Self-evaluation of students' personal achievements	1	P 20

Family and Contemporary Parenting

Course name	**Family and Contemporary Parenting**					
ID	PRPO57	Study year	3.			
Lecturer	Toni Maglica, PhD, assistant professor	ECTS workload	4.0			
Associates		Number of hours	**L**	**S**	**E**	**P**
			30	15	0	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The goal of the course is to enable students to recognize and understand different family relationships and the impact of parental behavior on children's developmental outcomes.					
Enrolment requirements	No					
Learning outcomes	Students will be able to: - correctly interpret basic concepts related to family, marriage and parenting - analyze and explain with arguments different theories, models and approaches that explain family and parenting - analyze and argue the connection between parental behavior and developmental outcomes in children - analyze the characteristics of competent, positive parenting, parental actions and a desirable family atmosphere. - design and implement adequate support for families and parents					
Syllabus	Lectures: Defining family, family relationships and dynamics, marriage, and parenting Theories, models and approaches to family and parenting research Family as a system Characteristics of contemporary families Characteristics of contemporary parenting Risk and protective factors in the family environment The connection between family atmosphere, parental behaviour, and children's developmental outcomes Preventive interventions aimed at families and parents Seminar: Seminars are organised as active workshops in which students reflect and critically consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and work in groups, while the seminar is carried out through the application of problem-based, project-based and collaborative learning strategies					
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision				
Student obligations	Participate in the teaching process (lectures 80% and seminar 80%) Behave in accordance with ethical and scientific principles in higher education teaching Participate in workshops, problem-based and collaborative learning. Pass an oral exam.					
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work			
	☐ Experimental work	☐ Paper	☐ Essay			
	☐ Seminar paper	☒ Midterm exam	☐ Oral exam			
	☐ Written exam	☐ Project	☒ Participation in class			
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade for the course is formed based on the achievement of the following elements: 1. success in solving individual and group tasks – 30% 2. activity in class, participation in discussions during classes and seminars – 10%					

	3. oral exam passed – 60% The criteria for evaluating and grading individual elements are described in the course repository		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Macuka I. (2024). Biti roditelju 21. stoljeću: intenzivno i prezaštitničko roditeljstvo. U I. Macuka (ur.) Suvremeno roditeljstvo: iskustvo i izazovi (str. 11-51). Sveučilište u Zadru.	10	
	Ljubetić, M. (2012). Nosi li dobre roditelje roda? Odgovorno roditeljstvo za kompetentno dijete. Zagreb: Profil.	10	
	Đuranović, M. i Klasnić, I. (2020). Dijete, odgoj i obitelj. Učiteljski fakultet. Sveučilište u Zagrebu. Odabrana poglavlja: poglavlje 6. Roditeljstvo (str 81-99); poglavlje 11. Odgoj djeteta (str. 139-158)	1	
	Ajduković, M. i Rajter, M. (2025). Nasilje u odgoju djece u Hrvatskoj. UNICEF Ured za Hrvatsku; https://www.unicef.org/croatia/media/18236/file/Nasilje%20u%20odgoju%20djece_Sazetak.pdf.pdf	0	Online
Supplementary literature	1. Macuka I. (2024). Suvremeno roditeljstvo: iskustva i izazovi. Sveučilište u Zadru. 2. Đuranović, M. i Klasnić, I. (2020). Dijete, odgoj i obitelj. Učiteljski fakultet. Sveučilište u Zagrebu. 3. Maglica, T. Reić Ercegovac, I., Ljubetić, M. (2020). Mindful parenting and behavioural problems in preschool children. Hrvatska revija za rehabilitacijska istraživanja, 56, 1; 44-57 doi:10.31299/hrri.56.1.4		
Quality assurance	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Defining family, family relationships and dynamics, marriage, parenting	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 2.			
Lectures	Defining family, family relationships and dynamics, marriage, parenting	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 3.			
Lectures	Theories, models and approaches to family and parenting research	2	P5

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 4.			
Lectures	Theories, models and approaches to family and parenting research	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 5.			
Lectures	Family as a system	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 6.			
Lectures	Characteristics of modern families	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 7.			
Lectures	Characteristics of modern families	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 8.			
Lectures	Characteristics of modern parenting	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 9.			
Lectures	Characteristics of modern parenting	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 10.			
Lectures	Risk and protective factors in the family environment	2	P5

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 11.			
Lectures	Risk and protective factors in the family environment	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 12.			
Lectures	The relationship between family atmosphere and parental behaviors with children's developmental outcomes	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 13.			
Lectures	The relationship between family atmosphere and parental behaviors with children's developmental outcomes	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 14.			
Lectures	Preventive interventions aimed at families and parents	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5
Week: 15.			
Lectures	Preventive interventions aimed at families and parents	2	P5
Seminar	Seminars are organised as active workshops in which students reflect critically on, describe, interpret and evaluate the topics listed. During the seminar, students are expected to participate and work in groups actively, while the seminar is conducted through problem-based, project-based, and collaborative learning strategies.	1	P5

Integrated Curriculum of Early and Preschool Education III

<table>
<tr><td>Course name</td><td colspan="5">Integrated Curriculum of Early and Preschool Education III</td></tr>
<tr><td>ID</td><td>PRPO52</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Branimir Mendeš, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">6.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Marija Gud Primorac</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to prepare students for the development of an integrated curriculum in early childhood education and care practice, with particular emphasis on early research literacy and an inquiry-based, knowledge-oriented curriculum approach.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed course: Integrated Curriculum of Early and Preschool Education II</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
explain the context for fostering inquiry-based competencies in early childhood education and care
describe opportunities for promoting children’s inquiry-based learning experiences in institutional settings
identify the characteristics of learning that support understanding and the exploration of phenomena in the immediate environment analyse different aspects of early literacy, including communicative, social and civic, and inquiry-based literacy</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
Inquiry-based orientation of the curriculum for early childhood education and care.
The child as a researcher – implications for educational practice.
The research potential of the early childhood learner: free exploration, discovery, and hands-on activities of young children.
Children’s inquiry activities in the context of the aims, values, and principles of the contemporary curriculum.
The immediate environment (natural, sociocultural, technical, and transport) as a source of early knowledge and experience. Opportunities for holistic development, education, learning, and the development of children’s competencies.
Early exploration activities involving water, sand, sounds, light, the use of magnets, and natural materials.
Encounters with nature, its elements, and phenomena as a stimulus for children’s inquiry and creativity.
Early ecological literacy and the contemporary curriculum.
Waste and discarded materials in children’s exploratory activities.
The educator’s role in children’s inquiry activities in early childhood education and care.
Inquiry activities during children’s project work: observation, collecting, classifying, recording, etc.
The immediate environment as a source of early mathematical concepts. Fundamental logical-mathematical activities (matching, pairing, sequencing, sorting).
Pre-mathematical skills and the preschool child.
Implementation of various activities in the curriculum (measurement, volume, mass, time, etc.).
Inquiry-based activities in the preschool curriculum.
Seminar:
Preparation and presentation of seminar papers aimed at deepening topics covered in lectures.
Exercises:
Observation placements in early childhood education and care institutions.
Analysis of video recordings.
Analysis of educational situations through the principles, aims, and values of the contemporary curriculum, and the dimensions of the institutional context.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia</td></tr>
</table>

	☐ Remote learning ☐ Blended learning	☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, seminars 80%, exercises 90% Participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes Obtain information about missed classes during lecturers' consultation hours and from fellow students Adhere to the timeframes required for completing course activities Complete individual and group assignments in a timely and high-quality manner Keep a reflective journal of methodological exercises Prepare and present a seminar paper according to predefined criteria Pass the examination		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☐ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade for the course is formed based on the following components: - prepared and presented seminar paper in accordance with the lecturer's instructions – 25% - completed methodological practice journal – 25% - performance in individual and group tasks – 15% - class participation, including involvement in discussions during lectures and seminars – 10% - oral examination – 25% The assessment and grading criteria for each component are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Došen-Dobud, A. (2016). Dijete - istraživač i stvaralac. Alinea (poglavlja 2, 4, 5, 7, 8, 10, 11, 12, 13, 14)	10	
	Slunjski, E. (2010). Mogućnosti razvoja matematičkog mišljenja i učenja u samoorganiziranim aktivnostima djece u vrtiću, Magistra Iadertina, vol. 5 (5): 89-101.		+
	Slunjski, E. (2012).Tragovima dječjih stopa. Zagreb: Profil (odabrana poglavlja).	5	
	Slunjski, E. (2012). Dijete kao znanstvenik – prirodoslovni aspekti suvremeno koncipiranog kurikuluma ranog i predškolskog odgoja. Školski vjesnik, vol. 61 (1-2): 163-178.		+
	Uzelac, V. i dr. (2014). Djeca, odgoj, obrazovanje i održivi razvoj (str. 25-51). Golden marketing.	1	
Supplementary literature	1. Došen Dobud, A. (2016). Djeca otkrivaju tajne svijeta. Alinea, str. 11-50. 2. Likierman, H. i Muter, V. (2007). Pripremite dijete za školu, str. 223-243. 3. Slunjski, E. (2008). Dječji vrtić – zajednica koja uči. Spektar media naklada (odabrana poglavlja)		
Quality assurance	Attendance, class participation, and performance in assigned tasks Student survey on the quality of teaching and teaching staff at the university level Passed examination and completion of other syllabus-defined requirements Individual consultations Student self-assessment of achieved learning outcomes Peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introductory Course Delivery Agreement	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	1	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 2.			
Lectures	Inquiry-based orientation of the curriculum for early childhood education and care The child as a researcher – implications for educational practice	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	1	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 3.			
Lectures	The research potential of the early childhood learner: free exploration, discovery, and hands-on activities of young children	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	1	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 4.			
Lectures	Children's inquiry activities in early childhood education and care in the context of the aims, values, and principles of the contemporary curriculum	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 5.			
Lectures	The immediate environment (natural, sociocultural, technical, and transport) as a source of early knowledge and experience, and opportunities for holistic child development, education, learning, and the development of children's competences.	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 6.			
Lectures	Early exploratory activities with water, sand, sound, light, magnets, and natural materials	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 7.			
Lectures	Encounters with nature, natural elements, and phenomena as a stimulus for children's inquiry and creativity Early ecological literacy in the contemporary curriculum	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 8.			
Lectures	Exam	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 9.			
Lectures	The educator's role in children's inquiry activities in early childhood education and care	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 10.			
Lectures	Inquiry-based activities in children's project work: observing, collecting, classifying, recording, and related activities	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 11.			
Lectures	The immediate environment as a source of early mathematical concepts and fundamental logical-mathematical activities (matching, pairing, sequencing, and sorting)	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 12.			
Lectures	Pre-mathematical skills in the preschool child	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 13.			
Lectures	Implementation of curriculum activities related to measurement (length and measurement, volume, mass, time, etc.)	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 14.			
Lectures	Inquiry activities in the preschool curriculum	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	
Week: 15.			
Lectures	Exam	2	
Practicum exercises	Observation Placement in an Early Years Setting – Analysis of Educational Practice	3	
Seminar	Seminar Requirements Delivery Agreement	2	

Artistic Expression in Early and Preschool Education II

<table>
<tr><td>Course name</td><td colspan="5">Artistic Expression in Early and Preschool Education II</td></tr>
<tr><td>ID</td><td>PRPO53</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Marija Brajčić, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Mia Mijaljica</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">15%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to train students for critical and creative analysis of the content of methodological and practical activities in art from a professional and methodological point of view, for finding interesting and appropriate motives - incentives for artistic expression and creation, a correlational approach in planning and carrying out methodological and practical art activities in early and preschool education. Developing creative and critical thinking, research skills for organizing the educational context and approach in order to encourage artistic expression and creation in early and preschool education. To train students for carrying out and implementing art activities in the practice of early and preschool education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed the course Artistic Expression in Early and Preschool Education 1.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- design an art activity in kindergarten
- prepare for a methodological - practical art activity in early and preschool education
- realize an art activity in kindergarten
- distinguish, recognize and evaluate children's art works
- develop sensitivity for working with gifted children and children with special needs in the early and preschool education system.
- present a work of art to children within an art activity in kindergarten
- participate in the aesthetic design of the kindergarten space
- participate in cooperative peer assessment of early and preschool education students with the aim of developing critical thinking, self-evaluation and peer feedback.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1.Planning art activities in an integrated curriculum
2. Planning a methodological-practical art activity
3. Written preparation for a methodological-practical art activity
4. Evaluating children's art work
5. Working with gifted children
6. Working with children with special needs
7. Art activities in a museum environment
8. Design in art activities
9. Preschool child and art work
10. Aesthetic design of space
11. Children's art exhibitions
12. Art corner in kindergarten
13. Preparing, implementing and analyzing public lectures of students</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: lectures 80%, seminars 80%, exercises 100%
Behave in accordance with ethical and scientific principles in higher education
Participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated by the course
Create and present a seminar paper according to pre-determined criteria
Pass the written exam and achieve a minimum of 50% accuracy on the exam/interviews
Inform yourself about classes you have missed during consultations with teachers and other students.</td></tr>
</table>

Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☐ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is based on the following elements: 1. written exam/two passed midterms – 50% 2. seminar paper prepared and presented in accordance with the teacher's instructions – 30% 3. success in solving individual and group tasks – 10% 4. class activity – 10% The evaluation and grading criteria for individual elements are described in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Herceg, L., Rončević, A. i Karlavaris, B. (2010), Metodika likovne kulture djece rane i predškolske dobi, Alfa, Zagreb (odabrana poglavlja).	3	
	Slunjski, E. (2008), Dječji vrtić – zajednica koja uči, SM naklada, Zagreb, str. 105-143.	2	
	Huzjak, M. (2007), Učimo gledati: Priručnik likovne kulture za nastavnike razredne nastave, Volumes 1-4. Školska knjiga, 2007.	1	
	Brajčić, M., Kuščević, D. (2016), Dijete i likovna umjetnost – doživljaj likovnog djela, Filozofski fakultet Split.	10	
	Sunko, E., Brajčić, M. (2021), Pristup djece s teškoćama u razvoju suvremenom likovno-umjetničkom djelu. Split: Filozofski fakultet Sveučilišta u Splitu.	9	

Supplementary literature	1. Brajčić, M., Kuščević, D. (2025). Na raskrižju umjetnosti i tehnologije: računalna grafika u vizualno-likovnom odgoju i obrazovanju. Obrazovanje u doba umjetne inteligencije, Mrnjaus, Kornelija; Vrcelj, Sofija; Kušić, Siniša (ur.). Rijeka: Odsjek za pedagogiju, Filozofski fakultet u Rijeci; Zavod za povijesne i društvene znanosti HAZU u Rijeci, str. 258-279. 2. Brajčić, M., Kuščević, D., Katić, A., (2011), Dijete i umjetničko djelo - Jackson Pollock u dječjem vrtiću, Umjetničko djelo u likovnom odgoju i obrazovanju, Zbornik umjetničko znanstvenih skupova 2009. - 2011. Zagreb: Europski centar za napredna i sustavna istraživanja (ECNSI),str. 111-118 3. Brajčić, M.,Kuščević, D., Pupić Bakrač, M. (2018), Identifikacija likovno nadarene djece u nastavi likovne kulture, Hrvatski časopis za odgoj i obrazovanje, 20, 3; str. 765-788
Quality assurance	Attendance, activity in class, success in completing assignments Student survey on the quality of teaching and teachers at the university level Exam passed and other obligations prescribed by the syllabus fulfilled Individual consultations Student self-assessment of achieved learning outcomes Collaborative assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Planning art activities in an integrated curriculum.	1	P 12
Seminar	Introduction to written preparation. Examples of written preparations with integrated art activities.	1	P 12

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 2.			
Lectures	Planning a methodical-practical art activity.	1	P 12
Seminar	Making trial preparations with an emphasis on art drawing activities - work in groups.	1	P 12
Week: 3.			
Lectures	Written preparation for methodical and practical art activity.	1	P 12
Seminar	Making trial preparations with emphasis on art activities of painting - work in groups.	1	P 12
Week: 4.			
Lectures	Evaluation of children's art works	1	P 12
Seminar	Making trial preparations with an emphasis on art modeling activities - work in groups.	1	P 12
Week: 5.			
Lectures	Working with gifted children	1	P 12
Seminar	Presentation of trial preparations with emphasis on art drawing activities. Joint analysis and evaluation.	1	P 12
Week: 6.			
Lectures	Working with children with special needs.	1	P 12
Seminar	Presentation of trial preparations with an emphasis on artistic painting activities. Joint analysis and evaluation.	1	P 12
Week: 7.			
Seminar	Art activities in a museum environment.	1	P 12
Seminar	Presentation of trial preparations with emphasis on art modeling activities. Joint analysis and evaluation.	1	P 12
Week: 8.			
Lectures	Design in art activities	1	P 12
Seminar	Individual presentation of the trial preparation with an emphasis on the artistic activity - rhythm of the line (design). Joint analysis and evaluation.	1	P 12
Week: 9.			
Lectures	Preschool child and artwork.	1	P 12
Seminar	Individual presentation of the trial preparation with an emphasis on the artistic activity - the rhythm of colors. Joint analysis and evaluation.	1	P 12
Week: 10.			
Lectures	Preschool child and artwork.	1	P 12
Seminar	Individual presentation of the trial preparation with an emphasis on artistic activity - the rhythm of volume. Joint analysis and evaluation.	2	P 12
Week: 11.			
Lectures	Aesthetic space design.	1	P 12
Seminar	Individual presentation of the trial preparation with an emphasis on the art activity - contrast lines. Joint analysis and evaluation.	2	P 12
Week: 12.			
Lectures	Children's art exhibitions	1	P 12
Seminar	Individual presentation of the trial preparation with an emphasis on artistic activity - contrast of textures. Joint analysis and evaluation.	1	P 12
Week: 13.			
Lectures	Art corner in kindergarten.	1	P 12

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Individual presentation of a trial preparation with an emphasis on visual activity - contrast of achromatic colors. Joint analysis and evaluation.	1	P 12
Week: 14.			
Lectures	Preparation, realization and analysis of public lectures of students.	1	P 12
Seminar	Individual presentation of the trial preparation with an emphasis on the art activity - warm-cold contrast. Joint analysis and evaluation.	1	P 12
Week: 15.			
Lectures	Preparation, realization and analysis of public lectures of students.	1	P 12
Seminar	Individual presentation of the trial preparation with an emphasis on art activity - complementary contrast. Joint analysis and evaluation.	1	P 12

Music in Early and Preschool Education II

<table>
<tr><td>Course name</td><td colspan="5">Music in Early and Preschool Education II</td></tr>
<tr><td>ID</td><td>PRPO54</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Snježana Dobrota, PhD, full professor</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Daniela Petrušić, PhD</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to equip students to independently prepare and conduct a variety of musical activities in kindergarten settings, as well as to familiarise them with and enable them to implement contemporary insights into the development of musical abilities in children of early and pre-school age.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Prerequisites: successful completion of the course examination in Music in Early and Preschool Education I.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- independently design, implement, and evaluate musical activities in kindergarten settings, taking into account the specific characteristics of children’s musical and holistic development;
- encourage children to develop musical creativity and participate in activities that foster musical expression and creativity;
- apply scientific knowledge concerning the course of children’s musical development in educational practice;
- support the cultural specificities of the kindergarten environment through the integration of Croatian traditional music into musical activities;
- foster social relationships and peer interaction through musical activities in kindergarten settings.</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Planning musical activities within an integrated curriculum.
2. Planning methodical and practical musical activities.
3. Instrumental performance as a musical activity for children of early and pre-school age – rhythmic and melodic percussion instruments.
4. Children’s musical creativity.
5. The course of the development of children’s musical abilities.
6. Theories concerning the structure of musical abilities.
7. Concepts of musical abilities.
8. Developmental musical abilities.
9. Stabilised musical abilities.
10. Edwin E. Gordon’s theory of the development of musical abilities.
11. Assessment of musical abilities.
12. Tests for assessing the musical abilities of children of early and pre-school age.
13. The role of early childhood educators in the development of musical abilities in children of early and pre-school age.
14. The role of parents/guardians in the development of musical abilities in children of early and pre-school age.
15. Preparation, delivery, and analysis of students’ public presentations.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Attend and participate in the teaching process: lectures 80%, seminars 80%, practical classes 90%.
Conduct oneself in accordance with ethical and academic principles in higher education teaching.
Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged by the course.
Prepare and present a seminar paper in accordance with predefined criteria.</td></tr>
</table>

	Prepare and conduct a musical activity in a kindergarten setting. Pass the written examination (two successfully completed mid-term tests are considered equivalent to the written examination) and achieve a minimum of 50% accuracy in the examination/mid-term tests. Obtain information regarding missed classes during the lecturer's consultation hours and through communication with fellow students.		
Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final course grade is determined on the basis of the following components: 1. Written examination/two successfully completed mid-term tests – 50% 2. Preparation and presentation of a seminar paper in accordance with the lecturer's instructions – 20% 3. Successful preparation and implementation of a musical activity in a kindergarten setting – 20% 4. Class participation and engagement – 10% The assessment and grading criteria for each component are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Gospodnetić, H. (2015). Metodika glazbene kulture za rad u dječjim vrtićima. Zagreb: Mali profesor	5	
	Marić, Lj., & Goran, Lj. (2012). Zapjevajmo radosno. Metodički priručnik za odgojitelje, studente i roditelje. Zagreb: Golden marketing - Tehnička knjiga	5	
Supplementary literature	1. Dobrota, S., Škoko, P., & Kalenić, Ž. (2024). Stavovi roditelja o važnosti glazbeno poticajne sredine za cjeloviti razvoj djece jasličke dobi. Metodički ogledi: časopis za filozofiju odgoja, 31(1), 175-193. https://doi.org/10.21464/mo.31.1.6 2. Nikolić, L., & Ruškan, S. (2022). Utjecaj glazbenoga obrazovanja na socijalno-emocionalni razvoj djeteta. Diacovensia: teološki prilozi, 30(1), 129-149. https://doi.org/10.31823/d.30.1.7 3. Young, S., & Ilari, B. (eds.). (2019). Music in Early Childhood: Multi-disciplinary Perspectives and Interdisciplinary Exchanges. Springer 4. McPherson, G. E., & Welch, G. F. (2018). Music Learning and Teaching in Infancy, Childhood, and Adolescence. Oxford: Oxford University Press		
Quality assurance	1. Class attendance, participation, and successful completion of assigned tasks. 2. Student evaluation survey on the quality of teaching and teaching staff at the university level. 3. Successful completion of the examination and fulfilment of other obligations prescribed by the syllabus. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Planning musical activities within an integrated curriculum.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Mentor demonstration activities.	2	Faculty training kindergarten

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 2.			
Lectures	Planning methodical and practical musical activities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Mentor demonstration activities.	2	Faculty training kindergarten
Week: 3.			
Lectures	Instrumental performance as a musical activity for children of early and pre-school age – rhythmic and melodic percussion instruments.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student training activities.	2	Faculty training kindergarten
Week: 4.			
Lectures	Children's musical creativity.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student training activities.	2	Faculty training kindergarten
Week: 5.			
Lectures	The course of the development of children's musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student training activities.	2	Faculty training kindergarten
Week: 6.			
Lectures	Theories concerning the structure of musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student training activities.	2	Faculty training kindergarten
Week: 7.			
Lectures	Concepts of musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student assessment activities.	2	Faculty training kindergarten
Week: 8.			
Lectures	Developmental musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student assessment activities.	2	Faculty training kindergarten
Week: 9.			
Lectures	Stabilised musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Other music exercises	Student assessment activities.	2	Faculty training kindergarten
Week: 10.			
Lectures	Edwin E. Gordon's theory of the development of musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student assessment activities.	2	Faculty training kindergarten
Week: 11.			
Lectures	Assessment of musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student assessment activities.	2	Faculty training kindergarten
Week: 12.			
Lectures	Tests for assessing the musical abilities of children of early and pre-school age.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student assessment activities.	2	Faculty training kindergarten
Week: 13.			
Lectures	The role of early childhood educators in the development of musical abilities in children of early and pre-school age.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student assessment activities.	2	Faculty training kindergarten
Week: 14.			
Lectures	The role of parents/guardians in the development of musical abilities in children of early and pre-school age.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student assessment activities.	2	Faculty training kindergarten
Week: 15.			
Lectures	Preparation, delivery, and analysis of students' public presentations.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Other music exercises	Student assessment activities.	2	Faculty training kindergarten

Physical Education in Early and Preschool Education II

<table>
<tr><td>Course name</td><td colspan="5">Physical Education in Early and Preschool Education II</td></tr>
<tr><td>ID</td><td>PRPO55</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Bojan Babin, PhD</td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>15</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">10%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The objective of the course is to enable students to independently organize and implement kinesiological activities in early childhood and preschool education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed attendance for the course Kinesiological Culture in Early Childhood and Preschool Education 1</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- acquire a specific pool of motor skills and information essential for implementing kinesiological activities in early childhood and preschool education
- verify the educational objectives of kinesiological activities in early childhood and preschool education
- evaluate motor skills and achievements in early childhood and preschool education
- monitor and evaluate their own physical and health education activities as well as those of others in early childhood and preschool education</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Programming and the stages of programming
2. Global, operational, and executive plans and programs
3. Development of the annual plan and program of activities
4. Motor skills and the hypothetical structural model of motor skills
5. The role of the preschool teacher in plan and program implementation
6. Spaces, equipment, and resources for physical and health education
7. Preparation of activity plans for physical and health education
8. Integrating various forms of physical activities into everyday educational situations
9. Independent execution of individual and public activities of physical expression and movement creation</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: 80% attendance for lectures, 80% for seminars, and 90% for practical classes (exercises)
Behave in accordance with ethical and academic principles within the higher education institution
Participate in and complete activities that enable the acquisition of the learning outcomes prescribed by the course
Prepare a seminar paper according to predefined criteria
Present a seminar paper according to predefined criteria
Adhere to the timeframes required for completing course activities</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td colspan="2">☐ Research</td><td>☒ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td colspan="2">☐ Paper</td><td>☐ Essay</td></tr>
<tr><td colspan="2">☒ Seminar paper</td><td colspan="2">☐ Midterm exam</td><td>☐ Oral exam</td></tr>
<tr><td colspan="2">☒ Written exam</td><td colspan="2">☐ Project</td><td>☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the learning outcomes of the course and student obligations, the final grade is formed based on the following elements:
- written exam (colloquium) – 30%
- prepared and presented seminar paper in accordance with the instructor's instructions – 40%
- successfully prepared and implemented activity in a preschool institution – 20%
- class participation – 10%</td></tr>
</table>

	The evaluation and grading criteria for each element are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Findak,V. (2024). Kineziološka metodika – priručnik za kineziologe,učitelje i odgojitelje. Zagreb: Školska knjiga		Online
	Findak, V., Prskalo, I. (2004). Kineziološki leksikon za odgajatelje.Petrinja: Visoka učiteljska škola.		Online
	Pejčić, A., Trajkovski, B. (2018). Što i kako vježbati s djecom u vrtiću i školi. Učiteljski fakultet Sveučilišta u Rijeci, Rijeka	1	Online
	Pejčič, A. (2005). Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Rijeka: Visoka učiteljska škola.	1	Online
	Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje [National Curriculum for Early Childhood and Preschool Education]. Zagreb: Ministry of Science, Education and Sports of the Republic of Croatia		Online
Supplementary literature	1. Vlahović, L. (2015). Povijesni razvoj kineziološkog obrazovanja učitelja i odgojitelja predškolske djece. U (Ivon, H. i Tomaš, S.) Zbornik radova, Deveti dani osnovne škole Splitsko-dalmatinske županije "Prema kvalitetnoj školi, Split, 2015. (pp. 239-248). Split: Filozofski fakultet Sveučilišta u Splitu. 2. Andrijašević, M., Bonacin, D., Prskalo, I., Babin, J., Vlahović, L. (2006). Model objektivnog utvrđivanja inicijalnih skupina, njihovog statusa i željenih ciljnih funkcija transformacija. Odgojne znanosti, 8, 1(11),191-207. 3. Findak, V., Jelenić,A., Buterrer, M., Vlahović, L. (2002). Metodički vidici korištenja sredstava u obuci plivanja. Glasnik Hrvatskog saveza sportske rekreacije „Sport za sve“, 7. Hrvatsko savjetovanje o obuci neplivača-Split, 31; 24-25. 4. Findak, V., Delija, K. (2001). Tjelesna i zdravstvena kultura u predškolskom odgoju. Zagreb: EDIP d.o.o. 5. Findak, V., Metikoš, D., Mraković,M., Neljak, B. (1996). Primijenjena kineziologija u školstvu-NORME. Zagreb: Hrvatski pedagoško-književni zbor.		
Quality assurance	Class attendance, class participation, and performance in completing tasks University-level student survey on the quality of teaching and faculty Fulfillment of all obligations prescribed by the syllabus Individual consultations / Office hours Student self-assessment of achieved learning outcomes Peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introduction and course requirements/literature overview	1	Classroom
Seminar	Introduction and overview of seminar course requirements	1	Classroom
Methodological exercises	Introduction and orientation regarding the obligations of teaching practice, the training facility (kindergarten), and the mentors	2	Kindergarten
Week: 2.			
Lectures	Programming, stages of programming in preschool kids	1	Classroom
Seminar	Stages of programming in preschool kids	1	Classroom
Methodological exercises	Exemplary Mentor Activity and Analysis	2	Kindergarten
Week: 3.			
Lectures	Annual curriculum plan	1	Classroom
Seminar	Planning and programming in preschool	1	Classroom

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Methodological exercises	Exemplary Mentor Activity and Analysis	2	Kindergarten
Week: 4.			
Lectures	Preparation of the annual plan and program of activities	1	Classroom
Seminar	Planning and programming in preschool	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 5.			
Lectures	Biotic Motor Knowledge	1	Classroom
Seminar	Biotic Motor Knowledge	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 6.			
Lectures	Preschool teacher executing the program	1	Classroom
Seminar	Biotic Motor Knowledge	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 7.			
Lectures	Spaces, equipment, and resources for physical and health education	1	Classroom
Seminar	Biotic Motor Knowledge	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 8.			
Lectures	Integrating various forms of physical activity into everyday educational situations	1	Classroom
Seminar	introductory part of the activity and examples	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 9.			
Lectures	General prerequisites for the acquisition of motor skills and habits	1	Classroom
Seminar	Preparatory phase of activity and examples	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 10.			
Lectures	Means and methods for improving motor performance	1	Classroom
Seminar	Main "A" part of an activity and examples	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 11.			
Lectures	Individual organizational form of teaching	1	Classroom
Seminar	Preschool obstacle courses	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 12.			
Lectures	Simple group methodological-organizational forms of work in physical education	1	Classroom
Seminar	Main "B" part of an activity and examples	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 13.			
Lectures	Complex group methodological-organizational forms of work in physical education	1	Classroom
Seminar	Closing part of activity and examples	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 14.			
Lectures	Visual, auditory, audiovisual, and textual resources for conducting activities	1	Classroom
Seminar	Analysis of public activities during the semester	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten
Week: 15.			
Lectures	Premises, standards, instructions for planning, construction, maintenance, and use of facilities	1	Classroom
Seminar	Analysis of public activities during the semester	1	Classroom
Methodological exercises	Public Activity of a Student and an Analysis of the Activity	2	Kindergarten

Professional Placement in an Early and Preschool Education Institution III

Course name	**Professional Placement in an Early and Preschool Education Institution III**					
ID	PRPO59	Study year	3.			
Lecturer	Branimir Mendeš, PhD, assistant professor	ECTS workload	1.0			
Associates		Number of hours	**L**	**S**	**E**	**P**
			0	0	30	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The aim of the course is to equip students with the skills to independently apply theoretical and professional knowledge from various educational fields in early childhood and preschool education and care.					
Enrolment requirements	Completed requirements of the course Professional Practice in Early Childhood Education and Care Institution 2 and completed courses Integrated Curriculum in Early Childhood Education and Care 2, Visual Expression in Early Childhood Education and Care 1, Music in Early Childhood Education and Care 1, and Kinesiology in Early Childhood Education and Care 1.					
Learning outcomes	Students will be able to: justify the work plan based on observing the needs and interests of children, analyze the content and quality of each stage of the educational project in relation to the established goal, keep ethnographic records during the implementation of the educational project, reference professional literature to support the implementation of the educational project.					
Syllabus	Exercises: Planning based on observing the needs and interests of children. Implementing language and speech expression activities in the project. Implementing visual arts expression activities in the project. Implementing music expression activities in the project. Implementing movement expression activities in the project. Independent execution of individual parts of the educational project. Stimuli and activities in the Early Literacy Center. Stimuli and activities in the Visual Arts Expression Center. Stimuli and activities in the Music Expression Center. Keeping ethnographic records – language and speech expression activities. Keeping ethnographic records – visual arts expression activities. Keeping ethnographic records – music expression activities. Keeping ethnographic records – movement expression activities. Opportunities for involving parents and external collaborators in the educational project. Collaboration between the kindergarten and the cultural community.					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision				
Student obligations	Regular attendance at practical training in a kindergarten (90%). Active participation in all tasks within the early childhood education and care institution. Keeping a professional practice journal. Completion of the professional practice journal in accordance with the instructions of the university lecturer and the mentor in the practicum setting.					
Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work			
	☐ Experimental work	☐ Paper	☐ Essay			
	☐ Seminar paper	☐ Midterm exam	☐ Oral exam			
	☐ Written exam	☐ Project	☒ Participation in class			
	☒ Portfolio					

Assessment and evaluation of student work	The achievement of learning outcomes in this course does not result in a grade but is recorded as a pass/fail outcome: the student has fulfilled / has not fulfilled the course requirements. The elements contributing to the achievement of learning outcomes in the course are: regular completion of professional practice and active participation in all tasks maintaining a work journal (portfolio) preparation of the professional practice journal in accordance with the instructions of the university lecturer and the mentor in the practicum setting.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Višnjić Jevtić, A. (ur.) (2024). Pedagogija ranog i predškolskog odgoja. Alfa (odabrana poglavlja)	15	
Supplementary literature	1. Starc. B. i dr. (2001). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Golden marketing.		
Quality assurance	Attendance in classes, participation in class activities, and successful completion of assignments Student survey on the quality of teaching and instructors at the university level The obligations prescribed by the syllabus have been fulfilled. Individual consultations Student self-assessment of achieved learning outcomes Peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)	Students are assigned to educator-mentors. Regular completion of professional practice is required. Keeping a work journal (portfolio) is mandatory. Students who have properly completed their assigned tasks are entitled to have their obligations officially recorded.		

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 5.			
Practicum exercises	Planning based on observing the needs and interests of children. Implementation of language and speech expression and creative activities within the project.	3	
Week: 6.			
Practicum exercises	Implementation of visual arts expression and creative activities within the project. Implementation of musical expression and creative activities within the project. Implementation of movement expression and creative activities within the project.	2	
Week: 7.			
Practicum exercises	Implementation of movement expression and creative activities within the project Independent execution of individual parts of the educational project	3	
Week: 8.			
Practicum exercises	Stimuli in the Early Literacy Centre Stimuli in the Visual Arts Expression Centre	3	
Week: 9.			
Practicum exercises	Stimuli in the Music Expression Centre Keeping ethnographic records – language and speech expression and creative activities	3	
Week: 10.			
Practicum exercises	Keeping ethnographic records – visual arts expression and creative activities Keeping ethnographic records – music expression and creative activities	3	
Week: 11.			
Practicum exercises	Keeping ethnographic records – movement expression and creative activities	3	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 12.			
Practicum exercises	Opportunities for involving parents and external collaborators in the educational project	3	
Week: 13.			
Practicum exercises	Cooperation between the kindergarten and the cultural environment (museums, puppet theatres, libraries)	3	
Week: 14.			
Practicum exercises	Cooperation between the kindergarten and the cultural environment (museums, puppet theatres, libraries)	3	
Week: 15.			
Practicum exercises	Cooperation between the kindergarten and the cultural environment (museums, puppet theatres, libraries)	3	

Child and Puppet

<table>
<tr><td>Course name</td><td colspan="5">Child and Puppet</td></tr>
<tr><td>ID</td><td>PRPI51</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Ivana Visković, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Mirjana Rizvan</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to prepare students for the application of puppetry as a pedagogical and educational medium in the educational process.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completion of the courses Early Childhood Education Pedagogy 1 and Early Childhood Education Pedagogy 2.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Upon completion of the course, students will be able to:
- encourage young children to express and realise their interests, ideas, and opinions through the use of puppets;
- foster children’s artistic expression through the use of stage puppetry in institutional settings;
- organise a physical-material environment that supports children’s artistic expression in early childhood education;
- promote social relationships and peer interaction among young children through various forms of puppet-based expression;
- support the cultural specificities of early childhood education institutions (cultural heritage, language of the community, and characteristics of the immediate environment).</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures
1. Characteristics of children’s symbolic play.
2. Developmental potentials and functions of symbolic play with puppets.
3. Puppetry in a humanistic-oriented early childhood curriculum.
4. The role of puppets in child development (cognitive, social, emotional, and psychomotor domains).
5. Puppets in learning and creative processes.
6. Puppets as toys and stage figures.
7. Puppetry and dramatic play.
8. Methods of puppet use.
9. Puppets as a stimulus for expression and creativity.
Practical Classes / Workshops
Application of stage puppets in direct work with children: establishing contact with children; engaging in purposeful interaction; supporting children’s language, speech, and dramatic expression; problem-solving situations; creating and performing dramatic plays for and with children.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision
☒ E-learning</td></tr>
<tr><td>Student obligations</td><td colspan="5">- Active participation in teaching activities (lectures, seminars, and workshops) – minimum 80% attendance;
- Completion of individual and group assignments in accordance with course requirements;
- Preparation and presentation of a seminar paper according to predefined criteria;
- Passing the written examination or two mid-term assessments (as an equivalent), with a minimum of 51% success;
- Passing the oral examination.</td></tr>
<tr><td rowspan="2">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☒ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
</table>

	☐ Seminar paper	☐ Midterm exam	☒ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	The final grade is based on: 1. Class participation – 10% 2. Performance in individual and group tasks – 10% 3. Seminar paper and presentation – 25% 4. Written examination (or two successfully passed mid-term tests) – 35% 5. Oral examination – 20%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Ivon, H. (2013). Lutka u dječjem vrtiću. Split: Filozofski fakultet.	1	
	Ivon, H. (2010). Dijete, odgojitelj, lutka, Zagreb: Golden marketing, Zagreb.	10	
	Visković, I. i Vujević, A. (2025). Mišljenje odgajatelja o vrijednosti uporabe scenska lutka u ranom i predškolskom odgoju i obrazovanju. ST-OPEN, 6. https://doi.org/10.48188/so.6.20	0	Online
	Pirić, A. (2024) Neka igra započne. Novi redak.	1	
Supplementary literature	1. Ivon, H. (2007). Poticanje govornog razvoja i jezičnog stvaralaštva kroz igre s lutkama. Hrvatski časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture. 2. Vuković-Žunić, J., Delaš, B. (2006). Lutkarski medij u školi, Priručnik za učitelje i voditelje lutkarskih družina. Zagreb: Školska knjiga.		
Quality assurance	Quality and effectiveness of the course are monitored through: - continuous evaluation of class activities and performance in individual and group tasks; - student surveys on teaching quality at university level; - achievement of syllabus-defined obligations (written and oral examinations, seminar paper); - individual consultations; - student self-assessment of achieved learning outcomes.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Characteristics of children's symbolic play; developmental potentials and functions of puppet-based symbolic play	2	P 20
Practicum exercises	Exercise: Introduction to puppetry; puppet-based expression activities for students	1	P 20
Week: 2.			
Lectures	Puppetry in a humanistic-oriented early childhood curriculum; types and possibilities of application	1	P 20
Practicum exercises	Exercise: Puppets as a tool for purposeful interaction with young children	2	P 20
Week: 3.			
Lectures	The role of puppets in child development (cognitive, social, emotional, psychomotor domains)	1	P 20
Practicum exercises	Exercise: Puppets as a tool for supporting holistic child development	2	P 20
Week: 4.			
Lectures	Puppets in learning and creative processes	1	P 20
Practicum exercises	Puppets as a stimulus for children's active learning and expression	2	P 20

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 5.			
Lectures	Puppets in learning and creative processes	1	P 20
Practicum exercises	Puppets as a stimulus for children's active learning and expression	2	P 20
Week: 6.			
Lectures	Puppets in children's hands – children's perspectives	1	P 20
Practicum exercises	Understanding the child's perspective in puppet-based activities	2	P 20
Week: 7.			
Lectures	Puppets as stage figures	1	P 20
Practicum exercises	Types of puppets and their characteristics	2	P 20
Week: 8.			
Lectures	Methods of puppet use	1	P 20
Practicum exercises	Use of different puppet types (glove puppets, marionettes, finger puppets, etc.)	2	P 20
Week: 9.			
Lectures	Puppets as a stimulus for expression and creativity	1	P 20
Practicum exercises	Creative expression and storytelling using puppets	2	P 20
Week: 10.			
Lectures	Puppetry and dramatic play	1	P 20
Practicum exercises	Small-scale dramatic improvisations	2	P 20
Week: 11.			
Lectures	Puppetry and dramatic play – stage design and music as characterisation	1	P 20
Practicum exercises	Co-construction of stage space; children's participation	2	P 20
Week: 12.			
Lectures	Educational aspects of puppetry and dramatic play	1	P 20
Practicum exercises	Educational messages in puppetry; character development	2	P 20
Week: 13.			
Practicum exercises	Creation of puppet-based dramatic play for and with children; puppet communication with children	3	P 20
Week: 14.			
Lectures	Implementation of puppetry and puppet drama in educational practice	1	P 20
Practicum exercises	Puppet-based dramatic activities for children	2	P 20
Week: 15.			
Lectures	(Self-)evaluation of the educator's role in the educational process with young children	1	P 20
Practicum exercises	Evaluation of the possibilities of applying puppetry in early childhood education practice	2	P 20

Transition of the Child from Kindergarten to Primary School

<table>
<tr><td>Course name</td><td colspan="5">Transition of the Child from Kindergarten to Primary School</td></tr>
<tr><td>ID</td><td>PRPI53</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Ivana Visković, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Jelena Topić-Beus</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The goal of the course is to equip students to design, implement, and evaluate preschool curricula and to contribute to pedagogical continuity between preschool and primary education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed courses: Pedagogy of Early and Preschool Education 1 and 2, Developmental Psychology 1 and 2, Psychology of Early Learning.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- plan, implement, and evaluate preschool curriculum
- encourage the development and learning of children in the year before starting primary school in accordance with their abilities, characteristics, interests, and needs
- justify the selection of strategies for monitoring and evaluating children’s achievements and school readiness
- justify the importance of participatory documentation as one of the predictors of early literacy
- cooperate with primary school professionals and teachers to ensure educational continuity
- demonstrate appropriate presentation and communication skills when working with different social groups and individuals from various social contexts
- develop intersectoral cooperation between preschool institutions and different systems</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lectures:
1. Pedagogical continuity in early childhood and primary education
2. Educational process in preschool preparation (pre-school year)
3. Parents and preparation of the child for starting primary school
4. Fundamental skills (self-care, behaviour, social skills, emotions)
5. Language, speech, and communication in the process of pedagogical continuity in education
6. Pre-reading and pre-mathematical skills</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☒ E-learning</td></tr>
<tr><td>Student obligations</td><td colspan="5">Active participation in the teaching process – lectures, seminars, and workshops (minimum 80% attendance).
Fulfil all course-related and extracurricular individual and group tasks in accordance with course requirements.
Prepare and present a seminar paper according to predefined criteria.
Pass a written exam or 2 midterm exams (as an equivalent to the written exam) with a minimum of 51% correctness.
Pass an oral exam.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☒ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">Final grade is based on the following components:
- Activity in class – 10%
- Success in individual and group assignments – 10%</td></tr>
</table>

	- Seminar paper preparation and presentation – 25% - Written exam (or 2 passed midterm exams as equivalent) – 35% - Oral exam – 20%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Visković, I. i Višnjić Jevtić A. (2019). Je li važnije putovati ili stići? Prijelazi djece rane i predškolske dobi iz dječjeg vrtića u osnovnu školu. Alfa.	2	
	Visković, I., Višnjić Jevtić, A.(2023) Transition as a shared responsibility. International Journal of Early Years Education. https://doi.org/10.1080/09669760.2020.1803048		Online
	Visković, I. (2018). Transition Processes from Kindergarten to Primary School. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 20(3), 51- 75. https://doi.org/10.15516/cje.v20i0.332		Online
	Višnjić Jevtić, A., Visković, I. Children's perspective on transition from kindergarten to primary school. Croatian experience. In LoCasale-Crouch, J., Tatalović Vorkapić, S.(ed.) Supporting Children's Well-Being During Early Childhood Transition to School. IGI Global		Online
Supplementary literature	1. Einarsdottir, J., Visković, I., Višnjić Jevtić, A. (2019). Transition practices – Conceptualization of transition. http://omep.hr/trap/assets/transnational_overview_of_transition_practices.pdf 2. Došen-Dobud, A. (2001). Predškola, Alinea 3. Likierman, H. i Muter, V. (2006). Pripremite dijete za školu, Ostvarenje (odabrana poglavlja).		
Quality assurance	- Regular evaluation of classroom activity and success in completing individual and group tasks - Student surveys on teaching and instructor quality at university level - Exam results and fulfilment of syllabus requirements (written and oral exam, seminar) - Individual consultations - Student self-assessment of learning outcomes		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Pedagogical continuity in early childhood and primary education	2	P 24
Seminar	Analysis of the recognisability of pedagogical continuity in practice within educational institutions	1	P 24
Week: 2.			
Seminar	Analysis of the early childhood education system and primary school system – similarities and differences	1	P 24
Lectures	Transition concept, transitions as a process	2	P 24
Week: 3.			
Lectures	Transitions from preschool to primary school	2	P 24
Seminar	Analysis of transition processes and outcomes for children	1	P 24
Week: 4.			
Lectures	Changes in children's identity during transition	2	P 24
Seminar	Analysis of preschooler identity – first-grade student identity	1	P 24
Week: 5.			
Lectures	Educational process in preschool preparation (pre-school year)	2	P 24

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Presentation of topics according to course content – EU public education policies and different transition practices	1	P 24
Week: 6.			
Lectures	Expected child outcomes – school preparation, school maturity and/or readiness	2	P 24
Seminar	Different approaches to transitions – normative and process-based	1	P 24
Week: 7.			
Lectures	Expected competencies before starting primary school – early literacy	2	P 24
Seminar	Seminar presentation: language and science-mathematics literacy; socio-emotional competencies	1	P 24
Week: 8.			
Lectures	Language and speech competencies of children in the year before school – cognitive status of preschool children	2	P 24
Seminar	Analysis of possibilities – educational stimuli and activities, creation of enriched spatial-material and social environment	1	P 24
Week: 9.			
Lectures	Transition procedures	2	P 24
Seminar	Presentation and analysis of transition procedures: level of participation of children and parents, cooperation with other institutions	1	P 24
Week: 10.			
Lectures	Networking as a transition method – networking of educational practitioners, networking of children (preschool and primary school), concept of the “older friend”	2	P 24
Seminar	Analysis of procedures in real conditions	1	P 24
Week: 11.			
Lectures	Research with children, children’s perspective on transition, interviews with children	2	P 24
Seminar	Seminar presentation – semi-structured “walking” interviews with children	1	P 24
Week: 12.			
Lectures	Cooperation with parents – participatory pedagogy approach	2	P 24
Seminar	Analysis of possible forms of cooperation	1	P 24
Week: 13.			
Lectures	“Preparation” of parents for school enrolment – presentations and workshops	2	P 24
Seminar	Presentation of cooperation – parent meetings and workshops for parents	1	P 24
Week: 14.			
Lectures	Documentation and monitoring of children’s achievements – participatory approach	2	P 24
Seminar	Documentation and monitoring of children’s achievements from the perspective of the child, parents, and educator	1	P24
Week: 15.			
Lectures	Evaluation of children’s achievements	2	P 24
Seminar	Self-evaluation of personal achievements	1	P 24

Inclusive Pedagogy

<table>
<tr><td>Course name</td><td colspan="5">Inclusive Pedagogy</td></tr>
<tr><td>ID</td><td>PRPO61</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Jasna Kudek Mirošević, PhD, full professor</td><td>ECTS workload</td><td colspan="3">6.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Vedrana Vučković</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>30</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to train students for inclusive practice in early and preschool education, to analyze the characteristics of inclusive education, and to encourage students to reflect on the perspectives of enrichment and diversity in education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Courses completed: Pedagogy of Early and Preschool Education 1, Pedagogy of Early and Preschool Education 2, Psychology of Early Learning, Fundamentals of Developmental Psychology, Child Developmental Psychology.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- interpret inclusive values in the context of early and preschool education
- interpret legal documents on which inclusive pedagogy is based
- analyze the roles, duties, and obligations of team members during inclusive practice
- analyze the forms of monitoring and documenting the inclusive process through development maps and personal curriculum
- explain the type and method of adaptation of methods, content, and forms of support in inclusive conditions
- explain the specifics of the special educational needs of children, and children at risk of social exclusion
- analyze the determinants of universal design and universal design for learning
- distinguish the elements, methods, and techniques of play as a means of encouragement and support in an inclusive kindergarten environment
- distinguish the importance of assisted communication, assistive technology, and information communication technology in an inclusive environment</td></tr>
<tr><td>Syllabus</td><td colspan="5">LECTURES:
1. Introduction to legal documents related to types and methods of developmental assessment, appropriate and other programs, with the aim of achieving inclusive values i n educational processes.
2. Understanding individual differences, recognizing special educational needs of children, and the needs of children at risk of social exclusion.
3. Universal design and Universal Design for Learning in an inclusive kindergarten environment.
4. Play as a means of encouragement and support in inclusive practice: elements, methods, and techniques
5. The role of preschool teacher in the developmental assessment of a child and the creation of a developmental profile.
6. Specificities of individual special educational needs of children.
7. Potentially gifted children and inclusive pedagogy.
8. Characteristics of early communication, communication difficulties, and the role of supported communication in inclusive pedagogy.
9. Didactic and methodological procedures and planning of an individualised curriculum.
10. Methods, tools, and aids in inclusive pedagogy: Alternative and Augmentative Communication, assistive technology, and information and communication technology
11. Effective learning and teaching techniques: individual approach, experiential learning, and collaborative learning in inclusive practice.
12. Monitoring and documenting the inclusive process through developmental portfolio, individualised curriculum, and group portfolio.
13. Quality of teaching and group leadership techniques.
14. Communication skills and advisory work techniques (in relationships with children, parents, other professionals, and colleagues).
15. The importance of teamwork, cooperation, and lifelong learning.
EXERCISES:
1. Child developmental profile and the role of the preschool teacher.</td></tr>
</table>

<table>
<tr><td></td><td colspan="4">2. Children at risk of social exclusion and the role of "kindergarten".
3. The process of creating an individualised curriculum for a child with special needs: children with difficulties.
4. The process of creating an individualised curriculum for a child with special needs: potentially gifted children.
5. The process of creating an individualised curriculum for children with double special needs (potentially gifted children with difficulties).
6. Play as a means of encouragement and support in the kindergarten.
7. Types of cooperation with parents.
8. Understanding, use, and creation of Alternative and Augmentative Communication tools and materials in an inclusive environment.
9. Understanding, use, and creation of assistive technology and information and communication technology in an inclusive environment.
10. The importance of self-assessment and self-reflection.
SEMINAR :
Preparation and presentation of a seminar with the purpose of deepening a certain topic from the lecture. Evaluation, evaluation of colleagues, and self-evaluation of seminar work.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Participate in the teaching process: lectures 80%, exercises 80%
Behave in accordance with ethical and scientific principles in higher education
Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of the intended learning outcomes
Write a seminar paper according to pre-determined criteria
Present a seminar paper according to pre-determined criteria
Pass the written exam and achieve a minimum of 75% accuracy on the exam
Adhere to the time frames required for performing course activities
Complete individual and group assignments on time and with quality</td></tr>
<tr><td rowspan="6">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td>☒ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td>☐ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td>☒ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td>☒ Participation in class</td></tr>
<tr><td>☐ Practical work</td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements:
1. Oral and written exam – 70%
2. Seminar prepared and presented in accordance with the teacher's instructions – 10%
3. Success in solving individual and group tasks – 10%
4. Activity in class, participation in discussions during class – 10%
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Batarelo, I. (2005). Univerzalni dizajn obrazovnih materijala. Napredak, 146 (1), 65-74.</td><td></td><td>https://idiprints.knjiznica.idi.hr/679/</td></tr>
<tr><td colspan="2">Bouillet, D. (2019.). Inkluzivno obrazovanje odabrane teme. Učiteljski fakultet, Sveučilište u Zagrebu. Zagreb</td><td>7</td><td></td></tr>
</table>

	Velki, T., Romstein, E. (2015). UČIMO ZAJEDNO - Priručnik za pomoćnike u nastavi za rad s djecom s teškoćama u razvoju. Osijek: Fakultet za odgojne i obrazovne znanosti Sveučilišta Josipa Jurja Strossmayera u Osijeku.		https://www.researchgate.net/publication/312095763_UCIMO_ZAJEDNO_Prirucnik_za_pomocnike_u_nastavi_za_rad_s_djecom_s_teskocama_u_razvoju
Supplementary literature	1. Bouillet, D. (2011). Kompetencije odgojitelja djece rane i predškolske dobi za inkluzivnu praksu. Pedagogijska istraživanja, 8 (2), 323-338. Preuzeto s https://hrcak.srce.hr/116665 2. Gjurković.T. (2018). Terapija Igrom. Zagreb: Harfa. 3. Mlinarević, V. i Zrilić, S. (2021). Integralan pristup darovitosti – perspektiva u odgoju i obrazovanju, Hrvatska sveučilišna naklada, Sveučilište u Zadru, Sveučilište J.J. Strossmayera u Osijeku 4. Zrilić, S. (2011.). Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole: priručnik za roditelje, odgojitelje i učitelje. Zadar: Sveučilište u Zadru.		
Quality assurance	- class attendance, class activity, and success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	1. Introduction to legal documents related to types and methods of developmental assessment, appropriate and other programs, with the aim of achieving inclusive values in educational processes. 2. Understanding individual differences, recognizing special educational needs of children, and the needs of children at risk of social exclusion. 3. Universal design and Universal Design for Learning in an inclusive kindergarten environment. 4. Play as a means of encouragement and support in inclusive practice: elements, methods, and techniques 5. The role of preschool teacher in the developmental assessment of a child and the creation of a developmental profile.	10	
Seminar	1. Introduction to legal documents related to types and methods of developmental assessment, appropriate and other programs, with the aim of achieving inclusive values in educational processes.	2	P22
Practicum exercises	1. The child's developmental profile and the role of the preschool teacher.	1	P22

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 2.			
Lectures	6. Specificities of individual special educational needs of children. 7. Potentially gifted children and inclusive pedagogy. 8. Characteristics of early communication, communication difficulties, and the role of Alternative and Augmentative Communication in inclusive pedagogy. 9. Didactic and methodological procedures and planning of the adapted individualised curriculum. 10. Methods, means, and aids in inclusive pedagogy: Alternative and Augmentative Communication, assistive technology, and information and communication technology	10	
Seminar	2. Understanding individual differences, the ability to recognize the special educational needs of children and children at risk of social exclusion.	2	P22
Practicum exercises	2. Children at risk of social exclusion and the role of "kindergarten".	1	P22
Week: 3.			
Lectures	1. Effective learning and teaching techniques: individual approach, experiential learning, and collaborative learning in inclusive practice. 12. Monitoring and documenting the inclusive process through developmental portfolio, individualised curriculum, and group portfolio. 13. Knowledge of quality leadership techniques for educational groups. 14. Communication skills and advisory work techniques (in relationships with children, parents, other professionals, and colleagues). 15. The importance of teamwork, cooperation, and lifelong learning.	10	
Seminar	3. Universal design and Universal design for learning in an inclusive kindergarten.	2	P22
Practicum exercises	3. The process of creating an individualised curriculum for a child with special needs: children with difficulties.	1	P22
Week: 4.			
Seminar	4. Play as a means of encouragement and support in inclusive practice: elements, methods and techniques	2	P22
Practicum exercises	4. The process of creating an individualised curriculum for a child with special needs: potentially gifted children.	1	P22
Week: 5.			
Seminar	5. The role of the preschool teacher in the developmental assessment of the child and the creation of a developmental profile.	2	P22
Practicum exercises	5. The process of creating an individualised curriculum for children with dual special needs (potentially gifted children with difficulties).	1	P22
Week: 6.			
Seminar	6. Specificities of individual special educational needs of children.	2	P22
Practicum exercises	6. Play as a means of encouragement and support in the kindergarten.	1	P22
Week: 7.			
Seminar	7. Potentially gifted children and inclusive pedagogy.	2	P22
Practicum exercises	7. Types of cooperation with parents.	1	P22
Week: 8.			
Seminar	8. Characteristics of early communication, communication difficulties, and the role of Alternative and Augmentative Communication in inclusive pedagogy.	2	P22

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Practicum exercises	8. Understanding, use, and creation of Alternative and Augmentative Communication tools and materials in an inclusive environment.	0	P22
Week: 9.			
Seminar	9. Didactic-methodical procedures and planning of adapted individualised curriculum.	2	P22
Practicum exercises	9. Understanding, use, and creation of assistive technology and information and communication technology in an inclusive environment.	0	P22
Week: 10.			
Seminar	10. Methods, tools, and aids in inclusive pedagogy: Alternative and Augmentative Communication, assistive technology, and information and communication technology	2	P22
Practicum exercises	10. The importance of self-assessment and self-reflection.	1	P22
Week: 11.			
Seminar	11. Effective learning and teaching techniques: individual approach, experiential learning and collaborative learning in inclusive practice.	2	P22
Practicum exercises	Practical application of the created content and resources with self-assessment, self-reflection	1	P22
Week: 12.			
Seminar	12. Monitoring and documenting the inclusive process through development portfolios, individualised curriculum, and group portfolios.	2	P22
Practicum exercises	Practical application of the created content and resources with self-assessment, self-reflection	1	P22
Week: 13.			
Seminar	13. Knowledge of quality leadership techniques for educational groups.	2	P22
Practicum exercises	Practical application of the created content and resources with self-assessment, self-reflection	1	P22
Week: 14.			
Seminar	14. Communication skills and advisory work techniques (in relationships with children, parents, other professionals, and colleagues).	2	P22
Practicum exercises	Practical application of the created content and resources with self-assessment, self-reflection	1	P22
Week: 15.			
Seminar	15. The importance of teamwork, cooperation, and lifelong learning.	2	P22
Practicum exercises	Practical application of the created content and resources with self-assessment, self-reflection	1	P22

Social Pedagogy

<table>
<tr><td>Course name</td><td colspan="5">Social Pedagogy</td></tr>
<tr><td>ID</td><td>PRPO65</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Toni Maglica, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">3.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>15</td><td>0</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to train students to analyze and assess risk factors in the individual and the environment and adverse childhood events that contribute to negative developmental outcomes in children, as well as to identify, select and assess protective and resilience factors that contribute to the well-being and mental health of children.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">No</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- assess and analyze risk and protective factors in the child and his/her environment (family, educational institution, leisure time, society/community),
- implement pedagogical practices and interventions for children exposed to stress, traumatic experiences and crises, as well as children at risk of social exclusion
- design and implement effective developmentally appropriate child support strategies, preventive programs, activities and early interventions
- select adequate measures to protect the well-being of children, manage the educational group during a crisis situation, communication (especially during crisis situations)
- apply strategies and methods to protect one's own well-being and mental health</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Bioecological systems theory, the relationship between a child and his or her different environments, the impact on development and behavior
2. Negative developmental outcomes in children, behavioral problems, mental health problems
3. Adverse events and experiences in childhood
4. Well-being, mental health of children and adults who care for them
5. Prevention, preventive strategies
6. Preventive programs for children, preventive programs for children
7. Early intervention for children at risk of social exclusion
8. Stress, trauma, crisis
9. Educational practice based on knowledge of trauma prevention, providing pedagogical support in crisis, stress, trauma
Seminars are organized as activities in which students critically-reflexively consider, describe, interpret and evaluate the above topics. When conducting seminars, students are expected to actively participate, apply problem-based, project-based and collaborative learning strategies.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (lectures 80% and seminar 80%)
Behave in accordance with ethical and scientific principles in higher education teaching
Participate in workshops, problem-based and collaborative learning
Write and present an essay as an integral part of seminar obligations
Pass a written exam
Participate in field teaching</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☐ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☒ Essay</td></tr>
<tr><td>☒ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☐ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
</table>

	☒ Fieldwork		
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade for the course is formed considering the following elements 1. Essay written in accordance with the teacher's instructions - 30% 2. Class activity, participation in discussions during classes and seminars, consultations -20% 3. Oral exam - 50% The evaluation and grading criteria for individual elements are described in the course repository		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Bouillet, D., Maglica, T (2024). Socijalna pedagogija u odgojno-obrazovnom kontekstu: prilike i izazovi. ALFA i Filozofski fakultet u Splitu, sveučilišni udžbenik (odabrana poglavlja)	10	
	Europski prevencijski kurikulum (2020) Edukacijsko rehabilitacijski fakultet Sveučilišta u Zagrebu (odabrana poglavlja)	0	Online
	Klasnić, I., Đuranović, M., Zrilić, S. (2024) Nepoželjna ponašanja djece- rana, predškolska i mlađa školska dob. Hrvatska sveučilišna naklada (odabrana poglavlja)	5	
Supplementary literature			
Quality assurance	class attendance, class activity, success in completing assignments student survey on the quality of teaching and teachers at the university level exam passed and other obligations prescribed by the syllabus fulfilled individual consultations student self-assessment of achieved learning outcomes collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Bioecological systems theory, the relationship between a child and their different environments, the impact on development and behavior	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 2.			
Lectures	Bioecological systems theory, the relationship between a child and their different environments, the impact on development and behavior	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 3.			
Lectures	Negative developmental outcomes in children, behavioral problems, mental health problems	2	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 4.			
Lectures	Adverse events and experiences in childhood	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 5.			
Lectures	Well-being, mental health of children and adults who care for them	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 6.			
Lectures	Prevention, preventive strategies	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 7.			
Lectures	Preventive programs for children	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 8.			
Lectures	Preventive programs for children	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 9.			
Lectures	Early intervention for children at risk of social exclusion	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 10.			
Lectures	Stress	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 11.			
Lectures	Trauma	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 12.			
Lectures	Crises	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 13.			
Lectures	Educational practice based on knowledge about trauma prevention, providing pedagogical support in crisis, stress, trauma	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 14.			
Lectures	Educational practice based on knowledge about trauma prevention, providing pedagogical support in crisis, stress, trauma	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	
Week: 15.			
Lectures	Educational practice based on knowledge about trauma prevention, providing pedagogical support in crisis, stress, trauma	2	
Seminar	Activities in which students critically and reflexively consider, describe, interpret and evaluate the above topics. During the seminar, students are expected to actively participate and apply problem-based, project-based and collaborative learning strategies.	1	

Partnership between Family and Local Community

<table>
<tr><td>Course name</td><td colspan="5">Partnership between Family and Local Community</td></tr>
<tr><td>ID</td><td>PRPO62</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Toni Maglica, PhD, assistant professor</td><td>ECTS workload</td><td colspan="3">2.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Compulsory</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to train students to recognize, understand and appreciate the specifics of the partnership between family and local community, and to respond appropriately and timely to the specific needs of family members.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed course Family and Modern Parenting</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- correctly interpret basic concepts from the field of family and local community partnership (family, institutions, community, cooperation vs. partnership),
- analyze and explain with arguments different theories and approaches to understanding family and local community partnership
- design and implement a partnership plan with parents applying new paradigms in the partnership approach,
- develop a specific plan and program of activities aimed at building partnerships and a program of pedagogical education for parents,
- conduct and interpret simpler research tasks from the field of family and community partnership.</td></tr>
<tr><td>Syllabus</td><td colspan="5">Lecture:
Definitions and characteristics of collaborative relationships and partnerships
Benefits of partnerships for children, educators and parents
Strategies and models for partnership development
Training professionals for quality partnerships
Socio-emotional learning and partnerships
Partnerships with the local community
Exercises:
Exercises are organized as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. When performing the exercises, students are expected to actively participate and work in groups.</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process (lectures 80% and practicals 80%)
Act in accordance with ethical and scientific principles in higher education teaching
Participate in practicals, workshops, problem-based and collaborative learning.
Conduct a group exercise/workshop.
Pass the written exam.</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td>☐ Research</td><td colspan="2">☒ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td>☐ Paper</td><td colspan="2">☐ Essay</td></tr>
<tr><td colspan="2">☐ Seminar paper</td><td>☐ Midterm exam</td><td colspan="2">☐ Oral exam</td></tr>
<tr><td colspan="2">☒ Written exam</td><td>☐ Project</td><td colspan="2">☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements:
1. practical work prepared and presented in accordance with the teacher's instructions - 20%
2. success in solving individual and group tasks - 10%</td></tr>
</table>

	3. activity in class, participation in discussions during classes and seminars - 10% 4. oral exam passed - 60% The criteria for evaluating and grading individual elements are described in the course repository		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Ljubetić, M. i Maglica T. (2025). Teorija i praksa partnerstva odgojno-obrazovne ustanove, obitelji i zajednice. Filozofski fakultet Split i Element Zagreb.	10	
Supplementary literature	1. Petani, R. (2024). Partnerstvo roditelja i odgojno-obrazovnih ustanova. U I.Macuka (ur.) Suvremno roditeljstvo; iskustva i izazovi (str. 265-295). Sveučilište u Zadru 2. Višnjić Jevtić, A., Visković, I., Rogulj, E., Bogatić, K. Glavina, E. (2018). Izazovi suradnje: Razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima. ALFA. Zagreb.		
Quality assurance	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Definitions and characteristics of collaborative relationships and partnerships	1	P5
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community and reflectively and critically consider, describe, interpret, and evaluate the above topics. During the exercises, students are expected to participate and work in groups actively.	1	P5
Week: 2.			
Lectures	Definitions and characteristics of collaborative relationships and partnerships- follow up	1	P5
Practicum exercises	The exercises are organized as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 3.			
Lectures	Benefits of partnership for child, educator and parent	1	P5
Practicum exercises	The exercises are organized as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 4.			
Lectures	Benefits of partnership for child, educator and parent - follow up	1	P5

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Practicum exercises	The exercises are organized as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 5.			
Lectures	Strategies and models for partnership development	1	P5
Practicum exercises	The exercises are organized as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 6.			
Lectures	Strategies and models for partnership development - follow-up	1	P5
Practicum exercises	The exercises are organized as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 7.			
Lectures	Strategies and models for partnership development- follow up	1	P5
Practicum exercises	The exercises are organized as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 8.			
Lectures	Training experts for quality partnership	1	P5
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 9.			
Lectures	Training experts for quality partnership - follow up	1	P5
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 10.			
Lectures	Socio-emotional learning and partnership	1	P5
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 11.			
Lectures	Socio-emotional learning and partnership - follow up	1	P5

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 12.			
Lectures	Partnership with the local community	1	P5
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 13.			
Lectures	Partnership with the local community - follow up	1	P5
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 14.			
Lectures	Partnership with the local community - follow up	1	P5
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5
Week: 15.			
Lectures	Partnership with the local community - follow up	1	P5
Practicum exercises	The exercises are organised as active workshops in which students simulate collaborative relationships with parents and the local community, reflectively and critically consider, describe, interpret and evaluate the above topics. During the exercises, students are expected to actively participate and work in groups.	1	P5

Integrated Curriculum of Early and Preschool Education IV

Course name	**Integrated Curriculum of Early and Preschool Education IV**					
ID	PRPO63	Study year	3.			
Lecturer	Branimir Mendeš, PhD, assistant professor	ECTS workload	6.0			
Associates	Marija Gud Primorac	Number of hours	**L**	**S**	**E**	**P**
			15	15	45	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The aim of the course is to prepare students for the independent planning of the educational process, with regard to the dimensions of the institutional context (spatial-material, social, and temporal), the selection of developmentally appropriate stimuli, and the documentation of educational activities and children's actions within an integrated early childhood education and care curriculum.					
Enrolment requirements	Completed course: Integrated Curriculum of Early and Preschool Education III					
Learning outcomes	Students will be able to: design a stimulating early years environment tailored to the child explain the benefits for the child during participation in an educational project collect various materials and organise them for implementing a project in early childhood education and care independently carry out a planned educational project and project-based activities plan, monitor, and evaluate an educational project					
Syllabus	Lectures: 1–2. Designing a child-centred, stimulating early years environment (Part 1) 3–4. Designing a child-centred, stimulating early years environment (Part 2) 5–6. Activity areas as a component of a stimulating early years environment (Part 1) 7–8. Activity areas as a component of a stimulating early years environment (Part 2) 9–10. Activity areas as a component of a stimulating early years environment (Part 3) 11–12. Activity areas as a component of a stimulating early years environment (Part 4) 13–14. Activity areas as a component of a stimulating early years environment (Part 5) 15. Planning a child-centred curriculum Seminars: Analysis of video recordings Models of planning the educational process in early childhood education and care practice (indicative three-month plan) Exercises: Student-led methodological practice in different roles (observer, collaborator, practitioner in a nursery laboratory setting) Observation of model educational situations led by mentor educators Observation of individual educational situations conducted by students Independent delivery of assessed educational activities Preparation of learning resources, didactic equipment, and materials					
Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision				
Student obligations	Participate in the teaching process: lectures 80%, seminars 80%, exercises 90% Participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes Obtain information about missed classes during lecturer consultation hours and from fellow students Adhere to the timeframes required for completing course activities Complete individual and group assignments in a timely and high-quality manner Prepare, implement, and evaluate an educational activity (plan learning stimuli, explain opportunities for holistic development, education, learning, and the development of children's competencies, describe expected children's activities, justify the dimensions					

	of the institutional context, and document the educational process and children's activities) Prepare and present a seminar paper according to predefined criteria Pass the examination		
Monitoring student work	☐ Class attendance	☐ Research	☒ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☒ Midterm exam	☒ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade for the course is based on the following components: prepared and presented seminar paper in accordance with the lecturer's instructions – 25% performance in individual and group tasks – 15% class participation, including involvement in discussions during lectures and seminars – 10% planned, organised, and implemented two educational activities – 25%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Rauch. V. (ur.) (2020). Vrtići koji su usmjereni na dijete i promoviraju demokraciju // Pristup Korak po korak. Pučko otvoreno učilište Korak po korak (odabrana poglavlja).	5	
Supplementary literature	Slunjski, E. (2003). Kad djeca pišu, broje, računaju…. Stanek. Slunjski, E. (2006). Kad djeca istražuju…. Stanek.		
Quality assurance	attendance, class participation, and performance in assigned tasks student survey on the quality of teaching and teaching staff at university level passed examination and completion of other syllabus-defined requirements individual consultations student self-assessment of achieved learning outcomes peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Agreement on Course Delivery	1	
Seminar	Agreement on Course Delivery	1	
Practicum exercises	Agreement on the Implementation of Methodological Exercises	3	
Week: 2.			
Lectures	Designing a Child-Centred, Stimulating Early Years Environment (Part 1)	1	
Seminar	Analysis of Video Recordings	1	
Practicum exercises	Observation of Model Educational Situations Conducted by Mentor Educators	3	
Week: 3.			
Lectures	Designing a Child-Centred, Stimulating Early Years Environment (Part 3)	1	
Seminar	Analysis of Video Recordings	1	
Practicum exercises	Observation of Model Educational Situations Conducted by Mentor Educators	3	
Week: 4.			
Lectures	Activity Areas as a Component of a Stimulating Early Years Environment (Part 1)	1	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Analysis of Video Recordings	1	
Practicum exercises	Observation of Model Educational Situations Conducted by Mentor Educators	3	
Week: 5.			
Lectures	Activity Areas as a Component of a Stimulating Early Years Environment (Part 1)	1	
Seminar	Practical Situations in Educational Practice	1	
Practicum exercises	Selection of Learning Stimuli, Didactic Equipment, and Materials	3	
Week: 6.			
Lectures	Activity Areas as a Component of a Stimulating Early Years Environment (Part 3)	1	
Seminar	Practical Situations in Educational Practice	1	
Practicum exercises	Students' Methodological Practice in Different Roles (observer, collaborator, and practitioner in a nursery laboratory setting)	3	
Week: 7.			
Lectures	Activity Areas as a Component of a Stimulating Early Years Environment (Part 4)	1	
Lectures	Students' Methodological Practice in Different Roles (observer, collaborator, and practitioner in a nursery laboratory setting)	3	
Seminar	Practical Situations in Educational Practice	1	
Week: 8.			
Lectures	Exam	1	
Seminar	Practical Situations in Educational Practice	1	
Practicum exercises	Independent Delivery of Assessed Educational Activities	3	
Week: 9.			
Lectures	Activity Areas as a Component of a Stimulating Early Years Environment (Part 5)	1	
Seminar	Practical Situations in Educational Practice	1	
Practicum exercises	Independent Delivery of Assessed Educational Activities	3	
Week: 10.			
Lectures	Activity Areas as a Component of a Stimulating Early Years Environment (Part 6)	1	
Seminar	Practical Situations in Educational Practice	1	
Practicum exercises	Independent Delivery of Assessed Educational Activities	3	
Week: 11.			
Lectures	Activity Areas as a Component of a Stimulating Early Years Environment (Part 7)	1	
Seminar	Approaches to Planning the Educational Process in Early Childhood Education and Care Practice (Indicative Three-Month Plan)	1	
Practicum exercises	Independent Delivery of Assessed Educational Activities	3	
Week: 12.			
Lectures	Planning a Child-Centred Curriculum	1	
Seminar	Approaches to Planning the Educational Process in Early Childhood Education and Care Practice (Indicative Three-Month Plan)	1	
Practicum exercises	Independent Delivery of Assessed Educational Activities	3	
Week: 13.			
Lectures	Planning a Child-Centred Curriculum	1	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Seminar	Approaches to Planning the Educational Process in Early Childhood Education and Care Practice (Indicative Three-Month Plan)	1	
Practicum exercises	Independent Delivery of Assessed Educational Activities	3	
Week: 14.			
Lectures	Documentation of Educational Situations	1	
Seminar	Approaches to Planning the Educational Process in Early Childhood Education and Care Practice (Indicative Three-Month Plan)	1	
Practicum exercises	Independent Delivery of Assessed Educational Activities	3	
Week: 15.			
Lectures	Documentation of Educational Situations	1	
Seminar	Approaches to Planning the Educational Process in Early Childhood Education and Care Practice (Indicative Three-Month Plan)	1	
Practicum exercises	Independent Delivery of Assessed Educational Activities	3	

Professional Placement in an Early and Preschool Education Institution IV

Course name	**Professional Placement in an Early and Preschool Education Institution IV**					
ID	PRPO66	Study year	3.			
Lecturer	Branimir Mendeš, PhD, assistant professor	ECTS workload	1.0			
Associates		Number of hours	**L**	**S**	**E**	**P**
			0	0	30	0
Course status	Compulsory	Online percentage	0%			
Course description						
Course aims	The aim of the course is to equip students with the skills to independently apply professional theoretical knowledge and competences, as well as to analyse and improve educational practice in early childhood and preschool education and care.					
Enrolment requirements	Completed obligations in the course Professional Placement in an Early and Preschool Education Institution III and attended the course Integrated Curriculum of Early and Preschool Education III					
Learning outcomes	Students will be able to: develop a plan for a comprehensive educational project and define the educator's roles during its implementation identify the structure and content of the educational environment for the implementation of the educational project analyse and document monitoring during the educational project through self-reflection and peer reflection					
Syllabus	Planning based on observing the needs and interests of children Analysis of children's behaviour in specific games and activities from the perspective of an integrated curriculum Participation in the implementation of a thematic parents' meeting Observation of educator communication within the educational group Observation of exemplary educator activities Models of partnership with parents Attendance at parents' meetings Occasional creative workshops involving children, educators, and parents Independent implementation of a segment during children's project work Documentation of project activities and children's actions during project development Analysis of children's developmental portfolios Activities with children in the year prior to starting primary school (joint visit to a primary school) Cooperation between the kindergarten and the cultural environment					
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision				
Student obligations	Regular attendance of practical training in the kindergarten (90%). Active participation in all tasks within the early childhood education and care institution. Keeping a professional practice journal. Completion of the professional practice journal in accordance with the instructions of the university lecturer and the mentor in the practicum setting.					
Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work			
	☐ Experimental work	☐ Paper	☐ Essay			
	☐ Seminar paper	☐ Midterm exam	☐ Oral exam			
	☐ Written exam	☐ Project	☒ Participation in class			
	☒ Portfolio					
Assessment and evaluation of student work	The achievement of learning outcomes in this course does not result in a grade but is recorded as an alternative outcome: the student has fulfilled / has not fulfilled the course requirements. The elements contributing to the achievement of learning outcomes in the course are:					

	regular completion of professional practice and active participation in all tasks maintaining a work journal (portfolio) preparation of the professional practice journal in accordance with the instructions of the university lecturer and the mentor in the practicum setting		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Rauch. V. (ur.) (2020). Vrtići koji su usmjereni na dijete i promoviraju demokraciju.Pristup Korak po korak. Pučko otvoreno učilište Korak po korak (odabrana poglavlja).	5	
	Višnjić Jevtić, A. (ur.) (2024). Pedagogija ranog i predškolskog odgoja i obrazovanja. Alfa (odabrana poglavlja)	15	
Supplementary literature	1. Starc. B. i dr. (2001). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Golden marketing.		
Quality assurance	Attendance in classes, participation in class activities, and success in completing tasks Student survey on the quality of teaching and teaching staff at the university level The obligations prescribed by the syllabus have been fulfilled. Individual consultations Student self-assessment of achieved learning outcomes Peer evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)	Students are assigned to educators – mentors. They are expected to regularly complete their professional practice. Maintaining a work diary (portfolio) is required. Students who properly complete their assigned tasks earn the right to have their obligations officially recorded.		

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 5.			
Practicum exercises	Planning based on monitoring children's needs and interests	3	
Week: 6.			
Practicum exercises	Analysis of children's behavior in specific games and activities from the perspective of the integrated curriculum.	3	
Week: 7.			
Practicum exercises	Participation in the implementation of a thematic parent-teacher meeting.	3	
Week: 8.			
Practicum exercises	Monitoring the communication of the educator within the child care group.	3	
Week: 9.			
Practicum exercises	Observation of exemplary activities of the educator.	3	
Week: 10.			
Practicum exercises	Models of partnership with parents Attendance at parent meetings	3	
Week: 11.			
Practicum exercises	Occasional creative workshops involving children, educators, and parents	3	
Week: 12.			
Practicum exercises	Independent implementation of a segment during children's project work	3	
Week: 13.			
Practicum exercises	Documentation of project activities and children's actions during project development Analysis of children's developmental portfolios	3	

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 14.			
Practicum exercises	Collaboration between the kindergarten and the cultural community	3	
Week: 15.			
Practicum exercises	Collaboration between the kindergarten and the cultural community	3	

Bachelor's thesis

Course name	**Bachelor's thesis**					
ID	PRPOZR	Study year	3.			
Lecturer		ECTS workload	8.0			
Associates		Number of hours	**L**	**S**	**E**	**P**
			0	0	0	0
Course status	Compulsory	Online percentage	0%			

Course description

Course aims	The purpose of writing a final paper is for the student to demonstrate competence in the area of independent approach to processing problems in the field of early and preschool education using relevant scientific literature, valuable educational practice and the basics of scientific methodology.
Enrolment requirements	Acquired conditions for the preparation and defense of the final thesis in accordance with the Regulations on the final and graduation thesis.
Learning outcomes	Students will be able to: - apply the basic characteristics of research in early and preschool education, - distinguish between methods of conducting research (indirect and direct involvement in action research), - identify and set a research problem in the field of early and preschool education, - plan, conduct and evaluate research in the field of early and preschool education, - collect, organize and present research data, - critically evaluate the results obtained and the educational process as a whole, - write a comprehensive final thesis
Syllabus	Stages in the preparation of the final paper. Parts of the final work. Structure of the final paper - theoretical and practical part. Finding the necessary resources. Source sharing. Citation. Approaches to creating a bibliography. Structure of the empirical part of the final paper: problem, goal and tasks, methods, data collection techniques, data analysis, interpretation of results, drawing conclusions. Defense of the final thesis.

Teaching types	☐ Lectures	☒ Fieldwork
	☐ Seminars	☒ Independent work
	☐ Practicals	☐ Multimedia
	☐ Remote learning	☐ Laboratory
	☐ Blended learning	☒ Supervision
Student obligations	Regular attendance at mentor consultations.	

Monitoring student work	☐ Class attendance	☒ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☐ Midterm exam	☒ Oral exam
	☒ Written exam	☐ Project	☐ Participation in class

Assessment and evaluation of student work	Defined by the Regulations on Final and Diploma Thesis.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	By agreement with the mentor.		
Supplementary literature	By agreement with the mentor.		
Quality assurance	The quality and success of the implementation of the course is monitored by a student survey, student success in the course, periodic independent external review of the program and periodic internal review of the annual detailed implementation curriculum and examination procedures.		

Other (in the opinion of the proponent)	

Painting with Preschoolers

<table>
<tr><td>Course name</td><td colspan="5">Painting with Preschoolers</td></tr>
<tr><td>ID</td><td>PRPI61</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Marija Brajčić, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>15</td><td>0</td><td>30</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to train students to work with painting and graphic techniques, on a theoretical and practical level, so that they can apply the acquired competencies in working with early and preschool children. Emphasis is placed on a creative approach in choosing stimuli for painting with children; on creatively connecting stimuli and painting techniques in working with children; on working with gifted children and on working with children with disabilities.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Completed course: Artistic Expression in Early and Preschool Education 2.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- correctly apply drawing, graphic and painting techniques in working with early and preschool children
- define visual language
- identify visual elements in the natural environment
- interpret visual language in practical work
- create visual works according to a given visual problem</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Line – outline and structural
2. Texture – drawing and painting
3. Color – primary colors and secondary colors
4. Color – achromatic colors, color spectrum
5. Color – mixing colors, warm colors
6. Color – cool colors, complementary colors
7. Contrast – achromatic contrast, color-to-color contrast
8. Contrast – warm – cool contrast, complementary contrast
9. Drawing techniques – dry and wet
10. Graphic techniques – monotype, collotype and gratage
11. Painting techniques – pastel, watercolor
12. Painting techniques – tempera, collage
13. Combined techniques – drawing and painting, painting and graphics
14. Rhythm – rhythm of line, rhythm of color
15. Recomposition – recomposition of children's art works, assemblage</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Participate in the teaching process: lectures 80%, exercises 90%
Behave in accordance with ethical and scientific principles in higher education
Participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course
Pass the written exam and achieve a minimum of 50% accuracy on the exam/interviews
Inform yourself about classes you have missed during consultations with teachers and other students</td></tr>
<tr><td rowspan="4">Monitoring student work</td><td>☒ Class attendance</td><td>☐ Research</td><td colspan="3">☒ Practical work</td></tr>
<tr><td>☐ Experimental work</td><td>☐ Paper</td><td colspan="3">☐ Essay</td></tr>
<tr><td>☐ Seminar paper</td><td>☐ Midterm exam</td><td colspan="3">☐ Oral exam</td></tr>
<tr><td>☒ Written exam</td><td>☐ Project</td><td colspan="3">☒ Participation in class</td></tr>
</table>

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and student obligations, the final grade is based on the following elements: 1. written exam/two passed midterms – 50% 2. Practical work – 30% 3. success in solving individual and group tasks – 10% 4. class activity – 10% The criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Huzjak, M. (2007). Učimo gledati, Školska knjiga, Zagreb	2	
	Harrison, H. (1999). Kako naučiti slikati i crtati: crtež, akvarel, ulje i akrilik, pastel: [cjeloviti tečaj o praktičnim i kreativnim tehnikama], How to Paint & Draw, Leo-Comerce Rijeka, Rijeka	1	
	Duh, M., Zupančić, T. (2011). Metoda estetskog transfera-opis specifične likovno-didaktičke metode, Croatian Journal of Education, 13 (1), 42-75. https://hrcak.srce.hr/72407	1	
	Brajčić, M.,Kuščević, D., Grcić, j. (2012).Dijete i umjetničko djelo - Pablo Picasso, Školski vjesnik : časopis za pedagoška i školska pitanja, 61, br 1-2; 133-153	10	
Supplementary literature	Kuščević, D., Brajčić, M., Alijev, B. (2009). Mediteranski motivi u nastavi likovne kulture, Školski vjesnik : časopis za pedagoška i školska pitanja, 58, 1; 49-62.		
Quality assurance	Attendance, activity in class, success in completing assignments Student survey on the quality of teaching and teachers at the university level Exam passed and other obligations prescribed by the syllabus fulfilled Individual consultations Student self-assessment of achieved learning outcomes Collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Line – contour and structural	1	P 25
Lectures	An exercise on the topic of contour and structural lines, applicable for working with children in kindergarten	2	P 25
Week: 2.			
Lectures	Texture - drawing and painting	1	P 25
Lectures	A painting texture exercise suitable for kindergarten children.	2	P 25
Week: 3.			
Lectures	Color – primary colors and secondary colors	1	P 25
Lectures	An exercise on the topic of primary and secondary colors applicable to working with children in kindergarten.	2	P 25
Week: 4.			
Lectures	Color – achromatic colors, color spectrum	1	P 25
Lectures	An exercise on the topic of achromatic colors applicable to working with children in kindergarten.	2	P 25
Week: 5.			
Lectures	Color – color mixing, warm colors	1	P 25
Lectures	An exercise on the topic of mixing colors, applicable for working with children in kindergarten.	2	P 25

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 6.			
Lectures	Color – cool colors, complementary colors	1	P 25
Lectures	An exercise on the topic of complementary colors, applicable for working with children in kindergarten.	2	P 25
Week: 7.			
Lectures	Contrast – achromatic contrast, color-to-color contrast	1	P 25
Lectures	An exercise on the topic of achromatic contrast, applicable for working with children in kindergarten.	2	P 25
Week: 8.			
Lectures	Contrast - warm - cold contrast, complementary contrast	1	P 25
Lectures	An exercise on the topic of warm - cold contrast, applicable for working with children in kindergarten.	2	P 25
Week: 9.			
Lectures	Drawing techniques – dry and wet	0	P 25
Lectures	An exercise in dry drawing techniques, applicable for working with children in kindergarten.	2	P 25
Week: 10.			
Lectures	Graphic techniques – monotype, collagraphy and grattage	1	P 25
Lectures	An exercise in the graphic technique of grattage, applied to work with children in kindergarten.	2	P 25
Week: 11.			
Lectures	Painting techniques - pastel, watercolor	1	P 25
Lectures	Watercolor painting technique exercise, applicable for working with children in kindergarten.	2	P 25
Week: 12.			
Lectures	Painting techniques - tempera, collage	1	P 25
Lectures	An exercise in the collage painting technique, applicable for working with children in kindergarten (tearing).	0	P 25
Week: 13.			
Lectures	Combined techniques – drawing and painting, painting and graphics	1	P 25
Lectures	Combined techniques exercise, applicable for working with children in kindergarten.	0	P 25
Week: 14.			
Lectures	Rhythm – rhythm of lines, rhythm of colors	1	P 25
Lectures	Color rhythm exercise, applicable for working with children in kindergarten.	2	P 25
Week: 15.			
Lectures	Recomposing – recomposing children's art works, assemblage	1	P 25
Lectures	An exercise in recomposition and assemblage techniques, applicable for working with children in kindergarten.	3	P 25

Inclusive Kindergarten

<table>
<tr><td>Course name</td><td colspan="5">Inclusive Kindergarten</td></tr>
<tr><td>ID</td><td>PRPI62</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td>Ivana Visković, PhD, associate professor</td><td>ECTS workload</td><td colspan="3">4.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2">Vedrana Vučković</td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>30</td><td>0</td><td>15</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is to equip students for implementing inclusive education practice in early childhood and preschool education.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Enrolled course: Inclusive Pedagogy.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Students will be able to:
- explain the role of early childhood and preschool education in the realization of human and children’s rights
- design an educational process according to the principles of universal design, social inclusion, and culturally responsive pedagogy
- implement inclusive values into the kindergarten curriculum and educational group in cooperation with colleagues
- organize spatial-material, social, and temporal environments that encourage participatory practice
- assess educational needs of children in different social contexts
- apply developmentally appropriate strategies of educational support for children at risk of social exclusion</td></tr>
<tr><td>Syllabus</td><td colspan="5">1. Introduction to legal regulations, norms, and protocols governing the education of children with special educational needs
2. Classification according to H. Bach, based on goals and methods of inclusive education
3–5. Special measures and methods within groups of children with sensory integration difficulties
6. Development of individualized educational programs in cooperation with parents and professional teams
7. Development of adapted and special educational programs
8–10. Guided observation of early and preschool children with special needs in integrated/inclusive and special conditions
11–13. Presentation of observed situations and events in institutions and observed cases involving children with developmental disabilities and gifted children
14. Comparison of different pedagogical methods applied with children in inclusive settings
15. Reflections on inclusive education in early and preschool age in relation to inclusive practice</td></tr>
<tr><td>Teaching types</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="3">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision
☒ E-learning</td></tr>
<tr><td>Student obligations</td><td colspan="5">Regular attendance and active participation in lectures (80%), familiarization with techniques and approaches for designing universal design, preparation of assignments with mentoring, fieldwork activities and completion of monitoring materials (20%), presentation during exercises with active commentary (10%).
Students are required to:
1. Participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of course learning outcomes
2. Pass an oral exam
3. Inform themselves about missed classes during consultations with the teacher and other students</td></tr>
</table>

	4. Respect timeframes required for completing course activities 5. Complete individual and group tasks in a timely and high-quality manner 6. Write a final paper in accordance with academic, ethical, and institutional regulations 7. Defend the final paper orally		
Monitoring student work	☒ Class attendance	☐ Research	☒ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☐ Midterm exam	☒ Oral exam
	☐ Written exam	☐ Project	☒ Participation in class
	☒ Designing worksheets and monitoring the child	☒ Presentation of activities	
Assessment and evaluation of student work	Final grade is based on the following components: 1. Preparation of observation and recording materials in early childhood institutions – 30% 2. Participation in at least 85% of planned hours involving discussion, argumentation, analysis, documentation of observational work, comparison, teamwork, linking theory and practice, and engagement with professional literature and practical work – percentage not specified 3. Oral exam Evaluation criteria for each component are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Hansen, K.A., Kaufman, R.K. Walsh, K. B. (2006) Kurikulum za vrtiće: razvojno-primjereni program za djecu od 3 do 6 godina. Korak po korak		Online
	Hannaford, C (2007.) Pametni pokreti, zašto ne učimo samo glavom, Ostvarenje	2	
	Ayres, A. J. (2002.) Dijete i senzorna integracija, Naklada Slap	2	
Supplementary literature	1. Buljan-Flander, G., Karlović, A. (2004.) Odgajam li dobro svoje dijete, Zagreb: Marko 2. Luketin, D., Sunko, E. (2006.) Kako kreativnim aktivnostima kreiramo odgoj. Split: Liga za prevenciju ovisnosti		
Quality assurance	- Attendance, classroom activity, and task performance - Student survey on teaching quality at university level - Passed exam and fulfilment of syllabus requirements - Individual consultations - Student self-assessment of learning outcomes - Peer evaluation of teaching process quality		
Other (in the opinion of the proponent)			

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 1.			
Lectures	Introduction to legal regulations and protocols governing the education of children with special educational needs. Analysis of concepts: child at risk, vulnerable children, children with special educational needs	2	P22
Practicum exercises	Analysis of legal regulations	1	P22
Week: 2.			
Lectures	Theoretical foundations and classification according to H. Bach, based on goals and methods of inclusive education	2	P22
Practicum exercises	Analysis of educational context of selected cases of children with special educational needs	1	P22

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 3.			
Lectures	Theoretical approaches and concepts as a reference framework for early childhood education: social pedagogy, active peace pedagogy, participatory pedagogy	2	P22
Practicum exercises	Analysis of the concept of universal design	1	P22
Week: 4.			
Lectures	Approaches to working with children at risk: according to personal status (sensory integration difficulties, atypical psychophysical development) and family conditions	2	P22
Practicum exercises	Analysis of selected child cases	1	P22
Week: 5.			
Lectures	Pedagogical intervention, pedagogical prevention, and pedagogical support	2	P22
Practicum exercises	Analysis of selected cases and possibilities of pedagogical action	1	P22
Week: 6.			
Lectures	Development of individualized educational programs in cooperation with parents and professional teams	2	P22
Practicum exercises	Construction of IEP-s based on examples of children with special educational needs	1	P22
Week: 7.			
Lectures	Development of adapted and special educational programs. Pedagogical support procedures – development of affirmative identity (child and group) and peer support. Concept of resilience	2	P22
Practicum exercises	Observation, encouragement, and documentation of inclusive educational processes and children’s achievements	1	P22
Week: 8.			
Lectures	Educational procedures contributing to the development of affirmative identity of children and educational groups	2	P22
Practicum exercises	Analysis of concrete examples and generation of affirmative ideas	1	P22
Week: 9.			
Lectures	Educational procedures contributing to the development of social connectedness within the educational group	2	P22
Practicum exercises	Analysis of concrete examples and generation of affirmative ideas	1	P22
Week: 10.			
Lectures	Educational procedures contributing to the development of peer support	2	P22
Practicum exercises	Analysis of concrete examples and generation of affirmative ideas	1	P22
Week: 11.			
Lectures	Pedagogical support procedures in inclusive education for children at risk of social exclusion – presentation of practice	2	P22
Practicum exercises	Case study analysis and evaluation of pedagogical support	1	P22
Week: 12.			
Lectures	Socio-emotional learning, socio-emotional support; Models for developing socio-emotional competencies – basic principles	2	P22
Practicum exercises	Self-assessment exercises of socio-emotional competencies	1	P22
Week: 13.			
Lectures	Basics of RESCUR and CASEL models	2	P22
Practicum exercises	Worksheet exercises (RESCUR), social stories	1	P22

Syllabus			
Class type	**Topic**	**Teaching hours**	**Location**
Week: 14.			
Lectures	Pedagogical support for parents in at-risk situations, counselling pedagogical conversation, ŽREP method	2	P22
Practicum exercises	Exercise and analysis	1	P22
Week: 15.			
Lectures	Construction of an inclusive educational curriculum	2	P22
Practicum exercises	Self-evaluation	1	P22

Work-based Learning at a Partner Institution

<table>
<tr><td>Course name</td><td colspan="5">Work-based Learning at a Partner Institution</td></tr>
<tr><td>ID</td><td>HZX008</td><td>Study year</td><td colspan="3">3.</td></tr>
<tr><td>Lecturer</td><td></td><td>ECTS workload</td><td colspan="3">5.0</td></tr>
<tr><td rowspan="2">Associates</td><td rowspan="2"></td><td rowspan="2">Number of hours</td><td>L</td><td>S</td><td>E</td><td>P</td></tr>
<tr><td>0</td><td>30</td><td>120</td><td>0</td></tr>
<tr><td>Course status</td><td>Elective</td><td>Online percentage</td><td colspan="3">0%</td></tr>
<tr><td colspan="6">Course description</td></tr>
<tr><td>Course aims</td><td colspan="5">The aim of the course is expose students to work-based learning conditions at a partner institution and to enable them to independently identify and solve straightforward practical problems in a real working environment.</td></tr>
<tr><td>Enrolment requirements</td><td colspan="5">Students are eligible to apply for the competition for internship before the start of the third year of the undergraduate study programme. In cases where the number of applicants exceeds the number of available placements at the partner institution, a selection procedure is conducted in accordance with the Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences.</td></tr>
<tr><td>Learning outcomes</td><td colspan="5">Course learning outcomes:
Upon completion of this course, students will be able to:
- Apply the knowledge and skills acquired during the undergraduate studies to independently identify and solve straightforward, concrete problems in a real working environment.
- Prepare an internship report that clearly explains the tasks performed and includes relevant supporting documentation.
Individual learning outcomes:
Upon completion of this course, students will be able to:
- Describe the organization of the selected partner institution
- Identify challenges posed by the working environment and explain the processes used to address specific challenges
- Analyze concrete practical situations based on recent scientific sources
- Monitor, document, and evaluate processes within the partner institution
- Describe problems arising from specific work tasks at the partner institution and explain the processes implemented to resolve them.
- Document personal work-based learning experience and critically reflect on it</td></tr>
<tr><td>Syllabus</td><td colspan="5">The internship entails specific work tasks under the guidance of a mentor from the partner institution and comprises 80 working hours. With the approval of the Faculty of Humanities and Social Sciences supervisor, the partner institution mentor plans the work tasks. The remaining 70 working hours are distributed as follows: mentoring (10 hours with a Faculty supervisor, 20 hours with the partner institution mentor), literature research (10 hours), preparation of the Work-Based Learning Report (20 hours), and preparation and presentation of the Report defense before the Faculty supervisor (10 hours).</td></tr>
<tr><td>Teaching types</td><td colspan="2">☐ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="3">☒ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="5">Students are required to
- comply with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.
- participate in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor’s schedule, which enables the acquisition of learning outcomes outlined by the course.
- adhere to the time frames required to perform the internship.
- actively and constructively act at the partner institution and report to the supervisor during the performance of this course.
- develop and defend an Internship Report.</td></tr>
<tr><td rowspan="2">Monitoring student work</td><td colspan="2">☒ Class attendance</td><td colspan="2">☒ Research</td><td>☐ Practical work</td></tr>
<tr><td colspan="2">☐ Experimental work</td><td colspan="2">☐ Paper</td><td>☐ Essay</td></tr>
</table>

	☐ Seminar paper	☐ Midterm exam	☐ Oral exam
	☐ Written exam	☐ Project	☐ Participation in class
	☒ Preparation and defence of the Internship Report	☒ Practical work	
Assessment and evaluation of student work	The internship is assessed descriptively by supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The partner institution mentor continuously monitors the student's attendance, diligence and performance in completing assigned tasks. At the end of the internship, the mentor assigns one of two descriptive grades: - The student has successfully completed the internship. - The student has not successfully completed the internship. If the internship is not successfully completed, the partner institution mentor must provide a written explanation, and the Faculty supervisor records a failing grade for the course. If the mentor's grade confirms successful completion, the Faculty supervisor reviews the internship report, discusses the student's assignments and assigns one of the following grades: - The student has successfully written and defended the internship report. - The student has not successfully written and defended the internship report. A negative grade must be justified in writing. The internship is considered passed if both supervisors confirm successful completion of the internship and the internship report. When both grades are positive, the Faculty supervisor records the descriptive grade “Passed” in the Higher Education Institutions Information System (ISVU). In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following elements: 1. Practical work - 60% 2. Preparation and presentation of the report in accordance with the supervisors` instructions - 20% 3. consultations with supervisors and independent research - 20%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	The specialist literature is defined by the mentor at the partner institution.		
Supplementary literature	The specialist literature is defined by the mentor at the partner institution.		
Quality assurance	Prior to the internship at the partner institution, the Faculty supervisor/teacher provides instructions on conducting the internship, documenting activities, and preparing the internship report. During the internship, the Faculty supervisor/teacher, the partner institution mentor, and the student regularly review the process, while records of the student's attendance and performance are kept. Continuous monitoring is ensured through discussion, (self-) analysis, and (self-) evaluation. Upon completion of the internship, the student completes the survey on the quality of the internship in accordance with the applicable Rulebook.		
Other (in the opinion of the proponent)			

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	the ability to explain current scientific knowledge concerning child development, upbringing, education, and learning in early and preschool childhood
LO 2	the ability to demonstrate knowledge from various scientific fields and disciplines that explain the regularities, phenomena, and processes relevant to the professional role of early and preschool teachers, at both theoretical and practical levels
LO 3	the ability to respond appropriately to children's needs and uphold their rights in early and preschool education
LO 4	the ability to apply effective strategies to foster children's overall developmental potential
LO 5	the ability to effectively design an educational context that provides a stimulating developmental environment tailored to children's abilities, capacities, needs, and interests, and use it as a basis for implementing integrated educational practice in early and preschool education
LO 6	the ability to demonstrate competence in observing and assessing children's activities and abilities as a basis for designing an integrated curriculum that responds to their developmental and educational needs
LO 7	the ability to interpret processes of speech and language acquisition, children's creative potential, and their overall physical, cognitive, emotional, and social development
LO 8	the ability to independently or collaboratively design, implement, and evaluate a humanistic, developmental, inclusive, flexible, and integrated curriculum encompassing all developmental domains, using activities and materials informed by contemporary theories of child development and upbringing
LO 9	the ability to demonstrate practical competence as reflective practitioners by evaluating and self-evaluating their implicit pedagogical beliefs and practices and critically examining their effectiveness with a view to continuously improving the quality of early and preschool education

LO 10	the ability to promote inclusive values in early and preschool education
LO 11	the ability to establish close, trusting, and reciprocal relationships with children's parents/guardians by developing effective partnerships
LO 12	the ability to actively contribute to more effective and meaningful participation of the local community in the life of the kindergarten
LO 13	the ability to promote lifelong learning and continuous professional development in accordance with the profession's code of ethics
LO14	the ability to use digital technologies independently and responsibly in various processes and activities within the system of early and preschool education
LO15	the ability to promote children's holistic well-being within institutional contexts of early and preschool education.

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**	**LO 13**	**LO 14**	**LO 15**
Total number of courses for each LO	18	31	18	21	10	8	30	23	11	7	6	7	22	~~4~~	~~26~~
Croatian Language		~~+~~					~~+~~		~~+~~				~~+~~		
English Language		~~+~~					~~+~~		~~+~~				~~+~~		
Basics of Visual Arts		~~+~~											~~+~~		
Basics of Music Culture		~~+~~					~~+~~						~~+~~		
Philosophy of Education	~~+~~				~~+~~			~~+~~	~~+~~	~~+~~			~~+~~		
Developmental Psychology I	~~+~~														~~+~~
Basics of Pedagogy	~~+~~	~~+~~													
Introduction to Literature			~~+~~				~~+~~	~~+~~					~~+~~		
Croatian Legends for Children			~~+~~				~~+~~	~~+~~					~~+~~		
Children's Literature			~~+~~				~~+~~	~~+~~					~~+~~		
Introduction to Puppetry and Theatre		~~+~~					~~+~~	~~+~~					~~+~~		
Music Practicum I		~~+~~					~~+~~						~~+~~		

Visual Arts Practicum		+					+						+		
Digital Literacy													+	+	
Child Development	+														+
Sociology of Education		+													
Pedagogy of Early and Preschool Education I	+		+												+
Oral and Written Communication Skills		+					+		+		+		+		
Dance and Creative Movement		+													
Child and Society	+	+	+	+						+	+	+			+
Croatian Traditional Music for Children		+													
Theory and Practice of Speaking and Speech Interpretation		+					+	+							
Media Culture			+					+					+	+	
Music Practicum II		+					+						+		
Basics of Kinesiology		+													
Psychology of Early Learning				+											+
Pedagogy of Early and Preschool Education II	+		+												+
Basic Methodology of Pedagogical Research	+	+				+			+				+	+	
Integrated Curriculum of Early and Preschool Education I			+	+	+	+		+							+
Professional Placement in an Early and Preschool Education Institution I		+													
Cultural Heritage in Croatia		+													
Developmental Disorders in Childhood							+			+					+

Basics of Natural Science and Mathematical Literacy		+													
Health Care and Care of Children Early and Preschool Age		+													
Pedagogical Concepts and Approaches in Early and Preschool Education	+														
Integrated Curriculum of Early and Preschool Education II			+	+	+	+	+								+
Artistic Expression in Early and Preschool Education I				+			+	+					+		+
Music in Early and Preschool Education I				+			+	+					+		+
Physical Education in Early and Preschool Education I				+			+	+					+		+
Professional Placement in an Early and Preschool Education Institution II				+		+									
Prevention of Child Abuse and Neglect	+	+	+						+			+			+
Traditional Stories for Children		+	+				+	+				+			
Educational Context of Children's Nurseries	+		+	+	+			+							+
Family and Contemporary Parenting	+	+	+	+			+				+				
Integrated Curriculum of Early and Preschool Education III				+	+	+	+	+	+						+
Artistic Expression in Early and Preschool Education II				+			+	+							+
Music in Early and Preschool Education II				+			+	+					+		+
Physical Education in Early and Preschool Education II				+			+	+					+		+

Professional Placement in an Early and Preschool Education Institution III															+
Child and Puppet		+		+			+								
Transition of the Child from Kindergarten to Primary School	+	+	+	+	+		+	+		+					+
Inclusive Pedagogy	+	+	+	+	+	+	+	+	+	+	+	+	+	+	+
Social Pedagogy	+	+	+	+	+			+	+	+	+	+			+
Partnership between Family and Local Community	+	+	+	+							+	+			+
Integrated Curriculum of Early and Preschool Education IV				+	+	+	+	+	+						+
Professional Placement in an Early and Preschool Education Institution IV								+	+						+
Bachelor's thesis	+						+								
Painting with Preschoolers		+					+								
Inclusive Kindergarten	+	+	+	+	+	+	+	+		+					+
Work-based Learning at a Partner Institution												+			

3.1. Instructors in the study programme

	Bojan Babin	***Bruno Barać***	***Ivana Bojčić***	***Marija Brajčić***	***Marita Brčić Kuljiš***
CROSBI link	https://www.croris.hr/osobe/profil/34184	https://www.croris.hr/osobe/profil/34185	https://www.croris.hr/osobe/profil/39349	https://www.croris.hr/osobe/profil/22738	https://www.croris.hr/osobe/profil/6559
Title	assistant professor	Senior teaching assistant	senior language instructor	associate professor	full professor
Area	social sciences	social sciences	humanities	interdisciplinary area of science	humanities
Field	kinesiology	psychology	philology	educational sciences	philosophy
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100	100
Teaching workload at the home institution	628,2 RS	1022,4 RS	313,3 RS	1129,3 RS	43,2 RS
Workload at external institutions	-	-	-	-	-
Planned workload in the new study programme	-	-	-	-	-

Planned workload at the home institution					1316 RS
Planned workload at external institutions	-	-	-	-	141 RS
Scientific and review papers[1] in the last 5 years (total)	14	4	-	26	10
Professional papers[2] in the last 5 years (total)	1		4	1	1
Total[3] number of citations (Scopus only)	8	9	-	32	3
Total[4] h-index (Scopus only)	2	3	-	3	1
Leader and/or collaborator on competitive projects (total)	-	1	-	-	4

Leader and/or collaborator on other projects (total)	-	1	-	2	5
List of courses taught in the programme	1. Physical Education in Early and Preschool Education I and II 2. Dance and Creative Movement (elective)	1. Child Development 2. Psychology of Early Learning	1. English Language	1. Visual Arts Practicum 2. Artistic Expression in Early and Preschool Education I and II 4. Cultural Heritage in Croatia 5. Painting with Preschoolers	1. Philosophy of Education
List of training programmes for acquiring teaching competences	-	1. Graduate study programme in Psychology (University of Zadar) 2. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020) 3. Through teaching competences towards student competences (FFST, 2023)	-	1. Teaching competences acquired during the study of Art Education and Fine Arts (teacher education track)	1. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020) 2. Through teaching competences towards student competences (FFST, 2023) 3. Ethical aspects in the higher education system (2024)

	Snježana Dobrota	***Tonća Jukić***	***Damir Jurko***
CROSBI link	https://www.croris.hr/osobe/profil/5200	https://www.croris.hr/osobe/profil/25336	https://www.croris.hr/osobe/profil/31943
Title	full professor with tenure	associate professor	assistant professor
Area	social sciences	social sciences	social sciences
Field	pedagogy	pedagogy	kinesiology
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100
Teaching workload at the home institution	493,8 RS	564 RS	526,5 RS
Workload at external institutions	-	-	-
Planned workload in the new study programme	-	-	-

Planned workload at the home institution	-	786 RS	876 RS
Planned workload at external institutions		-	-
Scientific and review papers[5] in the last 5 years (total)	31	18	16
Professional papers[6] in the last 5 years (total)		1	-
Total[7] number of citations (Scopus only)	60	2	65
Total[8] h-index (Scopus only)	5	1	2
Leader and/or collaborator on competitive projects (total)	3	1	7

Leader and/or collaborator on other projects (total)	4	1	-
List of courses taught in the programme	1. Music Practicum I 2. Music Practicum II 3. Music in Early and Preschool Education I 4. Music in Early and Preschool Education II 5. Croatian Traditional Music for Children (elective) 6. Basics of Music Culture	1. Basic Methodology of Pedagogical Research	Basics of Kinesiology
List of training programmes for acquiring teaching competences	1. Graduate study programme in Music Pedagogy (University of Split) 2. Passed the professional examination for music teachers 3. Reading and Writing for Critical Thinking	1. Faculty of Natural Sciences, Mathematics and Education, University of Split (1996–2000) 2. Master of Science programme in Pedagogy 3. Doctoral programme in Pedagogy 4. Forum for Freedom in Education, Zagreb (2002/2003), project Reading and Writing for Critical Thinking (RWCT) (three levels completed; since 2006 workshop leader for education professionals). 5. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020)	-

		6. Through teaching competences towards student competences (FFST, 2023) 7. English for university teachers (FFST, 2024) 8. Statistics for university teachers (FFST, 2025)	

	Katija Kalebić Jakupčević	***Vlaho Kovačević***	***Jasna Kudek Mirošević***	***Dubravka Kuščević***	***Toni Maglica***
CROSBI link	https://www.croris.hr/osobe/profil/32109	www.croris.hr/osobe/profil/31351	https://www.croris.hr/osobe/profil/5658	https://www.croris.hr/osobe/profil/2588	https://www.croris.hr/osobe/profil/34072
Title	assistant professor	associate professor	Full professor	Associate professor	assistant professor
Area	social sciences	social sciences	Social sciences	interdisciplinary area of science	social sciences
Field	psychology	sociology	Educational rehabilitation sciences	educational sciences	educational rehabilitation

Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Teacher Education, University of Zagreb	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	service contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100%	100	100
Teaching workload at the home institution	373,8 RS	162 RS	977 RS	445,5 RS	996,8 RS
Workload at external institutions	-	81 RS		-	81 RS
Planned workload in the new study programme	-	-		-	-
Planned workload at the home institution	1192,9 RS	972 RS		1023,8 RS	1389 RS
Planned workload at external institutions	-	81 RS		-	108 RS
Scientific and review papers[9] in the last 5 years (total)	9	18	23	23	22

Professional papers[10] in the last 5 years (total)	-	1	1	2	1
Total[11] number of citations (Scopus only)	33	10	52	68	15
Total[12] h-index (Scopus only)	3	2	3	3	3
Leader and/or collaborator on competitive projects (total)	1	-	2 (1 leader, 1 collaborator)	-	1
Leader and/or collaborator on other projects (total)	5	2	5 (2 leader, 3 collaborator)	-	3
List of courses taught in the programme	1. Child Development 2. Psychology of Early Learning 3. Developmental Disorders in Childhood (elective)	1. Sociology of Education	Inclusive Pedagogy	1. Basics of Visual Arts	1. Family and Contemporary Parenting 2. Partnership between Family and Local Community 3. Social Pedagogy 3. Child and Society (elective)

					4. Prevention of Child Abuse and Neglect (elective)
List of training programmes for acquiring teaching competences	1. Undergraduate study programme in Psychology (University of Zadar) 2. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020) 3. Through teaching competences towards student competences (FFST, 2023) 4. English for university teachers (2024) 5. SEA EU, Staff Week in Psychology (2025)	1. Full-time study programme with teaching competences	1. Completed study programme (Pedagogical Sciences) – primary school class teacher 2. Completed undergraduate study programme in Educational Rehabilitation, ERF, Zagreb 3. Master of Science in Educational Rehabilitation Sciences, ERF, Zagreb PhD in Educational Rehabilitation Sciences, ERF, Zagreb	1. Graduate study programme for primary school class teachers 2. Graduate study programme in Art Education and Fine Arts 3. Reading and Writing for Critical Thinking	1. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020) 2. Through teaching competences towards student competences (FFST, 2023) 3. Ethical aspects in the higher education system (2024)

	Lada Maleš	***Joško Markić***	***Branimir Mendeš***	***Anđela Milinović Hrga***	***Irena Mišurac***
CROSBI link	https://www.croris.hr/osobe/profil/4511	https://www.croris.hr/osobe/profil/15560	https://www.croris.hr/osobe/profil/27575	https://www.croris.hr/crosbi/searchByContext/2/28946	https://www.croris.hr/osobe/profil/3901
Title	assistant professor	associate professor	assistant professor	associate professor	assistant professor
Area	technical sciences	biomedicine and health	social sciences	humanities	interdisciplinary area of science
Field	computing	clinical medical sciences	pedagogy	philology	educational sciences
Home institution	Faculty of Humanities and Social Sciences, University of Split	School of Medicine, University of Split University Hospital Centre Split, Department of Paediatrics	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	service contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	0	100	100	100
Teaching workload at the home institution	81 RS	RS	1189,5 RS	596 RS	37,8 RS
Workload at external institutions	303 RS	-	282 RS	141 RS	-
Planned workload in the new study programme	-	-	-	-	-

Planned workload at the home institution	1217,4 RS	32 RS	1270,5 RS	894,8 RS	783,3 RS
Planned workload at external institutions	303 RS	-	282 RS	262,5 RS	450 RS
Scientific and review papers[13] in the last 5 years (total)	9	43	10	10	9
Professional papers[14] in the last 5 years (total)	-	5	3	-	1
Total[15] number of citations (Scopus only)	59	2273	10	-	6
Total[16] h-index (Scopus only)	4	17	2	-	1
Leader and/or collaborator on competitive projects (total)	1 (collaborator)	7	1 (collaborator)	collaborator (2)	-

Leader and/or collaborator on other projects (total)	-	3	-	-	1
List of courses taught in the programme	1. Digital Literacy	Health Care and Care of Children Early and Preschool Age	1. Basics of Pedagogy 2. Pedagogical Concepts and Approaches in Early and Preschool Education 3. Integrated Curriculum of Early and Preschool Education III and IV 4. Professional Placement in an Early and Preschool Education Institution I–IV	1. Croatian Language 2. Oral and Written Communication Skills	1. Basics of Natural Science and Mathematical Literacy
List of training programmes for acquiring teaching competences	1. Workshop "Active Learning in STEM Education" 2. Creating digital educational content in the DOS tool for interactive video lessons (2024) – CARNet 3. Planning and delivering hybrid teaching (2025), e-University project 4. Creating digital teaching content (2025), e-University project	1. Completed the Medical Education Skills course at the School of Medicine, University of Split (MEFST) 2. More than 10 years of teaching experience with high quality ratings in student surveys 3. Since May 2023, attended 10 online lectures on improving teaching skills organised by the Woodward Center for Excellence in Health Sciences Education, as part of the cooperation between MEFST and	1. Undergraduate study programme 2. Reading and Writing for Critical Thinking (2007) 3. Integration of blind and visually impaired persons into the higher education system (2014) 4. Improving the inclusiveness of initial education of early and preschool educators and training of trainers (2021) 5. Through teaching competences towards student competences (2023) 6. Ethical aspects in higher education (2025)	1. Graduate study programme in Croatian and English Studies – teacher education track 2. Passed the professional examination for Croatian language teachers 3. Reading and Writing for Critical Thinking	1. Graduate study programme in Mathematics and Physics, teacher education track 2. Master of Science in Pedagogy 3. PhD in Mathematics Education

		Penn State University, USA			

	Ina Reić Ercegovac	***Ivana Restović***	***Gloria Vickov***	***Tea-Tereza Vidović Schreiber***	***Ivana Visković***
CROSBI link	https://www.croris.hr/osobe/profil/3479	https://www.croris.hr/crosbi/searchByContext/2/30745	https://www.croris.hr/osobe/profil/3011	https://www.croris.hr/osobe/profil/31857	CroRIS – Persons www.croris.hr/osobe/profil/32767
Title	full professor	associate professor	full professor	assistant professor	associate professor
Area	social sciences	natural sciences	Humanities	humanities	social sciences
Field	psychology	biology	Philology	philology	pedagogy
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	Employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100%	110	100

Teaching workload at the home institution	54 RS	168,5 RS	10,8 RS	1024,6 RS	1497 RS
Workload at external institutions	-	-		141	-
Planned workload in the new study programme	-	-	5,4	-	-
Planned workload at the home institution	876,6 RS	751,2 RS	810	1324,8 RS	1578 RS
Planned workload at external institutions	-	-	0	141	-
Scientific and review papers in the last 5 years (total)	27	8	5	24	40
Professional papers[18] in the last 5 years (total)	-	1		2	2

Total[19] number of citations (Scopus only)	316	99	25	6	79
Total[20] h-index (Scopus only)	9	6	3	6	6
Leader and/or collaborator on competitive projects (total)	1 (leader); 3 (collaborator)	collaborator (3)	3 (collaborator)	Collaborator (1)	1
Leader and/or collaborator on other projects (total)	7	5	1 (collaborator)	-	2
List of courses taught in the programme	1. Developmental Psychology I	1. Basics of Natural Science and Mathematical Literacy	English Language	1. Children's Literature 2. Introduction to Puppetry and Theatre 3. Media Culture 4. Croatian Legends for Children (elective) 5. Traditional Stories for Children (elective)	1. Pedagogy of Early and Preschool Education I and II 3. Integrated Curriculum of Early and Preschool Education I and II 5. Educational Context of Children's Nurseries 6. Child and Puppet 7. Transition of the Child from

				6. Introduction to Literature (elective) 7. Theory and Practice of Speaking and Speech Interpretation (elective)	Kindergarten to Primary School 8. Inclusive Kindergarten
List of training programmes for acquiring teaching competences	1. Undergraduate study programme in Psychology (University of Zadar) 2. Education for Equal Opportunities at Croatian Universities (UNIZG) 3. Adult education (ASOO, 2016) 4. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020) 5. Through teaching competences towards student competences (FFST, 2023) 6. Academic Staff Week in Psychology, SEA-EU, 2025.	1. Graduate study programme in Biology and Chemistry, teacher education track 2. Passed the professional examination for biology and chemistry teachers 3. Training of university teachers to promote the inclusiveness of initial education of early and preschool educators (2021), INPUTI project, University of Zagreb, Faculty of Teacher Education 4. Training of teaching and non-teaching staff on the GDPR (General Data Protection Regulation) and the ISO 9001:2015 quality standard, University of Zagreb, Faculty of Teacher Education	- Graduate study programme in English Language and Literature and German Language and Literature (teacher education track, Faculty of Humanities and Social Sciences, University of Zagreb)	1. Graduate study programme at the Faculty of Humanities, Zadar Passed the professional examination for teachers of Croatian language and literature Appointed teacher-mentor Master of Science in Croatian Literature 5. PhD in Croatian Literature a) Kamishibai performer training organised by the Split branch of Matica hrvatska and the Slovenian Theatre Institute b) 2014, ICT module: Use of information and communication technologies in education	1. Improving the inclusiveness of initial education of early and preschool educators and training of trainers (2021) (co-leader) 2. Study visit, Western Norway University of Applied Sciences, Bergen, Norway

		5. Operational Programme Efficient Human Resources 2014–2020, project: Innovating teacher and educator study programmes by applying the Croatian Qualifications Framework (CROQF), University of Zagreb, Faculty of Teacher Education 6. Integration of blind and visually impaired persons into the education system, project Let's Study Together! (2014), Faculty of Humanities and Social Sciences, Split.		c) 2006–2018, Split, Zagreb, National Centre for External Evaluation of Education (NCVVO); State Matura and national examinations (as examiner and exam supervisor) d) May 2005 – March 2006, Prevention of peer violence (training) e) October 2003, participated in the Public Speaking School training organised by the Phonetics Section of the Croatian Philological Society and the Ministry of Education and Sports	

[1] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[2] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.

[3] For citations and the h-index, state the total number excluding self-citations (not only for the last 5 years) and the citation database (Scopus).
[4] See the previous note.
[5] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[6] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[7] For citations and the h-index, state the total number excluding self-citations (not only for the last 5 years) and the citation database (Scopus).
[8] See the previous note.
[9] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[10] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[11] For citations and the h-index, state the total number excluding self-citations (not only for the last 5 years) and the citation database (Scopus).
[12] See the previous note.
[13] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[14] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[15] For citations and the h-index, state the total number excluding self-citations (not only for the last 5 years) and the citation database (Scopus).
[16] See the previous note.
[17] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[18] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[19] For citations and the h-index, state the total number excluding self-citations (not only for the last 5 years) and the citation database (Scopus).
[20] See the previous note.
[21] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[22] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[23] For citations and the h-index, state the total number excluding self-citations (not only for the last 5 years) and the citation database (Scopus).
[24] See the previous note.
[25] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review authored monographs.
[26] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional authored monographs.
[27] For citations and the h-index, state the total number excluding self-citations (not only for the last 5 years) and the citation database (Scopus).
[28] See the previous note.