UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME

Early Childhood and Preschool Education

SPLIT, February 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	dekanat@ffst.hr
Internet address	https://www.ffst.unist.hr/

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of study programme	University Graduate Study Programme *Early Childhood and Preschool Education*		
Leader of the study programme	University of Split		
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 7.1.sv EQF 7		
Scientific or artistic field and area of study programme	Interdisciplinary scientific field, area of educational sciences		
ISCED FoET classification			
Programme duration (semesters, years)	4 semesters, 2 years		
Number of ECTS points acquired on completion of study programme	120		
Academic or professional title, i.e. academic degree	*Master (MA) of Early Childhood and Preschool Education* (univ. mag. praesc. educ.)		
Language of delivery	Croatian		
Place of delivery	Split		
Type of delivery (in-person, hybrid, online)	in-person		
Enrolment quota (for students in regular and special status)	45 – special status		

1. INTRODUCTION

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

The university graduate study programme *Early Childhood 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 for the 2026–2030 period, the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2026–2030 Period, and the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027). The study programme is fully aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split considering it is oriented towards the acquisition of competences that promote fundamental social and humanistic values and contribute to the advancement of knowledge and the promotion of ethics, tolerance, cooperation, inclusiveness, responsibility, and the overall welfare of society (*D*evelopment Strategy of the Faculty of Humanities and Social Sciences in Split 2026–2030), while also preparing students for competent participation in the labour market.

The quality of the entire learning and teaching process within the university graduate study programme *Early Childhood and Preschool Education* is based on the application of knowledge from areas of excellence in the field of education acquired at the undergraduate level and further acquired and developed at the graduate level through specific specialisations within selected modules. During the graduate study programme in Early Childhoofd and Preschool Education, through compulsory and elective courses and selected modules (*Visual Expression and Creativity, Movement Expression and Creativity, Drama and Puppet Expression and Creativity, and Musical Expression and Creativity)*, within lectures, seminars and/or practicals, students acquire the competences necessary for the professional, independent, and creative performance of expert pedagogical activities within kindergartens, i.e., institutions for early childhood and preschool education. In comparison with the university undergraduate study programme, existing knowledge, skills, and competences are qualitatively and substantively expanded, with significantly greater emphasis placed on responsible, autonomous, independent, and group work through the application of existing knowledge in practical situations. Furthermore, the range of courses aims to qualify future Masters of Early Childhood and Preschool Education for competent professional endeavours within the fields of the selected modules.

Within the university graduate study programme *Early Childhood and Preschool Education*, the quality of the work of all participants in the teaching process, including students, teachers, and practitioners, is continuously evaluated and improved. Furthermore, lifelong professional learning, joint research activities of teachers and students, and the professional development of teachers in the domains of teaching and scientific research are encouraged (*S*trategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2026–2030 Period). Cooperation with the local and broader community is enhanced in all educational aspects, and external partners are included in scientific and teaching activities.

Since its establishment, the Department of Early Childhood and Preschool Education has cooperated with numerous stakeholders. Primarily, these include placement kindergartens, followed by kindergartens in the City of Split and the wider region, as well as other stakeholders at the local and national levels (Education and Teacher Training Agency, professional associations, City Puppet Theatre, museums implementing pedagogical activities with preschool children, etc.).

In the Republic of Croatia, several professional associations of preschool teachers operate. All professional associations share a common mission. Through their activities, they promote high-quality work at institutions for early childhood and preschool education. In addition, they highlight

the need for the continuing professional development of early childhood and preschool teachers. The university undergraduate study programme *Early Childhood and Preschool Education* fully respects their principles.

The study programme of Preschool Education at the University of Split has been implemented since 1971. Since then, the curriculum and syllabus have undergone conceptual modifications and improvements:

- 1971/72 – the Preschool Education study programme was established at the Pedagogical Academy in Split,
- 1977/78 – a new curriculum and syllabus for the Preschool Education study programme were adopted. The Pedagogical Academy in Split became part of the complex organisational structure of the Faculty of Humanities and Social Sciences in Zadar, *OOUR* in Split,
- 1988/89 – the Preschool Education study programme was implemented according to a new curriculum and syllabus (four years of secondary education plus two years at faculty level),
- 1991 – *OOUR* in Split became separate from the Faculty of Humanities and Social Sciences in Zadar and became an independent institution – the Faculty of Natural Sciences, Mathematics and Educational Fields,
- 1998 – the Departments of Preschool Education and Teacher Education became separate from the Faculty of Natural Sciences, Mathematics and Educational Fields, forming a new institution – the Teacher Training College,
- 2005/06 – the Teacher Training College in Split and the Department of Humanities of the University of Split were integrated into the Faculty of Humanities and Social Sciences,
- 2005/06 – implementation of the curriculum and syllabus of the three-year professional undergraduate study programme in Preschool Education commenced (180 ECTS credits),
- 2013/14 – implementation of the university undergraduate programme *Early Childhood 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

Concepts of educational systems for early childhood and preschool teachers differ both globally and across Europe. In certain countries, study programmes in Early Childhood and Preschool Education have been elevated to the university level, whereas in others they are implemented at the level of professional studies. In 1992, the Council of Ministers of the Member States of the European Union proposed a recommendation (Recommendation on Childcare), strongly supporting the development of preschool teacher education in both quantitative and qualitative terms. Today, Europe demonstrates exceptionally high diversity in the number and types of early childhood and preschool education study programmes. The differences arising from particular educational models for the training of early childhood and preschool teachers stem from specific conceptions of early childhood and preschool education within the individual country. University undergraduate study programmes in Early Childhood and Preschool Education in Croatia are implemented at the Universities of Zagreb, Rijeka, and Osijek.

Sweden and Finland have integrated teacher education study programmes in primary education into universities through the implementation of studies at all levels. For example, at the University of Helsinki (**Finland**), the study programme is implemented at the Faculty of Social Sciences at the graduate level: University of Helsinki Faculty of Behavioural Sciences (more information at: www.helsinki.fi/behav/english/studies.htm). In 2001, **Sweden** established new teacher education institutions: National Graduate Schools in Teaching Methodology, within which

graduate studies in Early Childhood and Preschool Education are implemented. Such programmes are also implemented at other institutions, for example the Umeå University Faculty of Teacher Education, Department of Child and Youth Education (more information at: www.educ.umu.se/eng/research.html). In **England**, equivalent programmes are implemented up to the highest, eighth level. For example, at Newcastle University, the Postgraduate Certificate in Education (PGCE) – Primary (with Qualified Teacher Status QTS) is implemented. The PGCE educates teachers who will teach children aged 5 to 11, with an emphasis on Key Stage 1 or Key Stage 2 (more information at: www.ncl.ac.uk/).

In neighbouring countries, the education of early childhood and preschool teachers is implemented at faculties (for example in Bosnia and Herzegovina at faculties in Sarajevo, Mostar, etc., where the title of Bachelor/Master of Preschool Education is awarded) or at professional higher education institutions (for example in Serbia at Colleges of Professional Studies for Preschool Teachers in Belgrade, Novi Sad, etc.). Neighbouring Slovenia has developed a system of undergraduate and graduate studies in Preschool Education that may serve as a basis for comparison.

The Faculty of Education in Maribor implements undergraduate and graduate study programmes in Preschool Education. The undergraduate study programme in Preschool Education lasts three academic years and yields 180 ECTS credits, while the graduate study programme lasts two academic years and yields 120 ECTS credits (www.pfmb.uni-mb-si). The competences acquired upon completion of the graduate study programme in Preschool Education at the Faculty of Education in Maribor are as follows:

a) general study competences

- abilities of analysis and synthesis and problem-solving,
- ability to apply knowledge in practice,
- development of critical and self-critical thinking,
- communication and teamwork skills,
- initiative in the lifelong learning process,
- sensitivity towards the environment, cultural and national identity,
- planning and implementation of work,
- understanding of diversity, values, and value systems.

b) Specific competences

- general ability to solve concrete pedagogical problems through the application of scientific methods and procedures,
- coherent mastery of fundamental knowledge, ability to connect knowledge from different fields and apply it,
- thorough understanding of the structure of education and the connections and relationships between disciplines studying education,
- understanding and application of methods of critical analysis and theory development, and their application in solving concrete pedagogical problems,
- development of skills and abilities in the application of knowledge in the field of education,
- effective and pedagogically designed application of new information technologies in education,
- thorough knowledge and understanding of the developmental traits and needs of the child,
- organisational and leadership skills within the educational process,
- aesthetic sensitivity and development of abilities for active engagement in artistic fields,
- selection and adaptation of educational approaches with regard to individual, social, and cultural diversity.

Graduate study programmes in Early Childhood and Preschool Education in the Republic of Croatia are implemented at the following higher education institutions (whose websites provide the relevant study programme outlines):

a) Faculty of Teacher Education in Zagreb – http://www.ufzg.unizg.hr/
b) Faculty of Teacher Education in Rijeka – http://www.ufri.uniri.hr/hr/
c) Faculty of Education in Osijek – http://www.foozos.hr
d) Faculty of Education in Pula
e) University of Zadar, Department of Teacher and Preschool Teacher Education
f) University of Slavonski Brod.

Institutional requirements for comparability of the university graduate study programme *Early Childhood and Preschool Education* with related accredited study programmes in the Republic of Croatia and European Union countries have been met in accordance with legal regulations (*A*ct on Higher Education and Scientific Activity, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html); 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). Following initial accreditation, the proposed programme was aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. Improvements, amendments, and supplements to the study programme outline were based on development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant during the respective period *(*Development Strategy of the Faculty of Humanities and Social Sciences 2014–2018, Development Strategy of the Faculty of Humanities and Social Sciences 2015–2020, Self-analysis of the Faculty of Humanities and Social Sciences 2014, Action Plan for Quality Improvement Following the Re-accreditation of the Faculty of Humanities and Social Sciences in Split 2014, Action Plan of the Faculty of Humanities and Social Sciences in Split 2019, Action Plan of the Faculty of Humanities and Social Sciences in Split 2020), while new amendments and supplements are being prepared in accordance with currently valid and relevant documents (*D*evelopment Strategy of the Faculty of Humanities and Social Sciences 2026–2030, Action Plan of the Faculty of Humanities and and Social Sciences in Split 2022–2027, Action Plan of the Faculty of Humanities and Social Sciences in Split 2025) (all listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije).

The proposed programme is comparable with various graduate study programmes in Early Childhood and Preschool Education in the Republic of Croatia and the European Union regarding the proposed concept of the study programme, content and organisational components, study dynamics, student mobility, and the ECTS credits students are required to acquire during the course of study (e.g., http://www.ufzg.hr/, http://www.ufri.hr/, http://www.ff.uni-mb.si). A particular value of the university graduate study programme is reflected in the integration of pedagogical theory and pedagogical practice in such a manner that students, through compulsory and elective courses, achieve learning outcomes based on a scientific research approach and the resolution of problem-based and project-based tasks, while being trained for pedagogical work within direct educational settings.

Students at the university graduate study programme *Early Childhood and Preschool Education* participate in all quality assurance processes and in the work of all designated bodies, committees, departments, and centres in accordance with national, university, and faculty acts, regulations, and procedures. Student welfare and specific student needs are addressed by the Department of Pedagogy, 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 implement educational and counselling activities through confidential individual and/or group counselling aimed at providing support and assistance to students in personal, academic, and professional contexts (resolving personal difficulties, achieving academic success, increasing study efficiency, improving quality of life, developing student potential, developing career planning and management skills, and connecting students with potential employers), the Student Office provides students with timely information regarding student obligations and offers support during studies by ensuring the availability of 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 Ombudsman of the University of Split. Students are informed of these options by the Head of Department at the beginning of their studies. The university graduate study programme *Early Childhood 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 Learning Outcomes, Skills, and Competences* and is based on:

- 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),
- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Prirucnik%20kvalitete%20FFST%202025_22.12.(_2).pdf)
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split

(https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20k valitete%20Filozofskog%20fakulteta%20u%20Splitu%202025.pdf)

- Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvatete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=149292)
- 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%20str%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf)

and other key documents published on the website. (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitet_e; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Within the university graduate study programme *Early Childhood 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 examination / Methods of assessing the acquired learning outcomes for each student obligation,* and *Methods of quality monitoring that ensure the acquisition of learning outcomes, skills, and competences*. A more detailed elaboration of each assessment element, as well as additional instructions and guidelines for students, is available in the repository of each course.

Teaching staff involved in the delivery of the university graduate study programme *Early Childhood and Preschool Education* actively participate in scientific and professional conferences and in various forms of continuing 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). Records of training in the field of teaching competences implemented by the Faculty are available in the Faculty's documentation, and other training is supported by certificates of active participation in scientific conferences and training programs, as well as in collaborative scientific research projects.

The university graduate study programme *Early Childhood and Preschool Education* is fully outlined and implemented within the Higher Education Institutions Information System (ISVU), which enables the collection, management, processing, and reporting of statistical data related to the organisation and implementation of study programmes.

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 graduate study programme *Early Childhood 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 completely switching majors. Through international mobility, students are enabled to study (one semester or longer) at foreign higher education institutions, and to enrol

in elective courses according to their interests in 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 from other study programmes of the Faculty of Humanities and Social Sciences may enrol in elective courses within the university graduate study programme *Early Childhood and Preschool Education*.

Based on vertical mobility, upon completion of the university graduate study programme *Early Childhood and Preschool Education*, students may continue their education through various specialist postgraduate and doctoral programmes at the University of Split, other higher education institutions in the Republic of Croatia, or abroad.

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

For enrolment in the university graduate study programme *Early Childhood and Preschool Education*, candidates must have completed an accredited university undergraduate study programme in Early Childhood and Preschool Education obtaining 180 ECTS credits.

In addition, professional Bachelors of Preschool Education are eligible to apply, provided that they enrol in and complete three differential examinations (*Partnership with Parents and the Local Community, Fundamentals of Kinesiology, and Fundamentals of Natural Science and Mathematical Literacy*), through which they acquire an additional 10 ECTS credits. Preschool teachers who completed a two-year study programme (pre-Bologna programme) and subsequently completed a differential year for enrolment in the university graduate study programme *Early Childhood and Preschool Education*, thereby acquiring an additional 60 ECTS credits, are also eligible to apply. The admission procedure is conducted by ranking candidates according to achieved academic performance.

The study programme lasts 2 years (4 semesters). Upon completion of the university graduate study programme *Early Childhood and Preschool Education*, students acquire a minimum of 120 ECTS credits.

Requirements for enrolment in the subsequent year of study are defined by the Decision of the Faculty Council adopted for each academic year and published on the Faculty website. Specific requirements necessary for enrolment in particular courses are indicated in the syllabi of those courses.

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

Competences acquired upon completion of the study programme constitute general and specific competences. General competences apply to all students, while specific competences are related to the selected module. After completing their studies:

a) General:

Students will be able to:

- generalise everyday problems related to work in institutions for early childhood and preschool education;
- actively explore possibilities for educational action from the perspective of the integrated curriculum of early childhood and preschool education;

- propose pedagogical approaches for the development of competences of early and preschool-age children;
- propose methods for constructive problem-solving within their professional role as early childhood and preschool teachers and present the process of their resolution;
- determine the effects of educational action through different roles and contexts on the holistic development of early and preschool-age children;
- continuously evaluate the quality of the educational process and final outcomes within the context of an integrated (holistic) educational approach;
- compare theory and practice of early childhood and preschool education within the national and European pedagogical context;
- evaluate the quality of pedagogical activities through reflection and self-reflection within institutional early childhood and preschool education;
- conduct action research and other methodological approaches aimed at improving pedagogical activities within institutional early childhood and preschool education.

b) SPECIFIC:

a) Module: Drama and Puppet Expression and Creativity
Students will be able to:
- present fundamental facts regarding drama and puppet expression and creativity as components of the competences of early and preschool-age children;
- design new approaches for the organisation, implementation, and evaluation of activities involving drama and puppet expression and creativity within enriched and specialised (special) programmes of early childhood and preschool education;
- actively explore possibilities for educational action through drama art as a medium for the development of creative abilities of early and preschool-age children.

b) Module: Visual Expression and Creativity
Students will be able to*:*
- present fundamental facts regarding visual expression and creativity as components of the competences of early and preschool-age children;
- design new approaches for the organisation, implementation, and evaluation of activities involving visual expression and creativity within enriched and specialised (special) programmes of early childhood and preschool education;
- actively explore possibilities for educational action through visual arts as a medium for the development of creative abilities of early and preschool-age children.

c) Module: Musical Expression and Creativity
Students will be able to:
- present fundamental facts regarding musical expression and creativity as components of the competences of early and preschool-age children;
- design new approaches for the organisation, implementation, and evaluation of activities involving musical expression and creativity within enriched and specialised (special) programmes of early childhood and preschool education;
- actively explore possibilities for educational action through music as a medium for the development of creative abilities of early and preschool-age children.

d) Module: Movement Expression and Creativity
Students will be able to:

- present fundamental facts regarding motor expression and creativity as components of the competences of early and preschool-age children;
- design different approaches for the organisation, implementation, and evaluation of activities involving movement expression and creativity within enriched and specialised (special) programmes of early childhood and preschool education;
- actively explore possibilities for educational action through movement as a medium for the development of creative abilities of early and preschool-age children.

1.6. Structure and form of delivery

The university graduate study programme *Early Childhood and Preschool Education* lasts three years, i.e., six semesters. It consists of core courses, an elective module, and elective courses.

Teaching within the study programme is implemented through lectures, seminars, and practicals (at the Faculty and in placement kindergartens and nursery schools/institutions, while visits to relevant labour market stakeholders are organised in accordance with students' specific interests and learning outcomes). The syllabus of each course defines the modes of teaching delivery aligned with the ECTS workload at course level, course learning outcomes, course content, student obligations, procedures and methods of assessment and grading of student work and required reading. All forms of teaching ensure an interactive teaching process focused on the student and the achievement of learning outcomes.

1.7. 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, in consultation with the supervisor, select and register the topic of their master's thesis in the final year of study, no later than the end of classes in the winter semester. The Department Council confirms the thesis topic and supervisor. The requirements for registration of the master's thesis defence are: a submitted final thesis draft approved by the Master's Thesis Defence Committee, all examinations passed, and all obligations fulfilled prescribed by the study programme	
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	The master's thesis within the university graduate study programme *Early Childhood and Preschool Education* is an independent paper in which students are expected to demonstrate competence in understanding issues related to the selected topic. The procedure for assessment and defence of the master's thesis is prescribed by 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

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES							
Year of study: 1							
Semester: 1							
COURSE	COURSE LEADER	L	E	S	F	ECTS	STATUS
Ethics	prof. dr. sc. Marita Brčić Kuljiš	15	0	15	0	3	C
Psychology of Parenthood	prof. dr. sc. Ina Reić Ercegovac doc. dr. sc. Katija Kalebić Jakupčević	15	0	15	0	3	C
Educational Communication Skills	prof. dr. sc. Sonja Kovačević	30	0	15	0	4	C
Pedagogical Ideas and Trends in Early Childhood and Preschool Education	doc. dr. sc. Branimir Mendeš	30	0	30	0	5	C
Culture of the Early Childhood and Preschool Education Institution	izv. prof. dr. sc. Ivana Visković	30	0	15	0	4	C
Education for Sustainable Development	izv. prof. dr. sc. Ivana Restović	15	0	10	5	3	C
Croatian Language as a Language of Academic Communication	izv. prof. dr. sc. Anđela Milinović Hrga	30	0	15	0	4	C
Gifted Children	prof. dr. sc. Ivana Batarelo Kokić	30	0	15	0	4	E

The Child and the Media	izv. prof. dr. sc. Morana Koludrović	30	0	15	0	4	E
Attachment in a Lifespan Perspective	prof. dr. sc. Ina Reić Ercegovac	30	0	15	0	4	E
Social and Emotional Learning in the Prevention of Behavioural Problems	doc. dr. sc. Toni Maglica	30	0	15	0	4	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Sociology of Childhood	prof. dr. sc. Sanja Stanić	15	0	15	3	C
Information and Communication Technology in Education	izv. prof. dr. sc. Suzana Tomaš	30	30	0	5	C
Action Research in Early Childhood and Preschool Education	izv. prof. dr. sc. Tonća Jukić	30	15	15	6	C
Quality and Identity of the Early Childhood and Preschool Education Institution	izv. prof. dr. sc. Ivana Visković	30	0	15	5	C
Socio-pedagogical Approach to Children at Risk	doc. dr. sc. Toni Maglica	15	0	15	3	C
Contemporary Approaches in Early Childhood and Preschool Education	izv. prof. dr. sc. Ivana Visković	30	0	15	4	C
Traditional Games and Toys	doc. dr. sc. Branimir Mendeš	30	0	15	4	E
Decorative Design	izv. prof. dr. sc. Marija Brajčić	15	30	0	4	E
Games and Learning through Computers	izv. prof. dr. sc. Suzana Tomaš	30	15	0	4	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES

Year of study: 2						
Semester: 3						
Module: Drama and Puppet Expression and Creativity						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
The Child and Creativity	izv. prof. dr. sc. Tonća Jukić	30	0	15	5	C
Contemporary Childhood and Children's Rights	doc. dr. sc. Toni Maglica	15	0	15	3	C
Communication through the Performing Arts	prof. art. Bruna Bebić	30	0	15	4	C
Drama Pedagogy with Practicum	Jure Radnić, nasl. doc. art.	15	45	0	5	C
Dramatic Literature for Children	doc. dr. sc. Tea-Tereza Vidović Schreiber	15	0	15	3	C
Basics of Dramatisation and Adaptation of Literary Texts for Children	doc. dr. sc. Tea-Tereza Vidović Schreiber	30	0	15	3	C
Music in Puppetry	dr. sc. Aleksandra Kardum, nasl. pred.	0	30	0	4	C
Behavioural Disorders in Early Childhood	doc. dr. sc. Toni Maglica	15	0	15	3	E
Drama and Theatre for Children	doc. dr. sc. Tea-Tereza Vidović Schreiber	15	0	15	3	E
Leadership of the Early Childhood and Preschool Education Institution	izv. prof. dr. sc. Ivana Visković	15	0	15	3	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES						
Year of study: 2						
Semester: 4						
Module: Drama and Puppet Expression and Creativity						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Support Strategies for Children with Special Educational Needs	prof. dr. sc. Jasna Kudek Mirošević	30	15	0	5	C

Professional Development and Lifelong Learning of Preschool Teachers	doc. dr. sc. Danijela Blanuša Trošelj	30	0	15	4	C
Visual Dramaturgy and Puppet Technology	izv. prof. dr. sc. Marijana Županić Benić	15	30	0	3	C
Puppet Animation with Practicum	izv. prof. dr. sc. Marijana Županić Benić	30	45	0	6	C
Children's Drama and Puppetry Creativity with Practicum	doc. dr. sc. Helena Korošec	15	15	0	2	C
Dramatic Stage Speech with Practicum	prof. dr. sc. Anita Runjić-Stoilova	15	15	0	2	C
Master's Thesis		0	0	0	5	C
Parents and the Child with Special Educational Needs	doc. dr. sc. Toni Maglica	15	0	15	3	E
The Child and Heritage	izv. prof. dr. sc. Ines Blažević	15	0	15	3	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES						
Year of study: 2						
Semester: 3						
Module: Visual Expression and Creativity						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
The Child and Creativity	izv. prof. dr. sc. Tonća Jukić	30	0	15	5	C
Contemporary Childhood and Children's Rights	doc. dr. sc. Toni Maglica	15	0	15	3	C
Fundamentals of Visual Arts 1	izv. prof. dr. sc. Marija Brajčić	15	0	15	3	C
Drawing with Practicum	izv. prof. art. Tatjana Ravlić	15	30	0	4	C
Painting with Practicum	izv. prof. art. Tatjana Ravlić	15	30	0	4	C
Three-Dimensional Design with Practicum 1	izv. prof. dr. sc. Marija Brajčić	15	30	0	4	C

Application of Printmaking Techniques with Practicum	izv. prof. dr. sc. Dubravka Kuščević	15	15	0	2	C
Museum Pedagogy with Practicum	izv. prof. dr. sc. Vedran Barbarić	15	15	0	2	C
Behavioural Disorders in Early Childhood	doc. dr. sc. Toni Maglica	15	0	15	3	E
Drama and Theatre for Children	doc. dr. sc. Tea-Tereza Vidović Schreiber	15	0	15	3	E
Leadership of the Early Childhood and Preschool Education Institution	izv. prof. dr. sc. Ivana Visković	15	0	15	3	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES						
Year of study: 2						
Semester: 4						
Module: Visual Expression and Creativity						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Support Strategies for Children with Special Educational Needs	prof. dr. sc. Jasna Kudek Mirošević	30	15	0	5	C
Professional Development and Lifelong Learning of Preschool Teachers	doc. dr. sc. Danijela Blanuša Trošelj	30	0	15	4	C
Fundamentals of Visual Arts 2	izv. prof. dr. sc. Marija Brajčić	30	0	30	4	C
Psychology of Children's Drawing	doc. dr. sc. Katija Kalebić Jakupčević	30	0	15	3	C
Art Activities with Non-Didactic Materials	izv. prof. dr. sc. Dubravka Kuščević	15	15	0	3	C
Three-Dimensional Design with Practicum 2	izv. prof. dr. sc. Marija Brajčić	15	15	0	3	C
Master's Thesis		0	0	0	5	C

Parents and the Child with Special Educational Needs	doc. dr. sc. Toni Maglica	15	0	15	3	E
The Child and Heritage	izv. prof. dr. sc. Ines Blažević	15	0	15	3	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES						
Year of study: 2						
Semester: 3						
Module: Musical Expression and Creativity						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
The Child and Creativity	izv. prof. dr. sc. Tonća Jukić	30	0	15	5	C
Contemporary Childhood and Children's Rights	doc. dr. sc. Toni Maglica	15	0	15	3	C
Fundamentals of Vocal Technique with Practicum	doc. dr. sc. Marijo Krnić	15	30	0	5	C
Instrumental Practicum 1	doc. dr. sc. Marijo Krnić	0	60	0	5	C
Development of Children's Musicality	prof. dr. sc. Snježana Dobrota	15	0	15	3	C
Leading a Children's Choir with Fundamentals of Conducting	doc. dr. sc. Marijo Krnić	15	30	0	4	C
Dance Structures with Practicum	doc. dr. sc. Dodi Malada	15	15	0	2	C
Behavioural Disorders in Early Childhood	doc. dr. sc. Toni Maglica	15	0	15	3	E
Drama and Theatre for Children	doc. dr. sc. Tea-Tereza Vidović Schreiber	15	0	15	3	E
Leadership of the Early Childhood and Preschool Education Institution	izv. prof. dr. sc. Ivana Visković	15	0	15	3	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES

Year of study: 2						
Semester: 4						
Module: Musical Expression and Creativity						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Support Strategies for Children with Special Educational Needs	prof. dr. sc. Jasna Kudek Mirošević	30	15	0	5	C
Professional Development and Lifelong Learning of Preschool Teachers	doc. dr. sc. Danijela Blanuša Trošelj	30	0	15	4	C
Instrumental Practicum 2	prof. dr. sc. Snježana Dobrota	0	60	0	4	C
Group Music Making	doc. dr. sc. Marijo Krnić	0	30	0	2	C
Children's Musical Creativity with Practicum	prof. dr. sc. Snježana Dobrota	15	15	0	2	C
Music Literature for Children	prof. dr. sc. Snježana Dobrota	15	0	15	2	C
Folklore for Children with Practicum	dr. sc. Lidija Vlahović, nasl. red. prof.	15	15	0	3	C
Master's Thesis		0	0	0	5	C
Parents and the Child with Special Educational Needs	doc. dr. sc. Toni Maglica	15	0	15	3	E
The Child and Heritage	izv. prof. dr. sc. Ines Blažević	15	0	15	3	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES						
Year of study: 2						
Semester: 3						
Module: Movement Expression and Creativity						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
The Child and Creativity	izv. prof. dr. sc. Tonća Jukić	30	0	15	5	C

Contemporary Childhood and Children's Rights	doc. dr. sc. Toni Maglica	15	0	15	3	C
Analysis of Kinesiological Activities in Early Childhood and Preschool Education	doc. dr. sc. Bojan Babin	30	15	0	4	C
Aesthetic Gymnastics with Practicum	doc. dr. sc. Dodi Malada	15	30	0	4	C
Rhythmics and Dance with Practicum 1	doc. dr. sc. Dodi Malada	15	45	0	5	C
Folklore for Children with Practicum 1	doc. dr. sc. Dodi Malada	15	15	0	3	C
Group Music Making	doc. dr. sc. Marijo Krnić	0	30	0	3	C
Behavioural Disorders in Early Childhood	doc. dr. sc. Toni Maglica	15	0	15	3	E
Drama and Theatre for Children	doc. dr. sc. Tea-Tereza Vidović Schreiber	15	0	15	3	E
Leadership of the Early Childhood and Preschool Education Institution	izv. prof. dr. sc. Ivana Visković	15	0	15	3	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

LIST OF COURSES						
Year of study: 2						
Semester: 4						
Module: Movement Expression and Creativity						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Support Strategies for Children with Special Educational Needs	prof. dr. sc. Jasna Kudek Mirošević	30	15	0	5	C
Professional Development and Lifelong Learning of Preschool Teachers	doc. dr. sc. Danijela Blanuša Trošelj	30	0	15	4	C
Planning and Programming of Kinesiological Activities in	doc. dr. sc. Bojan Babin	30	15	0	3	C

Early Childhood and Preschool Education						
Rhythmics and Dance with Practicum 2	doc. dr. sc. Dodi Malada	15	45	0	5	C
Folklore for Children with Practicum 2	doc. dr. sc. Dodi Malada	15	15	0	2	C
Children's Dance Creativity with Practicum	doc. dr. sc. Dodi Malada	15	30	0	3	C
Master's Thesis		0	0	0	5	C
Parents and the Child with Special Educational Needs	doc. dr. sc. Toni Maglica	15	0	15	3	E
The Child and Heritage	izv. prof. dr. sc. Ines Blažević	15	0	15	3	E

Note: Students choose one elective course. Hours: L – lectures, E – exercises (practicals), S – seminars, F – fieldwork. Status: C – compulsory, E – elective.

2.2. Course description

Ethics

Course name	**Ethics**		
ID	SRPO11	**Study year**	1
Lecturer	prof. dr. sc. Marita Brčić Kuljiš	**ECTS workload**	3.0
Associates	dr. sc. Anita Lunić	**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to acquire competences regarding fundamental ethical concepts in early childhood and preschool education and ethical positions in a pluralistic society, and to develop competences regarding the importance of moral education in early childhood and preschool education.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - explain fundamental ethical concepts - compare ethical theories relevant to early childhood and preschool education - analyse the role of moral development in society - critically examine ethical assumptions - compare different social practices in the context of pluralism - critically examine their own ethical attitudes - develop awareness of the importance of moral development in children.		
Syllabus	Lectures: 1. Introductory class / agreement on seminars 2. Defining fundamental concepts 3. A brief overview of the history of ethics 4. Ethics and other disciplines 5. Types of ethics (virtue ethics, duty ethics…) 6. Ethics in philosophy for children 7. Bioethics Seminars: 1. Morality and ethics 2. Ethics – Socrates and Plato 3. Dianoetic and ethical virtues 4. The categorical imperative 5. Kohlberg and moral development 6. Integrative bioethics 7. Ethics for children		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course. Produce a seminar paper according to predetermined criteria. Present the seminar paper according to predetermined 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
Assessment and evaluation of student work	The student's overall work during classes is assessed. Class activity and participation in discussions during lectures and seminars (20%). Seminar paper		

	produced and presented in accordance with the instructor's guidelines (40%). Oral exam passed (40%).		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Čehok, I., Koprek, I. (ur.) (1996), Etika: priručnik jedne discipline, Zagreb: Školska knjiga	4	no
	Kangrga, M. (2004), Etika: osnovni problem i pravci, Zagreb: Golden marketing – Tehnička knjiga	1	no
Supplementary literature	1. Aristotel (1992), Nikomahova etika, Zagreb: Hrvatska sveučilišna naklada 2. Hessong, R., Weeks, T. (1987), Introduction to Education. New York: Macmillan Publishing Company 3. Kant, I. (1990). Kritika praktičkog uma, Zagreb: Naprijed 4. Legrand, L. (1995). Moralna izobrazba danas: ima li to smisla?, Zagreb: Educa 5. MacIntyre, A. (2002.). Za vrlinom: studija o teoriji morala, Zagreb: KruZak 6. Čović, A. (2004), Etika i bioetika, Zagreb: Pergamena 7. Speamann, R., (2008), Osnovni moralni pojmovi, Sarajevo - Zagreb: Svjetlo riječi 8. Kohlberg, L. (1976), The Claim to Moral Adequacy of a Highest Stage of Moral Judgment, Journal of Philosophy 40: 630-646		
Quality assurance	1. Class attendance, class activity, success in completing assignments. 2. Student survey evaluating teaching at the university level. 3. Exam passed and other obligations prescribed by the syllabus fulfilled. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introductory class / agreement on seminars	2	P8
Seminar	Morality and ethics	2	P8
Week 2			
Lectures	Defining fundamental concepts	2	P8
Seminar	Ethics – Socrates and Plato	2	P8
Week 3			
Lectures	A brief overview of the history of ethics	2	P8
Lectures	Dianoetic and ethical virtues	2	P8
Week 4			
Lectures	Ethics and other disciplines	3	P8
Seminar	The categorical imperative	2	P8
Week 5			
Lectures	Types of ethics (virtue ethics, duty ethics…)	2	P8
Seminar	Kohlberg and moral development	3	P8
Week 6			
Lectures	Ethics in philosophy for children	2	P8
Seminar	Integrative bioethics	2	P8
Week 7			
Lectures	Bioethics	2	P8

Class type	Topic	Teaching hours	Location
Seminar	Ethics for children	2	P8

Psychology of Parenthood

Course name	**Psychology of Parenthood**		
ID	SRPO12	**Study year**	1
Lecturer	prof. dr. sc. Ina Reić Ercegovac; doc. dr. sc. Katija Kalebić Jakupčević	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to acquire knowledge of theoretical approaches to the study of parenthood, the main models of parenting within developmental psychology, the individual factors that determine parenting, the consequences of different determinants of parenting for children's development, and parenting in specific life circumstances (inability to become a parent, non-biological parenthood, adolescent parents, parenting a child with developmental difficulties). The specific aim of the course is to acquire knowledge of the role of parents in the context of the preschool institution and to train students to work with parents.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - name the main theoretical approaches in the psychology of parenting - name the factors that determine parenting and parental behaviour - explain the role of the main individual and contextual factors that determine parenting - analyse the specific features of parenting by adolescent parents and non-biological parents - compare the characteristics of parenting and parental behaviour in different developmental stages (infant, toddler, preschool child, adolescent child, and adult child) - explain the role of parents and parental behaviour in the child's functioning in the preschool institution - develop communication skills for high-quality interaction with parents in the context of the preschool institution.		
Syllabus	1. Introductory lecture (introducing students to the course content, literature and student obligations; assignment of seminar topics and literature) 2. Defining parenthood (concept, process, role) 3. Main theoretical approaches to the study of parenthood (psychoanalytic, humanistic, ecological) 4. Individual and contextual factors of parenting and parental behaviour (Belsky's model of the determinants of parenting) 5. Motivation for parenthood 6. Transition to parenthood 7. Parenting preschool and school-age children 8. Colloquium I 9. Parenting adolescents 10. Parenting adult children 11. Inability to realise the parental role, adoption, adolescent parents 12. The role of the mother and father in the historical context and in contemporary society 13. Parenting a child with developmental difficulties 14. Parental behaviour in the context of the preschool institution 15. Colloquium II		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Class attendance, active participation in class assignments, success in completing individual and group assignments, a seminar paper produced and presented, and		

	two colloquia successfully passed (a passing grade in both colloquia is equivalent to the written 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	The final grade for the course is the result of systematic monitoring of class activity and work (30%), the seminar paper (20%) and the colloquia (50%)		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Macuka, I. (ur.) (2024). Suvremeno roditeljstvo: iskustva i izazovi. Sveučilište u Zadru.	3	
	Ljubetić, M., Reić Ercegovac, I. (2024). Roditeljstvo kroz život. Perspektiva potreba. Filozofski fakultet u Splitu.	10	

Supplementary literature	Holden, G. W. (2010), Parenting – a dynamic perspective. SAGE Martin, C.A. & Colbert, K.K. (1997), Parenting: A life span perspective. NY: McGraw-Hill Ljubetić, M. (2007), Biti kompetentan roditelj. Zagreb: Mali profesor
Quality assurance	Class attendance, class activity, success in completing assignments. Student survey evaluating teaching 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)	

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introduction to the course (introducing students to the course content and literature); defining parenthood (concept, process, role).	1	P
Seminar	Assignment of topics and tasks for the seminar paper.	1	P
Week 2			
Lectures	Main theoretical approaches to the study of parenthood (psychoanalytic, humanistic, ecological)	1	P
Seminar	Parenthood from the perspective of one selected theoretical approach (psychoanalytic – S. Freud, M. Klein, D. Winnicott, M. Mahler; E. Erikson; J. Bowlby)	1	P
Week 3			
Lectures	Individual and contextual factors of parenting and parental behaviour (Belsky's model of the determinants of parenting)	1	P
Seminar	Integrative model of parenting (what shapes parenting and parental behaviour)	1	P
Week 4			
Seminar	Motivation for parenthood (fertility behaviour, voluntary childlessness)	1	P
Seminar	Analysis of research on voluntary childlessness	1	P

Class type	Topic	Teaching hours	Location
Week 5			
Lectures	Transition to parenthood (relationship with subjective well-being; developmental outcomes of parenthood)	1	P
Seminar	The role of attachment during the transition to parenthood	1	P
Week 6			
Lectures	Parenting early and preschool-age children	1	P
Seminar	Developmental challenges in early and preschool age – the importance of synergy between the family and the early childhood and preschool education institution	1	P
Week 7			
Lectures	Colloquium I	1	P
Seminar	Colloquium I	1	P
Week 8			
Lectures	Parenting school-age and adolescent children and the relationship with earlier stages of parenting	1	P
Seminar	The contribution of early stages of parenting to the challenges of parenting during adolescence	1	P
Week 9			
Lectures	Parenting adult children (the role of grandparents)	1	P
Seminar	Grandparents as important socialisation factors in the development of early and preschool-age children (specific features of the relationship; intercultural comparisons)	1	P
Week 10			
Lectures	Inability to realise the parental role, adoption, adolescent parents	1	P
Seminar	Adoptive parents – development of attachment and adjustment to kindergarten	1	P
Week 11			
Lectures	The role of the mother and father in the historical context and in contemporary society	1	P
Seminar	The relationship between family and kindergarten education – historical overview and current situation	1	P
Week 12			
Lectures	Contemporary trends in parenting (intensive parenting, parental burnout, regrets)	1	P
Seminar	Sharenting – the role of social networks in contemporary parenting	1	P
Week 13			
Lectures	Parenting children with developmental difficulties	1	P
Seminar	Overview of research on the specific challenges of parenting children with chronic illnesses and developmental difficulties	1	P
Week 14			
Lectures	Parental behaviour in the context of the preschool institution; partnership between parents and the preschool institution	1	P
Seminar	Communication between parents, preschool teachers and the institution's professional team – challenges from contemporary practice	1	P
Week 15			
Lectures	Colloquium II	1	P
Seminar	Colloquium II	1	P

Educational Communication Skills

Course name	**Educational Communication Skills**		
ID	SRPO13	**Study year**	1
Lecturer	prof. dr. sc. Sonja Kovačević	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The course aims to train students in the roles of communication as a professional competence and to recognize communication models in the early and preschool education system.		
Enrolment requirements	There is none.		
Learning outcomes	After completing the course and passing the exam, students will be able to: (cid:0) Understand the characteristics of communication and its models, (cid:0) Use appropriate communication models in educational work in the early and preschool education system, (cid:0) Successfully understand all communication models and techniques in educational work, (cid:0) Use appropriate communication models for the purpose of successful business in educational institutions, (cid:0) Successfully implement the characteristics of communication and pedagogy for the purpose of educating children, (cid:0) Successfully resolve conflicts between children, (cid:0) Use methods of communication negotiation with parents, (cid:0) Master internal communication in early and preschool education institutions.		
Syllabus	1. Communication as a socio-emotional competence. 2. Communication styles. 3. Skills for receiving quality messages. 4. Skills for sending quality messages - verbal communication in educational institutions. 5. Removing communication blockages. 6. Communication in educational practice. 7. Communication according to Glasser and the theory of choice (caring and killing habits, personal freedom, internal control). 8. Empathetic communication. 9. Communication skills exercises.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to attend all forms of classes and actively participate in class, which includes completing independent tasks, creating e-portfolios, following appropriate literature according to teacher suggestions, and successfully passing the final 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
	☒ Workshops		
Assessment and evaluation of student work	Success will be assessed based on participation in workshops (30%) and the results of the final written exam (70%).		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Knapp, M.L., Hall, J.A. (2010). Neverbalna komunikacija u ljudskoj interakciji. Naklada Slap.	1	online
	Tatković, N., Diković, M., Tatković, S. (2016). Pedagoško- psihološki aspekti komunikacije. Sveučilište Jurja Dobrile	2	
Supplementary literature	Arambašić, L. (2021), Svemoć i nemoć komunikacijskog procesa. Slap Pease, A., Pease, B., (2012). Velika škola govora tijela. Mozaik knjiga		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	The concept of communication. The concept of pedagogical communication.	2	
Seminar	Exercise: All about the concept of communication 1.	1	
Week 2			
Lectures	Educational communication in preschool institutions.	2	
Seminar	Exercise: All about the concept of communication 1.	1	
Week 3			
Lectures	Communication as a socio-emotional competence.	2	
Seminar	Workshop: Express your emotions through nonverbal communication1.	1	
Week 4			
Lectures	Communication models.	2	
Seminar	Workshop: Express your emotions through nonverbal communication1.	1	
Week 5			
Lectures	Communication styles.	2	
Seminar	Workshop: Express your emotions through verbal communication 1.	1	
Week 6			
Lectures	Verbal communication.	2	
Seminar	Workshop: Express your emotions through verbal communication 2.	1	
Week 7			
Lectures	Skills for receiving quality messages. Skills for sending quality messages - verbal communication in educational institutions.	2	
Seminar	Exercise: 1. Nonverbal communication Receiving and sending messages. Blockages.	1	

Class type	Topic	Teaching hours	Location
Week 8			
Lectures	Non-verbal communication.	2	
Seminar	Exercise: 2. Nonverbal Communication Receiving and Sending Messages. Blockages.	1	
Week 9			
Lectures	Removing communication blockages.	2	
Seminar	Exercise: 1. Verbal Communication Receiving and Sending Messages. Blockages.	1	
Week 10			
Lectures	Nonverbal communication. Body language, gestures, facial expressions.	2	
Seminar	Exercise; Express yourself through gestures, facial expressions, and body language.	1	
Week 11			
Lectures	Communication in educational practice.	2	
Seminar	Exercise: 2. Verbal Communication Receiving and Sending Messages. Blockages.	1	
Week 12			
Lectures	Communication according to Glasser and choice theory (careful and destructive habits, personal freedom, internal control).	2	
Seminar	Exercise: Creating a Glasser communication model for an educational group.	1	
Week 13			
Lectures	Nonverbal communication in conflict and defense mechanisms.	2	
Seminar	Exercise: 2. Creating a communication model according to Glasser for an educational group.	1	
Week 14			
Lectures	Empathetic communication.	2	
Seminar	Workshop: Elaboration: Empathic listening and communication in the educational group.	1	
Week 15			
Lectures	Communication skills (how to develop)	2	
Seminar	Poster creation: Examples from practice: Empathetic listening and communication in an educational group.	1	

Pedagogical Ideas and Trends in Early Childhood and Preschool Education

Course name	**Pedagogical Ideas and Trends in Early Childhood and Preschool Education**		
ID	SRPO14	**Study year**	1
Lecturer	doc. dr. sc. Branimir Mendeš	**ECTS workload**	5.0
Associates		**Number of hours**	L: 30 S: 30 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to equip students to critically examine various pedagogical ideas and approaches in the context of the development of institutional early childhood and preschool education.		
Enrolment requirements	/		
Learning outcomes	Students will be able to: explain the main directions in the development of theory and practice in early childhood education and care; describe the influence of different pedagogical ideas on the development of preschool education concepts; compare different pedagogical ideas and approaches in early childhood education and care; critically discuss and justify key elements in the history of early childhood; independently study and interpret academic texts.		
Syllabus	Development of pedagogical thought on the education of early childhood learners in family and institutional contexts Overview of the work of key pedagogues significant for the theory and practice of early childhood education and care The beginnings of pedagogical thought on early childhood education in the local context The establishment and development of early childhood pedagogy A. Cvijić: Handbook for Nursery Schools (its significance for Croatian pedagogy) Changes in the regulatory framework of institutional early childhood education and care The emergence and development of different early childhood education programmes/curricula Main approaches in early childhood education and care (Froebel's pedagogical approach, socially organised preschool education approach, humanistic-developmental approach) Development of early childhood education and care in Croatia Changes in the characteristics of institutional early childhood education and care: from welfare-oriented to educational approaches Changes in the education of early childhood educators: from kindergarten teachers to Master's-level early childhood education professionals		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular attendance of classes (lectures 80%, seminars 80%); preparation and presentation of a seminar paper; successful completion of the 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	Colloquium – 25% Seminar – 25% Oral examination – 50% The criteria for assessment and grading of each component are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Mendeš, B. (2020). Prema suvremenom dječjem vrtiću // Pedagoška kretanja i promjene u sustavu ranog i predškolskog odgoja Hrvatska. Hrvatska sveučilišna sveučilišna naklada (odabrana poglavlja)	20	45
	Mendeš, B. (2018). Profesionalno obrazovanje odgojitelja predškolske djece // Od pedagoškog tečaja do sveučilišnog studija. Golden marketing – tehnička knjiga (odabrana poglavlja)	15	45
Supplementary literature	Došen-Dobud, A. (2019). Nove slike iz povijesti predškolskog odgoja. Novi redak. Mendeš, B. (ur.). (2022). Programske orijentacije ranog i predškolskog odgoja u Hrvatskoj. Novi redak. Mendeš, B. (2024). Diskursi o dječjoj igri // retrospektivni izbor radova hrvatskih pedagoga. Novi redak. Serdar, E. (2018). Zagrebačka zabavišta u drugoj polovini 19. stoljeća i početkom 20. stoljeća. Hrvatski školski muzej.		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Development of pedagogical thought on early childhood education in family and institutional contexts Overview of the work of key pedagogues significant for the theory and practice of early childhood education and care The beginnings of pedagogical thought on early childhood education in the local context The establishment and development of early childhood pedagogy A. Cvijić: Guide for Kindergartens (its significance for Croatian pedagogy)	5	
Week 2			
Lectures	Changes in the regulatory framework of institutional early childhood education and care The emergence and development of different early childhood education programmes/curricula Main approaches in early childhood education and care (F. Fröbel's pedagogical approach, socially organised early childhood education approach, humanistic-developmental approach) Development of early childhood education and care in Croatia	5	
Week 3			
Lectures	Changes in the characteristics of institutional early childhood education and care: from welfare-oriented to educational approaches Changes in early childhood educator training: from kindergarten teacher to Master's-level early childhood education professional	5	
Week 4			
Seminar	Presentation of a seminar topic	5	
Week 5			
Seminar	Presentation of a seminar topic	5	

Class type	Topic	Teaching hours	Location
Week 6			
Seminar	Presentation of a seminar topic	5	

Culture of the Early Childhood and Preschool Education Institution

Course name	**Culture of the Early Childhood and Preschool Education Institution**		
ID	SRPO15	**Study year**	1
Lecturer	izv. prof. dr. sc. Ivana Visković	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to familiarize students with the latest scientific knowledge regarding the meaning, importance, and possibilities for the development of the culture of early childhood education institutions.a.		
Enrolment requirements	None.		
Learning outcomes	Upon completing the course and passing the examination, students will be able to: - explain relevant factors influencing the quality of the culture of early childhood education institutions; - identify the level of quality of the micro- and macro-organization of early childhood education institutions; - demonstrate fundamental knowledge of the professional field of work in the context of preschool institutional culture; - develop the competencies of reflective practitioners who continuously evaluate the effects of their own achievements; - actively contribute to improving the quality of preschool institutional culture.		
Syllabus	1. Factors and their characteristics in the development of the culture of early childhood education institutions 2. Characteristics of the humanistic-developmental curriculum in preschool education 3. Levels of institutional context – micro- and macro-organization of early childhood education institutions 4. Historical approaches to the development of the context of early childhood education institutions – previous research 5. Contemporary understanding of the context of early childhood education institutions 6. New paradigms in early childhood education 7. Interdependence between the humanistic-developmental curriculum in early childhood education and institutional context 8. Communication and interaction in early childhood education institutions 9. Preschool institutional culture and the quality of educational practice 10. Kindergarten as a children's house 11. The role of educators in creating the kindergarten as a children's house 12. The relationship between educators' professional and personal development 13. The educator as a reflective practitioner 14. A new culture of family upbringing 15. Cultural heritage environment and the culture of early childhood education institutions		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Active participation in the teaching process, including lectures, seminars, and workshops (minimum 60% attendance). 2. Successful completion of curricular and extracurricular, individual and group assignments in accordance with the course content. 3. Preparation and presentation of a seminar paper in line with the predefined assessment criteria. 4. Passing the written examination with a minimum of 61% accuracy. 5. Passing the 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	Written examination – 45% Prepared and presented seminar paper in accordance with the instructor's guidelines – 25% Performance in completing individual and group assignments – 15% Oral examination – 15% 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**
	Visković, I. (2018). Kultura zajednica u kojima odrasta dijete rane i predškolske dobi. U A. Višnjić Jevtić i I. Visković (ur.), Izazovi suradnje – Razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima (str.:15-65). Zagreb: Alfa.	3	
	Vujičić, L., Pejić Papak, P., & Valenčić Zuljan, M. (2018). Okruženje za učenje i kultura ustanove. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.	2	
	Jančec, L., Čamber Tambolaš, A., & Vujičić, L. (2022). „Skriveni kurikulum i kultura odgojnoobrazovne ustanove ". U: Zbornik suvremene teme u odgoju i obrazovanju-STOO, 2, 1-20.	2	
	Vujičić, L. (2011). Istraživanje kulture odgojno-obrazovne ustanove, Zagreb: Mali profesor	3	
	Mendeš, B. (ur.) (2012). Samovrjednovanje ustanova ranog i predškolskog odgoja, Zbornik radova stručno-znanstvenog skupa 18. dani predškolskog odgoja Splitsko-dalmatinske županije Mirisi djetinjstva, Split: Dječji vrtić „Čarobni pianino"	3	
	Tokić Zec, R. (2022). Vrijednosti odgojno-obrazovnih djelatnika u organizacijskoj kulturi odgojno-obrazovne ustanove. Nova prisutnost: časopis za intelektualna i duhovna pitanja, 20(1), 117-130.	1	online
Supplementary literature	Ivon, H. (ur.) (2009). Kultura vrtića, Zbornik radova stručno-znanstvenog skupa 15. Dani predškolskog odgoja Splitsko dalmatinske županije Mirisi djetinjstva, Split: Dječji vrtić „Radost", Dječji vrtić „Marjan". Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. Harvard Educational Review, 84(1): 74-84. Linch,M.(2018). What is Culturally Responsive Pedagogy? https://www.theedadvocate.org/what-is-culturally-responsive-pedagogy/ Ljubetić, M. (2009). Vrtić po mjeri djeteta, Zagreb: Školske novine Karačić, M., & Bitunjac, A. (2024). Uloga ravnatelja u procesu vođenja ustanove. Marsonia: časopis za društvena i humanistička istraživanja, 3(1), 9-20. Visković, I., Višnjić Jevtić, A., & Marušić, A. (2022). Teachers' Opinions on Recognisable Aspects of the Institutional Early Childhood Education Culture. Nova promišljanja o djetinjstvu: zbornik radova međunarodne znanstveno-umjetničke konferencije (str. 397-412). Sveučilište u Zadru		
Quality assurance	The quality and effectiveness of course implementation are monitored through: - regular evaluation of class activities and performance in completing individual and group assignments, - student surveys on the quality of teaching and teaching staff conducted at the university level, - student achievement in fulfilling the obligations prescribed by the syllabus (written and oral examinations, seminar paper),		

	- individual consultations, - students' self-assessment of achieved learning outcomes.
Other (in the opinion of the proponent)	

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Factors and their characteristics in the development of the culture of early childhood education institutions 2. Characteristics of the humanistic-developmental curriculum in preschool education 3. Levels of institutional context – micro- and macro-organization of early childhood education institutions 4. Historical approaches to the development of the context of early childhood education institutions – previous research 5. Contemporary understanding of the context of early childhood education institutions	5	P 2
Week 2			
Lectures	6. New paradigms in early childhood education 7. Interdependence between the humanistic-developmental curriculum in early childhood education and institutional context 8. Communication and interaction in early childhood education institutions 9. Preschool institutional culture and the quality of educational practice 10. Kindergarten as a children's house	5	P2
Week 3			
Lectures	11. The role of educators in creating the kindergarten as a children's house 12. The relationship between educators' professional and personal development 13. The educator as a reflective practitioner 14. A new culture of family upbringing 15. Cultural heritage environment and the culture of early childhood education institutions	5	P2
Week 4			
Seminar	Collaborative analysis of the culture of an authentic institution; seminar paper on a selected topic related to the course content (factors of institutional culture, dimensions of culture, the institution's curriculum as a dimension of culture, new paradigms)	4	P 24
Week 5			
Seminar	Seminar paper on a selected topic related to the course content (the role of the preschool teacher in curriculum construction, professional development, curriculum as a dimension of culture, communication, cooperation at the institutional level)	3	P24

Education for Sustainable Development

Course name	**Education for Sustainable Development**		
ID	SRPO16	**Study year**	1
Lecturer	izv. prof. dr. sc. Ivana Restović	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 10 E: 5 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to enable students to reflect critically on and creatively apply collaborative and interdisciplinary activities appropriate to children's age, with the purpose of initiating education for sustainable development in early childhood as a foundation for lifelong learning and active engagement in accordance with sustainable development.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - interpret, with supporting arguments, the complexity of education for sustainable development in early childhood, - describe and reflect critically on the importance of education for sustainable development in early childhood, - design a programme of education for sustainable development for pedagogical practice in kindergarten, - implement education for sustainable development in pedagogical practice in kindergarten, - design and apply interdisciplinary activities for children with the purpose of promoting education for sustainable development in early childhood, - produce materials needed for education for sustainable development in early childhood, - analyse, monitor and evaluate their own work while promoting education for sustainable development.		
Syllabus	1. From prehistory to sustainable development 2. From the concept of sustainable development to education for sustainable development 3. The role and key characteristics of education for sustainable development 4. Elements of the kindergarten curriculum in developing children's sensitivity to sustainable development 5. Education for sustainable development in the practice of Croatian kindergartens 6. Environmental education in early childhood 7. From environmental education to education for sustainable development 8. Environmental education in the practice of Croatian kindergartens 9. Activities for the development of an environmentally aware child 10. Sensory or perceptual activities in education for sustainable development 11. Expressive activities in education for sustainable development 12. Practical activities in education for sustainable development 13. Didactic play in developing sensitivity to sustainable development 14. Projects in education for sustainable development 15. Competences of preschool teachers for promoting education for sustainable development		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. actively participate in the teaching process: lectures 87%, seminars 87%, fieldwork 100% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching		

<table>
<tr><td></td><td colspan="4">3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course
4. produce a seminar paper according to predetermined criteria
5. present the seminar paper according to predetermined criteria
6. pass the oral exam</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">Seminar paper – 50%
Oral exam – 50%
The criteria for evaluating and grading individual components 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">Pavičić, I. (2023). Znanje i praksa odgojitelja o održivom razvoju u dječjem vrtiću. Magistra Iadertina, 18(1), 163–183. Preuzeto s https://www.google.com/search?q=https://hrcak.srce.hr/408662</td><td>0</td><td>yes</td></tr>
<tr><td colspan="2">De Heer, M. (2018). Naš planet i 17 globalnih ciljeva. (E. Gasparov, Prev. i Ur.). ODRAZ - Održivi razvoj zajednice. Dostupno na www.odraz.hr</td><td>0</td><td>yes</td></tr>
<tr><td colspan="2">Tatković, N., Diković, M., Štifanić, M. (2015) Odgoj i obrazovanje za razvoj danas i sutra: ekološke i društvene paradigme. Sveučilište Pula.</td><td>1</td><td>no</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Garašić, D., Sertić Perić, M., Smojver, B. (2023). Obrazovanje za održivi razvoj – priručnik za učitelje i nastavnike.
2. Udruga za održivi razvoj Hrvatske (UZOR). (b.g.). Dječji priručnik za održivi razvoj – Prepoznavanje i razvrstavanje otpada. UZOR.
3. Kostović-Vranješ V. (2013): Uloga suvremenog učitelja u implementaciji obrazovanja za održivi razvoj U: Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene. Ivon H. (ur.), Filozofski fakultet u Splitu.
2. Husanović-Pejnović D. (2011): Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga, Zagreb.
3. Murphy G. (2011): Mali koraci, jednostavne zamisli koje mijenjaju planet Zemlju. Mozaik knjiga, Zagreb.
4. UNESCO (2010): Teaching and learning for sustainable future, www.unesco.org/education/tlsf/index.htm
5. Šimleša D. (2010): Ekološki otisak – Kako je razvoj zgazio održivost. TIM press d.o.o., Zagreb. Institut društvenih znanosti Ivo Pilar, Zagreb.</td></tr>
<tr><td>Quality assurance</td><td colspan="4">1. Class attendance, class activity, success in completing assignments.
2. Student survey evaluating teaching at the university level.
3. Exam passed and other obligations prescribed by the syllabus fulfilled.
4. Individual consultations.
5. Student self-assessment of achieved learning outcomes.
6. 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>

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. From prehistory to sustainable development 2. From the concept of sustainable development to education for sustainable development 3. The role and key characteristics of education for sustainable development 4. Elements of the kindergarten curriculum in developing children's sensitivity to sustainable development 5. Education for sustainable development in the practice of Croatian kindergartens	5	P2
Week 2			
Field exercises	Fieldwork	5	TN
Week 3			
Seminar	Presentations of seminar topics	5	P2

Croatian Language as a Language of Academic Communication

Course name	**Croatian Language as a Language of Academic Communication**		
ID	SRPO17	**Study year**	1
Lecturer	izv. prof. dr. sc. Anđela Milinović Hrga	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to equip students with the ability to acquire the basic features of the functional styles of the Croatian language, with particular emphasis on the scientific functional style; to expand and systematise foundational knowledge of the standard language norms of the Croatian language and apply them in the independent production of written and oral forms of scientific communication in academic discourse; and to master all elements necessary for the clear, structured, and formally correct composition of oral and written academic works.		
Enrolment requirements	None.		
Learning outcomes	Upon completing the course and passing the exam, students will be able to: - distinguish between and correctly apply the functional styles of the Croatian language; - navigate all levels of linguistic norms and apply them correctly; - apply acquired knowledge in their own oral and written academic communication; - independently use linguistic literature.		
Syllabus	1) The Croatian standard language. The historical formation of the Croatian standard language. 2) Features of the standard language: autonomy, standardisation, multifunctionality, flexible stability in space and time. 3) Norms and standardisation of the Croatian standard language. Normative reference works: Croatian orthographic manuals, grammars, monolingual dictionaries, language advisories. 4) Functional stratification of the Croatian language. Functional-stylistic features of the scientific style of the Croatian standard language. 5) Features of written and spoken academic discourse. 6) Selected orthographic issues and orthographic variants. 7) Selected issues of Croatian grammatical norms. 8) Lexical norms – the use and adaptation of foreign words in the Croatian standard language. 9) Analysis of professional and scientific publications. Classification and structure of scientific and professional papers. Types of papers at higher education institutions. 10) The structure of written text in the scientific style. 11) Structuring individual parts of an academic paper (chapters, subchapters, paragraphs). 12) Citing, paraphrasing, writing footnotes and bibliographic lists. 13) Linguistic and stylistic editing of text (orthographic, grammatical, and stylistic-linguistic interventions; clarity, simplicity, and conciseness of expression). 14) The structure of spoken scientific discourse. 15) Rhetorical strategies of academic discourse.		
Teaching types	☒ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are expected to be active in lectures and seminars (regular attendance, critical discussion). Students are required to write and present a seminar paper and 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	Active student participation in lectures and seminars (regular attendance, critical discussion). The seminar paper is graded. Two colloquia are held during the semester. Both passed colloquia are equivalent to a passed written exam. After the written exam, the student also takes an oral exam. The final grade is derived on the basis of all the above-mentioned criteria (seminar paper 25%, exam 75%). 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. Moguš, M. (2011). Hrvatski pravopis: usklađen sa zaključcima Vijeća za normu hrvatskoga standardnog jezika. Zagreb: Školska knjiga. (or any other previous edition)		yes
	Gazdić-Alerić, T.; Alerić, M. (2013). Hrvatski u upotrebi. Profil.		no
	Gačić, M. (2017). Pisanje u znanosti i struci. Zagreb: Narodne novine.	0	no
	Silić, J. (2006). Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput.	0	no
Supplementary literature	Oraić Tolić, D. (2011). Akademsko pismo: Strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb: Naklada Ljevak. Vignjević, J. (2024). Riječi u vrtiću. Jezična komunikacija u odgojiteljskoj profesiji. Hrvatska sveučilišna naklada d.o.o., Učiteljski fakultet Sveučilišta u Zagrebu		
Quality assurance	1) Class attendance, participation in class, performance in completing assignments. 2) Student survey on the evaluation of teaching at the university level. 3) Passed exam and other obligations prescribed by the syllabus. 4) Individual consultations. 5) Student self-assessment of achieved learning outcomes. 6) Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1) The Croatian standard language. The historical formation of the Croatian standard language. 2) Features of the standard language: autonomy, standardisation, multifunctionality, flexible stability in space and time. 3) Norms and standardisation of the Croatian standard language. Normative reference works: Croatian orthographic manuals, grammars, monolingual dictionaries, language advisories. 4) Functional stratification of the Croatian language. Functional-stylistic features of the scientific style of the Croatian standard language. 5) Features of written and spoken academic discourse.	5	P2

Class type	Topic	Teaching hours	Location
Week 2			
Lectures	6) Selected orthographic issues and orthographic variants. 7) Selected issues of Croatian grammatical norms. 8) Lexical norms – the use and adaptation of foreign words in the Croatian standard language. 9) Analysis of professional and scientific publications. Classification and structure of scientific and professional papers. Types of papers at higher education institutions. 10) The structure of written text in the scientific style.	5	P2
Week 3			
Lectures	11) Structuring individual parts of an academic paper (chapters, subchapters, paragraphs). 12) Citing, paraphrasing, writing footnotes and bibliographic lists. 13) Linguistic and stylistic editing of text (orthographic, grammatical, and stylistic-linguistic interventions; clarity, simplicity, and conciseness of expression). 14) The structure of spoken scientific discourse. 15) Rhetorical strategies of academic discourse.	5	P2
Week 4			
Seminar	Presentations of seminar topics.	4	P2
Seminar	Presentations of seminar topics.	4	P2

Gifted Children

Course name	**Gifted Children**		
ID	SRPI11	**Study year**	1
Lecturer	prof. dr. sc. Ivana Batarelo Kokić	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	20%
Course description			
Course aims	The aim of the course is to help students understand cognitive and environmental factors that promote the development of giftedness, the theoretical principles of educating gifted individuals, and various methodological approaches for working with gifted children to meet each child's individual needs.		
Enrolment requirements	Admission requirements: none Entry competencies: information and communication literacy		
Learning outcomes	Upon completion of the course, students will be able to: - compare and critically explain different approaches to educating gifted children; - critically explain programs for educating gifted children; - evaluate curricula for educating gifted children.		
Syllabus	1. Introduction to the course 2. Documentary film "Klinci za 5" and discussion 3. Theoretical approaches to giftedness I; selection of seminar topics 4. Theoretical approaches to giftedness II; seminar presentations 5. Key assumptions of giftedness; seminar presentations 6. Recognition of gifted children; seminar presentations 7. Factors that encourage or inhibit the development of giftedness; seminar presentations 8. Methodological guidelines for working with gifted preschool children: differentiated teaching; seminar presentations 9. Midterm exam / seminar discussion 10. Planning in the upbringing and education of gifted children: writing a program; seminar presentations 11. Cooperation between parents and educators in the upbringing of gifted children; seminar presentations 12. Modern technologies in working with gifted children; seminar presentations 13. Children with dual specialties; seminar presentations 14. Giftedness and the upbringing of the gifted in different cultures; seminar presentations 15. Final exam / final seminar discussion		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	In addition to attending at least 80% of lectures and 80% of seminars, students will present individual course content in seminar papers and online discussions. Students must pass a written exam and achieve a minimum of 65% accuracy on the exam or interviews.		
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	Success will be evaluated based on participation in class activities and online discussions (20%), completion of seminar requirements (30%), and the results of the colloquium and written final exam (50%).		

Required literature	Title	Number of copies available	Availability via other media
	George, D. (2005), Obrazovanje darovitih: Kako identificirati i obrazovati darovite i talentirane učenike. Educa	10	
	Cvetković Lay, J.; Sekulić Majurec, A. (2008), Darovito je, što ću s njim: priručnik za odgoj i obrazovanje darovite djece predškolske dobi.Alinea	5	
	Radeka, I. (ur.) (2018). Odgoj i obrazovanje darovitih učenika: Suvremene pedagogijske implikacije. Sveučilište u Zadru. https://morepress.unizd.hr/books/index.php/press/catalog/view/25/21/359		yes
	Collins, K. H., Roberson, J. J., i Piske, F. H. R. (2024). Underachievement in Gifted Education. Routledge	4	
Supplementary literature	Cvetković Lay, J. (2010), Darovito je, što ću sa sobom?: Priručnik za obitelj, vrtić i školu. Alinea MZOM, (2025). Pravilnik o odgoju i obrazovanju darovite djece i učenika (NN 71/2025). https://www.zakon.hr/c/podzakonski-propis/540764/nn-71-2025-18-4-2025-pravilnik-o-odgoju-i-obrazovanju-darovite-djece-i-ucenika		
Quality assurance	Class attendance, class activity, success in completing assignments, student surveys on the quality of teaching and teachers at the university level, passing exams and fulfilling other obligations prescribed by the syllabus, individual consultations, student self-assessment of achieved learning outcomes, and collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Course Introduction Theoretical Approaches to Giftedness I Theoretical Approaches to Giftedness Key Theories of Giftedness	5	P29
Week 2			
Lectures	Identifying gifted children Factors that encourage or inhibit the development of giftedness Methodological guidelines for working with gifted preschool children: differentiated instruction Planning for the upbringing and education of gifted children	5	P29
Week 3			
Lectures	Cooperation between parents and educators in raising gifted children Modern technologies for working with gifted children Children with dual specialties Giftedness and raising gifted children in different cultures	5	P29
Week 4			
Seminar	Documentary film "Kids for 5" Discussion of the film Guidelines for identifying potentially gifted children Selection of seminar topics – a feature film on giftedness	4	P29
Week 5			
Seminar	Seminar presentations – identification of a gifted child Seminar presentations – feature film on giftedness	4	P29

The Child and the Media

Course name	**The Child and the Media**		
ID	SRPI12	**Study year**	1
Lecturer	izv. prof. dr. sc. Morana Koludrović	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	20%
Course description			
Course aims	Within the course, students will be introduced to basic competencies in the field of media pedagogy with a special emphasis on the influence of media on children, the quality of specific media, and ways of acquiring media competence in early and preschool age. Special emphasis will be placed on critical and reflective thinking about the quality of different media that children encounter on the one hand, and on the possibilities of using media in early and preschool education institutions on the other.		
Enrolment requirements	None.		
Learning outcomes	Upon the completion of this course, students will be able to: - define and understand knowledge in the field of application, influence and importance of using media in education - define, differentiate and evaluate media in the educational process with regard to the choice, function and classification of media and their application in educational work and in free time - evaluate according to the main characteristics of the specificities of individual media - analyze, evaluate and be able to apply specific media with regard to their educational role, quality and influence on children.		
Syllabus	1. basic concepts in the field of media in early and preschool age and education 2. educational function of the media with regard to type, function and role 3. analysis of the influence of the media on personal, social and educational values 4. types of media with regard to the role, function and classification and the impact of use in early childhood 5. use of media in the educational context of early and preschool children (advantages, disadvantages, possibilities) 6. media in the leisure time of early childhood 7. analysis of advertisements and their impact on children in early and preschool age 8. analysis of cartoons and their impact on values and attitudes in early childhood 9. violence in the media and their impact on children in early childhood 10. digital tools, the role of parents, impact on children, educational perspectives 11. education of parents on the importance and role of media in leisure time 12. role of educators in media literacy of parents and children in early and preschool age		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- participate in class: lectures 80% and seminars 80% - conduct themselves in accordance with ethical and scientific principles in higher education teaching - actively and constructively participate in class - complete in-class and other (individual and group) assignments in a timely fashion that enable the achievement of the learning outcomes defined by the course - produce and present a seminar paper in accordance with established criteria - pass the oral exam		

<table>
<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 learning outcomes of the course and student obligations, the final grade is determined based on the achievement of the following components:
1. produced and presented seminar in accordance with the teacher’s guidelines – 20%
2. success in completing individual and group assignments- 10%
3. class activity and participation in discussions during lectures and seminars – 10%
4. passing the oral exam – 60%
The criteria for evaluating and assessing individual components are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Koludrović, M. (2024). Prednosti i nedostatci korištenja suvremenih medija: uloga obitelji i odgojno-obrazovnih ustanova. Svjedok : Godišnjak Katehetskog ureda Splitsko-makarske nadbiskupije, 31, 53-66.</td><td></td><td>online</td></tr>
<tr><td>Koludrović, M. (2018), Život s medijima – G generacija. Hrvatska obzorja: Časopis Ogranka Matice hrvatske u Splitu, 2, 53-60.</td><td></td><td>online</td></tr>
<tr><td>https://aem.hr/wp-content/uploads/2019/01/AEM-i-UNICEF-Djeca-i-mediji-knjizica_medijska_pismenost.pdf?lang=deUNICEF (2025). Djeca i mediji: knjižica za roditelje i skrbnike.</td><td></td><td>online</td></tr>
<tr><td>Đuran, A., Koprivnjak, D., Maček, N. (2022). Mediji, djeca i roditelji – utjecaj medija na razvoj djece predškolske i rane školske dobi. https://edulist.online/wp-content/uploads/2022/04/DJECA_MEDIJI_I__RODITELJI_PRIRUCNIK-MACEK-DURAN-KOPRIVNJAK-EduList-eBook-1.pdf</td><td></td><td>online</td></tr>
<tr><td>Ciboci, L., Kanižaj, I., Labaš, D. (2021). Mediji i djeca predškolske dobi. Priručnik za odgojitelje u dječjim vrtićima. https://djecamedija.org/wp-content/uploads/2021/09/prirucnik_za_odgojitelje_u_djecjim_vrticima_e-izdanje5-2.pdf</td><td></td><td>online</td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Given the variability of research results and the rapid development of media and media tools, and depending on the individual seminar topic, students will be offered different Internet sources and literature in the course repository.</td></tr>
<tr><td>Quality assurance</td><td colspan="3">Class attendance, in-class participation, success in completing assignments, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, and 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="3"></td></tr>
</table>

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Basic concepts in the field of media in early and preschool age and education. Educational function of the media with regard to type, function and role. Analysis of the influence of the media on personal, social and educational values. Types of media with regard to the role, function and classification and the impact of use in early childhood.	5	P8
Week 2			
Lectures	Use of media in the educational context of early and preschool children (advantages, disadvantages, possibilities). Media in the leisure time of early childhood. Analysis of advertisements and their impact on children in early and preschool age. Analysis of cartoons and their impact on values and attitudes in early childhood.	5	P8
Week 3			
Lectures	Violence in the media and their impact on children in early childhood. Digital tools, the role of parents, impact on children, educational perspectives. Education of parents on the importance and role of media in leisure time. Role of educators in media literacy of parents and children in early and preschool age.	5	P8
Week 4			
Seminar	In consultation with the subject teacher, students select a seminar topic that is relevant and current in early and preschool education, and that contributes to the learning outcomes of the course.	4	P8
Week 5			
Seminar	In consultation with the subject teacher, students select a seminar topic that is relevant and current in early and preschool education, and that contributes to the learning outcomes of the course.	3	P8

Attachment in a Lifespan Perspective

Course name	**Attachment in a Lifespan Perspective**		
ID	SRPI13	**Study year**	1
Lecturer	prof. dr. sc. Ina Reić Ercegovac	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the concept of attachment, the role of attachment from early childhood on close relationships throughout life; methodological aspects of attachment research and the results of recent research in the field of attachment in different life periods.		
Enrolment requirements	No		
Learning outcomes	After completing and passing the course, the student will be able to: distinguish between the developmental perspective of studying attachment and the perspective of personality theory and social psychology explain the role of primary attachment in lifelong development describe the experimental paradigm of attachment research name different patterns of attachment in the child-primary caregiver relationship list and describe patterns of attachment in adulthood connect early attachment experiences with attachment relationships in adulthood explain the factors that participate in the development of attachment relationships analyze theoretical approaches that discuss the stability of attachment throughout the lifespan compare different methodological solutions in attachment research.		
Syllabus	Introductory lecture – introduction to the course content, literature, student obligations; division of seminar topics Basics of attachment theory - psychoanalytic and ethological approach Early works of J. Bowlby and M. Ainsworth Developmental perspective - early attachment, attachment patterns in early life Experimental paradigm for examining attachment Family influences on attachment Colloquium I Attaching in adolescence Attaching and peer relationships and friendships Attaching in adulthood, attachment patterns in adulthood Stability of attachment throughout life; intergenerational transmission of attachment Love relationships as attachment relationships, partner/marital relationships, quality and stability of marital relationships as attachment relationships Methodology of research on attachment in adulthood Attaching and psychopathology Colloquium II		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Attendance at classes, active participation in class assignments, success in solving individual and group assignments, written and presented seminar paper, successfully passing two midterm exams (a positive grade from both midterm exams is equivalent to a written 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	The final grade for the course is the result of systematic monitoring of class activities and work (30%), seminar paper (20%), and final exam (50%).		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Vasta, R.; Haith, M.; Miller, S. (1998 ili novija izdanja). Dječja psihologija. Jastrebarsko: Naklada Slap (pp. 467-476)	5	
	Lacković Grgin, K.; Ćubela Adorić, V. (2006), Odabrane teme iz psihologije odraslih. Jastrebarsko: Naklada Slap (pp. 161-250)	1	instructor
Supplementary literature	Howe, D. (2011), Attachment Across the Lifecourse: A Brief Introduction. Palgrave McMillan. Reić Ercegovac, I. (2016). Obrasci privrženosti u ranoj dobi. https://www.ffst.unist.hr/images/50023366/Obrasci%20privrzenosti%20u%20ranoj%20dobi.pdf Reić Ercegovac, I. (2016). Privrženost tijekom tranzicije u roditeljstvo. https://www.ffst.unist.hr/images/50023366/Privrzenost%20tijekom%20tranzicije%20u%20roditeljstvo.pdf Članci domaćih i inozemnih autora iz područja privrženosti za seminarske radove		
Quality assurance	attendance, activity in class, success in completing tasks student survey on the quality of teaching and teachers at the university level exam passed and other obligations prescribed by the syllabus achieved individual consultations student self-assessment of achieved learning outcomes attendance, activity in class, success in completing tasks student survey on the quality of teaching and teachers at the university level exam passed and other obligations prescribed by the syllabus achieved individual consultations student self-assessment of achieved learning outcomes		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introductory lecture – introduction to the course content, literature, student obligations	2	
Seminar	Distribution of seminar assignments (recent research in the field of attachment and various correlates of attachment - the role of attachment in peer and partner relationships, the role of attachment in child-parent relationships in different developmental stages of childhood; long-term consequences of attachment)	1	
Week 2			
Lectures	Basics of attachment theory - psychodynamic and ethological starting points	2	
Seminar	Presentation of seminar papers	1	
Week 3			
Lectures	Early works of J. Bowlby; starting points of attachment theory	2	
Seminar	Presentation of seminar papers	2	
Week 4			
Lectures	M. Ainsworth's contribution to attachment theory (field research)	2	
Seminar	Presentation of seminar papers	1	

Class type	Topic	Teaching hours	Location
Week 5			
Lectures	Experimental paradigm of testing in an unknown situation; attachment patterns at an early age	2	
Seminar	Presentation of seminar papers	1	
Week 6			
Lectures	Stages of attachment development up to the fourth year of life; attachment with primary caregiver vs. attachment with other caregivers	2	
Seminar	Presentation of seminar papers	1	
Week 7			
Lectures	Family influences on attachment (primary caregiver attachment experiences; family dynamics)	2	
Seminar	Presentation of seminar papers	1	
Week 8			
Lectures	Colloquium I	2	
Seminar	Colloquium I	1	
Week 9			
Lectures	Further development of attachment - attachment in adolescence and adulthood	2	
Seminar	Presentation of seminar papers	1	
Week 10			
Lectures	Attachment in peer relationships and friendships	2	
Seminar	Presentation of seminar papers	1	
Week 11			
Lectures	Stability of attachment across life; intergenerational transmission of attachment	2	
Seminar	Presentation of seminar papers	1	
Week 12			
Lectures	Attachment in adulthood - partner relationships and marital relationships as attachment relationships; methods of researching attachment in adulthood; limitations and challenges	2	
Seminar	Presentation of seminar papers	1	
Week 13			
Lectures	Attachment in the context of early childhood and preschool education institutions (attachment to educators)	2	
Seminar	Presentation of seminar papers	1	
Week 14			
Lectures	Long-term effects of attachment - attachment disorders; attachment and mental health in a lifelong perspective	2	
Seminar	Presentation of seminar papers	1	
Week 15			
Lectures	Colloquium II	2	
Seminar	Colloquium II	1	

Social and Emotional Learning in the Prevention of Behavioural Problems

Course name	**Social and Emotional Learning in the Prevention of Behavioural Problems**		
ID	SRPI14	**Study year**	1
Lecturer	doc. dr. sc. Toni Maglica	**ECTS workload**	4.0
Associates	Josipa Vukšić	**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	0%
Course description			
Course aims	The goal of the course is to train students to understand the concept of socio-emotional learning and to apply various activities that contribute to the development of socio-emotional learning in early and preschool children, with a special focus on the prevention of behavioral problems.		
Enrolment requirements	No		
Learning outcomes	After completing the course and passing the exam, students will be able to: - define, explain and differentiate basic concepts in the field of socio-emotional learning - analyze the connection between socio-emotional learning and related competencies and developmental outcomes - apply and promote activities that encourage socio-emotional competencies - apply and promote activities based on socio-emotional learning		
Syllabus	Defining socio-emotional learning Socio-emotional learning in documents regulating education in Croatia Socio-emotional competencies Socio-emotional learning in teacher education The connection between SEU and developmental outcomes with special emphasis on behavioral problems Preventive programs based on SEU Worldwide examples of SEU implementation in early childhood and preschool institutions SEU program in an institution (from assessment to evaluation) Contextual conditions for quality SEU implementation Seminars: student presentations and socio-emotional learning workshops		
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. Prepare a seminar paper according to pre-established criteria. Present a seminar paper according to pre-established criteria. Pass a written 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 learning outcomes of the course and the student's obligations, the final grade for the course is formed taking into account the following elements: Seminar paper prepared in accordance with the teacher's instructions - 30% Seminar paper presented in accordance with the instructions - 20% Activity in class, participation in discussions during classes and seminars, consultations - 10% Written exam - 40% 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., Reić Ercegovac, I., Maglica, T. (2021) Socijalno i emocionalno učenje - prema novim kurikulima obrazovanja učitelja. Zbornik radova međunarodne znanstvene konferencije 12. Dani osnovnih škola Krug od znanosti do učionice	0	online
	Tatalović Vorkapić, S. (2019). Podrška socijalno-emocionalnoj dobrobiti djece u Hrvatskoj. Zbornik radova EDU Vision	0	online
	Jurčević Lozančić, A. (2011). Teorijski pogledi na razvoj socijalne kompetencije predškolskog djeteta	0	online
	Vranjicanin, D., Prijatelj, K., Kuculo, I. (2019). Čimbenici koji utječu na pozitivan socio-emocionalni razvoj djece. Napredak, 160 (3-4), 319-338.	0	online
Supplementary literature	Ljubetić, M., Maglica, T., Vukadin Ž. (2020). Social and Emotional Learning and Play in Early Years. ducational Reforms Worldwide, BCES Conference Book / Popov, N.; Wolhuter, C.; de Beer, L.; Hilton, G.; Ogunleye, J.; Achinewhu-Nworgu, E.; Niemczyk, E (ur.). str. 122-128.		
Quality assurance	1. class attendance, class activity, and 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. student self-assessment of achieved learning outcomes 6. collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Defining socio-emotional learning Socio-emotional learning in documents regulating education in Croatia Socio-emotional competencies	5	P2
Week 2			
Lectures	Socio-emotional learning in teacher education The connection between SEU and developmental outcomes with a special emphasis on behavioral problems Preventive programs based on SEU	5	P2
Week 3			
Lectures	World examples of SEU implementation in early childhood and preschool institutions SEU program in the institution (from assessment to evaluation) Contextual conditions for quality SEU implementation	5	P2
Week 4			
Seminar	Group student presentations and socio-emotional learning workshops with students	5	P2
Week 5			
Seminar	Group student presentations and socio-emotional learning workshops with students	3	P2

Sociology of Childhood

Course name	**Sociology of Childhood**		
ID	SRPO21	**Study year**	1
Lecturer	prof. dr. sc. Sanja Stanić	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to enable students to acquire knowledge about the sociological approach to childhood, and to enable them to understand childhood as a social construct and children as a social group.		
Enrolment requirements			
Learning outcomes	After completing the course and passing the exam, students will be able to: - explain the basic phenomena, processes, and relationships of childhood and society - understand and critically consider childhood as socially conditioned - explain childhood as socially constructed - independently study and interpret scientific texts - know the sociological methods and ethics of research on children and childhood		
Syllabus	1. Introductory presentation (presentation of the work plan and program, topics and methods of preparing seminar papers) 2. Social theories and perspectives of childhood 2. Research on childhood and children 3. Ethical problems in research on children 4. Structure of childhood 5. Culture of children, culture of peers 6. History of childhood 7. Spaces of childhood 8. Children in a risk society 9. Globalization and children in capitalist culture 10. New technologies and childhood 11. Consumerism in children 12. Representation of children in popular culture 13. Children and society in conflict? 14. The future of childhood 15. Final presentation and evaluation of the course		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory e-učenje ☐ Supervision 20% ☒ E-learning	
Student obligations	Participate in the teaching process; behave in accordance with ethical and scientific principles in higher education teaching; participate in and carry out teaching and extracurricular activities that enable the acquisition of learning outcomes foreseen by the course; prepare and present a seminar paper according to pre-determined criteria; pass a written exam and achieve a minimum of 60% accuracy on the exam; obtain information about classes that have been missed during consultations with teachers and other students; adhere to the time frames required for carrying out course activities.		
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. successfully passed written exam (50%) 2. prepared and presented seminar paper in accordance with the teacher's instructions (40%); 3. activity in class, participation in discussions during lectures and seminars (10%). The grade for the written exam is formed as follows: sufficient (2) for 60% achieved, good (3) for 70% achieved, very good (4) for 80% achieved, excellent (5) for 90-100% achieved. 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**
	Corsaro, W. (2005). The Sociology of Childhood. Thousand Oaks, CA. Pine Forge Press.	1	
	Stanić, S., Bakić, A. (2011). Djeca u okruženju potrošačkog društva. U: Vantić-Tanjić M. (ur.) Unapređenje kvalitete života djece i mladih. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih, str. 143-154		yes
	Stanić, S. (2007). Svakidašnje opasnosti u osnovnim školama - iskustva i pripremljenost za reagiranje: primjer Splita, Revija za sociologiju, 38(3-4):119-132.https://hrcak.srce.hr/23027		yes
Supplementary literature	James, A., Jenks, C., Prout, A. (1998). Theorizing Childhood. Cambridge: Polity Press. Fass, P. S. (2006). Children of a New World: Culture, Society, and Globalization. New York University Press. Mayall, B. (2002). Towards a Sociology for Childhood. Buckingham: Open University Press. Prout, A., Hallett, Ch. (ur.) (2003), Hearing the Voices of Children: Social Policy for a New Century, New York: Routledge Falmer Tomanović, S. (2004). Sociologija detinjstva. Sociološka hrestomatija. Zavod za udžbenike i nastavna sredstva. Beograd.		
Quality assurance	- class attendance, class activity, success in completing assignments - student survey of teaching evaluation 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	- Introductory presentation (presentation of work plan and program, topic of seminar papers)	1	
Seminar	Selection of seminar topics and literature, method of processing the seminar topic and preparation and presentation of seminar papers	2	
Week 2			
Lectures	Social theories and perspectives of childhood	1	
Seminar	Traditional and contemporary interpretations of childhood	1	
Week 3			
Lectures	Childhood and Child Research Methodology	1	

Class type	Topic	Teaching hours	Location
Seminar	Methods in reearch with children (Drawing method, PAR method)	1	
Week 4			
Lectures	Ethical issues in research with children	2	
Seminar	Code of Ethics for Research with Children	2	
Week 5			
Lectures	Childhood structure	1	
Seminar	Routines, environments, activities and interactions of children's daily lives	1	
Week 6			
Lectures	Children's culture / peer culture	1	
Seminar	Children's literature, media and children's creations	1	
Week 7			
Lectures	Childhood history	1	
Seminar	Colloquium I	2	
Week 8			
Lectures	Spaces / geography of childhood	1	
Seminar	The influence of environment and space on children's well-being, identity and behavior	2	
Week 9			
Lectures	Children in a risk society	2	
Seminar	The impact of environmental and social risks on childhood	2	
Week 10			
Lectures	Globalization and children in capitalist culture	1	
Seminar	The rise of social inequalities and childhood	3	
Week 11			
Lectures	New technologies and childhood	1	
Seminar	How technologies shape childhood	1	
Week 12			
Lectures	Consumerism in children	1	
Seminar	Children as consumers	1	
Week 13			
Lectures	Representation of children in popular culture	1	
Seminar	Children in the spectacle society	1	
Week 14			
Lectures	The future of childhood	1	
Seminar	Strategies to improve the childrens life	1	
Week 15			
Lectures	Final lecture and course evaluation	1	
Seminar	II colloquium	2	

Information and Communication Technology in Education

Course name	**Information and Communication Technology in Education**		
ID	SRPO22	**Study year**	1
Lecturer	izv. prof. dr. sc. Suzana Tomaš	**ECTS workload**	5.0
Associates	Marijana Vrdoljak	**Number of hours**	L: 30 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	20%
Course description			
Course aims	The aim of the course is to equip students for the responsible, thoughtful, and creative use of digital technology in the context of early and preschool education.		
Enrolment requirements	No prerequisites.		
Learning outcomes	Interpret the significance of information and communication technology in upbringing and education. Explain the significance of the pedagogical paradigm of e-learning and e-learning systems. Design content for preschool children in an e-learning system. Develop content for preschool children in an e-learning system. Apply the developed content in an e-learning system for preschool children. Evaluate the developed content in an e-learning system for preschool children.		
Syllabus	Defining information and communication technology Application of information and communication technology in preschool age Defining e-learning Defining e-learning systems The pedagogical paradigm of e-learning systems Designing and applying content in an e-learning system Evaluating the design of content in an e-learning system Collaboration and communication tools Application of collaboration and communication tools Social networks Online etiquette		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, practical exercises 95% Behave in accordance with ethical and scientific principles in higher education teaching Participate in and complete curricular and extracurricular individual and group activities that enable the acquisition of the learning outcomes planned for the course Complete the assignment according to pre-defined criteria Pass the written exam and achieve a minimum of 60% accuracy on the exam Obtain information about classes missed during the teacher's consultation hours and from other 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	Written exam – 60% Performance in completing individual and group assignments – 25% Practical work – 10% Class participation and participation in discussions during lectures and practical exercises – 5%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Rogulj, E. (2022). Dijete u digitalnom okružju: primjena digitalne tehnologije u dječjem vrtiću. Zagreb: Školska knjiga.	5	
	Informacijska i komunikacijska tehnologija – Hrvatska u 21. stoljeću		yes
	Vizek Vidović, V., Rijevac, M., Vlahović-Štetić, V., Miljković, D. (2003), Psihologija obrazovanja. Zagreb: IEP –VERN (poglavlje „Učenje i poučavanje“)	5	
	Gill, L., Marsh, J. (2020). Digital Play and Early Childhood Education: Practice, Contexts and Perspectives. London: Sage.		yes
Supplementary literature	Bonton na internetu: http://www.hr-netiquette.org/pravila/ Bonton na internetu: http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton Sustav za e-učenje: http://www.moodle.hr http://e-knjiznica.carnet.hr/e-knjige/e-kids ICT in education: http://www.unesco.org/new/en/unesco/themes/icts/		
Quality assurance	Class attendance, class participation, and successful completion of assignments. Student survey evaluating teaching at the university level. Passed exam and fulfilled other obligations prescribed by the syllabus. 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Defining information and communication technology Application of information and communication technology in preschool age Defining e-learning Defining e-learning systems	10	P9
Week 2			
Lectures	The pedagogical paradigm of e-learning systems Designing and applying content in an e-learning system Evaluating the design of content in an e-learning system	10	P9
Week 3			
Lectures	Collaboration and communication tools Application of collaboration and communication tools Social networks Online etiquette	10	P9
Week 4			
Practicum exercises	Creation of digital content for early childhood and preschool children Creation of content using assistive technology tools	10	P9
Week 5			
Practicum exercises	Creation of content using digital tools for communication and collaboration with parents of early childhood and preschool children.	5	P9

Action Research in Early Childhood and Preschool Education

Course name	**Action Research in Early Childhood and Preschool Education**		
ID	SRPO23	**Study year**	1
Lecturer	izv. prof. dr. sc. Tonća Jukić	**ECTS workload**	6.0
Associates	Andriana Marušić	**Number of hours**	L: 30 S: 15 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	To enable students to understand the purpose and methods of conducting action research in early childhood and preschool education in the context of improving the quality of educational practice and the lifelong learning of preschool teachers and professional associates, and to conduct such research successfully.		
Enrolment requirements	None.		
Learning outcomes	Students will be able to: - explain the fundamental characteristics of action research, - distinguish between methods of conducting action research (indirect and direct involvement in action research), - identify and formulate an action research problem, - plan, conduct and evaluate action research, - design data collection instruments, - collect, organise and present research data, - critically evaluate the obtained results and the educational process as a whole, - write an action research report.		
Syllabus	Contents: 1. Action research in the practice of early childhood and preschool education. 2. New paradigms of education – a challenge for theorists and practitioners of early childhood and preschool education. 3. Curriculum and action research. 4. Action research and Kurt Lewin. 5. Reception of action research in European countries. 6. Four variants of action research: 1) diagnostic action research, 2) participatory research, 3) empirical action research, and 4) experimental action research. 7. Critique of action research. 8. Self-evaluation methods. 9. Qualitative research and participatory methods. 10. The significance of action research for the early childhood and preschool education institution. 11. The preschool teacher as an action researcher.		
Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ostalo e- ☒ Independent work učenje 20% ☒ Multimedia ☐ Laboratory ☐ Supervision ☒ Other: e-learning 20%	
Student obligations	Students are required to attend lectures (80%), seminars (80%) and practicals (90%), actively participate in practical work in class, plan, conduct, present and evaluate an action research project, write an action research report, pass the oral exam, and conduct themselves in accordance with ethical and scientific principles in higher education teaching.		
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 overall grade will be formed based on the achievement of the following components: practical work in class (10%); planning, implementation, presentation and evaluation of the action research and the action research report (70%); and the oral exam (20%). The criteria for evaluating and grading individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Pirard, F., Kammenou, A., Anagnostopoulos, L., Hardy, M., Štambak, M., Ivon, H., Breaute, M., Chandon Coq, M., Chauveau, D., Gueguen, C., Giandomenico, I., Musa, T. i Picchio, M. (2011). Erato: metodološki vodič: prihvatiti raznolikost u dječjim vrtićima (0 - 6 godina: analizirati, evaluirati, inovirati. Zagreb: Golden marketing-Tehnička knjiga; Split : Filozofski fakultet	6	
	Vekić-Kljaić, V. i Mlinarević, V. (2025). Akcijska istraživanja u odgoju i obrazovanju. Golden marketing - Tehnička knjiga.	4	
Supplementary literature	McNiff, J. i Whitehead, J. (2010). You and Your Action Research Project (3rd Ed.). Routledge.		
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, and collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introduction to the course. Action research in the practice of early childhood and preschool education. New paradigms of education – a challenge for theorists and practitioners of early childhood and preschool education. Curriculum and action research.	5	
Week 2			
Lectures	Action research and Kurt Lewin. Reception of action research in European countries. Four variants of action research: 1) diagnostic action research, 2) participatory research, 3) empirical action research, and 4) experimental action research. Critique of action research.	5	
Week 3			
Lectures	Self-evaluation methods. Qualitative research and participatory methods. The significance of action research for the early childhood and preschool education institution. The preschool teacher as an action researcher.	5	
Week 4			
Lectures	Developing a plan for and conducting action research.	4	
Week 5			
Lectures	Developing a plan for and conducting action research.	4	
Week 6			
Lectures	Writing the action research report.	4	

Class type	Topic	Teaching hours	Location
Week 7			
Lectures	Presentation of research projects.	3	

Quality and Identity of the Early Childhood and Preschool Education Institution

Course name	**Quality and Identity of the Early Childhood and Preschool Education Institution**		
ID	SRPO24	**Study year**	1
Lecturer	izv. prof. dr. sc. Ivana Visković	**ECTS workload**	5.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to equip students for high-quality self-evaluation of the educational process and reflective dialogue, as well as for meaningful participation in the process of quality development within educational institutions (including the educational process and outcomes, as well as collaborative relationships).		
Enrolment requirements	Completed course: Culture of Early Childhood Education Institutions.		
Learning outcomes	Upon completing the course and passing the examination, students will be able to: - accurately interpret the fundamental concepts of quality, quality indicators, (self)evaluation, and professional identity within the early childhood education and care system; - professionally and critically analyse pedagogical practice; - critically analyse their own pedagogical role within the institution and educational process in relation to all factors influencing the educational process; - conduct self-evaluation of the educational process according to established criteria and analyse individual stages of the process; - design and implement changes aimed at improving pedagogical practice and strengthening institutional identity.		
Syllabus	1. A kindergarten “tailored to the child” – traditional versus contemporary kindergarten as a learning community 2. Criteria for evaluating institutional quality 3. Early and preschool-aged children – learning and education in early childhood 4. Learning as a child’s everyday activity 5. Social and communication dimensions of children’s learning 6. The importance of the environment in stimulating learning processes 7. Holistic child development – children’s natural learning in a stimulating environment 8. The temporal dimension and children’s learning 9. The child as a co-constructor of their own knowledge (the child as a researcher who creates and tests their own theories) 10. The role of the educator in improving and evaluating institutional quality and building institutional identity 11. Self-evaluation and evaluation (methods, process, role, significance) 12. The educator as a reflective practitioner and reflective friend 13. The educator as an initiator and evaluator of change 14. Institutional identity 15. Professional identity of educators		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Active participation in the teaching process – lectures, seminars, and workshops (minimum 60%). 2. Successful completion of curricular and extracurricular, individual and group assignments in accordance with the course content. 3. Preparation and presentation of a seminar paper according to predefined criteria. 4. Passing the written examination with a minimum of 61% accuracy. 5. Passing the 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	- Written examination – 45% - Seminar paper prepared and presented according to the instructor's guidelines – 25% - Performance in individual and group assignments – 15% - Oral examination – 15% Assessment and grading criteria for individual components are described in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Antulić Majcen, S., Pribela-Hodap, S. (2017), Prvi koraci na putu prema kvaliteti: Samovrednovanje ustanova ranog i predškolskog odgoja i obrazovanja, Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja, 2017	15	online
	Slunjski, E., Ljubetić, M., Pribela Hodap, S., Malnar, A., Kljenak, T., Zagrajski Malek, S., Horvatić, S., Antulić, S. (2012), Priručnik za samovrjednovanje ustanova ranoga i	15	online
	predškolskog odgoja i obrazovanja. Zagreb: Nacionalni centar za vanjsko vrjednovanje obrazovanja		
	Slunjski, E. (2011), Kurikulum ranog odgoja – istraživanje i konstrukcija.Zagreb: Školska knjiga	2	
	Slunjski, E. (2016). Izvan okvira 2 – Promjena, od kompetentnog pojedinca i ustanove do kompetentne zajednice učenja. Zagreb: Element.	2	
	Europska komisija / EACEA / Eurydice, (2025, 2019). Ključni podaci o ranom i predškolskom odgoju i obrazovanju u Europi – izdanje 2025 i 2019. g. Izvješće Eurydicea. Luksemburg: Ured za publikacije Europske unije		https://www.eurydice.hr/hr/publikacije/kljucni-podaci-o-ranom-i-predskolskom-odgoju-i-obrazovanju-u-europi-2025/ https://www.eurydice.hr/cms_files/publications/kc-ecec-report-2019-hr.pdf
	Magaš, M., Tatalović Vorkapić, S. (2015). Stavovi ravnatelja prema (samo)vrednovanju ustanova za rani i predškolski odgoj i obrazovanje. Život i škola, 61, (2), 26-37.		online
Supplementary literature	Zeleničić, M. (2016). Procjena valjanosti kao preduvjet za poboljšanje kvalitete rada u ustanovama za rani i predškolski odgoj i obrazovanje. Mostariensia, 20 (1), 133-148. Rnjak, J. (2022). Vrijednosne orijentacije odgajatelja kao prediktor kvalitete odgojno obrazovnog procesa. U Promjene u RPOO-u–RPOO kao promjena: odgoj i obrazovanje kao odgovor na novo normalno (str. 96).OMEP Hrvatska. Anning,A.; Cullen, J.; Fleer, M. (2004), (ur.), Early Childhood Education: Society and Culture, London:Sage Publications Bruce, T. (2006), Early Childhood – a guide for students. (Bruce Ed.), London: Sage Publications Vujičić, L. (2007), Razvoj		

	praktične kompetencije učitelja – put ka istraživanju i unapređivanju vlastite prakse. U: Babić, N. (ur.), Kompetencije i kompetentnost učitelja. Osijek: Učiteljski fakultet u Osijeku, str. 157-163
Quality assurance	The quality and effectiveness of course delivery are monitored through: - regular evaluation of classroom activities and success in completing individual and group assignments; - student surveys on teaching and instructor quality at the university level; - students' achievement in fulfilling syllabus requirements (written and oral examinations, seminar paper); - individual consultations; - student self-assessment of achieved learning outcomes.
Other (in the opinion of the proponent)	

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. A kindergarten "tailored to the child" – traditional versus contemporary kindergarten as a learning community 2. Criteria for evaluating institutional quality 3. Early and preschool-aged children – learning and education in early childhood 4. Learning as a child's everyday activity 5. Social and communication dimensions of children's learning	5	P2
Week 2			
Lectures	6. The importance of the environment in stimulating learning processes 7. Holistic child development – children's natural learning in a stimulating environment 8. The temporal dimension and children's learning 9. The child as a co-constructor of their own knowledge (the child as a researcher who creates and tests their own theories) 10. The role of the educator in improving and evaluating institutional quality and building institutional identity	5	P2
Week 3			
Lectures	11. Self-evaluation and evaluation (methods, process, role, significance) 12. The educator as a reflective practitioner and reflective friend 13. The educator as an initiator and evaluator of change 14. Institutional identity 15. Professional identity of educators	5	P2
Week 4			
Seminar	Seminars related to course content (dimensions of identity and quality in educational institutions; play and learning as predictors of educational process quality; socio-emotional competencies of educators and children in educational practice as tools for institutional development)	4	P 2
Week 5			
Seminar	Seminars related to course content (dimensions of educational process quality: space and relationships; the role of the educator – documentation and (self-)evaluation; co-construction of development)	3	P2

Socio-pedagogical Approach to Children at Risk

Course name	**Socio-pedagogical Approach to Children at Risk**		
ID	SRPO26	**Study year**	1
Lecturer	doc. dr. sc. Toni Maglica	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to acquire competences on the social exclusion of children, to understand the factors that lead to the risk of social exclusion, and to identify risks early and provide effective early interventions.		
Enrolment requirements	No		
Learning outcomes	After completing the course and passing the exam, students will be able to: - define and explain various risks for children - identify and analyze the risks of social exclusion of early and preschool children - analyze and critically review national and global strategies and programs for reducing and preventing the risk of social exclusion - develop and implement basic early interventions for children and/or their environment		
Syllabus	1. Definition of basic concepts (risk, social exclusion, early intervention, inclusion, etc.) 2. Recent research on different risks 3. Adverse experiences in early childhood 4. The impact of trauma on early childhood and educational work based on knowledge about trauma 5. Specific risks related to parenting: children whose parents are addicts, parents who suffer from mental or chronic physical illnesses, a parent in prison 6. The impact of risk on the child 7. Overview of policies/strategies aimed at risk prevention 8. Effective interventions with a focus on educational institutions Seminars: student presentations of seminar papers on the mentioned lecture topics		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes foreseen by the course. Prepare a seminar paper according to pre-determined criteria. Present a seminar paper according to pre-determined criteria. 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	The student's overall work during the course is assessed. Activity in class, participation in discussions during class and seminars (20%). Seminar paper prepared and presented in accordance with the teacher's instructions (40%). Oral exam passed (40%).		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Bouillet, D., Domović, V. (2021). Socijalna isključenost djece rane i predškolske dobi: konceptualizacije, rizici i modeli intervencija. Ljetopis socijalnog rada, 28, 1, 71-96.	0	online
	Viskovć, I., Bouillet, D., Višnjić-Jevtić, A. (2024). Model kvalitetnog inkluzivnog prevetivnog pedagoškog osnaživanja djece u riziku od socijalne isključenosti. Alfa.d.d	5	online
	Ajduković, M., Rimac, I. (2017) Dobrobit i siromaštvo djece u Hrvatskoj u doba krize: Kako prekinuti začarani krug siromaštva djece. Ljetopis socijalnog rada, 24, 2.	0	online
	Ajduković, M. (2021). Smjernice za unaprjeđenje međuresorne suradnje u zaštiti dobrobiti djece. Ured UNICEF-a za Hrvatsku	0	online
Supplementary literature	1. Tematsko izvješće: Borba protiv siromaštva djece. Europski revizorski sud. https://www.eca.europa.eu/Lists/ECADocuments/SR20_20/SR_child_poverty_HR.pdf		
Quality assurance	1. Class attendance, class activity, success in completing assignments. 2. Student survey of the evaluation of teaching work at the university level. 3. Passed the exam and fulfilled other obligations prescribed by the syllabus. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Defining basic concepts (risk, social exclusion, early intervention, inclusion, etc.) 2. Recent research on different risks 3. Adverse experiences in early childhood 4. The impact of trauma on early childhood and educational work based on knowledge about trauma 5. Specific risks related to parenting: children whose parents are addicts, parents who suffer from mental or chronic physical illnesses, a parent in prison	5	P2
Week 2			
Lectures	1. Impact of risk on the child 2. Overview of policies/strategies aimed at risk prevention 3. Effective interventions with a focus on educational institutions	3	P2
Seminar	Group student presentations of seminar papers from the mentioned lecture topics	2	P2
Week 4			
Seminar	Group student presentations of seminar papers from the mentioned lecture topics	5	P2

Contemporary Approaches in Early Childhood and Preschool Education

Course name	**Contemporary Approaches in Early Childhood and Preschool Education**		
ID	SRPO27	**Study year**	1
Lecturer	izv. prof. dr. sc. Ivana Visković	**ECTS workload**	4.0
Associates	Jelena Rnjak, pred.	**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the most recent scientific knowledge, approaches, and research in the field of early childhood and preschool education, and to develop their competence in critically analysing individual pedagogical approaches and programmes, as well as their application in authentic early childhood and preschool educational settings.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and successful passing of the examination, students will be able to: - analyse contemporary approaches in pedagogical theory and practice, as well as relevant professional and scientific paradigms; - critically discuss approaches related to culturally responsive pedagogy, participatory pedagogy, peace education, slow pedagogy, pedagogical documentation theory, and education for sustainable development; - develop new possibilities for implementing contemporary scientific knowledge in educational practice; - analyse the well-being of all stakeholders in the educational process as an outcome of applying contemporary scientific knowledge in early childhood and preschool educational practice.		
Syllabus	1. Distinctions between the concepts of paradigm, conception, approach, and procedure in early childhood education theory and practice. 2. Fundamental principles of culturally responsive pedagogy and their implementation in practice. 3. Fundamental principles of participatory pedagogy and their implementation in practice. 4. Fundamental principles of pedagogical documentation theory and their implementation in practice. 5. Fundamental principles of slow pedagogy and their implementation in practice. 6. Fundamental principles of peace education and their implementation in practice. 7. Fundamental principles of education for sustainable development and their implementation in practice. 8. Pedagogy of the oppressed as a philosophical paradigm. 9. The concept of well-being. 10. The concept of universal design – advantages and limitations. 11. The concept of multiculturalism. 12. Pedagogical documentation as a tool for the development of early childhood education practice. 13. (Self-)evaluation in the process of quality development in early childhood education		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Active participation in teaching activities – lectures, seminars, and workshops (minimum attendance: 60%). 2. Successful completion of individual and group assignments in accordance with course requirements. 3. Preparation and presentation of a seminar paper according to predefined criteria. 4. Passing the written examination with a minimum score of 61%. 5. Passing the oral examination.		

<table>
<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">Written examination – 45%
Seminar paper and presentation – 25%
Performance in individual and group assignments – 15%
Oral examination – 15%
The assessment criteria for each component are specified 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>Clark, A. (2020). Towards a listening ECEC system. U C. Cameron, P. Moss (ur.), Transforming Early Childhood in England: Towards a democrating education (str. 134-150). UCL Press. https://discovery.ucl.ac.uk/id/eprint/10105144/1/Transforming-Early-Education-in-England.pdf</td><td></td><td>online</td></tr>
<tr><td>Visković, I. (2022). Staro-novo normalno–kulturno relevantna pedagogija. U A. Višnjić Jevtić (ur.), Promjene u RPOO-u–RPOO kao promjena: odgoj i obrazovanje kao odgovor na novo normalno, 2. (str. 2-12). OMEP Hrvatska. https://omep.hr/radovi/promjene_u_rpoo_u_rpoo_kao_promjena_omep2022.pdf</td><td></td><td>online</td></tr>
<tr><td>Visković, I. (2024). Kvaliteta institucijskog RPOO, U A.Višnjić Jevtić (ur.), Pedagogija ranog i predškolskog odgoja i obrazovanja (str. 107-133). Zagreb: Alfa ; Sveučilište u Zagrebu Učiteljski fakultet, 2024. str. 107-133</td><td></td><td>online</td></tr>
<tr><td>Pintar, Ž. (2020). Suvremeni odgojitelj kao pedagoški praktičar. Metodički obzori: časopis za odgojno-obrazovnu teoriju i praksu, 15(1 (28)), 93-109.</td><td></td><td>online</td></tr>
<tr><td>Hercigonja, Z. (2021). Suvremeni programi, pravci i zahtjevi pedagogije. Varaždinski učitelj: digitalni stručni časopis za odgoj i obrazovanje, 4(5), 43-57.</td><td></td><td>online</td></tr>
<tr><td>Višnjić Jevtić, A., Visković, I., Bouillet, D. (2021). Koncept multikulturalnosti u sustavu ranog i predškolskog odgoja i obrazovanja. Nova prisutnost: časopis za intelektualna i duhovna pitanja,19 (2), 331-343. doi:10.31192/np.19.2.7</td><td></td><td>online</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Formosinho, J. (2020). From Schoolification of Children to Schoolification of Parents? – Educational Policies in COVID Times. European Early Childhood Education Research Journal. London 29 (1), 1–12.
Fochi, P.S. (2022). Pedagogical documentation as a strategy for planning and communicating children´s learning and pedagogical day-to-day life. 227-238. https://doi.org/10.1080/1350293X.2022.2046840
Freire, P. (2002). Pedagogija obespravljenih. Zagreb: ODRAZ – održivi razvoj zajednice.
Lynch, M. (2018). What is Culturally Responsive Pedagogy? https://www.theedadvocate.org/what-is-culturally-responsive-pedagogy/
Moss, P. (2017). Power and resistance in early childhood education: From dominant discourse to democratic experimentalism. Journal and Pedagogy, 8(1), 11-32.
Peleman, B., Vandenbroeck, M., i Van Avermaet, P. (2020). Early learning opportunities for children at risk of social exclusion. Opening the black box of</td></tr>
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	preschool practice. European Early Childhood Education Research Journal, 28(1), 21-42. https://www.tandfonline.com/doi/abs/10.1080/1350293X.2020.1707360 Stockall, N. S., Dennis, L. & Miller, M. (2012). Right from the start: Universal design for preschool. Teaching Exceptional Children, 45(1), 10-17. https://www.nausetschools.org/cms/lib/MA02212418/Centricity/Domain/679/Universal %20Design %20for %20Preschool.pdf Europski prostor obrazovanja https://education.ec.europa.eu/hr Eurydice (obrazovni sustavi u Europi) https://eurydice.eacea.ec.europa.eu/ Heckman, J.J., Masterov, D.V. (2007). The Productivity Argument for Investing in Young Children. Applied Economic Perspectives and Policy, 29(3), 446–493. https://doi.org/10.1146/10.1111/j.1467-9353.2007.00359.x Pramling Samuelsson, I., Li, M. i Hu, A. (2019). Eraly Childhood Education for Sustainability – A drive for quality. Journal of Early Childhood Education, 47, 347-366. UNESCO (2017). Education for Sustainable Development Goals – Learning objectives. https://unesdoc.unesco.org/ark:/48223/pf0000247444 UNESCO (2000). Culture of Peace and Non-violence. https://en.unesco.org/themes/building-peace-programmes Visković, I. (2021). Inclusive Pedagogical Practice as a Predictor of Quality Early Childhood Education. European Journal of Educational Research,10 (4); 1711-1725 doi:10.12973/eu-jer.10.4.1711 Visković, I., & Zeleničić, M. (2024). Documenting the development and achievements of early and preschool children: Different curricular approaches. Journal of childhood, education & society, 5(1), 134-145. Recentne znanstvene publikacije.
Quality assurance	The quality and effectiveness of the course are monitored through: - continuous evaluation of classroom activities and student performance in individual and group tasks; - student surveys on the quality of teaching at the university level; - achievement of syllabus requirements (written and oral examinations, seminar paper); - individual consultations; - student self-assessment of achieved learning outcomes.
Other (in the opinion of the proponent)	

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Theoretical definitions of the concepts: pedagogical paradigm, pedagogical approaches, pedagogical concepts, and conceptions; Fundamental principles of culturally relevant pedagogy, participatory pedagogy, documentation theory, and “slow” pedagogy, as well as their implementation in practice	5	P 2
Week 2			
Lectures	Fundamental principles of the culture of peace, pedagogy for sustainable development, and their implementation in practice; Concepts of multiculturalism and interculturalism in early childhood and preschool education practice; Pedagogical support for children at risk of social exclusion; The concept of universal design – advantages and disadvantages.	5	P2
Week 3			
Lectures	The concept of well-being as an expected outcome of the educational process in early childhood and preschool education; Pedagogy of the oppressed – a philosophical paradigm; Documentation and (self-)evaluation in the process of quality development in early childhood and preschool education	5	P 2

Class type	Topic	Teaching hours	Location
Week 4			
Seminar	Seminar papers related to the course content: analysis of the concepts of culturally relevant pedagogy, participatory pedagogy, “slow” pedagogy and the culture of peace; their recognition in current early childhood and preschool education practice and possibilities for implementation	4	P 2
Week 5			
Seminar	Seminar papers related to the course content: analysis of the concepts of universal design, interculturalism and pedagogy for sustainable development; their recognition in current early childhood and preschool education practice and possibilities for implementation	3	P2

Traditional Games and Toys

Course name	**Traditional Games and Toys**		
ID	SRPI21	**Study year**	1
Lecturer	doc. dr. sc. Branimir Mendeš	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to traditional games and toys, and to explore possibilities for their implementation in the curriculum of early childhood and preschool education.		
Enrolment requirements	/		
Learning outcomes	After completing the course and passing the examination, students will be able to: define the characteristics of traditional games and toys, compile a collection of traditional games from their local region, independently study and interpret scientific texts.		
Syllabus	Traditional play in the context of childhood culture Children's play in historical and pedagogical perspective Traditional games in a sociocultural context Overview of previous research Children's play in different cultures Traditional games: general characteristics, functions, and pedagogical use of traditional games Play and non-play behaviours: a) adult play and children's play, b) other forms of children's folklore, c) rule-based games and symbolic play Cultural characteristics of children's toys Toys in different cultures Play, toys, and cultural heritage		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Actively participate in the teaching process – lectures, seminars, and workshops (minimum 60%). Successfully complete course-related academic and extracurricular tasks, both individual and group assignments. Prepare and present a seminar paper according to pre-established criteria. Pass the written examination with a minimum score of 60%. Pass the 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	Written examination – 45% Prepared and presented seminar paper in accordance with the lecturer's instructions, based on ethnographic research – 45% Oral examination – 10% The criteria for assessment and grading of each component are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Duran, M. (2011). Dijete i igra: Jastrebarsko: Naklada SLAP (poglavlje 2)	10	15

	Visković, I. i Topić, J. (2020). Tradicijska igra i suvremeni kurikulum – mišljenje roditelja i odgajatelja. Školski vjesnik, 69 (1), 49-68. https://doi.org/10.38003/sv.69.1.2		15
Supplementary literature	Belović, J. (1894). 110 igara za mladež. Zagreb: Tisak i naklada knjižare Lav Hartman (reprint 1991). Hodinj, R. i Štefanec, R. (2022). Sačuvajmo od zaborava // Dječje goranske igre. Vrbosko: Gradska knjižnica Ivana Gorana Kovačića Huizinga, J. (1992). Homo ludens. Zagreb: Naprijed Kunac. A. (2007). Stare igre u Makarskoj i Primorju. Makarska: Gradski muzej Matunci, G. M., Matunci, J. (2010). Djeca se šale // Dječje igre Bilogore. Veliko Trojstvo: Općina Veliko Trojstvo. Moslavec, S. (2025). Lepi moj pajdaš. Kutina: Vokalna skupina Rusalke Šarloja, K., i Mlinarić, K. (2022). I ja sam moslavačko dijete. Ivanska: Osnovna škola Ivanska Vujanović, M. (2009). Pagarešto: igre mladosti. Split: Etnografski muzej.		
Quality assurance	The quality and effectiveness of course delivery are monitored through: regular evaluation of class participation and performance in individual and group tasks, student surveys on the quality of teaching and teaching staff at the university level, students' success in fulfilling syllabus-prescribed requirements (written and oral examinations, seminar paper), individual consultations, student self-assessment of achieved learning outcomes.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Traditional play in the context of childhood culture Children's play in historical and pedagogical perspective Traditional games in a sociocultural context	5	/
Week 2			
Lectures	Overview of previous research Children's play in different cultures Traditional games: general characteristics, functions, and pedagogical use of traditional games Play and non-play behaviours: a) adult play and children's play, b) other forms of children's folklore, c) rule-based games and symbolic play	5	/
Week 3			
Lectures	Cultural characteristics of children's toys Toys in different cultures Play, toys, and cultural heritage	5	/
Week 4			
Seminar	Traditional Games of the Local Community (Mini Research Project)	4	/
Week 5			
Seminar	Traditional Games of the Local Community (Mini Research Project)	4	/

Decorative Design

Course name	**Decorative Design**		
ID	SRPI22	**Study year**	1
Lecturer	izv. prof. dr. sc. Marija Brajčić	**ECTS workload**	4.0
Associates		**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Elective	**Online percentage**	15%
Course description			
Course aims	The goal of the course is to enable students to understand the concept and purpose of decorative design throughout history and its application in design and contemporary aesthetic aspects of life.		
Enrolment requirements	None		
Learning outcomes	After taking the course and passing the exam, students will be able to: - distinguish types of decorative forms - improve artistic abilities through creative processes within the artistic field of decorative design. - Interpret and create decorative motifs.		
Syllabus	1. A brief chronological overview of the decoration of spaces, objects for everyday use, representative spaces, facades, residential spaces. 2. Briefly about decorative characteristics without going into historicism. 3. Formal, non-functional decoration. 4. Synthesis of decoration and functional form. 5. Artistic aesthetics expressed in the design of a form adapted to the industrial production process without harming functionality. 6. Ornament, the process of stylization and techniques. 7. Contemporary design. 8. Define the term kitsch and how to avoid it in decorative design.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 80%, exercises 90% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course 4. pass the written exam and achieve a minimum of 50% accuracy on the exam 5. obtain information about classes that were missed during consultations with teachers and other 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	1. written exam – 50% 2. practical art works completed in accordance with the teacher's instructions – 30% 3. success in solving individual and group tasks – 10% 4. activity in class – 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**

	Horvat Pintarić, V. (2009), Tradicija i moderna, Hrvatska akademija znanosti i umjetnosti	1	
	Horvat Pintarić, V. (1979), Od kiča do vječnosti, Zagreb	1	
	Ivančević, R. (1997), Likovni govor, Zagreb	1	
Supplementary literature	Vukić F. Prilog poznavanju teorije dizajna u Hrvatskoj, Društvena istraživanja, Vol. 15 No. 3 (83), 2006 Vukić, F. Neka aktualna pitanja valorizacije dizajna, Prostor: znanstveni časopis za arhitekturu i urbanizam, Vol. 11 No. 1 (25), 2003.		
Quality assurance	The quality and success of the implementation of the course is monitored: - through regular evaluation of teaching activities and success in completing individual and group tasks, - through a student survey on the quality of teaching and teachers at the university level, - through the success of students in achieving the obligations prescribed by the syllabus (written and oral exams, seminars), - through individual consultations, student self-assessment of achieved learning outcomes.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	A brief chronological overview of the decoration of spaces, objects for everyday use, representative spaces, facades, residential spaces. Briefly about decorative characteristics without going into historicism.	2	P2
Practicum exercises	Exercise: artistic frieze design in painting technique.	3	P2
Week 2			
Lectures	Formal, non-functional decoration. Synthesis of decoration and functional form.	0	P2
Practicum exercises	Exercise: artistic design of a rosette in graphic technique.	3	P2
Week 3			
Lectures	Artistic aesthetics expressed in the design of a form adapted to the industrial production process without harming functionality. Ornament, stylization process and techniques.	2	P2
Practicum exercises	Exercises: recomposition in a newspaper collage.	3	P2
Week 4			
Lectures	Ornament in contemporary design	1	P2
Practicum exercises	Exercises: artistic design of a textile pattern in a newspaper collage.	3	P2
Week 5			
Lectures	Defining the term kitsch and how to avoid it in decorative design.	1	P2
Practicum exercises	Exercises: art modeling in papier-mâché	3	P2

Games and Learning through Computers

Course name	**Games and Learning through Computers**		
ID	SRPI23	**Study year**	1
Lecturer	izv. prof. dr. sc. Suzana Tomaš	**ECTS workload**	4.0
Associates	Marijana Vrdoljak	**Number of hours**	L: 30 S: 0 E: 15 P: 0
Course status	Elective	**Online percentage**	20%
Course description			
Course aims	The objective is to acquire knowledge on the application of information and communication technology, with special emphasis on educational computer games in pre-school age.		
Enrolment requirements	None.		
Learning outcomes	After attending the course and passing the exam, students will be able to: explain the significance of information and communication technology; explain the meaning of the pedagogical paradigm of e-learning, with special emphasis on educational games in preschool education; apply an educational computer game with preschool children; distinguish computer games from computer-based learning; participate in the design of educational computer games; evaluate computer games for preschool children.		
Syllabus	Defining information and communication technology Defining e-learning The pedagogical paradigm of e-learning Defining computer games in preschool education Multimedia computer games: examples The use of computer games Evaluation of computer games Tools for collaboration and communication The use of tools for collaboration and communication Social networks in correlation with computer games Netiquette on the Internet		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, practical classes 95% Behave in accordance with ethical and scientific principles in higher education teaching Participate in and complete curricular and extracurricular individual and group activities that enable the acquisition of the learning outcomes prescribed by the course Complete an assignment according to predefined criteria Pass the written exam and achieve a minimum score of 60% accuracy Pass the practical exam and achieve a minimum score of 80% accuracy Obtain information about classes missed during the teacher's consultation hours and from other 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
	☒ Practical exam		
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the students' obligations, the final course grade is formed based on the achievement of the following elements: Written exam – 30% Successful completion of individual and group assignments – 35%		

	Practical exam – 30% Class activity and participation in discussions during lectures and practical classes – 5% 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**
	Ružić-Baf, M. (2020). Pametno s pametnim telefonom: informacijske i komunikacijske tehnologije u odgoju i obrazovanju. Pula: Sveučilište Jurja Dobrile u Puli.		yes
	Teaching materials on Merlin (course Games and Learning through Computers)		yes
	European Commission. (2022). DigComp 2.2: The European Digital Competence Framework for Citizens – Updated Version. Luxembourg: Publications Office of the European Union.		yes
	Horton, W. (2006), E-learning by Design, Book, Pfeiffer & Company (odabrano poglavlje „Games and simulations")		yes
Supplementary literature	Bonton na internetu: http://www.hr-netiquette.org/pravila/ Bonton na internetu: http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton sustav za e-učenje:http://www.moodle.hr Mala Učilica za predškolsku dob (multimedijski CD) http://e-knjiznica.carnet.hr/e-knjige/e-kids ICT in education: http://www.unesco.org/new/en/unesco/themes/icts/		
Quality assurance	Class attendance, class participation, and successful completion of assignments. Student survey evaluating teaching at the university level. Passed the exam and completed the other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of achieved learning outcomes. Peer assessment of the implementation and quality of the teaching process.the		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introduction to the aims, content, and working methods of the course. The relationship between play, learning, and computers. Defining information and communication technology. The role of ICT in upbringing and education.	10	P9
Week 2			
Lectures	Defining e-learning. Forms, advantages, and limitations of e-learning. Pedagogical approaches to e-learning. The role of the child, the preschool teacher, and the digital environment. Defining computer games in preschool education. Developmental characteristics of children and the appropriateness of digital games. Development of computer games, LearningApps, Educandy, and assignment.	10	P9
Week 3			
Practicum exercises	Characteristics of a multimedia computer game. Sound, image, animation, interactivity, and feedback. Overview and comparison of different educational computer games for	10	P9

Class type	Topic	Teaching hours	Location
	preschool children. Ways of using computer games to encourage learning, creativity, logical thinking, and cooperation. Planning an activity that uses a computer game. The role of the preschool teacher in guiding the activity.		
Week 4			
Practicum exercises	Development of digital competences in kindergarten ICT-AAC, Rasturam, and Khan Academy Assignment	5	P9
Week 5			
Practicum exercises	Educational robots for early and preschool-age children	5	P9
Week 6			
Practicum exercises	Digital quizzes Assignment	5	P9

The Child and Creativity

Course name	**The Child and Creativity**		
ID	SRPO31	**Study year**	2
Lecturer	izv. prof. dr. sc. Tonća Jukić	**ECTS workload**	5.0
Associates	doc. dr. sc. Sani Ćavar	**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	To enable students to recognise and stimulate their own and children's creative potential and to encourage them to think creatively.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - distinguish between approaches to researching creativity - analyse, synthesise and evaluate knowledge about creativity - identify their own creative potential and the creative potential of others - argue for the importance of creativity for the child - apply knowledge about creativity and Gardner's theory of multiple intelligences in planning creative workshops - reflect affirmatively on the need to stimulate creativity.		
Syllabus	- introduction to the course: expectations, course structure - creativity: conceptual definition, research approaches, types of creativity - areas of creativity research: creativity in different sciences, the four aspects of creativity (the creative person, the creative process, the creative environment, the creative product); explicit and implicit theories of creativity - level and style of creativity, cognitive style and creativity, adaptive and innovative styles of creativity - divergent thinking and creativity, intelligence, imagination, play and creativity - leisure time and creativity - the environment for creativity - possibilities for developing and stimulating creativity - Gardner's theory of multiple intelligences and creativity - designing creative workshops		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ostalo e- ☒ Independent work učenje 20% ☒ Multimedia ☐ Laboratory ☐ Supervision ☒ Other: e-learning 20%	
Student obligations	Students are required to attend lectures (80%) and seminars (80%), participate actively in practical work in class, produce a seminar paper (design a creative workshop) and 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
Assessment and evaluation of student work	The overall grade will be formed based on the achievement of the following components: practical work in class (10%), seminar paper (60%) and oral exam (30%). The criteria for evaluating and grading individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Arar, Lj. i Rački, Ž. (2003). Priroda kreativnosti. Psihologijske teme, 12 (1), 3-22.		yes
	Jukić, T. (2011). Implicit theories of creativity in early education / Implicitne teorije kreativnosti u ranom odgoju i obrazovanju. Hrvatski časopis za odgoj i obrazovanje, 13(2), 38-65.		yes
	Kunac, S. (2015). Kreativnost i pedagogija. Napredak, 156(4), 423-446.		yes
	Class materials.		yes
Supplementary literature	1. Armstrong, T. (2006). Višestruke inteligencije u razredu. Educa. 2. Glăveanu, V. P. (2011). Children and creativity: A most (un) likely pair?. Thinking skills and creativity, 6(2), 122-131. 3. Kaufman, J. C. i Glăveanu, V. P. (2021). An overview of creativity theories. U J. C. Kaufman i R. J. Sternberg (ur.), Creativity: An introduction (str. 17-30). Cambridge University Press.Morgan, H. (2021). Howard Gardner's Multiple Intelligences Theory and his Ideas on Promoting Creativity. U F. Reisman (ur.), Celebrating Giants and Trailblazers: A-Z of Who's Who in Creativity Research and Related Fields (str.124-141). KIE Publications. https://files.eric.ed.gov/fulltext/ED618540.pdf 4. Znanstveni članci i knjige po izboru.		
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, and collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introduction to the course: expectations, course structure - creativity: conceptual definition, research approaches, types of creativity - areas of creativity research: creativity in different sciences, the four aspects of creativity (the creative person, the creative process, the creative environment, the creative product); explicit and implicit theories of creativity	5	
Week 2			
Lectures	Level and style of creativity, cognitive style and creativity, adaptive and innovative styles of creativity. Divergent thinking and creativity, intelligence, imagination, play and creativity. Leisure time and creativity.	5	
Week 3			
Lectures	The environment for creativity. Possibilities for developing and stimulating creativity. Gardner's theory of multiple intelligences and creativity.	5	
Week 4			
Seminar	Designing creative workshops.	4	
Week 5			
Seminar	Designing creative workshops.	4	

Contemporary Childhood and Children's Rights

Course name	**Contemporary Childhood and Children's Rights**		
ID	SRPO32	**Study year**	2
Lecturer	doc. dr. sc. Toni Maglica	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to enable students to acquire competences on aspects of contemporary childhood, the interaction between the environment and the child, and an understanding of the concept of children's rights as a framework for optimal growth and development.		
Enrolment requirements	No		
Learning outcomes	After completing the course and passing the exam, students will be able to: - define the concepts of children's rights - distinguish between different categories of children's rights - promote children's rights in everyday educational situations - recognize cases of violations of children's rights		
Syllabus	Characteristics of modern childhood The digital environment of the child Characteristics of family and parenting in modern society The interaction of the child with other environments Children's rights as human rights The principle of participation The principle of non-discrimination The concept of the best interests of the child		
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 - Prepare a seminar paper according to pre-determined criteria - Present a seminar paper according to pre-determined criteria - 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 learning outcomes of the course and the student's obligations, the final grade for the course is formed taking into account the following elements: Seminar paper prepared in accordance with the teacher's instructions - 30% Seminar paper presented in accordance with the instructions - 20% Activity in class, participation in discussions during classes and seminars, consultations - 10% Oral exam - 40%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Kovencija o pravima djeteta - UNICEF	0	online
	Jeđud Borić i sur. (2017). Poštujmo, uključimo, uvažimo- Analiza stanja dječje participacije u Hrvatskoj. UNICEF Hrvatska (odabrana poglavlja)	0	online

	Ajduković, M., Rajter, M. (2025). Nasilje u odgoju djece. Ured UNICEFa za Hrvatsku.	0	online
	Nacionalni plan za prava djece u RH za razdoblje od 2022 do 2026. godine. Ministarstvo rada, mirovinskoga sustava, obitelji i socijalne politike	0	online
Supplementary literature	Pećnik, N., Starc, B. (2010). Roditeljstvo u najboljem interesu djeteta i podrška roditeljima najmlađe djece. UNICEF Hrvatska. Ljubetić, M., Maglica, T. (2020). Social and emotional learning in education and care policy in Croatia. International Journal of Evaluation and Research, 9. 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 rehabiitacija, 19, 3. Juul, J., Jensen, H. (2010). Od poslušnosti do odgovornosti-kompetencije u pedagoškim odnosima. Pelago. Zagreb		
Quality assurance	1. Class attendance, class activity, success in completing assignments. 2. Student survey of the evaluation of teaching work at the university level. 3. Passed the exam and fulfilled other obligations prescribed by the syllabus. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Characteristics of Modern Childhood The Child's Digital Environment Characteristics of Family and Parenting in Modern Society The Child's Interactions with Other Environments	5	P24
Week 2			
Lectures	Children's rights as human rights The principle of participation The principle of non-discrimination The concept of the best interest of the child	3	P24
Seminar	Group student presentations of seminar papers with the purpose of deepening the topics from lectures	2	P24
Week 3			
Seminar	Group student presentations of seminar papers with the purpose of deepening the topics from lectures	5	P24

Communication through the Performing Arts

Course name	**Communication through the Performing Arts**		
ID	SRPOD33	**Study year**	2
Lecturer	prof. art. Bruna Bebić	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to enable students to acquire knowledge and practical skills regarding communication in theatre performances for children.		
Enrolment requirements	None.		
Learning outcomes	Students will be able to: - define communication with art and through art. - interpret the fundamental concepts of puppetry and the performing arts. - implement and analyse various didactic and methodological decisions in practical situations across a range of educational processes. - design and deliver a lesson using an appropriate teaching method. - produce material for independent learning. - conduct and interpret theatre workshops in the field of communication.		
Syllabus	- The significance of puppetry and the performing arts in human life. - Theatre genres and symbolic communication. - The child's communication with art and through artistic expression. - Ritual, puppet, mask, theatre. - Speech and the performing arts. - Theatre as socialisation and sensitisation. - Conflict resolution. - Mediation. - "I" statements. - Listening and active listening. - Communication workshop – preparation. - Communication in theatre performances for children - Attending a theatre performance for children - Criteria for evaluating theatre performances for children		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- Attend lectures and seminars (participation in communication workshops). - Participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course. - Produce and present a seminar paper according to predetermined criteria. - Participate actively and constructively in class. - Complete individual and group assignments on time and to a high standard. - Produce and present a book review based on given criteria. - Design, conduct and interpret a communication workshop.		
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	Continuous monitoring of each student's level of acquired knowledge and skill in applying drama techniques and methods in the development of communication skills. Evaluation of practical work in cooperation with preschool teachers in		

	kindergartens. Assessment of the level of ability to synthesise theoretical knowledge and practical skills at the final exam. The exam at the end of the semester is an independently prepared communication workshop, accompanied by a written report on the choice of drama-pedagogical techniques and methods and on the workshop process itself, and by a written (drawn) evaluation by the workshop participants upon its completion. The final grade is given after a concluding interview with the student about the techniques and methods applied, the process and the outcome of the work. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following components: 1. oral exam – 40% 2. seminar paper produced and presented in accordance with the instructor's guidelines – 25% 3. success in completing individual and group assignments – 25% 4. class activity, participation in discussions during classes and seminars – 10% The criteria for evaluating and grading individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Gruić, I. (2002), Prolaz u zamišljeni svijet. Golden Marketing (odabrana poglavlja).	1	
	Darko Lukić (2016). Uvod u primijenjeno kazalište, Leykam international.		
Supplementary literature	Podbevšek, K. (1994). Od dramskog teksta do scenskoga govora. Govor, 11 (2), 75-82. Preuzeto s https://hrcak.srce.hr/175989		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	- The significance of puppetry and the performing arts in human life. - Theatre genres and symbolic communication. - The child's communication with art and through artistic expression. - Ritual, puppet, mask, theatre. - Speech and the performing arts.	5	
Week 2			
Lectures	- Theatre as socialisation and sensitisation. - Conflict resolution. - Mediation. - "I" statements.	5	
Week 3			
Lectures	- Listening and active listening. - Communication workshop – preparation. - Communication in theatre performances for children - Attending a theatre performance for children - Criteria for evaluating theatre performances for children	5	

Class type	Topic	Teaching hours	Location
Week 4			
Seminar	Presentation of the seminar topic	4	
Week 5			
Seminar	Presentation of the seminar topic	4	

Drama Pedagogy with Practicum

Course name	**Drama Pedagogy with Practicum**		
ID	SRPOD34	**Study year**	2
Lecturer	Jure Radnić, nasl. doc. art.	**ECTS workload**	5.0
Associates		**Number of hours**	L: 15 S: 0 E: 45 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the techniques and methods of Theatre in Education (TIE) and Drama in Education (DIE), to prepare them to lead TIE and DIE workshops independently, and to apply drama-pedagogical techniques and methods in the educational process.		
Enrolment requirements	None.		
Learning outcomes	Students will be able to: - correctly interpret the basic concepts of drama pedagogy - describe and interpret different approaches to and models of drama pedagogy in Croatia and worldwide - implement and analyse various didactic and methodological decisions in practical situations across a range of educational processes - design and conduct a theatre workshop using appropriate methods - produce material for independent learning - use and justify the choice of educational technology - conduct and interpret theatre workshops in kindergarten - design and apply techniques for assessing children's achievements in kindergarten.		
Syllabus	1. Theatre in Education. 2. Drama in Education. 3. Forum theatre. 4. Image theatre (frozen images). 5. Guided imagination exercises. 6. Improvisations. 7. Process drama. 8. Drama games. 9. Selecting topics for Theatre in Education and Drama in Education. 10. Dramaturgy of Theatre in Education. 11. Dramaturgy of Drama in Education (forum theatre). 12. The process of designing a workshop (forum theatre). 13. Leading a workshop (forum theatre). 14. Conducting rehearsals for a Theatre in Education piece. 15. Theatre in Education performance – forum theatre.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	- Attendance of lectures and practicals. Independent and mentored work on preparing workshops (forum theatre) and preparing a Theatre in Education performance. - Attend lectures and practicals (participation in drama-pedagogical workshops). - Participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course. - Participate actively and constructively in class. - Complete individual and group assignments on time and to a high standard. - Design, conduct and interpret the final forum theatre performance.		
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	Continuous monitoring of each student's level of acquired knowledge and skill in applying the techniques and methods of Drama in Education and Theatre in Education. Evaluation of practical work in cooperation with preschool teachers in kindergartens. Assessment of the level of ability to synthesise theoretical knowledge and practical skills at the final exam. The exam at the end of the semester is a public forum theatre performance. The final grade is given after a concluding interview with the student about the techniques and methods applied, the process and the outcome of the work. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following components: 1. oral exam (public forum theatre performance) – 40% 2. success in completing individual and group assignments – 10% 4. class activity, participation in discussions during classes and seminars – 40% The criteria for evaluating and grading individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Gruić, I. (2002), Prolaz u zamišljeni svijet. Golden Marketing (odabrana poglavlja)	1	
	Grupa autora (2007.) Ne raspravljaj, igraj!, priručnik forum kazališta, Hrvatski centar za dramski odgoj	1	
	Škufić Horvat, I. (2024). Prostor igre. Kazalište Tirena (odabrana poglavlja)	1	
Supplementary literature	Boal, A. (2009). Igre za glumce i neglumce. Zagreb: Hrvatski centar za dramski odgoj Scher, A. i Verrall, C. (2009). Novih 100 ideja za dramu. Zagreb: Hrvatski centar za dramski odgoj		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Theatre in Education. 2. Drama in Education. 3. Forum theatre. 4. Image theatre (frozen images).	4	
Week 2			
Lectures	Selecting topics for Theatre in Education and Drama in Education. Dramaturgy of Theatre in Education. Dramaturgy of Drama in Education (forum theatre). The process of designing a workshop (forum theatre).	4	
Week 3			
Practicum exercises	Guided imagination exercises Leading a workshop (forum theatre).	5	

Class type	Topic	Teaching hours	Location
Week 4			
Practicum exercises	Conducting rehearsals for a Theatre in Education piece. Theatre in Education performance – forum theatre.	5	
Week 5			
Practicum exercises	Drama games and improvisations	5	
Week 6			
Practicum exercises	Process drama.	5	
Week 7			
Practicum exercises	Drama performance	2	

Dramatic Literature for Children

Course name	**Dramatic Literature for Children**		
ID	SRPOD35	**Study year**	2
Lecturer	doc. dr. sc. Tea-Tereza Vidović Schreiber	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	20%
Course description			
Course aims	Introducing students to the basic problems of world and Croatian children's drama literature.		
Enrolment requirements	None.		
Learning outcomes	After passing the exam, students will be able to: - name, enumerate and define the characteristics of individual drama types - apply and interpret dramatic literature for children - develop the ability to apply knowledge in practice - evaluate and select dramatic texts by various authors from Croatian and world literature in their work with children.		
Syllabus	1. Children's play – concept and characteristics. 2. Structure (composition) of a children's play. 3. Comparison of the children's play with other dramatic forms. 4. Types of children's plays. 5. The most significant Croatian authors of children's plays. 6. Authors of children's plays from world literature. 7. Thematic and motivational diversity in children's plays. 8. Characters in children's plays. 9. Historical development of the children's play. 10. Various stage possibilities of the children's play.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Attendance at all forms of classes, active participation in class, preparation and presentation of a seminar paper, passing two midterm exams or the final 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
	☒ Theatre visits		
Assessment and evaluation of student work	Class participation – 20%.Seminar paper – 30%.Oral exam – 50%.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**
	Hranjec, S. (2004). Dječji hrvatski klasici. Školska knjiga.	1	
	Hranjec, S. (2006). Dječji igrokaz (poglavlje). U Hranjec, S. Pregled hrvatske dječje književnosti. Školska knjiga.	4	
	Mrkšić, B. (2006). Drveni osmjesi. Denona.	1	

	Paljetak, L. (2007). Lutke za kazalište i dušu. Međunarodni centar za usluge u kulturi.	3	
	Skok, J. (1990). Harlekin i Krasuljica: antologija hrvatskog dječjeg igrokaza. Naša djeca.	1	
Supplementary literature	Kroflin, L. (2010). (ur.) Predgovor. U Čečuk, M. Kapetan Nina, izvorni igrokazi za kazalište lutaka. Zagreb. Međunarodni centar za usluge u kulturi. Verdonik, M. (2011). Lutkarski igrokazi Milana Čečuka. FLUMINENSIA: časopis za filološka istraživanja, 23(1), 143- 154. Vidović Schreiber, T. T. (2025). Kršćanski motivi u igrokazima. Svjedok, (32), 5-18. https://doi.org/10.62284/s.32.1		
Quality assurance	Class attendance, class participation, success in completing tasks.Student survey on the quality of teaching and instructors 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 assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)	Students are required to attend at least two theater performances with the course instructor.		

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introductory class. Introduction to the course content (literature and distribution of seminar topics, as well as introduction to the method of seminar paper preparation and course evaluation).Play (Dramalet) - concept and characteristics. (Structure (composition) of a play).Comparison of plays with other dramatic genres. Types of children's plays. Playwrights from world literature.	5	FFST
Seminar	Presentation of student seminar papers and discussion. Selection of playwrights.	3	FFST
Week 2			
Lectures	The most prominent Croatian children's playwrights and thematic diversity in children's plays. Characters in plays. Historical development of children's plays. Various staging possibilities of children's plays.	3	FFST
Seminar	Presentation of student seminar papers and discussion. Selection of playwrights.	4	FFST

Basics of Dramatisation and Adaptation of Literary Texts for Children

Course name	**Basics of Dramatisation and Adaptation of Literary Texts for Children**		
ID	SRPOD36	**Study year**	2
Lecturer	doc. dr. sc. Tea-Tereza Vidović Schreiber	**ECTS workload**	3.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	20%
Course description			
Course aims	To familiarize students with the possibilities of dramatizing and adapting literary texts for puppet theatre.		
Enrolment requirements	None.		
Learning outcomes	Upon passing the examination, the student will be able to: - identify and explain the fundamentals of puppetry and stage art; - shape and transform a literary text into the medium of puppetry through stage adaptation; - distinguish between the concepts of dramatization and adaptation; - categorize, select, and apply various literary genres as templates for stage adaptation; - assess and evaluate viewed theatre performances of different genres and discuss them critically.		
Syllabus	- Dramatization and adaptation – differences. - Theoretical foundations of the adaptation process. - Fundamentals of stage dramatization. - Differences between narrating a literary text and its stage representation. - Creation of different dramatic units. - Creation of stage characters, relationships among characters, and interaction on stage. - Creation of dialogue and dramatic plot development. - The fairy tale as a template for stage adaptation and dramatization. - The fable as a template for stage adaptation and dramatization. - The stage potential of children's poetry. - Critical analysis of various dramatizations and adaptations.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	• Attend lectures and seminars. • Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the intended learning outcomes of the course. • Prepare and present a seminar paper (analysis of viewed performances) according to previously established criteria. • Participate actively and constructively in class. • Complete individual and group assignments in a timely and high-quality manner. • Participate in field classes (attendance at theatre performances).		
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 visits – fieldwork		

<table>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final grade is determined based on the following components:
1. Oral examination – 40%
2. Completed and presented seminar paper in accordance with the instructor's guidelines – 25%
3. Success in completing individual and group assignments – 15%
4. Participation in class activities and discussions during lectures and seminars – 10%
5. Attendance at theatre performances – 10%
The assessment and grading criteria for individual components are described in the course repository. Continuous assessment
Evaluation elements
Performance (min)
Weight in grade (%)
oral exam
40
seminar paper
25
class activity
10
attending theatre performances
10
completing individual assignments
15</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Pavis, P. (2004). Pojmovnik teatra. Akademija dramske umjetnosti. Zagreb. Centar za dramsku umjetnost. Izdanja Antibarbarus.</td><td>1</td><td></td></tr>
<tr><td>Scher, A., Verrall, C. (2005). 100 + ideja za dramu. Hrvatski centar za dramski odgoj i Pili-poslovi.</td><td>1</td><td></td></tr>
<tr><td>Šimunov, M. (2008). Lutkarski igrokazi nepresušan su izvor dječjeg stvaralaštva. Metodički obzori : časopis za odgojno-obrazovnu teoriju i praksu, vol. 3 – 2, no. 6.</td><td></td><td>yes</td></tr>
<tr><td>Tonković Dolenčić, A. (2008). Prepričavanja: Zbirka adaptacija i dramatizacija. VBZ.</td><td>1</td><td></td></tr>
<tr><td>Vigato, T. (2007). Lutkarski izraz u teatrabilnim oblicima folklora. Narodna umjetnost, 44, br. 2, str. 147–165.</td><td></td><td>yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Čečuk, M. (2011). Omedeto, dramatizacije za kazalište lutaka. Zagreb. Međunarodni
centar u kulturi.
Hutcheon, L. (2006 - 2013). A Theory of Adaptation.
https://share.google/Uw6HKsbED3KWHDtmR Ladika, Z. (2000). Kazališne čarolije. Zbirka igrokaza za kazališta za djecu i
dramske grupe. Zagreb. Mala scena
Vidović Schreiber, T. T. i Malada, D. (2021). Prema Svjetlu odrastanja (priče Stjepana Lice interpretirane pokretom u radu s djecom rane i predškolske dobi), Humanities and Cultural Studies, 2 2; 82-101. doi: 10.5604/01.3001.0014.8902</td></tr>
<tr><td>Quality assurance</td><td colspan="3">- 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</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introductory lecture (course content and distribution of topics for seminar papers).Dramatization and adaptation – differences.Theoretical foundations of the adaptation process.Basics of stage dramatization.Differences between literary narration and stage performance.	5	FFST
Seminar	Presentation of seminar papers. Creation of a dramatization.	4	FFST
Week 2			
Lectures	Creating stage characters, relationships between characters, and interaction on stage.Creating dialogue and the dramatic flow of the plot.The fairy tale as a basis for stage adaptation and dramatization.	5	FFST
Seminar	Presentation of seminar papers. Creation of a dramatization.	4	FFST
Week 3			
Lectures	The fable as a basis for stage adaptation and dramatization.The stage potential of children's poetry.Critical analysis of various dramatizations and adaptations.	5	FFST

Music in Puppetry

Course name	**Music in Puppetry**		
ID	SRPOD37	**Study year**	2
Lecturer	dr. sc. Aleksandra Kardum, nasl. pred.	**ECTS workload**	4.0
Associates		**Number of hours**	L: 0 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the fundamentals of vocal technique, basic knowledge and skills for implementing music in a puppet performance, and the creative and purposeful use of Orff instruments in a puppet performance.		
Enrolment requirements	None.		
Learning outcomes	Students will be able to: - recognise and implement music literature in puppet plays for early and preschool-age children - recognise and implement music literature in drama plays for early and preschool-age children		
Syllabus	1. Aims and tasks of music in puppetry. 2. The role of music in a music-stage work. 3. Fundamentals of vocal technique. 4. Diction and articulation. 5. Components of music: melody, rhythm, metre. 6. Harmony, dynamics, tempo. 7. Implementation of art music in a stage play. 8. Instruments of the symphony orchestra: tone painting. 9. Programme music in creating a stage work. 10. Orff instruments and their application in a puppet performance. 11. Movement in response to a musical stimulus. 12. Syncretism in creating a puppet performance. 12. New technologies and programmes for stimulating musical creativity. 13. Getting to know significant works of art music. 14. Practical work: building a music-stage work with music. 15. Monitoring and evaluation.		
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	• regular attendance of practicals • conduct themselves in accordance with ethical and scientific principles in higher education teaching • participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course • pass the oral exam and achieve a minimum of 50% accuracy on the exam • obtain information about missed classes during the instructor's consultation hours and from other 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	Oral exam – 50% Participation in discussions during classes and seminars – 20% Success in completing individual and group assignments – 15% Class activity – 15% The criteria for evaluating and grading individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Kardum, A. (2020). Čekam te ovdje. Redak	1	
	Riman, M. (2008), Dijete pjeva, Učiteljski fakultet, Rijeka	1	
	Heisinger, P. (2020). Pričom do glazbe. Glazbaonica Ljubav.	1	
Supplementary literature	Songbooks and collections of musical examples from music literature for children		
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. exam passed and other obligations prescribed by the syllabus fulfilled 4. individual consultations 5. student self-assessment of achieved learning outcomes 6. collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Practicum exercises	1. Aims and tasks of music in puppetry. 2. The role of music in a music-stage work. 3. Fundamentals of vocal technique. 4. Diction and articulation. 5. Components of music: melody, rhythm, metre.	5	
Week 2			
Practicum exercises	6. Harmony, dynamics, tempo. 7. Implementation of art music in a stage play. 8. Instruments of the symphony orchestra: tone painting. 9. Programme music in creating a stage work. 10. Orff instruments and their application in a puppet performance. 11. Movement in response to a musical stimulus.	5	
Week 3			
Practicum exercises	12. Syncretism in creating a puppet performance. 12. New technologies and programmes for stimulating musical creativity. 13. Getting to know significant works of art music. 14. Practical work: building a music-stage work with music. 15. Monitoring and evaluation.	5	

Behavioural Disorders in Early Childhood

Course name	**Behavioural Disorders in Early Childhood**		
ID	SRPI31	**Study year**	2
Lecturer	doc. dr. sc. Toni Maglica	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to recognize and adequately approach behavioral problems that children may manifest in early childhood. To teach students relevant theoretical, scientific and practical aspects of behavioral problems, integrate this knowledge and acquire competence for professional action towards children and their parents.		
Enrolment requirements	No		
Learning outcomes	After completing the course and passing the exam, students will be able to: - define behavioral problems in children in early childhood - notice the symptoms of behavioral problems, detect them early - explain the most common behavioral problems - adequately approach specific behavioral problems, basic interventions - knowledge about the prevention of behavioral problems - define risk and protective factors for behavioral problems - approach parents in an adequate manner		
Syllabus	1. Defining behavioral problems 2. Risks for the development of behavioral problems and protective factors 3. The most common behavioral problems in early childhood 4. Basic interventions for some behavioral problems 5. Prevention of behavioral problems 6. Working with parents on the topic of childhood problems		
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%). Behave in accordance with ethical and scientific principles in higher education. Participate in and carry out curricular and extracurricular, individual and group activities. which enable the acquisition of learning outcomes foreseen by the course. Complete individual and group assignments on time and with quality. 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
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: Success in the implementation and presentation of individual and group assignments - 40% Activity in class, participation in discussions during classes and seminars, consultations - 10% Oral exam - 50%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Zrilić, S., Klasnić, I., Đuranović, M. (2024). Nepoželjna ponašanja djece. Hrvatska sveučilišna naklada	5	
Supplementary literature	Kocijan Hercigonja, D.; Buljan Flander, G.; Vučković, D. (2002), Hiperaktivno dijete - uznemireni i odgajatelji Sommers Flanagan, R.; Sommers Flanagan, J. (2006), Kada nas dijete zabrinjava. Ostvarenje Bašić, J.; Koller-Trbović, Uzelac, S. (eds.) (2004), Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, Zbornik radova, Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu Pavlović, A., Klemenović, J. U. (2019). Soci-emocionalni problemi i problemi u ponašanju dece predškolskog uzrasta i mogućnost intervencije. Zbornik Odseka za pedagogiju. Filozofski fakultet Novi sad. Vulić Prtorić, A. (2003), Depresivnost u djece i adolescenata Žižak, A. (2010), Teorijske osnove intervencija - socijalno pedagoška perspektiva, Sveučilište u Zagrebu, Edukacijsko rehabilitacijski fakultet, Zagreb		
Quality assurance	1. Class attendance, class activity, success in completing assignments. 2. Student survey of the evaluation of teaching work at the university level. 3. Passed the exam and fulfilled other obligations prescribed by the syllabus. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Defining Behavior Problems Risks for Developing Behavior Problems and Protective Factors Most Common Behavior Problems in Early Childhood	5	P2
Week 2			
Lectures	Basic interventions for some behavioral problems Prevention of behavioral problems Working with parents on childhood problems	3	P2
Seminar	Practical and experiential implications of topics that will be covered in theory. Case studies of children from the practice of educators.	2	P2
Week 3			
Seminar	Practical and experiential implications of topics that will be covered in theory. Case studies of children from the practice of educators.	5	P2

Drama and Theatre for Children

Course name	**Drama and Theatre for Children**		
ID	SRPI33	**Study year**	2
Lecturer	doc. dr. sc. Tea-Tereza Vidović Schreiber	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	20%
Course description			
Course aims	Implementing basic knowledge of dramatic literature and theater for children. Students will understand the importance of the subject Drama and Theater for Children and become aware of the opportunities that introducing children to theater art offers in education.		
Enrolment requirements	None.		
Learning outcomes	Upon passing the examination, students will be able to: - evaluate the aesthetic values of theatre performances and/or drama for children and develop the ability to place particular productions of this type within a broader context; - define the basic theories of drama and theatre for children; - critique and compare their personal views on theatre performances with the opinions of others; - apply and demonstrate the basic elements of theatre art in work with children; - plan content related to stage culture and the preparation of children for attending theatre performances; - interpret the fundamentals of drama pedagogy; - apply drama pedagogy in preschool education and make practical use of it.		
Syllabus	Historical overview of drama and theatre for children worldwide. Historical overview of drama and theatre for children in the Republic of Croatia. Theories of theatre for children. Stage techniques (movement, facial expression, rhythm, and space). Mini stage – theatre in preschool institutions. Types of theatres and theatre groups. Festivals for children. Characteristics of theatre art for children. Integration of various arts into theatre performances for children. Critical analysis of theatre performances.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- Regular class attendance. Note: this does not contribute to the final grade. - Monitoring student performance during lectures and seminars, and participation in group discussions. - Attendance at theatre performances and understanding of them . - Preparation and presentation of a seminar paper, as well as participation in discussions following other students' seminar presentations. - Oral examination upon completion of the course.		
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 visits		

Assessment and evaluation of student work	Class attendance – 20%. Seminar paper – 30%. Oral examination – 50%. 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**
	Jelašac, M. (2002). Tajna je u lutki. Zagreb. Međunarodni centar za usluge u kulturi.	0	
	Rudman, B. (2017). Lutkarstvo i velikani modernizma. Zagreb. Školska knjiga.	0	
	Schneider, W. (2002). Kazalište za djecu. Zagreb. Mala scena.	0	
	Vidović Schreiber, T. T. (2016). Igra u poeziji Grigora Viteza i njena moguća pretvorba u dramsko lutkarsko- igru za djecu. Split: Filozofski fakultet Sveučilišta u Splitu, str. 187-201.		yes
Supplementary literature	Maleš, L. i Vidović Schreiber, T. T. (2023). Motiv anđela u hrvatskim tradicijskim molitvama // Hrvatska obzorja, 6; 57-72. Grgičević, M. (2009). Pjesnik s lutkom, U Čečuk, M. Lutkari i lutke. Zagreb. Međunarodni centar za usluge u kulturi. str. 249–254. Tolić, B. i Vidović Schreiber, T. T. (2021). Balogova poezija kao poticaj za scenska izražavanja u radu s djecom predškolske dobi dobi . Unapređenje kvalitete života djece i mladih / Nikolić, Milena; Vantić-Tanjić, Medina (ur.). Tuzla: Off-set, str. 133-141. Vigato, T. (2008). Principi lutkarske dramaturgije u Kazalištu lutaka Zadar. Croatica et Slavica Iadertina, IV, str. 479–495.		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introduction to the course content. Instructions for students on writing seminar papers and assigning topics. Historical overview of children's drama and theatre worldwide.Historical overview of children's drama and theatre in the Republic of Croatia, and introduction to various theories and relevant sources on children's theatres.	3	FFST
Seminar	Presentations of seminar papers tailored to the lecture content.	5	FFST
Week 2			
Lectures	Stage techniques (movement, facial expressions, rhythm, and space).Mini stage – theatre in preschool institutions.Types of theatres and theatre companies.Children's festivals.The significance of theatre arts for children.Integrating various arts into children's theatre performances.Critical analysis of performances.	5	FFST
Seminar	Presentations of seminar papers tailored to the lecture content.	2	FFST

Leadership of the Early Childhood and Preschool Education Institution

Course name	**Leadership of the Early Childhood and Preschool Education Institution**		
ID	SRPI34	**Study year**	2
Lecturer	izv. prof. dr. sc. Ivana Visković	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to acquire fundamental knowledge and skills of leadership in the educational process – leading small groups and the institution.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - recognise the dimensions of leadership as a process and as a set of personal competences, - interpret the relevant factors influencing leadership in the educational process (educational groups and early childhood and preschool education institutions), - analyse the quality of leadership with supporting arguments, - generate development ideas that contribute to the quality of collaborative leadership and the motivation of the stakeholders involved in the process, - develop leadership competences, - engage constructively and responsibly in the processes of leading a preschool institution		
Syllabus	1. Leadership as a process and as a competence 2. Leadership in the process of developmental change 3. Creating the vision and mission of an educational institution 4. Organisational management of an educational institution 5. Human resource management 6. Leading the educational process 7. Dimensions and styles of leadership 8. Motivational leadership 9. Public education policy as a reference framework for pedagogical leadership 10. Cooperation with stakeholders in the educational process, the wider community and social institutions 11. Management of potential crisis and crisis situations 12. Development and assurance of pedagogical quality		
Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations			
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	1. Active participation in the teaching process – lectures, seminars and workshops (min. 60%). 2. Complete curricular and extracurricular, individual and group assignments to a high standard in accordance with the course content. 3. Produce and present a seminar paper according to predetermined criteria. 4. Pass the written exam with a minimum of 61% accuracy. 5. Pass the oral exam.		

Required literature	Title	Number of copies available	Availability via other media
	Hitrec, S. i Seme Stojnović, I. (2014). Suvremeno vođenje u odgoju i obrazovanju. Priručnik za ravnatelje, stručne suradnike i odgojitelje u sustavu odgoja i obrazovanja. Zagreb: Golden marketing – Tehnička knjiga	1	
	Sunko, E. (2011). Vođenje u odgojno-obrazovnim procesima. Andragoški glasnik: Glasilo Hrvatskog andragoškog društva, 15 (2)		online
	Staničić, S. (2006). Menadžment u obrazovanju. Rijeka: Vlastita naklada.	2	
	Jurić, V. (2004). Pedagoški menadžment – refleksija opće ideje o upravljanju. Pedagogijska istraživanja 1 (1), 137-147.		online
	Vrcelj, S., Mušanović, M. (2001). Prema pedagoškoj futurologiji. Škola budućnosti. Zagreb: Hrvatski pedagoško-književni zbor	1	
Supplementary literature	- Burcar, Ž. (2013). Predikcija stavova o menadžerskim i liderskim poslovima ravnatelja kroz analizu broja učenika, broja smjena i tjednoga radnogvremena ravnatelja. Magistra Iadertina, 8, 127- 137. - Peko, A., Mlinarević, V., Gajger, V. (2009). Učinkovitost vođenja u osnovnim školama. Odgojne znanosti, 11 (2), 67-84. - Ravnatelj škole, upravljanje, vođenje(2009). Zbornik radova (str.11-212). Zagreb: AZOO. - European Council (2009). Council conclusions of 26 November 2009 on the professional development of teachers and school leaders (str 6-9). Official Journal of the European Union. http://eurlex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2009:302:0006: 0009:EN:PDF. - EC/EACEA/Eurydice (2013). Key Data on Teachers and School Leaders in Europe (str.111-128).Luxemourg: Publications Office of the EU.OECD. - ETUCE (2012). Policy Paper on School Leadership (str. 274-278). http://etuce.homestead.com/Policies/ETUCE_Policy _Paper_School_Leadership_EN.pdf. - Pont, B., Nusche, D. i Moorman, H. (2008). Improving School Leadership. Volume 1: Policy and Practice. Paris: OECD. 108-192. - Hujala, E. (2004). Dimensions of Leadership in the Childcare Context, Scandinavian Journal of Educational Research, 48 (1), 53-69. Recentne znanstvene publikacije.		
Quality assurance			
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	The concept of "leadership" – leadership as a process and as a competence; leadership in the process of developmental change; creating the vision and mission of an educational institution	5	P 2
Week 4			
Seminar	Seminar paper on a selected topic based on the course content (leadership as a process, as a competence, as development) - joint construction and analysis – creating the vision and mission of an educational institution, organisational management of an educational institution and human resource management	4	

Class type	Topic	Teaching hours	Location
Week 2			
Lectures	Human resource management, leading the educational process Dimensions and styles of leadership, motivational leadership	5	P2
Week 3			
Lectures	Public education policy as a reference framework for pedagogical leadership Cooperation with stakeholders in the educational process, the wider community and social institutions Management of potential crisis situations Development and assurance of pedagogical quality	5	P2
Week 5			
Seminar	Seminar paper on a selected topic based on the course content (public education policy, development and assurance of pedagogical quality) - joint construction and analysis: management of potential crisis situations	3	

Support Strategies for Children with Special Educational Needs

Course name	**Support Strategies for Children with Special Educational Needs**		
ID	SRPO41	**Study year**	2
Lecturer	prof. dr. sc. Jasna Kudek Mirošević	**ECTS workload**	5.0
Associates	Vedrana Vučković	**Number of hours**	L: 30 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to implement inclusive strategies in early and preschool education practice.		
Enrolment requirements	None		
Learning outcomes	After taking the course and passing the exam, students will be able to: - Recognize the basic problems in the pedagogical diagnosis of children with special needs, - Apply different behavioral techniques in activities with children with pervasive developmental disorders, - Apply Brain Gym techniques, - Apply sensory integration.		
Syllabus	Course content: - Personal (individualised) curriculum for a child with special educational needs; steps and components - The role of the preschool teacher as a member of the Support Team - Special forms of individual and group support - Universal design for learning - Assistive technologies and Information and communication technologies in inclusive pedagogy - Assisted communication (alternative and augmentative communication) in inclusive pedagogy - Play as a strategy for supporting and encouraging a child with special educational needs Seminars: Preparation and presentation of a seminar with the purpose of deepening a specific topic from the lecture.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- Participate in the teaching process: lectures 75%, exercises 75%. - Behave in accordance with ethical and scientific principles in higher education: seminar papers will be checked in accordance with the rules of the Faculty. - Participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated by the course. - Prepare and present a seminar according to pre-determined criteria. - Pass a written exam and achieve a minimum of 75% accuracy on the exam. - Pass a verbal exam. - Adhere to the time frames required for carrying out course activities. - Complete individual and group assignments in a timely and high-quality manner. - Prepare and present a book review based on the given criteria. - Actively and constructively participate 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

<table>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">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. Verbal and written exam – 50%
2. Seminar prepared and presented in accordance with the teacher's instructions – 30%
3. Success in solving individual and group tasks – 10%
4. Activity in class, participation in discussions during classes and seminars – 10%
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Ljubešić, M. i Cepanec, M. (2012). Rana komunikacija: u čemu je tajna?. Logopedija, 3 (1), 35-45.</td><td></td><td>https://hrcak.srce.hr/123819</td></tr>
<tr><td>MINISTARSTVO ZNANOSTI I OBRAZOVANJA (2021). Nacionalni dokument Smjernice za rad s učenicima s teškoćama</td><td></td><td>https://mzom.gov.hr/UserDocsImages/dokumenti/Obrazovanje/Smjernice%20za%20rad%20s%20ucenicima%20s</td></tr>
<tr><td></td><td></td><td>%20teskocama.pdf</td></tr>
<tr><td>Zrilić, S. (2022). Djeca s teškoćama u inkluzivnom vrtiću i školi: suvremeni pristup i metode učenja, Zagreb: Hrvatska sveučilišna naklada.</td><td></td><td></td></tr>
<tr><td>Zrinščak, I.; Šimeša, S.; Kuterovac, Jagodić, G. (2014), Individualni obiteljski čimbenici razumijevanja teorije uma u djece predškolske dobi, Hrvatska revija za rehabilitacijska istraživanja, 50/2, 43-60</td><td></td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Bouillet, D. (2018). S one strane inkluzije djece rane i predškolske dobi: izvješće o provedenoj analizi pristupačnosti kvalitetnog ranog i predškolskog odgoja i obrazovanja djeci u ranjivim situacijama u Hrvatskoj. Zagreb KARAMATIĆ BRČIĆ, M. (2025). Individualni i kontekstualni čimbenici učitelja i stručnih suradnika u kontekstu osiguravanja efektivnoga inkluzivnog okruženja. Acta Iadertina, 22 (1), 55-72.
Ljubešić, M., Šimleša, S. i Bučar, M. (ur.) (2015) Razvoj inkluzivne prakse u dječjim vrtićima- Podrška uključivanju djece s teškoćama u razvoju u redovne vrtiće. Zagreb, Hrvatska udruga za ranu intervenciju u djetinjstvu Pintarić Mlinar, Lj. (2014). Priručnik za razvoj inkluzivnih ustanova ranog i predškolskog odgoja i obrazovanja, Jastrebarsko: Printera</td></tr>
<tr><td>Quality assurance</td><td colspan="3">- 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</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Personal (individualised) curriculum for a child with special educational needs; steps and components - The role of the preschool teacher as a member of the support team	5	P8
Practicum exercises	- The role of the preschool teacher as a member of the Support Team - Special forms of individual and group support - Universal design for learning	4	P8
Week 2			
Lectures	- Special forms of individual and group support - Universal design for learning	5	P8
Practicum exercises	- Assistive technologies and Information and communication technologies in inclusive pedagogy - Assisted communication (alternative and augmentative communication) in inclusive pedagogy - Play as a strategy for supporting and encouraging a child with special educational needs	4	P8
Week 3			
Lectures	- Assistive technologies and Information and communication technologies in inclusive pedagogy - Assisted communication (alternative and augmentative communication) in inclusive pedagogy - Play as a strategy for supporting and encouraging a child with special educational needs	5	P8

Professional Development and Lifelong Learning of Preschool Teachers

Course name	**Professional Development and Lifelong Learning of Preschool Teachers**		
ID	SRPO42	**Study year**	2
Lecturer	doc. dr. sc. Danijela Blanuša Trošelj	**ECTS workload**	4.0
Associates	Jelena Rnjak, pred.	**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the structural components of the early childhood educator profession, the processes of professional development, and the principles and system of lifelong learning in the context of early childhood education and care.		
Enrolment requirements	None.		
Learning outcomes	Upon successful completion of the course and passing the examination, students will be able to: identify and describe the fundamental characteristics of a profession and apply them to the profession of early childhood educator; describe and understand the contribution of initial education and continuing professional development to the development of professionalism and professional identity; evaluate the importance of lifelong professional development; understand the concept of reflective practice; analyse and evaluate approaches to the development of the early childhood education profession in the Croatian context.		
Syllabus	Lectures The Preschool Teacher Profession in the Contemporary Context Characteristics and Challenges of the Preschool Teacher Profession The Position of Croatian Preschool Teachers within the European Context Key Competencies and the Preschool Teacher Profession Professional Identity and Initial Preschool Teacher Education Professional Identity and Continuing Professional Development Models of Reflective Practice The Relationship between Theoretical and Practical Knowledge in Preschool Teacher Education The System of Lifelong Learning for Preschool Teachers Contemporary Approaches to Lifelong Learning for Preschool Teachers Professional Development and Models of Professional Development for Preschool Teachers Support Systems for the Professional Development of Preschool Teachers (Directors and Professional Associates) Professional Ethics of Preschool Teachers and Models of Ethical Decision-Making in Ethically Ambiguous Situations Professional Associations in Croatia and Around the World Seminar Preparation and Presentation of a Seminar Paper		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to attend classes regularly (at least 80% of lectures and 80% of seminars), prepare and present a seminar paper according to predefined criteria, develop a personal and professional development plan, and pass the written examination by achieving at least 50% of the total points available (50–64% corresponding to a passing grade).		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☐ Midterm exam	☐ Oral exam

<table>
<tr><td></td><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 is based on the following assessment components:
Written examination – 70%
Preparation and presentation of a seminar paper in accordance with the instructor’s guidelines – 20% Class participation and active engagement in classroom discussions – 10%
Detailed assessment and grading criteria for each component are available in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Višnjić Jevtić, Adrijana (ur.).(2024 ili 2025). Pedagogija ranog i predškolskog odgoja i obrazovanja : sveučilišni udžbenik / Zagreb: Alfa ; Sveučilište u Zagrebu Učiteljski fakultet. Str. 368-396</td><td>3</td><td></td></tr>
<tr><td>Mendeš, Branimir (2018). Profesionalno obrazovanje odgojitelja predškolske djece- Od jednogodišnjeg tečaja do sveučilišnog studija. Zagreb:Golden marketing - Tehnička</td><td>15</td><td></td></tr>
<tr><td>knjiga. Str. 15-21</td><td></td><td></td></tr>
<tr><td>Blanuša Trošelj, D. (2024). Odabir profesije, iskustvo tijekom rada i želja za napuštanjem posla kao dio profesionalnog identiteta odgajatelja. Metodički ogledi, 31 (1), 149-173.</td><td>3</td><td>https://doi.org/10.21464/mo.31.1.7</td></tr>
<tr><td>Bilić, Anica ; Borovac, Tijana ; Somolanji Tokić, Ida (ur.). (2024). Zbornik radova s 1. međunarodne znanstveno-stručne konferencije Kompetentni sustavi u ranom i predškolskom odgoju i obrazovanju – KOMPAS. Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku, Fakultet za odgojne i obrazovne znanosti u Osijeku; Hrvatska akademija znanosti i umjetnosti, Centar za znanstveni rad u Vinkovcima. (odabrani radovi)</td><td>1</td><td>https://bd34a94a5e.clvaw-cdnwnd.com/6a854f16a7b93989ef8f8ef84d1268e5/200000226-2ac432ac47/Zbornik%20KOMPAS%202022%20za%20web.pdf?ph=bd34a94a5e</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Keeley B. (2007), Ljudski kapital-od predškolskog odgoja do cjeloživotnog učenja. Zagreb: Educa Krstović, J. (2009), Odrazi sveučilišnog obrazovanja odgojitelja na koncept novog profesionalizma: izazovi i dileme. U: D. Bouillet., M. Matijević, (ur.), Kurikulumi ranog odgoja i obveznog obrazovanja (173-184), Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu
Šagud, M., Jurčević-Lozančić, A. (2012), Autonomija odgajatelja i razvoj njegovih kompetencija. U: I. Pehlić i A. Hasanagić (ur.), Teorija i praksa ranog odgoja. Znanstveno-stručna konferencija s međunarodnim učešćem (463-476), Zenica: Odsjek za predškolski odgoj i obrazovanje Islamskog pedagoškog fakulteta Univerziteta u Zenici</td></tr>
<tr><td>Quality assurance</td><td colspan="3">Attendance, class participation, and successful completion of assigned tasks. Student evaluation survey of teaching performance conducted at the university level. Successful completion of the examination and fulfillment of other course requirements specified in the syllabus. 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="3"></td></tr>
</table>

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	The preschool teaching profession in the contemporary context Characteristics and challenges of the preschool teaching profession The position of the Croatian preschool teacher in the European framework Key competences and the preschool teaching profession Professional identity and initial education of preschool teachers Professional identity and continuing professional development	5	
Week 2			
Lectures	Model of the reflective process The relationship between theoretical and practical knowledge in the education of preschool teachers The system of lifelong education of preschool teachers Contemporary approaches to the lifelong learning of preschool teachers	5	
Week 3			
Lectures	Professional development and models of professional development of preschool teachers The system of support for the professional development of preschool teachers (principals, professional associates) Professional ethics of preschool teachers and models of conduct in ethically ambiguous situations Professional associations in Croatia and worldwide	5	
Week 4			
Seminar	Preparation and presentation of seminar papers.	4	
Week 5			
Seminar	Preparation and presentation of seminar papers.	4	

Visual Dramaturgy and Puppet Technology

Course name	**Visual Dramaturgy and Puppet Technology**		
ID	SRPOD43	**Study year**	2
Lecturer	izv. prof. dr. sc. Marijana Županić Benić	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	5%
Course description			
Course aims	The aim of the course is to equip students with the skills necessary for the visual design of stage puppets and scenography, and to enable them to apply these acquired skills in their work with children of early and preschool age.		
Enrolment requirements	There aren't any.		
Learning outcomes	Upon completion of the course and successful passing of the examination, students will be able to: create and construct various types of stage puppets; design scenery for a puppet theatre performance; apply contemporary materials and techniques in the construction of puppets and stage sets.		
Syllabus	Historical overview and development of puppet types (hand puppets – Guignol puppets and mouth puppets; rod puppets; flat puppets/shadow puppets; humanettes; giant puppets; marionettes; object and material theatre): traditional and contemporary approaches. Visual design of stage puppets (characterization and stylization of characters). Scenography in the function of a puppet theatre performance. Visual dramaturgy of a puppet theatre performance (puppet, scenography, costume, and lighting). Technologies and techniques in stage puppet design and construction. Technologies and techniques in scenographic design and construction. Children and creative expression through the visual design of puppet theatre performances (conceptualization and creation of puppets, costumes, and scenery, and exploration of the creative possibilities of lighting).		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations			
Monitoring student work	☒ Class attendance	☒ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☐ Seminar paper	☐ Midterm exam	☐ Oral exam
	☒ Written exam	☐ Project	☒ Participation in class
	☒ Art portfolio		
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final course grade is determined based on the achievement of the following assessment components: Practical examination based on studio workshop practice and the visual design of puppets and scenography for a collaborative project – 50% Successful application of various materials and visual-art techniques in the design and construction of puppets and stage scenery – 20% Preparation of an artistic portfolio, including the recording and documentation of the work process, visual design, and production technology of the student's individual project (puppet) – 20%		

	Active participation in the project (successful completion of individual and group tasks) – 10% The assessment and grading criteria for each component are described in the course repository. Continuous assessment Evaluation elements Performance (min) Weight in grade (%) Visual Design of Puppets and Scenography 50% Application of Techniques and Materials in Production 20% Creation of an Artistic Portfolio (recording and documenting the work process, visual design, production techniques and technologies, and evaluation through student self-reflection) 20% Active Participation in the Project (successful completion of individual and group tasks) 10%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Županić Benić, M. (2019), Lutka/r/stvo i dijete, Zagreb: Leykem International	10	
	Županić Benić, M. (2009), O lutkama i lutkarstvu, Zagreb: Leykem International	10	
	Varl, B. (1999), Moje lutke, sv. 1 i 2, Zagreb: Međunarodni centar za usluge u kulturi	1	
	arl, B. (2000), Moje lutke, sv. 3 i 4, Zagreb: Međunarodni centar za usluge u kulturi	1	
	Varl, B. (2001), Moje lutke, sv. 5, Zagreb: Međunarodni centar za usluge u kulturi	0	
Supplementary literature	Mrkšić, B. (2006). Drveni osmjesi // eseji iz povijesti i teorije lutkarstva. Zagreb: Međunarodni centar za usluge u kulturi. Jurkovsky, H. (2005). Povijest europskog lutkarstva, 1. dio, od začetka do kraja 19.st. Zagreb: Međunarodni centar za usluge u kulturi. Jurkovsky, H. (2007). Povijest europskog lutkarstva, 2. dio, dvadeseto stoljeće. Zagreb: Međunarodni centar za usluge u kulturi.		
Quality assurance	Attendance, class participation, and performance in completing assigned tasks Student survey on the quality of teaching and instructors at the university level Completed practical assignments required as a prerequisite for the practical examination, as well as other syllabus-defined obligations 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Historical overview and development of puppet types: 2. Hand puppets – Guignol puppets and mouth puppets; 3. Javanese rod puppets and flat puppets/shadow puppets; giant puppets; 4. Humanette puppets and marionettes; 5. Object and material theatre; traditional and contemporary approaches.	5	

Class type	Topic	Teaching hours	Location
Lectures	6. Visual dramaturgy of a puppet theatre performance (puppet, scenography, costume, and lighting) 7. Scenography in the function of a puppet theatre performance 8. Children and creative expression through the visual design of a puppet theatre performance (creation and construction of puppets, costumes, and stage design, and exploration of the possibilities of lighting)	3	
Practicum exercises	Visual design of stage puppets (characterisation and stylisation of characters) – sketch development.	2	
Week 2			
Practicum exercises	Visual design of stage puppets (characterisation and stylisation of characters) – sculptural construction of a rod puppet or marionette (head, hands, and movement mechanism); face painting (painting techniques); practical introduction to technologies and techniques in the design and construction of stage puppets.	5	
Practicum exercises	Technologies and techniques in the design and construction of stage puppets – costume making (textile techniques). Technologies and techniques in scenographic design – set construction using sculptural and painting techniques on a large scale format.	5	
Week 3			
Lectures	Technologies and techniques in scenographic design (set construction) – sculptural and painting techniques on large-scale formats.	2	

Puppet Animation with Practicum

Course name	**Puppet Animation with Practicum**		
ID	SRPOD44	**Study year**	2
Lecturer	izv. prof. dr. sc. Marijana Županić Benić	**ECTS workload**	6.0
Associates		**Number of hours**	L: 30 S: 0 E: 45 P: 0
Course status	Compulsory	**Online percentage**	4%
Course description			
Course aims	The aim of the course is to acquire theoretical knowledge of puppet animation and to develop the ability to apply different techniques of puppet animation.		
Enrolment requirements	There aren't any		
Learning outcomes	Upon completion of the course and successful passing of the examination, students will be able to: correctly interpret fundamental concepts of puppetry; describe and interpret various puppetry techniques and their application in pedagogy; implement and analyse different didactic and methodological decisions in practical situations within a range of educational processes; design and conduct drama workshops; create materials for independent learning; use and justify the selection of educational technology; design and apply assessment techniques for evaluating children's achievements in kindergarten; implement and interpret puppetry forms of expression in kindergarten settings.		
Syllabus	Puppet animation – concept and types of puppetry techniques. Puppet animation in the function of a puppet theatre performance. Introduction to the specific characteristics of animating different types of puppets. Animation of various types of puppets (objects and materials, body parts, hand puppets, rod puppets, mime puppets, table puppets, string puppets, and hybrid puppet forms). Dramaturgy of a puppet theatre performance. Practical work (puppet making, improvisations). Practical work (puppet making, creating short puppet plays). Practical work (puppet making, performing short puppet plays). Project work – puppet theatre performance. Contemporary trends in puppet theatre creation. Integrative approach to the creation of a puppet theatre performance. Children and creative expression through project-based work on a puppet theatre performance.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations			
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	Continuous monitoring of the level of acquired knowledge and skills in puppet animation for each student. Assessment of the ability to synthesize theoretical knowledge and practical skills in the final examination. In accordance with the course learning outcomes and student obligations, the final course grade is determined based on the achievement of the following components: Oral examination (public performance of a puppet theatre production) – 50% Success in completing individual and group tasks – 10%		

	Activity in class, participation in discussions during lectures and seminars – 40% The assessment and evaluation criteria for each component are described in the course repository. Continuous assessment Evaluation elements Performance (min) Weight in grade (%) Oral examination (public performance of a puppet theatre production) 50 Success in completing individual and group tasks 10 Activity in class, participation in discussions during lectures and seminars 40		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Kroflin, L. (2020.), Duša u stvari, osnovne lutkarske tehnike i njihova primjena, Osijek: Akademija za umjetnost i kulturu	2	
	Županić Benić, M. (2009), O lutkama i lutkarstvu, Zagreb: Leykam	10	
	Županić Benić, M. (2019), Lutkarstvo i dijete, Zagreb: Leykam International	10	
Supplementary literature	Varl, B. (1999), Moje lutke, sv. 1 i 2, Zagreb: Međunarodni centar za usluge u kulturi Varl, B. (2000), Moje lutke, sv. 3 i 4, Zagreb: Međunarodni centar za usluge u kulturi Varl, B. (2001), Moje lutke, sv. 5, Zagreb: Međunarodni centar za usluge u kulturi		
Quality assurance	1. Attendance, class participation, and success in completing assigned tasks 2. Student survey on the quality of teaching and instructors at the university level 3. Passed examination and fulfillment of other syllabus-defined obligations 4. Individual consultations 5. Student self-assessment of achieved learning outcomes 6. Peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Puppet animation – concept and types of puppetry techniques. Puppet animation in the function of a puppet theatre performance. Introduction to the specific characteristics of animating different types of puppets.	5	
Lectures	Animation of various types of puppets (objects and materials, body parts, hand puppets, rod puppets, mime puppets, table puppets, string puppets, and hybrid puppet forms).	5	
Week 2			
Lectures	Dramaturgy of a puppet theatre performance.	5	
Practicum exercises	Project work – puppet theatre performance (creation of a text/story and text dramatization). Practical work (object and material theatre – improvisation exercises in pairs).	5	
Week 3			
Practicum exercises	Practical work – creation of simple puppets, improvisations.	2	
Practicum exercises	Practical work (puppet making, performing short puppet plays). Project work – puppet theatre performance.	5	

Class type	Topic	Teaching hours	Location
Practicum exercises	Practical work Project work – puppet theatre performance Performance of a puppet theatre production	6	
Lectures	Contemporary trends in puppet theatre creation Integrative approach to the creation of a puppet theatre performance Children and creative expression through project-based work on a puppet theatre performance	5	

Children's Drama and Puppetry Creativity with Practicum

Course name	**Children's Drama and Puppetry Creativity with Practicum**		
ID	SRPOD45	**Study year**	2
Lecturer	doc. dr. sc. Helena Korošec	**ECTS workload**	2.0
Associates		**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The objective of the course is to qualify students to support the dramatic and puppet expression and creativity of early childhood and preschool children within specialized (specific) early childhood and preschool education programs (specific drama and puppetry program).		
Enrolment requirements	/		
Learning outcomes	Upon successful completion of the course and passing the exam, students will be able to: Explain relevant facts regarding the educational and communicative role of drama and puppetry creativity. Recognize the importance of communicating with puppets for speech and language development. Demonstrate a fundamental knowledge of the professional field of work in the area of drama and puppetry creativity. Develop the abilities of a reflective practitioner who continuously evaluates the effects of their achievements. Engage in enhancing the quality of children's drama and puppetry creativity.		
Syllabus	Specialized drama and puppetry programs in preschool settings Verbal and scenic improvisations of early childhood and preschool children The theater puppet in encouraging speech and language development and creativity The theater puppet as a stimulus for creative expression (artistic-scenic, verbal-scenic) Verbal creativity through dialogic play with a theater puppetNon-verbal communication and theater puppets Forms of performing puppet plays (monologue, dialogue) in specialized early childhood and preschool education programs Children's puppet improvisations (plays, puppet shows) Puppet shows for children – preschool teacher teamwork Opportunities for involving parents in drama and puppetry projects in preschool settings Documenting drama and puppetry activities of early childhood and preschool children		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Active participation in the teaching process – lectures, seminars, and workshops (minimum 60%). High-quality completion of curricular and extracurricular, individual and group tasks, in accordance with the course content Creation and presentation of practical work according to predefined criteria. Passing the written exam with a minimum accuracy of 60%.		
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	Written exam – 30% Preparation and presentation of a seminar paper in accordance with the instructor's guidelines – 30% Performance in completing independent and group tasks – 30% Oral exam – 10% Evaluation and grading criteria for individual components are described in the course repository.		

Required literature	Title	Number of copies available	Availability via other media
	Ladika, Z. (2022). Dječje scensko stvaralaštvo. Hrvatski centar za dramski odgoj	5	
	Ladika, Z., Čečuk, S. i Dević, Đ. (2024). Dramske igre. Hrvatski centar za dramski odgoj	1	
	Perić Kraljik, M. (2008). Dramske igre za djecu predškolske dobi. Učiteljski fakultet u Osijeku	1	
	Mendeš, B., Pokrivka V. (2024). Scenska lutka i igra u dječjem vrtiću. Zagreb: Alfa (odabrana poglavlja)	6	
Supplementary literature	Đerđ, Z. (2013). Izražajne mogućnosti scenske lutke u svakodnevnom radu s djecom predškolske dobi. Dijete i društvo, 10(1-2), 213-226. Majaron, E. i Kroflin, L. (ur.). Lutka … divnog li čuda! (str. 21-42). Zagreb: Međunarodni centar za usluge u kulturi. Korošec, H. (2009). Kreativni rad s lutkama kao proces. U: Ivon, H. (ur.). Djeca i mladež u svijetu umjetnosti (str. 37-50). Filozofski fakultet u Splitu.		
Quality assurance	The quality and success of the course delivery are monitored through: - regular evaluation of class activity and success in completing individual and group assignments, - the student survey on the quality of teaching and teachers at the university level, - students' success in fulfilling the obligations prescribed by the syllabus (written and oral exam, seminar), - individual consultations, - student self-assessment of achieved learning outcomes.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Special drama and puppetry programmes in kindergarten 2. Speech and stage improvisations of early and preschool-age children 3. The stage puppet in stimulating speech and language development and creativity 4. The stage puppet as a stimulus for creative production (visual-stage, speech-stage)	4	
Week 2			
Lectures	5. Verbal creativity through dialogue play with a stage puppet 7. Forms of performing puppet plays (monologue, dialogue) in specialised programmes of early childhood and preschool education 8. Children's puppet improvisations (plays, puppet performances) 10. Possibilities of involving parents in drama and puppetry projects in kindergarten 11. Documenting drama and puppetry activities of early and preschool-age children	4	
Week 3			
Practicum exercises	6. Non-verbal communication and stage puppets	4	
Week 4			
Lectures	9. Puppet performances for children – teamwork of preschool teachers	3	

Dramatic Stage Speech with Practicum

Course name	**Dramatic Stage Speech with Practicum**		
ID	SRPOD46	**Study year**	2
Lecturer	prof. dr. sc. Anita Runjić-Stoilova	**ECTS workload**	2.0
Associates		**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students in various forms of dramatic and stage speech expression and creation.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - describe and explain various dramatic speech forms; - interpret individual roles in a dramatic work through speech; - design and conduct a drama workshop with and for children; - apply the acquired knowledge and skills in educational practice.		
Syllabus	Lectures: - Speech as communication. Verbal and non-verbal. (Un)successful communication. - Speech expression: breathing, voice, articulation, gesture. - Values of spoken language (tone, intonation, volume, timbre, tempo, rhythm, pauses). - Mask and voice (change of voice, movement, character and manner of expression behind a mask) - Creating a dramatic situation. Dramatic characters. - Spoken interpretation of an artistic text. Basic factors of spoken interpretation. - The relationship between the interpreter and the audience. The interpreter in front of an audience. - Monologue, dialogue. - Recitation as a speech art. The art of recitation and acting. Stage realisation of poetry. - Interpretive reading. Practicals: - Expressive reading (examples from children's literature) and recitation (examples from children's literature) - Recitation – reading by roles (examples from children's literature) - Public speaking (fear and stage fright, preparation of short speeches) - Speech exercises (verbotonal speech and voice exercises). Speech improvisation. - Listening to and imitating sounds		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to: - participate actively, regularly and constructively in classes (students must attend a minimum of 80% of lectures and 80% of practicals) - respect the ethical and scientific principles of the higher education institution - pass the oral exam - obtain information about missed classes from other students or during consultations with the professor		
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 stated learning outcomes and student obligations in the course, the final grade is based on the following components: - oral exam passed – 70% - practical work – 30% The criteria for evaluating and grading individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Novaković, N. (1980), Govorna interpretacija umjetničkog teksta. Školska knjiga.	2	
	Pavličević-Franić, D. (2005), Komunikacijom do gramatike (str. 243-268). Alfa.	4	
	Škarić, I. (1991). Fonetika hrvatskoga književnog jezika. U: S. Babić, D. Brozović, M. Moguš, S. Pavešić, I. Škarić, S. Težak (ur.), Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika (str. 61-377, samo izabrani dijelovi, koji prate nastavu). HAZU-Globus.	2	
	Škarić, I. (2000), Temeljci suvremenog govorništva. Školska knjiga.	1	
Supplementary literature	Berry, C. (1979). Glumac i glas. AGM. Gotessman, G., Mauro B. (2006). Umijeće javnog nastupa. Jesenski i Turk. Kolar, Elvira (1996). Scenska umjetnost i govor. Hrvatski centar ITI. Rudlin, J. (1994). Commedia dell'Arte: An Actor's Handbook. Routledge. Skok, J. (1994). Razigrane riječi. Školska knjiga. Skok, J. (1992), Žubor riječi. Školska knjiga (poglavlje Govorna interpretacija pjesničkih tekstova). Varošanec- Škarić, G. (2010). Fonetska njega glasa i izgovora. FF Press. Visković, Ksenija (2009). Gluma u nastavi hrvatskoga jezika. Školska knjiga. Zalar, I. (2008). Antologija hrvatske dječje poezije. Školska knjiga. Antologijske zbirke dječje književnosti (strane i hrvatske). Čitanke za niže razrede osnovne škole		
Quality assurance	- active and regular class attendance - active participation in class discussions - individual consultations - research and seminar presentation, and written exam - student survey on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Speech as communication. Verbal and non-verbal.	1	P5
Practicum exercises	Ad hoc predstavljanje studenata.	1	P5
Week 2			
Lectures	Successful and unsuccessful communication.	1	P5
Practicum exercises	Practice speaking in front of different audiences.	1	P5
Week 3			
Lectures	Speech expression: breathing, voice, articulation.	1	P5
Practicum exercises	Expressive reading (examples from children's literature) and recitation (examples from children's literature)	1	P5

Class type	Topic	Teaching hours	Location
Week 4			
Lectures	Speech expression: gesture and facial expression	1	P5
Practicum exercises	Expressive reading (examples from children's literature) and recitation (examples from children's literature)	1	P5
Week 5			
Lectures	Values of spoken language (tone, intonation, volume, timbre, tempo, rhythm, pauses).	1	P5
Practicum exercises	Expressive reading (examples from children's literature) and recitation (examples from children's literature)	1	P5
Week 6			
Lectures	Values of spoken language (tone, intonation, volume, timbre, tempo, rhythm, pauses).	1	P5
Practicum exercises	Recitation – reading by roles (examples from children's literature)	1	P5
Week 7			
Lectures	Mask and voice (change of voice, movement, character and manner of expression behind a mask)	1	P5
Practicum exercises	Expressive reading, recitation and acting in different speech masks.	1	P5
Week 8			
Lectures	Mask and voice (change of voice, movement, character and manner of expression behind a mask)	1	P5
Practicum exercises	Expressive reading, recitation and acting in different speech masks.	1	P5
Week 9			
Lectures	Stvaranje dramske situacije. Dramski likovi.	1	P5
Practicum exercises	acting in different speech masks.	1	P5
Week 10			
Lectures	Spoken interpretation of an artistic text. Basic factors of spoken interpretation.	1	P5
Practicum exercises	Speech exercises (verbotonal speech and voice exercises). Speech improvisation.	1	P5
Week 11			
Lectures	The relationship between the interpreter and the audience. The interpreter in front of an audience.	1	P5
Practicum exercises	Public speaking (fear and stage fright, preparation of short speeches)	1	P5
Week 12			
Lectures	Monologue, dialogue.	1	P5
Practicum exercises	Conversation, meeting.	1	P5
Week 13			
Lectures	Recitation as a speech art. The art of recitation and acting. Stage realisation of poetry.	1	P5
Practicum exercises	Speech exercises (verbotonal speech and voice exercises). Speech improvisation.	1	P5
Week 14			
Lectures	Recitation as a speech art. The art of recitation and acting. Stage realisation of poetry.	1	P5

Class type	Topic	Teaching hours	Location
Practicum exercises	Public speaking (fear and stage fright, preparation of short speeches)	1	P5
Week 15			
Lectures	Interpretive reading.	1	P5
Practicum exercises	Listening to and imitating sounds	1	P5

Master's Thesis

Course name	**Master's Thesis**		
ID	SRPOZR	**Study year**	2
Lecturer	–	**ECTS workload**	5.0
Associates		**Number of hours**	L: 0 S: 0 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The purpose of writing a thesis is for the student to demonstrate the ability to independently approach problems in the chosen field of study using a wide range of literature, empirical research, and the basics of scientific methodology.		
Enrolment requirements	Acquired conditions for the preparation and defense of a graduation thesis in accordance with the Regulations on the final and graduation.		
Learning outcomes	Students will be able to: - explain the basic characteristics of research in early and preschool education, - distinguish between methods of conducting research in the field of early and preschool education - identify and set a research problem/research question, - plan, conduct and evaluate research, - develop instruments for data collection, - collect, organize and present research data, - critically evaluate the results obtained and the educational process as a whole, - write a complete thesis.		
Syllabus	Stages in writing a thesis. Parts of a thesis. Structure of a thesis – theoretical and practical part. Finding the necessary sources. Dividing sources. Citing. Approaches to writing a bibliography. Structure of the empirical part of the paper: problem, goal and tasks, methods, data collection techniques, data analysis, interpretation of results, drawing conclusions.		
Teaching types	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	Stages in writing a thesis. Parts of a thesis. Structure of a thesis – theoretical and practical part. Finding the necessary sources. Dividing sources. Citing. Approaches to writing a bibliography. Structure of the empirical part of the paper: problem, goal and tasks, methods, data collection techniques, data analysis, interpretation of results, drawing conclusions.		
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 the final and graduation.		

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	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - defended thesis 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)			

Parents and the Child with Special Educational Needs

Course name	**Parents and the Child with Special Educational Needs**		
ID	SRPI41	**Study year**	2
Lecturer	doc. dr. sc. Toni Maglica	**ECTS workload**	3.0
Associates	Vedrana Vučković	**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to partner with parents of children with special needs. To develop critical thinking about the implementation of inclusive education.		
Enrolment requirements	None		
Learning outcomes	After completing the course and passing the exam, students will be able to: - recognize and present basic models of approaching children's developmental difficulties, - develop skills in supporting and counseling parents in an inclusive environment - connect techniques for balancing the responsibilities, demands, and needs of families with children with special educational needs - recognize aggravating factors in the family and prevent their further development		
Syllabus	Lectures: 1. Family as a system 2. Family climate in raising children with special educational needs 3. Adaptive behavior of children with special educational needs 4. Challenges and choices of approach towards parents of children with special educational needs 5. Family reactions to accepting/rejecting a child's special educational needs 6. Medical and social model for children with special educational needs 7. Negotiation model and group work with parents in an inclusive environment 8. Indicators of preschool teachers' support for the risks of antisocial behavior in families with children with special educational needs 9. Reflections on an inclusive approach towards parents Seminar: Preparation and presentation of a seminar with the purpose of deepening a specific topic from the lecture		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Participate in the teaching process: lectures 75%, seminars 75% 2. 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 3. Prepare a seminar according to pre-established criteria 4. Present a seminar according to pre-established criteria 5. Prepare a workshop for parents in an inclusive environment according to pre-established criteria 6. Present a workshop for parents according to pre-established criteria 7. Adhere to the time frames required for carrying out course activities 8. Complete individual and group tasks in a timely and high-quality manner		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☐ Midterm exam	☒ Oral exam
	☐ Written exam	☐ Project	☐ Participation in class
	☒ Other		

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. Vebral exam – 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. Activity in class, participation in discussions during classes and seminars – 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**
	Kraljević, R., (2007), Savjetovanje roditelja djece s posebnim potrebama: mogućnosti, i prepreke, S vama, Hrvatska udruga za pomoć djeci s posebnim potrebama 6, 71- 78	1	
	Pećnik, N i Starc, B. (2010) Roditeljstvo u najboljem interesu djeteta i podrška roditeljima najmlađe djece. Zagreb, Ured UNICEF-a za Hrvatsku.	13	https://www.unicef.org/croatia/reports/roditeljstvo-u-najboljem-interesu-djeteta-i-podrska-
			roditeljima-najmlade-djece-s-teskocama
Supplementary literature	Janković, J. (2004), Pristupanje obitelji, Sustavni pristup, Zagreb: Alineja Pećnik, N. (ur.) (2013). Kako roditelji i zajednice brinu o djeci najmlađe dobi u Hrvatskoj. Zagreb: Ured za UNICEF Hrvatske.		
Quality assurance	1. Class attendance, class activity, and success in completing assignments. 2. Student survey of the evaluation of teaching work at the university level. 3. Passed the exam and fulfilled other obligations prescribed by the syllabus. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Family as a system 2. Family climate in raising children with special educational needs 3. Adaptive behavior of children with special educational needs 4. Challenges and choices of approach towards parents of children with special educational needs 5. Family reactions to accepting/rejecting a child's special educational needs	5	P8
Seminar	1. Family as a system 2. Family climate in raising children with special educational needs 3. Adaptive behavior of children with special educational needs 4. Challenges and choices of approach towards parents of children with special educational needs	4	P8

Class type	Topic	Teaching hours	Location
	5. Family reactions to accepting/rejecting a child's special educational needs		
Week 2			
Lectures	6. Medical and social model for children with special educational needs 7. Negotiation model and group work with parents in an inclusive environment 8. Indicators of preschool teachers' support for the risks of antisocial behavior in families with children with special educational needs 9. Reflections on an inclusive approach towards parents	3	P8
Seminar	6. Medical and social model for children with special educational needs 7. Negotiation model and group work with parents in an inclusive environment 8. Indicators of preschool teachers' support for the risks of antisocial behavior in families with children with special educational needs 9. Reflections on an inclusive approach towards parents	4	P8

The Child and Heritage

Course name	**The Child and Heritage**		
ID	SRPI42	**Study year**	2
Lecturer	izv. prof. dr. sc. Ines Blažević	**ECTS workload**	3.0
Associates	Dijana Dvornik, v. pred.	**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Elective	**Online percentage**	0%
Course description			
Course aims	The objective of the course is to enable students to understand, study, and analyze cultural-historical and natural heritage as a foundation for fostering the development of the child's identity and creative-artistic expression.		
Enrolment requirements	None.		
Learning outcomes	Upon completing the course and passing the exam, students will be able to: - interpret relevant facts regarding the potential of natural and cultural-historical heritage as a source for educational work - recognize heritage as a context for experiential learning - demonstrate a foundational knowledge of the professional field of work within a heritage context - develop the skills of a reflective practitioner who continuously evaluates the outcomes of their achievements - engage in achieving a higher-quality and more intensive partnership between stakeholders from the cultural-social environment and the preschool institution.		
Syllabus	1. Definition of natural and cultural-historical heritage (categories and types) 2. Natural and cultural heritage as part of the cultural and civilizational entity of society 3. Aims and tasks of educational activity in the context of heritage 4. Natural and cultural-historical heritage as a source of knowledge 5. Contextual model of learning in natural and cultural-heritage environments 6. Constructivist and co-constructivist learning theories in the context of heritage 7. Natural and cultural heritage as an incentive for creative-artistic expression and creation 8. Integrated approach to studying heritage in the field of artistic expression 9. Levels of creative communication with heritage content 10. Integrative approach to studying heritage 11. Methodology of data collection on traditional games and toys 12. Planning and developing heritage projects 13. Museums and galleries as educational environments for acquiring knowledge about heritage 14. Cooperation of the preschool institution with social-cultural institutions, the local population, and parents in collecting heritage material 15. Monitoring and evaluation of educational heritage projects and children's creativity		
Teaching types	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to participate in lectures (80%) and seminars (80%), write and present a seminar paper, and pass two mid-term exams (or a written exam).During the course, field trips covering cultural-historical and natural heritage may be organized to further contribute to achieving the learning outcomes of the course		
Monitoring student work	☒ Class attendance	☐ Research	☐ Practical work
	☐ Experimental work	☐ Paper	☐ Essay
	☒ Seminar paper	☒ Midterm exam	☐ Oral exam

<table>
<tr><td></td><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">The grade is determined based on the achievement of the following components: 1 Seminar paper – 33.4%
2 Midterm exam – 33.3%
3 End-of-term exam – 33.3%
Students who do not attend the midterm and end-of-term exams are required to take a final exam. The criteria for evaluating and assessing individual components are described in the course repository.</td></tr>
<tr><td rowspan="6">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">Ivon, H. (2007), Baština – „univerzalni odgojitelj“. U: Ivon, H., Kuščević, D., Pivac, D, Jukić, T. (2007): Baština – umjetnički poticaj za likovno izražavanje djece, Split: Filozofski fakultet Sveučilišta u u Splitu, str. 9-21</td><td>1</td><td>no</td></tr>
<tr><td colspan="2">Ivon, H., Ćurin, S. (ur.) (2012), 90. obljetnica dječjeg vrtića u Hvaru, 9. Dani otočnih dječjih vrtića Splitsko-dalmatinske i Dubrovačko-neretvanske županije, Filozofski fakultet Sveučilišta u Splitu, Dječji vrtić “Vanđela Božitković”, Hvar</td><td>1</td><td>no</td></tr>
<tr><td colspan="2">Jukić, T. (2007), Baština kroz projektni pristup i integraciju sadržaja. U: Ivon, H., Kuščević, D., Pivac, D., Jukić T.: Baština – umjetnički poticaj za likovno izražavanje djece, Split: Filozofski fakultet Sveučilišta u Splitu, str. 37-41</td><td>1</td><td>no</td></tr>
<tr><td colspan="2">Nenadić-Bilan, D., Klarin, M. (2001), Suradnja dječjeg vrtića i muzeja u upoznavanju baštine, Zbornik 2. dani otočkih dječjih vrtića, Hvar, str. 52-63</td><td>1</td><td>no</td></tr>
<tr><td colspan="2">Seme Stojnović, I. (2012), Djeca – čuvari djedovine. Model vrtića s hrvatskim identitetom i njegovanjem interkulturalnosti. Zagreb: Golden marketing – Tehnička knjiga</td><td>1</td><td>no</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Bacalja, R. /ur./ (2003): Zbornik radova Živa baština, Sveučilište u Zadru – Odjel za izobrazbu učitelja i odgojitelja (odabrana poglavlja)
Clark, A. M., Kako projekt uvesti u praksu. Dijete Vrtić Obitelj, broj 53, str. 2-9
Cohen, B. (2011), Razumjeti sebe i druge: važnost mjesta odrastanja i vlastitog identiteta u multikulturalnom društvu, Dijete Vrtić Obitelj 65, str. 2-6
Djeca u Europi, Zajednička publikacija mreže europskih časopisa (2010): Osjećaj zajedništva: povezanost zajednice i ustanova ranog odgoja i obrazovanja, Djeca u Europi, godina II, broj 3, 2010.
Ivon, H. (2002), Temeljne vrijednosti baštine u odgoju i obrazovanju. U: R. Bacalja (ur.): Zbornik radova sa znanstveno-stručnog skupa „Živa baština“, Zadar: Visoka učiteljska škola, str. 157-166
Ribičić, G., Mihanović, V. (ur.) (2012.), Zavičajnost u knjigama za djecu i mlade, Zbornik radova 1. i 2. okrugli stol, Split: Gradska knjižnica Marka Marulića Split
Ivon, H. (ur.) (2009), Zbornik radova „Mirisi djetinjstva“ – „Kultura vrtića“, 15. dani predškolskog odgoja Splitsko-dalmatinske županije (odabrana poglavlja)
Zbornici radova stručno-znanstvenog skupa otočnih dječjih vrtića Baština za baštinu (odabrana poglavlja)</td></tr>
<tr><td>Quality assurance</td><td colspan="4">- attendance, class participation, and performance in completing assignments
- student survey on the quality of teaching and instructors at the university level
- passed exam and fulfillment of other syllabus-prescribed obligations
- individual consultations
- student self-assessment of achieved learning outcomes
- peer assessment of the implementation and quality of the teaching proce</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="4"></td></tr>
</table>

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Definition of natural and cultural-historical heritage (categories and types)	1	P1
Seminar	Definition of natural and cultural-historical heritage (categories and types)	1	P1
Week 2			
Lectures	Natural and cultural heritage as part of the cultural and civilizational entity of society	1	P1
Seminar	Natural and cultural heritage as part of the cultural and civilizational entity of society	1	P1
Week 3			
Lectures	Aims and tasks of educational activity in the context of heritage	1	P1
Seminar	Aims and tasks of educational activity in the context of heritage	1	P1
Week 4			
Lectures	Natural and cultural-historical heritage as a source of knowledge	1	P1
Seminar	Natural and cultural-historical heritage as a source of knowledge	1	P1
Week 5			
Lectures	Contextual model of learning in natural and cultural-heritage environments	1	P1
Seminar	Contextual model of learning in natural and cultural-heritage environments	1	P1
Week 6			
Lectures	Constructivist and co-constructivist learning theories in the context of heritage	1	P1
Seminar	Constructivist and co-constructivist learning theories in the context of heritage	1	P1
Week 7			
Lectures	Natural and cultural heritage as an incentive for creative-artistic expression and creation	1	P1
Seminar	Natural and cultural heritage as an incentive for creative-artistic expression and creation	1	P1
Week 8			
Lectures	Integrated approach to studying heritage in the field of artistic expression	1	P1
Seminar	Integrated approach to studying heritage in the field of artistic expression	1	P1
Week 9			
Lectures	Levels of creative communication with heritage content	1	P1
Seminar	Levels of creative communication with heritage content	1	P1
Week 10			
Lectures	Integrative approach to studying heritage	1	P1
Seminar	Integrative approach to studying heritage	1	P1
Week 11			
Lectures	Methodology of data collection on traditional games and toys	1	P1
Seminar	Methodology of data collection on traditional games and toys	1	P1

Class type	Topic	Teaching hours	Location
Week 12			
Lectures	Planning and developing heritage projects	1	P1
Seminar	Planning and developing heritage projects	1	P1
Week 13			
Lectures	Museums and galleries as educational environments for acquiring knowledge about heritage	1	P1
Seminar	Museums and galleries as educational environments for acquiring knowledge about heritage	1	P1
Week 14			
Lectures	Cooperation of the preschool institution with social-cultural institutions, the local population, and parents in collecting heritage material	1	P1
Seminar	Cooperation of the preschool institution with social-cultural institutions, the local population, and parents in collecting heritage material	1	P1
Week 15			
Lectures	Monitoring and evaluation of educational heritage projects and children's creativity	1	P1
Seminar	Monitoring and evaluation of educational heritage projects and children's creativity	1	P1

Fundamentals of Visual Arts 1

Course name	**Fundamentals of Visual Arts 1**		
ID	SRPOL33	**Study year**	2
Lecturer	izv. prof. dr. sc. Marija Brajčić	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The goal of the course is to enable students to understand the basic concepts of fine arts and the importance of visual culture throughout history and today.		
Enrolment requirements	None		
Learning outcomes	After completing the course and passing the exam, students will be able to: - interpret basic concepts in fine arts - identify basic concepts in fine arts - describe basic concepts in fine arts - interpret basic concepts in fine arts - identify the division and interdependence of diverse areas of art		
Syllabus	1. The concept of light. 2. The visible range. 3. Basic concepts of optics, including the colors of the spectrum. 4. Brain physiology. The structure of the eye. Image decoding. 5. Theory of perception, especially from the aspect of information theory. 6. Psychology of form with basic concepts such as outline, figure and background. 7. Color theory; addition and mixing of colors as pigments. Mixing colors as light. 8. Physiological and symbolic aspects of color. 9. Perception of space. Monocular indications of space (masking, texture...). Different ways of indicating space in cartography and painting. 10. Indications of space in Egyptian, Byzantine and medieval painting. 11. The disappearance of space, golden funds, and space without space in Byzantine painting. 12. Renaissance and linear perspective. 13. The question of clarity in painting. Analogies with the issue of perspective in literature. Different perspectives and spatial plans in Renaissance and Baroque painting, with special emphasis on landscape and urban vedute. 14. General morphology. The concept of aggregate states and their morphological aspect. Differences between organic and inorganic. Morphology of crystals and their analogy in art, especially in architecture. Morphology of the liquid state, modalities of representing water, including its symbolism in culture, especially in art. Morphology of the gaseous state and the representation of the atmosphere, especially clouds in painting. 15. Energy and dynamics, its visualization with special regard to the issue of time perspective.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 80%, seminars 80% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course 4. prepare and present a seminar paper according to pre-determined criteria 5. pass the written exam and achieve a minimum of 50% accuracy on the exam/interviews 6. obtain information about classes that were missed during consultations with teachers and other 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	1. written exam – 60% 2. seminar paper prepared and presented in accordance with the teacher's instructions – 30% 3. 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**
	Janson, H. W. (2003), Povijest umjetnosti, Zagreb	2	
	Lucie -Smith, E. (2003), Vizualne umjetnosti dvadesetog stoljeća, Zagreb:Golden Marketing	1	
	Chevalier, J., Gheerbrandt, A. (1991), Rječnik simbola, Zagreb.	1	
	Ivančević, R., (1997). Likovni govor:uvod u svijet likovnih umjetnosti, Zagreb: Profil International	1	
	Pelc, M. (2007), Renesansa, Zagreb. Naklada Ljevak		
Supplementary literature	Breber, P., Leg, D. (1976), Percepcija i informacija, Beograd Arnhajm, R. (1981), Umetnost i vizualno opažanje, Beograd Ivančević, R. (1996), Perspektive, Zagreb Gombrih, E. H. (1984), Umetnost i iluzija, Beograd		
Quality assurance	1. Class attendance, class activity, success in completing assignments. 2. Student survey of the evaluation of teaching work at the university level. 3. Passed the exam and fulfilled other obligations prescribed by the syllabus. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	The concept of light. The visible range. Basic concepts of optics, including the colors of the spectrum. Brain physiology. The structure of the eye. Image decoding. Theory of perception, especially from the aspect of information theory. Psychology of form with basic concepts such as outline, figure and background. Color theory; addition and mixing of colors as pigments. Mixing colors as light. Physiological and symbolic aspects of colors.	4	P 3
Week 2			
Lectures	Perception of space. Monocular indications of space (masking, texture...). Different ways of indicating space in cartography and painting. Indications of space in Egyptian, Byzantine and medieval painting. The disappearance of space, gold funds, and space without space in Byzantine painting. Renaissance and linear perspective. The question of perspective in painting. Analogies with the question of perspective in literature. Different perspectives and	4	P 3

Class type	Topic	Teaching hours	Location
	spatial plans in Renaissance and Baroque painting, with special emphasis on landscape and urban vedute. General morphology. The concept of aggregate states and their morphological aspect. Differences between organic and inorganic. Morphology of crystals and their analogy in art, especially in architecture. Morphology of the liquid state, modalities of representing water, including its symbolism in culture, especially in art. Morphology of the gaseous state and the representation of the atmosphere, especially clouds in painting. Energy and dynamics, its visualization with special regard to the question of temporal perspective.		
Week 3			
Seminar	Students present independently developed seminars in PP presentations according to previously assigned topics. Joint evaluation of seminar papers.	4	P 3
Week 4			
Seminar	Students present independently developed seminars in PP presentations according to previously assigned topics. Joint evaluation of seminar papers.	4	P 3

Drawing with Practicum

Course name	**Drawing with Practicum**		
ID	SRPOL34	**Study year**	2
Lecturer	izv. prof. art. Tatjana Ravlić	**ECTS workload**	4.0
Associates		**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to provide students with theoretical and practical knowledge of drawing and to develop their ability to apply drawing techniques, skills, and theories in practice.		
Enrolment requirements	There are none.		
Learning outcomes	Upon successful completion of the course and passing the final examination, students will be able to: Apply the acquired knowledge and practical skills to produce and present their own artwork. Formulate and articulate their own artistic ideas. Interpret classical and contemporary works of visual art. Analyse and critically evaluate the relationship between drawing and its context, demonstrating an understanding of and awareness of drawing as an autonomous artistic medium.		
Syllabus	The Drawing with Practicum course focuses on practical and theoretical content, emphasizing the fundamentals of drawing techniques and the visual language of art. The course content combines practical and theoretical instruction. Students will engage in the following topics: Developing drawing skills through the use of a variety of drawing materials. Interpreting the drawing practices and artistic approaches of renowned artists. Fundamentals of visual language: line, colour, plane, composition, perspective, and related elements. Fundamentals of drawing techniques: materials and methods. Portrait drawing from a live model. Lectures on classical and contemporary painters, including: Titian, Rembrandt, Velázquez, Caravaggio, Vincent van Gogh, Henri Matisse, the Pre-Raphaelites, Paul Cézanne, Pablo Picasso, Wassily Kandinsky, Piet Mondrian, Kazimir Malevich, Giorgio de Chirico, René Magritte, Jasper Johns, Jackson Pollock, Mark Rothko, Robert Mangold, Frank Stella, Alberto Burri, Lucio Fontana, Roy Lichtenstein, Donald Judd, David Hockney, Francis Bacon, Alex Katz, Sigmar Polke, Eric Fischl, Peter Doig, and Luc Tuymans.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	Regular attendance at lectures and practical classes. Provision of the drawing materials required for practical work. Timely completion of assigned tasks. Participation in extracurricular activities, including visits to public art exhibitions. Presentation of final artworks as part of the final 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	Assessment: Final examination (internal exhibition) – 60%		

	Participation and engagement in completing all course assignments – 20% Individual work – 10% Practical exercises – 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**
	Damjanov, J.: Vizualni jezik i likovna umjetnost, Zagreb: Školska knjiga	1	
	Horvat Pintarić, V.: Tradicija i moderna, Zagreb: Hrvatska akademija znanosti i umjetnosti	1	
	Schwabsky, B: Phaidon, Vitamin P	1	
	Smith, R: Znanje: Slikarski priručnik	1	
	Stephen Farthing, Umjetnost – Vodič kroz povijest i djela, Školska knjiga	1	
Supplementary literature	Various surveys of art history; the Encyclopedia of Fine Arts; the Encyclopedia of Croatian Art; monographs on international and Croatian painters; catalogues of major painting exhibitions; journals in the field of contemporary art, including Kunstforum, Art in America, Parkett, Flash Art, and Kontura. Internet sources.		
Quality assurance	Attendance, participation in class, and successful completion of course assignments. Student evaluation of teaching through the university-wide course evaluation survey. Successful completion of the final examination and all other requirements specified in the course syllabus. Individual consultations. Students' self-assessment of the achieved learning outcomes. Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Fundamentals of visual language: line, colour, plane, composition, perspective, and other visual elements.	3	
Week 2			
Lectures	Acquiring drawing skills through the use of various drawing materials.	2	
Week 3			
Lectures	Fundamentals of drawing techniques: materials and techniques.	3	
Week 4			
Practicum exercises	Drawing an artistic composition using pencil technique. Line, placement, proportions, perspective, plane, and shading	2	
Week 5			
Practicum exercises	Drawing using charcoal technique. Line, placement, plane, and shading.	3	
Week 6			
Practicum exercises	Drawing portraits of the Old Masters in pencil. Line, placement, proportions, and shading.	5	
Week 7			
Practicum exercises	Drawing Old Master figure studies in pencil. Line, placement, proportions, and shading.	2	

Class type	Topic	Teaching hours	Location
Week 8			
Practicum exercises	Drawing Old Master nude studies in pencil. Line, placement, proportions, and shading.	3	

Painting with Practicum

Course name	**Painting with Practicum**		
ID	SRPOL35	**Study year**	2
Lecturer	izv. prof. art. Tatjana Ravlić	**ECTS workload**	4.0
Associates		**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce and develop theoretical and practical knowledge of painting, and to equip students with the ability to apply painting techniques, skills, and theories in practice.		
Enrolment requirements	There are no prerequisites.		
Learning outcomes	Upon successful completion of the course and the final examination, students will be able to: Apply the acquired knowledge and practical skills to produce and present their own artwork. Formulate and articulate their own artistic ideas. Interpret classical and contemporary works of visual art. Analyse and critically evaluate the relationship between an image and its context. Demonstrate an understanding of and awareness of the image as an autonomous artistic medium. Demonstrate developed visual perception in recognizing different forms of artistic expression.		
Syllabus	The Painting course programme focuses on practical and theoretical content, emphasizing the fundamentals of painting techniques and the visual language of art. Practical and theoretical content: Fundamentals of visual language: line, colour, and plane. Visual art concepts: composition, proportion, and line. Painting and drawing techniques: graphite pencil, coloured pencil, soft pastels, pen and ink, brush and ink, charcoal, tempera, acrylic, and oil painting. Portrait drawing and painting from a live model. Interpretation of the painting practices and artistic approaches of renowned painters. Analysis of works by classical and contemporary artists. Lectures on key concepts of painting within traditional and contemporary art. Lectures on classical and contemporary painters. Titian, Rembrand, Velazguez, Caravaggio, Van Gogh, Matisse, Prerafaeliti, Cezanne, Picasso, Kandinskij, Mondrian, Maljevič, de Chirico, Magritte, Jasper Johns, Pollock, Rothko, Robert Mangold, Frank Stella, Burri, Lucio Fontana, Lichtenstein, Donald Judd, David Hockney, Bacon, Katz, Polke, Eric Fischl, Peter Doig, Luc Tuymans.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	Regular attendance at lectures and practical classes. Provision of the painting materials required for practical work. Timely completion of assigned tasks. Participation in extracurricular activities, including visits to public art exhibitions. Presentation of final artworks as part of the final 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	Final exam (internal exhibition) – 60% Activity in completing all course assignments – 20% Individual work – 10%		

	Practical exercises – 10% The criteria for evaluating and grading individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Damjanov, J.: Visualni jezik i likovna umjetnost,e and Visual Art, Zagreb: Školska knjiga	1	
	Schwabsky, B: Phaidon, Vitamin P	1	
	Milan Pelc, Renesansa, Naklada Ljevak	1	
Supplementary literature	Various overviews of art history, the Encyclopedia of Fine Arts, the Encyclopedia of Croatian Art, monographs on international and national painters, catalogues of major painting exhibitions, and journals in the field of contemporary art: Kunstforum, Art in America, Parkett, Flash Art, Kontura, etc. Internet sources.		
Quality assurance	Attendance in class, participation in class activities, and success in completing assignments. Student survey evaluating teaching performance at the university level. Passed exam and fulfilled other syllabus 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	fundamentals of visual language: line, colour, plane	2	
Week 2			
Lectures	visual art concepts: composition, proportion, line	3	
Week 3			
Lectures	painting techniques	2	
Week 4			
Practicum exercises	tonal painting in acrylic and tempera technique	3	
Week 5			
Practicum exercises	Painting realism in acrylic and tempera techniques. Line, placement, proportion, plane, composition, colour.	2	
Week 6			
Practicum exercises	Painting impressionism in acrylic and tempera techniques. Line, placement, proportion, plane, composition, colour.	5	
Week 7			
Practicum exercises	Painting fauvist in acrylic and tempera techniques. Line, placement, proportion, plane, composition, colour.	2	
Week 8			
Lectures	Analysis of paintings of classical and contemporary artists.	1	
Week 9			
Practicum exercises	Painting fauvist in acrylic and tempera techniques. Line, placement, proportion, plane, composition, colour	2	

Three-Dimensional Design with Practicum 1

Course name	**Three-Dimensional Design with Practicum 1**		
ID	SRPOL36	**Study year**	2
Lecturer	izv. prof. dr. sc. Marija Brajčić	**ECTS workload**	4.0
Associates	Dragoslav Dragičević	**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the elements of form, types of sculpture and sculptural techniques through theoretical and, in particular, practical work.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - discover and refine their artistic abilities through creative processes within the visual arts field of three-dimensional design - realise three-dimensional art projects in accordance with their own interests and predispositions		
Syllabus	1. Definition of sculpture and its classification. 2. Fundamentals of three-dimensional expression. 3. Different interpretations of volume. 4. A brief chronological overview of the development of sculpture throughout history. 5. Elements of form in sculpture. 6. Types of sculpture. 7. Sculptural techniques. 8. The relationship between volume and space. 9. Relief. 10. Sculpture in the round. 11. Mobile.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 75%, practicals 90% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. pass the written exam and achieve a minimum of 50% accuracy on the exam/colloquia 5. obtain information about missed classes during the instructor's consultation hours and from other 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	1. written exam – 50% 2. practical artworks produced in accordance with the instructor's guidelines – 30% 3. success in completing individual and group assignments – 10% 4. class activity – 10% The criteria for evaluating and grading individual components are described in the course repository.		

Required literature	Title	Number of copies available	Availability via other media
	Ruhrberg, K. et al. (2005), Umjetnost 20. stoljeća-slikarstvo-skulpture i objekti – novi mediji-fotografija, VBZ	1	
	Read, H. (1980), Istorija moderne skulpture, Beograd	1	
	Arnheim, R. (1971), Umjetnost i vizualno opažanje, Beograd	1	
Supplementary literature	Kolega (1989), Rimska portretna plastika, Zagreb Korać, Ž. (1985), Razvoj psihologije opažanja, poglavlja IV i V, Nolit Valery, P. (1969), Degas, Ples, Crtež, Zagreb Collins, J. (2007), Sculpture today, London: Phaidon		
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. exam passed and other obligations prescribed by the syllabus fulfilled 4. individual consultations 5. student self-assessment of achieved learning outcomes 6. collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Definition of sculpture and its classification. 2. Fundamentals of three-dimensional expression. 3. Different interpretations of volume. 4. A brief chronological overview of the development of sculpture throughout history. 5. Elements of form in sculpture. 6. Types of sculpture.	4	P 3
Week 2			
Lectures	7. Sculptural techniques. 8. The relationship between volume and space. 9. Relief. 10. Sculpture in the round. 11. Mobile.	4	P 3
Week 3			
Practicum exercises	Students' independent artworks in clay on an assigned theme.	5	
Week 4			
Practicum exercises	Students' independent artworks in clay on an assigned theme.	5	
Week 5			
Practicum exercises	Students' independent artworks in clay on an assigned theme.	5	

Application of Printmaking Techniques with Practicum

Course name	**Application of Printmaking Techniques with Practicum**		
ID	SRPOL37	**Study year**	2
Lecturer	izv. prof. dr. sc. Dubravka Kuščević	**ECTS workload**	2.0
Associates		**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to enable students to apply graphic techniques in specialized (special) programs of preschool education (special art program).		
Enrolment requirements	There is none.		
Learning outcomes	After completing the course and passing the exam, students will be able to: - recognize different graphic techniques in visual art - encourage and develop perceptual, design, and creative abilities of preschool children in the area of graphic expression (inter-graphic art techniques) appropriate to the child's age - recognize artistic activities as an opportunity for the creative development of preschool-aged children - critically evaluate artistic activities in kindergarten settings		
Syllabus	Lectures: 1. Introduction to graphic techniques 2. Relief printing techniques 3. Intaglio printing techniques 4. Planographic printing techniques 5. Computer graphics 6. Introducing preschool children to printmaking and graphic design 7. Possibilities of applying mixed graphic techniques in work with preschool children: making posters, invitations, and greeting cards 8. Printmaking and mixed printmaking techniques in work with preschool children (printing with various materials, monotype, cardboard printing, computer graphics) Exercises: 1. Planographic printing – surface, texture – creating visual compositions by printing with various materials 2. Computer graphics 3. Monotype 4. Cardboard printing 5. Gypsum engraving		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Participate in the teaching process: 75% attendance in lectures and 75% attendance in exercises 2. Behave in accordance with ethical and scientific principles in higher education teaching 3. Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes 4. Produce and present artistic works according to predefined criteria 5. Pass the written exam and achieve a minimum of 50% accuracy on the exam 6. Obtain information about missed classes during lecturers' consultation hours and from 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	1. Written exam – 40% 2. Completed and presented portfolio of printmaking works – 40% 3. Success in completing individual and group assignments – 10% 4. Class participation – 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**
	Arbanas, N. (1999). Grafičke tehnike. Zagreb: Laser plus.	1	
	Jakubin, M. (1999). Likovni jezik i likovne tehnike. Zagreb: Educa.	1	
	Maštrović, M.(2019). Hrvatska grafika. Zagreb: Naklada Ljevak	1	
Supplementary literature	Arbanas, N. (2015). Grafičke tehnike dubokog tiska. Koprivnica: Sveučilište: Sjever. Altmann, L. (2006). Leksikon slikarstva i grafike. Zagreb: Begen d.o.o. Paro, F. (1991). Grafika, marginalije o crno-bijelom. Zagreb: Mladost. Vlaketić, G., Verk, M. (2016). Upotreba grafičkih tehnika s djecom predškolske dobi. Hrvatski časopis za odgoj i obrazovanje 18 (Sp. Ed.2) 199-214.		
Quality assurance	1. attendance, class participation, and success in completing assignments 2. student survey on the quality of teaching and teaching staff at the university level 3. passed exam and fulfillment of other syllabus-defined obligations 4. individual consultations 5. students' self-assessment of achieved learning outcomes 6. peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Introduction to graphic techniques 2. Relief printing techniques 3. Intaglio printing techniques	3	P 5
Practicum exercises	1. Planographic printing – surface, texture – creating visual compositions by printing with various materials 2. Monotype	2	P 5
Week 2			
Lectures	1. Planographic printing techniques 2. Computer graphics 3. Introducing preschool children to printmaking and graphic design	3	P 5
Practicum exercises	1. Colour monotype 2. Cardboard printing	2	P 5
Week 3			
Lectures	1. Possibilities of applying mixed graphic techniques in work with preschool children: making posters, invitations, and greeting cards 2. Printmaking and mixed printmaking techniques in work with preschool children (printing with various materials, monotype, cardboard printing, computer graphics)	2	P 5
Practicum exercises	1. Colour cardboard printing 2. Computer graphics	3	P 5

Class type	Topic	Teaching hours	Location
	3. Gypsum engraving		

Museum Pedagogy with Practicum

Course name	**Museum Pedagogy with Practicum**		
ID	SRPOL38	**Study year**	2
Lecturer	izv. prof. dr. sc. Vedran Barbarić	**ECTS workload**	2.0
Associates		**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the latest scientific findings on the educational role of museums and to train them to prepare and implement museum pedagogy workshops in early and preschool education.		
Enrolment requirements	There are none.		
Learning outcomes	After completing the course and passing the exam, students will be able to: - interpret relevant facts about the educational and communication role of museums, - recognize the museum as a context for gaining experience, - demonstrate basic knowledge of the professional field of work in the museum context, - develop the skills of a reflective practitioner who continuously evaluates the effects of their achievements, - engage in achieving a higher quality and more intensive partnership between museums and preschool institutions.		
Syllabus	1. Origins of museum pedagogy. 2. Development of contemporary museum pedagogy in Croatia. 3. Development of contemporary museum pedagogy in the world. 4. Principles, goals and tasks of educational activities in museums. 5. Educational and communication role of museums. 6. Forms of communication in museums. 7. Contextual model of learning in museums. 8. Constructivist and co-constructivist theory of learning in museums. 9. Visitors and their needs. 10. Museum materials, pedagogical materials and guides for visitors. 11. Museum pedagogue - the fundamental bearer of museum pedagogy. 12. New technologies as a link between visitors and museums. 13. Cooperation between museum pedagogue and educators. 14. Cooperation between museum pedagogue and parents of preschool children. 15. Monitoring and evaluation of museum pedagogical activities.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular class attendance. Complete a research assignment in a museum and present it during practicals. 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
Assessment and evaluation of student work	Research assignment – 60% Oral exam – 40%		

Required literature	Title	Number of copies available	Availability via other media
	Paris, S. G., Hapgood, S. E. (2002.), Children Learning with Objects in Informal Learning Environments, u: Paris, S. G., Perspectives on Object-Centered Learning in Museums, New Jersey: Lawrence Erlbaum Associates, str. 37-55.	1	
	Žbirkova, V., Jurova, J. (2006.), Komunikacija u muzeju kao edukacijski proces i njihov međuodnos, III. Skup muzejskih pedagoga Hrvatske, Zagreb: Hrvatsko muzejsko društvo, 206-217.	1	
	Maroević, I. (1993.), Uvod u muzeologiju, Zagreb: Zavod za informacijske studije Filozofskog fakulteta u Zagrebu.	2	
Supplementary literature	Gesche-Konig, N. (1997), Muzejska pedagogija u Europi, Vijesti muzealaca i konzervatora 3, Zagreb. Nenadić-Bilan, D., Bacalja, R. (2003), Neki aspekti komunikacije u muzeju, Zbornik Od baštine za baštinu, Split: Redak d.o.o., str. 165-168. Sertić,I. (2001), Muzej koji se sakrio, Zagreb: Heureka. Nenadić- Bilan, D. (2003), Uloga konteksta i učenje predškolskog djeteta, Zbornik radova Djetinjstvo, razvoj i odgoj, Zadar: Sveučilište u Zadru, str. 37-43. Nenadić-Bilan, D., Klarin, M. (2001), Suradnja dječjeg vrtića i muzeja u upoznavanju baštine, Zbornik 2. dani otočkih dječjih vrtića, Hvar, str. 52-63.		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. The origins of museum pedagogy. 2. The development of contemporary museum pedagogy in Croatia.	2	
Week 2			
Lectures	3. Development of contemporary museum pedagogy in the world. 4. Principles, goals and tasks of educational activities in the museum.	2	
Week 3			
Lectures	5. Educational and communicative role of the museum. 6. Forms of communication in the museum.	2	
Week 4			
Lectures	7. Contextual model of learning in the museum. 8. Constructivist and co-constructivist theory of learning in the museum.	2	
Week 5			
Lectures	9. Visitors and their needs. 10. Museum materials, educational materials and visitor guides.	2	

Class type	Topic	Teaching hours	Location
Week 6			
Lectures	11. Museum pedagogue – the fundamental bearer of museum pedagogy. 12. New technologies as a link between visitors and museums.	2	
Week 7			
Lectures	13. Cooperation between museum pedagogue and preschool teacher. 14. Cooperation between museum pedagogue and parents of preschool children.	2	
Week 8			
Lectures	15. Monitoring and evaluation of the pedagogical activity of the museum. Field exercises	1	
Lectures	Field exercises	1	
Week 9			
Lectures	Field exercises	2	
Week 10			
Lectures	Field exercises	2	
Week 11			
Lectures	Field exercises	2	
Week 12			
Lectures	Field exercises	2	
Week 13			
Lectures	Field exercises	2	
Week 14			
Lectures	Field exercises	2	
Week 15			
Lectures	Field exercises	2	

Fundamentals of Visual Arts 2

Course name	**Fundamentals of Visual Arts 2**		
ID	SRPOL43	**Study year**	2
Lecturer	izv. prof. dr. sc. Marija Brajčić	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 30 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The goal of the course is to enable students to understand the basic concepts of fine arts through historical and stylistic periods.		
Enrolment requirements	Enrollment requirements: completed course Fundamentals of Visual Arts 1		
Learning outcomes	After completing the course and passing the exam, students will be able to: - interpret basic terms in fine arts - identify basic terms in fine arts - describe basic terms from the history of fine arts - interpret basic terms from the history of fine arts - interpret the division and interdependence of different areas of art		
Syllabus	1. Prehistoric painting, themes and conventions. 2. The development of forms and spatial conventions in ancient painting with special reference to vases. 3. Renaissance painting, the abandonment of symbolic colors, a new approach to space. 4. Baroque painting, the question of the contour line and a new inventory and grammar of motifs. 5. Art of the 19th and 20th centuries; the fate of forms and space, with special reference to abstraction. 6. The human body, especially the nude through the history of painting. 7. Landscape through the history of painting. 8. Sculpture and the formation of volume, its similarities and differences in relation to architecture. 9. Elementary concepts of sculpture: full plastic, types of relief, techniques, materials... 10. Ancient sculpture, evolution and the question of movement and opening of volume. 11. The main themes of sculpture: the human body. 12. The main themes of sculpture: horses and riders. 13. Sculpture in the 20th century, key names and works of art. 14. General concepts of architecture and the relationship with other fine arts (synthesis in architecture); semiology in architecture. Basic concepts: design of interior space and architectural mass; relationship full - empty; load-bearing - supported. 15. Sacred buildings, temples, churches, especially in the ancient and early Christian periods. 16. Romanesque and Gothic architecture, especially stylistic features. 17. Renaissance and Baroque architecture, especially stylistic features. 18. 20th century architecture, new constructions and materials.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 80%, seminars 90% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and conduct curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes prescribed by the course 4. prepare and present a seminar paper according to predetermined criteria 5. pass a written exam and achieve a minimum of 50% accuracy on the exam 6. obtain information about missed classes during consultations with teachers and other 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	1. written exam 60% 2. seminar paper prepared and presented in accordance with the teacher's instructions - 30% 3. class activity – 10% The criteria for evaluation and assessment of individual elements are described in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Janson, H. W. (2003), Povijest umjetnosti, Zagreb (odabrana poglavlja).	1	
	Murray, P., Murray, L. (2006), The art of the renaissance, London.	1	
	Bazin, G. (2011), Barok i rokoko, (naslov originala: Baroque and Rococo), Times and Hudson, New York.	1	
	Murray, L. (2011), The high renaissance and mannerism, London.	1	

Supplementary literature	Boucher, B. (1998), Italian Baroque Sculpture, London. Ivančević, R. (1996), Perspektive, Zagreb.
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 curriculum 4. individual consultations 5. student self-assessment of achieved learning outcomes 6. collaborative assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Prehistoric painting, themes and conventions. 2. The development of forms and spatial conventions in ancient painting with special reference to vases. 3. Renaissance painting, the abandonment of symbolic colors, a new approach to space. 4. Baroque painting, the question of the contour line and the new inventory and grammar of motifs. 5. 19th and 20th century art; the fate of form and space, with special reference to abstraction.	5	P 3
Week 2			
Lectures	6. The human body, especially the nude through the history of painting. 7. Landscape through the history of painting. 8. Sculpture and volume formation, its similarities and differences in relation to architecture. 9. Elementary concepts of sculpture: full plastic, types of relief, techniques, materials...	5	P 3

Class type	Topic	Teaching hours	Location
	10. Ancient sculpture, evolution and the question of movement and opening of volume 11. Main themes of sculpture: the human body.		
Week 3			
Lectures	12. Main themes of sculpture: horses and horsemen. 13. Sculpture in the 20th century, key names and works of art. 14. General concepts of architecture and the relationship with other fine arts (synthesis in architecture); semiology in architecture. Basic concepts: design of interior space and architectural mass; relationship full - empty; load-bearing - supported. 15. Sacred buildings, temples, churches, especially in the ancient and early Christian periods. 16. Romanesque and Gothic architecture, especially stylistic features. 17. Renaissance and Baroque architecture, especially stylistic features. 18. Architecture of the 20th century, new constructions and materials.	5	P 3
Week 4			
Seminar	Students independently present seminar papers via PP according to previously assigned topics. Joint discussion of the topic and evaluation of the content.	5	P 3
Week 5			
Seminar	Students independently present seminar papers via PP according to previously assigned topics. Joint discussion of the topic and evaluation of the content.	5	P 3
Week 6			
Seminar	Students independently present seminar papers via PP according to previously assigned topics. Joint discussion of the topic and evaluation of the content.	5	P 3

Psychology of Children's Drawing

Course name	**Psychology of Children's Drawing**		
ID	SRPOL44	**Study year**	2
Lecturer	doc. dr. sc. Katija Kalebić Jakupčević	**ECTS workload**	3.0
Associates		**Number of hours**	L: 30 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the age characteristics of children's drawings and the value of children's drawings as a form of children's expression. Students will be introduced to the stages of normative and deviant development in order to recognize deviant intellectual and/or emotional development and undertake appropriate interventions, and will be trained to use children's drawings as a technique for identifying creative development in children, as well as to apply children's drawings in clinical psychodiagnosis and the reliability of the children's drawing technique in psychodiagnosis.		
Enrolment requirements	-		
Learning outcomes	After completing the course and passing the exam, students will be able to: - be familiar with the stages of development of children's drawings in normal and deviant development - know the normative values a nd interpretative guidelines of children's drawings - know the value of children's drawings as a technique of children's expression - distinguish types of children's drawings according to the purpose of application (for diagnostic or creative purposes) - distinguish characteristics of normal and deviant development in children's drawings - recognize the type of deviation (intellectual or emotional) and undertake further interventions.		
Syllabus	1. History of the study of the characteristics of children's drawings 2. Children's drawings and cognitive development 3. Children's drawings and emotional development 4. Stages of normative development of children's drawings: A. Doodling phase or accidental realism (1-3 years), B. Symbolic drawing phase or failed realism (3-6 years), C. Realistic drawing phase (6-10 years), D. Artistic drawing phase (after 10 years) 5. The process of the development of children's drawings 6. The main characteristics of children's drawings: drawing size, drawing color, movement in the drawing, location in the drawing 7. Drawing as a psychodiagnostic tool (free drawing) 8. Drawing as a psychodiagnostic tool (Goodenough human drawing test) 9. Stages of development of children's drawings in children with developmental deviations 10. Diagnostic interpretation of children's drawings - in children with cognitive developmental deviations 11. Diagnostic interpretation of children's drawings - in children with emotional difficulties 12. Reliability of children's drawings 13. Use of drawings in therapy of children with emotional difficulties 14. Use of drawings in development of creativity in children 15. Children's drawings in different cultures		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Class attendance, active participation in class assignments, success in solving individual and group assignments, prepared and presented seminar paper.		

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 in the course is the result of systematic monitoring of activities and work in class (50%) and seminar work (50%). The evaluation and assessment criteria of individual elements are described in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Kondić, Lj. i Dulčić, A. (2009). Crtež i slika u dijagnostici i terapiji. Alinea d.o.o. Zagreb		yes
	Starc, B.; Čudina-Obradović, M.; Pleša, A.; Profaca, B.; Letica, M. (2004), Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Zagreb: Golden market (odabrana poglavlja)	5	

Supplementary literature	1. Burkitt, E.; Barrett, M.; Davis, A. (2003), The effect of affective characterizations on the size of children′s drawings. British Journal of Developmental Psychology, 21, 565-584 2. Burkitt, E.; Barrett, M.; Davis, A. (2003), Children′s colour choices for completing drawings of affectively characterised topics. Journal of Child Psychology and Psychiatry, 44:3, 445-455 3. Joiner, T. E.; Schmidt, K. L.; Barnett, J. (1996), Size, detail, and Line Heaviness in Children′s Drawings as Correlates of Emotional Distress: (More) Negative Evidence. Journal of Personality Assessment, 67:1, 127-141 4. Jolley, R. P.; Vulic-Prtoric, A. (2001), Croatian children′s experience of war is not reflected in the size and placement of emotive topics in their drawings. British Journal of Clinical Psychology, 40, 107-110 5. Zentner, M. R. (2001), Preferences for colours and colour-emotion combinations in early childhood. Developmental Science, 4:4, 389-398
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)	

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. History of the study of the characteristics of children's drawing 2. Children's drawing and cognitive development 3. Children's drawing and emotional development 4. Stages of normative development of children's drawing: A. Doodling phase or accidental realism (1-3 years), B. Symbolic drawing phase or failed realism (3-6 years), C. Realistic drawing phase (6-10 years), D. Artistic drawing phase (after 10 years) 5. The process of the emergence of children's drawing	5	

Class type	Topic	Teaching hours	Location
Week 2			
Lectures	6. Main characteristics of children's drawings: drawing size, drawing color, movement in the drawing, location in the drawing 7. Drawing as a psychodiagnostic tool (free drawing) 8. Drawing as a psychodiagnostic tool (Goodenough human drawing test) 9. Stages of development of children's drawings in children with developmental disorders 10. Diagnostic interpretation of children's drawings - in children with cognitive developmental disorders	5	
Week 3			
Lectures	11. Diagnostic interpretation of children's drawings - in children with emotional difficulties 12. Reliability of children's drawings 13. Use of drawings in therapy of children with emotional difficulties 14. Use of drawings in development of creativity in children 15. Children's drawings in different cultures	5	
Seminar	1. Historical development of children's drawing research: from projective techniques to contemporary developmental models 2. Children's drawing as an indicator of cognitive development: theoretical models and implications for preschool education 3. Emotional development and children's drawing: possibilities and limitations of interpretation in the preschool context 4. Normative stages of children's drawing development and their application in the assessment of children's artistic expression 5. The process of children's drawing creation: the interaction of motor, perceptual and symbolic development 6. Analysis of key features of children's drawing (size, colour, movement, space) and their meaning in pedagogical practice 7. Freehand drawing as a diagnostic tool: a critical review of its validity and applicability in working with early and preschool children 8. Goodenough-Harris human drawing test: development, application and contemporary criticism in the context of preschool education	4	
Week 4			
Seminar	9. Development of children's drawings in children with developmental disabilities: specificities, challenges and pedagogical implications 10. Interpretation of drawings of children with cognitive disabilities: possibilities, limits and ethical issues 11. Children's drawings as an indicator of emotional difficulties: what educators can recognize and what requires professional assessment 12. Reliability and validity of children's drawings in assessing children's development: a review of research and methodological challenges 13. Art therapy approaches in working with preschool children: the role of drawings in emotional regulation and expression 14. Children's drawings as a means of encouraging creativity and divergent thinking in the preschool environment 15. Cultural differences in children's drawings: how cultural context shapes symbolism, themes and drawing style in children	3	

Art Activities with Non-Didactic Materials

Course name	**Art Activities with Non-Didactic Materials**		
ID	SRPOL46	**Study year**	2
Lecturer	izv. prof. dr. sc. Dubravka Kuščević	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	To equip students to apply artistic activities using non-structured didactic materials in specialized programs of preschool education (special art program).		
Enrolment requirements	There are none.		
Learning outcomes	After completing the course and passing the exam, students will be able to: - creatively and independently work with non-structured didactic materials - develop the skills of a reflective practitioner who experiments with new materials in the field of artistic expression - engage in achieving higher-quality and more creative work in kindergarten within the framework of art activities - methodically design kindergarten activities using non-structured didactic materials		
Syllabus	Lectures 1. Visual art – introduction to art techniques 2. Classical techniques and materials in artistic expression 3. Contemporary techniques and materials in artistic expression 4. Paper sculpture – mastering basic artistic-technical elements of paper sculpture; papier-mâché 5. Sheet metal, aluminium and copper foil 6. Shaping discarded metal and wood objects 7. Shaping with cardboard boxes and sponges 8. Methodological approach to working with preschool children through creative games of building, combining, varying, and deconstructing using non-structured didactic materials Exercises 1. Plane - surface - volume - space: paper sculpture - shaping with paper - papier-mâché 2. Plane - surface - texture: sheet metal, aluminium and copper foil 3. Volume and space. Shaping with wood and metal 4. Volume and space. Shaping with cardboard boxes and sponges		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Participate in the teaching process: 75% attendance in lectures and 75% attendance in exercises 2. Behave in accordance with ethical and scientific principles in higher education 3. Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes 4. Produce and present artistic works according to predefined criteria 5. Pass the written exam and achieve a minimum of 50% accuracy 6. Obtain information about missed classes during instructors' consultation hours and from 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	1. Written exam – 40% 2. Completed and presented practical works produced during classes – 40% 3. Success in completing individual and group assignments – 10% 4. Class participation – 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**
	Golac, S. (2001). Oblikovanje papira. Zagreb: Školska knjiga.	1	
	Grgurić N. (2003), Oblikovanje papirom, alufolijom i didaktički neoblikovanim materijalima, Zagreb: Educa.	1	
Supplementary literature	Kanjski, D. (2019), Vodič kroz kreativno recikliranje. Crikvenica: Grad Crikvenica. https: otpad-uredi,com/slike/2019/11PDF-Vodic-kroz-kreativno-reciklianje.pdf Stoecklin-Meier, S.(2009).Oblikujmo papir i učimo kroz igru: spretni prstići djecu čine inteligentnijima. Split: Harfa. d.o.o. Šparavec, J. (2018). Drvo ili mjesec - likovni odgoj za najmlađe. Lekenik: Ostvarenje d. o. o..		
Quality assurance	1. Attendance, class participation, and success in completing assignments 2. Student survey on the quality of teaching and teaching staff at the university level 3. Passed exam and fulfillment of other syllabus-defined requirements 4. Individual consultations 5. Students' self-assessment of achieved learning outcomes 6. Peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Visual art – introduction to art techniques 2. Classical techniques and materials in artistic expression 3. Contemporary techniques and materials in artistic expression	3	P 3
Practicum exercises	Plane – surface – volume – space. Paper sculpture – shaping with paper – papier-mâché Plane – surface – texture. Sheet metal, aluminium and copper foil	2	P3
Week 2			
Lectures	1. Paper sculpture (mastering basic artistic-technical elements of paper sculpture; papier-mâché) 2. Sheet metal, aluminium and copper foil 3. Shaping discarded metal and wood objects	3	P 3
Practicum exercises	Volume and space. Shaping with wood and metal	2	P 3
Week 3			
Lectures	1. Shaping with cardboard boxes and sponges 2. Methodological approach to working with preschool children through creative games of building, combining, varying, and deconstructing using non-structured didactic materials	2	P 3
Practicum exercises	Volume and space. Shaping with cardboard boxes and sponges	2	P 3

Three-Dimensional Design with Practicum 2

Course name	**Three-Dimensional Design with Practicum 2**		
ID	SRPOL47	**Study year**	2
Lecturer	izv. prof. dr. sc. Marija Brajčić	**ECTS workload**	3.0
Associates	Dragoslav Dragičević	**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to the elements of form, types of sculpture and sculptural techniques through theoretical and, in particular, practical work.		
Enrolment requirements	Enrolment requirement: completion of the course Three-Dimensional Design with Practicum 1.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - explain artistic concepts related to modern sculpture - discover and refine their artistic abilities through creative processes within the visual arts field of three-dimensional design - realise three-dimensional art projects in contemporary materials - realise three-dimensional works in accordance with their own interests and predispositions		
Syllabus	1. Contemporary sculpture 2. Materials in contemporary sculpture 3. Examples of contemporary sculpture worldwide 4. Examples of contemporary sculpture in Croatia 5. Applied sculpture 6. Contemporary sculptural techniques: assemblage 7. Contemporary sculptural techniques: papier-mâché 8. Linearly thinned mass		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 80%, practicals 90% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. pass the written exam and achieve a minimum of 50% accuracy on the exam 5. obtain information about missed classes during the instructor's consultation hours and from other 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	1. written exam – 50% 2. practical artworks produced in accordance with the instructor's guidelines – 30% 3. success in completing individual and group assignments – 10% 4. class activity – 10% The criteria for evaluating and grading individual components are described in the course repository.		

Required literature	Title	Number of copies available	Availability via other media
	Ruhrberg, K. et al. (2005), Umjetnost 20. stoljeća-slikarstvo-skulpture i objekti –novi mediji-fotografija, VBZ	1	
	Read, H. (1980), Istorija moderne skulpture, Beograd	1	
	Elsten, A. (2001), Origins of Modern Sculpture: Pioneers and Permises, Paperback		online
Supplementary literature	Collins, J. (2007), Sculpture today, London: Phaidon		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Contemporary sculpture 2. Materials in contemporary sculpture 3. Examples of contemporary sculpture worldwide 4. Examples of contemporary sculpture in Croatia	4	P 3
Week 2			
Lectures	5. Applied sculpture 6. Suvremene skulpturalne tehnike: assamblage 7. Contemporary sculptural techniques: papier-mâché 8. Linearly thinned mass	4	P 3
Week 3			
Practicum exercises	Students' independent artwork on an assigned theme in the papier-mâché technique. Discussion and evaluation of students' works.	4	P 3
Week 4			
Practicum exercises	Students' independent artwork on an assigned theme in the assemblage technique. Discussion and evaluation of students' works.	4	P 3

Fundamentals of Vocal Technique with Practicum

Course name	**Fundamentals of Vocal Technique with Practicum**		
ID	SRPOG33	**Study year**	2
Lecturer	doc. dr. sc. Marijo Krnić	**ECTS workload**	5.0
Associates		**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to acquire advanced knowledge and skills in vocal technique and to apply sophisticated interpretative and technical strategies in performing children's songs appropriate for working with early and preschool children.		
Enrolment requirements	None		
Learning outcomes	After completing the course and passing the exam, students will be able to: - correctly interpret the basic concepts of vocal technique, - define and distinguish between types of breathing, - play and sing vocal-technical exercises, - recognize and correct vocal-technical errors, - apply the acquired knowledge in working with a children's choir and early and preschool children.		
Syllabus	Lectures: 1. Introduction to the basics of vocal technique 2. About singing in general 3. Singing and breathing 4. How a singing tone is created 5. Phonatory organ – vocal instrument 6. Description and application of basic resonant parts 7. Basic qualities of the voice 8. Registers of human voices 9. Division of singing voices 10. Children's voices 11. Differences between children's and adult voices 12. Diction 13. Incorrect sound phenomena in the singing voice 14. Errors in intonation of a given pitch 15. Exercises for breathing, impostation, development and articulation of the voice Exercises: 1. Body position when singing 2. Exercises for correct posture and relaxation of the body 3. Exercises for speech, mimicry and facial expression 4. Breathing exercises 5. Breathing exercises 6. Vocal-technical exercises 7. Vocal-technical exercises 8. Performing shorter sung sections in a group and individually 9. Performing shorter singing sections in a group and individually 10. Performing shorter singing sections in a group and individually 11. Technical and breathing exercises 12. Technical and breathing exercises 13. Performing shorter singing sections in a group and individually 14. Exercises for independent singing rehearsal 15. Synthesis of the material covered using examples of assigned songs		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 80%, exercises 80%; 2. complete individual and group assignments in a timely and quality manner;		

	3. obtain information about classes that were missed during consultations with teachers and other students; 4. pass a practical exam; 5. 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 learning outcomes of the course and the student's obligations, the final grade in the course is formed on the basis of success in the oral (30%) and practical exam (70%). The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Buble, N. I Veršić, J. (2000). Priručnik za zborovođe i voditelje dalmatinskih klapa. Umjetnička akademija Sveučilišta u Splitu i Centar za kulturu Omiš.		
	Radočaj-Jerković, A. (2017). Zborsko pjevanje u odgoju i obrazovanju. Umjetnička akademija u Osijeku.		
	Vidulin, S. (2003), Pjevam s veseljem, Corrlin, Pula.		
Supplementary literature	Davids, J. i LaTour, S. (2020). Vocal Technique: A Guide to Classical and Contemporary Styles for Conductors, Teachers, and Singers. Waveland Press, Inc. Dimon Jr, T. i Brown, G. D. (2018). Anatomy of the Voice: An Illustrated Guide for Singers, Vocal Coaches, and Speech Therapists. North Atlantic Books.		
Quality assurance	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exams and fulfilled other obligations prescribed by the curriculum; - 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introduction to the basics of vocal technique	1	P6
Practicum exercises	Body position when singing	2	P6
Week 2			
Lectures	About singing in general	1	P6
Practicum exercises	Exercises for correct posture and relaxation of the body	2	P6
Week 3			
Lectures	Singing and breathing	1	P6

Class type	Topic	Teaching hours	Location
Practicum exercises	Exercises for speech, mimicry and facial expression	2	P6
Week 4			
Lectures	How a singing tone is created	1	P6
Practicum exercises	Breathing exercises	2	P6
Week 5			
Lectures	A phonatory organ – a vocal instrument	1	P6
Practicum exercises	Breathing exercises	2	P6
Week 6			
Lectures	Description and application of basic resonant parts	1	P6
Practicum exercises	Vocal-technical exercises	2	P6
Week 7			
Lectures	Basic voice qualities	1	P6
Practicum exercises	Vocal-technical exercises	2	P6
Week 8			
Lectures	Registers of human voices	1	P6
Practicum exercises	Performing shorter singing sections in a group and individually	2	P6
Week 9			
Lectures	Division of singing voices	1	P6
Practicum exercises	Performing shorter singing sections in a group and individually	2	P6
Week 10			
Lectures	Children's voices	1	P6
Practicum exercises	Performing shorter singing sections in a group and individually	2	P6
Week 11			
Lectures	Differences between a child's and an adult's voice	1	P6
Practicum exercises	Technical exercises and breathing exercises	2	P6
Week 12			
Lectures	Diction	1	P6
Practicum exercises	Technical exercises and breathing exercises	2	P6
Week 13			
Lectures	Incorrect sound phenomena in the singing voice	1	P6
Practicum exercises	Performing shorter singing sections in a group and individually	2	P6
Week 14			
Lectures	Errors in intonation of the given pitch	1	P6
Practicum exercises	Exercises for independently conducting a singing rehearsal	2	P6
Week 15			
Lectures	Exercises for breathing, posture, development and articulation of the voice	1	P6

Class type	Topic	Teaching hours	Location
Practicum exercises	Synthesis of processed material on examples of given songs	2	P6

Instrumental Practicum 1

Course name	**Instrumental Practicum 1**		
ID	SRPOG34	**Study year**	2
Lecturer	doc. dr. sc. Marijo Krnić	**ECTS workload**	5.0
Associates		**Number of hours**	L: 0 S: 0 E: 60 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to play a chordal, keyboard instrument (piano or electric piano) in order to use the instrument as effectively as possible in working with early and preschool children.		
Enrolment requirements	None.		
Learning outcomes	After completing the course and passing the exam, students will be able to: - master a higher level of playing technique on an instrument (piano or electric piano) with both hands; - apply the skill of musical literacy to interpret more complex compositions intended for early and preschool children; - demonstrate independent vocal-instrumental reproduction of more complex compositions intended for early and preschool children; - apply the acquired knowledge about forming accompaniment in the left hand of songs for early and preschool children.		
Syllabus	The exercises are organized as active workshops during which students analyze the musical and expressive components of songs for early and preschool children (in C major, G major, F major, A minor, E minor and D minor, and in two-time, three-time and four-time meters) and interpret them by singing and playing (two-handed) on a chordal, keyboard instrument.		
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	- regular attendance of classes (80%); - behave in accordance with ethical and scientific principles in higher education teaching; - 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 practical exam; - obtain information about classes that were missed during consultations with teachers and other 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
	☒ Practical exam	☒ Continuous assessment	
Assessment and evaluation of student work	Practical exam - 70% Success in solving individual and group tasks - 15% Activity in class - 15% The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Jerković, T. (2017). Pjesmarica: klavirskih obrada pjesama za potrebe glazbene nastave. Profil International.		
	Degl'Ivellio, J. (2012). Kućica od nota: zbirka pjesama za djecu. Hrvatsko pjevačko društvo „Slavulj"		
	Spiller, F. (2000). Djeca pjevaju i igraju – „Cvrgudan". vlastita naklada		
Supplementary literature	Riman, K. i Cvitković Kalanjoš, I. (2020). Zvuci mladosti: glazbeno stvaralaštvo Nikše Njirića za djecu. Ustanova „Ivan Matetić Ronjgov". Završki, J. (1992). Tratinčice. Susreti s glazbom u prva četiri razreda osnovne škole. Zagreb: Školska knjiga.		
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 curriculum; 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Practicum exercises	introduction of two songs in C major (in two-time and two-time meter)	4	P6
Week 2			
Practicum exercises	introduction of two songs in C major (in three-time and four-time meters)	4	P6
Week 3			
Practicum exercises	introduction of two songs in G major (in two-beat and three-beat meters)	4	P6
Week 4			
Practicum exercises	introduction of two songs in G major (in three-time and four-time meters)	4	P6
Week 5			
Practicum exercises	introduction of two songs in F major (in two-time and three-time meters)	4	P6
Week 6			
Practicum exercises	introduction of two songs in F major (in three-time and four-time meters)	4	P6
Week 7			
Practicum exercises	introduction of two songs in A minor (in two-time and three-time meters)	4	P6
Week 8			
Practicum exercises	introduction of two songs in A minor (in three-time and four-time meters)	4	P6
Week 9			
Practicum exercises	introduction of two songs in E minor (in two-beat and three-beat meters)	4	P6

Class type	Topic	Teaching hours	Location
Week 10			
Practicum exercises	introduction of two songs in E minor (in three-time and four-time meters)	4	P6
Week 11			
Practicum exercises	introduction of two songs in D minor (in two-beat and three-beat meters)	4	P6
Week 12			
Practicum exercises	introduction of two songs in E minor (in three-time and four-time meters)	4	P6
Week 13			
Practicum exercises	introduction of two songs in C major (in three-time and four-time meters)	4	P6
Week 14			
Practicum exercises	introduction of two songs in G major (in three-time and four-time meters)	4	P6
Week 15			
Practicum exercises	introduction of two songs in F major (in three-time and four-time meters)	4	P6

Development of Children's Musicality

Course name	**Development of Children's Musicality**		
ID	SRPOG35	**Study year**	2
Lecturer	prof. dr. sc. Snježana Dobrota	**ECTS workload**	3.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to familiarise students with the development of children's musical abilities.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and successful completion of the examination, students will be able to: - Interpret the developmental stages of children's musical abilities. - Evaluate the development of children's musical abilities. - Explain the importance of music-psychological knowledge for music pedagogy. - Conduct research on children's musical abilities.		
Syllabus	1. Perception and experiencing of music. 2. Development of musical abilities in early and preschool-aged children. 3. Theories on the structure of musical abilities. 4. Assessment of musical abilities. 5. Musical activities and cognitive development in early and preschool-aged children. 6. Musical activities and psychomotor development in early and preschool-aged children. 7. Musical activities and socio-emotional development in early and preschool-aged children. 8. Musical preferences of early and preschool-aged children.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Participate in the teaching process: lectures 75%, seminars 75%. 2. Act in accordance with ethical and academic principles in higher education. 3. Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes. 4. Prepare and present a seminar paper according to predefined criteria. 5. 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. 6. Obtain information about missed classes during the lecturer's consultation hours or from 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	1. Written examination / two successfully completed mid-term tests – 50% 2. Preparation and presentation of a seminar paper in accordance with the lecturer's guidelines – 30% 3. Success in completing individual and group tasks – 10% 4. Class participation and activity – 10% The criteria for the assessment and grading of individual components are described in the course repository.		

Required literature	Title	Number of copies available	Availability via other media
	Dobrota, S., & Sodina, D. (2025). Mjesto i uloga glazbenih aktivnosti za cjelovit razvoj djeteta rane i predškolske dobi – perspektiva odgojitelja predškolske djece. Nova prisutnost: časopis za intelektualna i duhovna pitanja, 23(1), 141-153. https://doi.org/10.31192/np.23.1.9	0	yes
	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	0	yes
	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	0	yes
	Nikolić, L. (2018). Utjecaj glazbe na opći razvoj djeteta. Napredak, 159, 139-158.	0	yes
	Dobrota, S. i Reić Ercegovac, I. (2016), Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija. Split: Filozofski fakultet	0	yes
Supplementary literature	1. Lu, Y., Shi, L., & Music, A. F. (2025). Effects of music training on executive functions in preschool children aged 3–6 years: Systematic review and meta-analysis. Frontiers in Psychology, 15. https://doi.org/10.3389/fpsyg.2024.1522962 2. 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 3. Selmani, T. A. (2024). The influence of music on the development of a child: Perspectives on the influence of music on child development. EIKI Journal of Effective Teaching Methods, 2(1). https://doi.org/10.59652/jetm.v2i1.162. 4. Juslin, Patrik N, Sloboda, John A. (eds.). (2010). Hanbook of Music and Emotion. Theory, Research, Applications. Oxford: Oxford University Press 5. McPherson, Gary E. (2006). The Child as Musician: A Handbook of Musical Development. Oxford: Oxford University Press 6. Rojko, Pavel. (1981). Testiranje u muzici. Zagreb: Muzikološki zavod Muzičke akademije		
Quality assurance	1. Class attendance, active participation in classes, and success in completing assigned tasks. 2. University-level student survey on the quality of teaching and academic staff. 3. Passing the examination and fulfilling other syllabus-required obligations. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Perception and experiencing of music. Development of musical abilities in early and preschool-aged children.	5	P8
Week 2			
Lectures	Theories on the structure of musical abilities. Assessment of musical abilities.	5	P8

Class type	Topic	Teaching hours	Location
Week 3			
Lectures	Musical activities and cognitive development in early and preschool-aged children. Musical activities and psychomotor development in early and preschool-aged children. Musical activities and socio-emotional development in early and preschool-aged children. Musical preferences of early and preschool-aged children.	5	P8
Week 4			
Seminar	Presentation of a seminar topic.	5	P8
Week 5			
Seminar	Presentation of a seminar topic.	5	P8
Week 6			
Seminar	Presentation of a seminar topic.	5	P8

Leading a Children's Choir with Fundamentals of Conducting

Course name	**Leading a Children's Choir with Fundamentals of Conducting**		
ID	SRPOG36	**Study year**	2
Lecturer	doc. dr. sc. Marijo Krnić	**ECTS workload**	4.0
Associates		**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to acquire advanced knowledge and skills in vocal technique and to apply sophisticated interpretative and technical strategies in performing children's songs appropriate for working with early and preschool children.		
Enrolment requirements	None.		
Learning outcomes	After completing the course and passing the exam, students will be able to: - correctly interpret the basic concepts of vocal technique, - define and distinguish between types of breathing, - play and sing vocal-technical exercises, - recognize and correct vocal-technical errors, - apply the acquired knowledge in working with a children's choir and early and preschool children.		
Syllabus			
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 80%, exercises 80%; 2. complete individual and group assignments in a timely and quality manner; 3. obtain information about classes that were missed during consultations with teachers and other students; 4. pass a practical exam; 5. 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
	☒ Practical exam		
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed on the basis of success in the oral (30%) and practical exam (70%). The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Buble, N. I Veršić, J. (2000). Priručnik za zborovođe i voditelje dalmatinskih klapa. Umjetnička akademija Sveučilišta u Splitu i Centar za kulturu Omiš.		
	Radočaj-Jerković, A. (2017). Zborsko pjevanje u odgoju i obrazovanju. Umjetnička akademija u Osijeku.		

	Vidulin, S. (2003), Pjevam s veseljem, Corrlin, Pula.		
Supplementary literature	Davids, J. i LaTour, S. (2020). Vocal Technique: A Guide to Classical and Contemporary Styles for Conductors, Teachers, and Singers. Waveland Press, Inc. Dimon Jr, T. i Brown, G. D. (2018). Anatomy of the Voice: An Illustrated Guide for Singers, Vocal Coaches, and Speech Therapists. North Atlantic Books.		
Quality assurance	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exams and fulfilled other obligations prescribed by the curriculum; - 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Introduction to the basics of vocal technique	1	P6
Practicum exercises	Body position when singing	2	P6
Week 2			
Lectures	About singing in general	1	P6
Practicum exercises	Exercises for correct posture and body relaxation	2	P6
Week 3			
Lectures	Singing and breathing	1	P6
Practicum exercises	Exercises for speech, mimicry and facial expression	2	P6
Week 4			
Lectures	How a singing tone is created	1	P6
Practicum exercises	Breathing exercises	2	P6
Week 5			
Lectures	vocal instrument	1	P6
Practicum exercises	Breathing exercises	2	P6
Week 6			
Lectures	Description and application of basic resonant parts	1	P6
Practicum exercises	Vocal-technical exercises	2	P6
Week 7			
Lectures	Basic voice qualities	1	P6
Practicum exercises	Vocal-technical exercises	2	P6
Week 8			
Lectures	Human voice registers	1	P6
Practicum exercises	Performing shorter singing sections in a group and individually	2	P6

Class type	Topic	Teaching hours	Location
Week 9			
Lectures	Division of singing voices	1	P6
Practicum exercises	Performing shorter singing sections in a group and individually	2	P6
Week 10			
Lectures	Children's voices	1	P6
Practicum exercises	Performing shorter singing sections in a group and individually	2	P6
Week 11			
Lectures	Differences between a child's and an adult's voice	1	P6
Practicum exercises	Technical exercises and breathing exercises	2	P6
Week 12			
Lectures	Diction	1	P6
Practicum exercises	Technical exercises and breathing exercises	2	P6
Week 13			
Lectures	Incorrect sound phenomena in the singing voice	1	P6
Practicum exercises	Performing shorter singing sections in a group and individually	2	P6
Week 14			
Lectures	Errors in intonation of the given pitch	1	P6
Practicum exercises	Exercises for independently conducting a singing rehearsal	2	P6
Week 15			
Lectures	Exercises for breathing, posture, development and articulation of the voice	1	P6
Practicum exercises	Synthesis of processed material on examples of given songs	2	P6

Dance Structures with Practicum

Course name	**Dance Structures with Practicum**		
ID	SRPOG37	**Study year**	2
Lecturer	doc. dr. sc. Dodi Malada	**ECTS workload**	2.0
Associates	Ina Lalić	**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to acquire fundamental knowledge of the possibilities of implementing dance structures in specialised (special) programmes of early childhood and preschool education (special music programme).		
Enrolment requirements			
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - describe dance structures - describe elements of performance technique - analyse the anthropological characteristics of dancers - integrate training operators - explain the correct performance of elements - propose new training operators - perform technical elements of dance structures - demonstrate technical elements - perform methodological exercises for the acquisition of elements of dance structures		
Syllabus	1. History of dance in the world and in Croatia. 2. Dance styles and classifications of dances. 3. The influence of a kinesiological programme of creative movement and rhythmics on the development and maintenance of various anthropological characteristics. 4. Methods of teaching free dance movement aimed at stimulating children's imagination and creativity in expressing emotions, moods and ideas. 5. Methods of developing the kinaesthetic sensitivity evoked by the body in rhythmic dance movement. 6. Creative movement and rhythmics as therapy for children with special needs. 7. Rudolf Laban's eight basic themes and the creation of short rhythmic dance compositions and improvisations. 8. The role of movement in teaching and expressing music according to Émile Jaques-Dalcroze. 9. Methods of developing a sense of metre and simple rhythms through counting rhymes in movement, and of creating short choreographies and performances – a story told through movement. 10. Dance notation.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 70%, practicals 80% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. pass the oral exam 5. obtain information about missed classes during the instructor's consultation hours and from other students 6. adhere to the time frames required for completing course activities 7. 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
Assessment and evaluation of student work	Knowledge is assessed continuously during practicals as a form of preparation for the exam. The final grade is given at the end of the semester after the dance structures have been mastered. Evaluation Points (%) Criterion Grade class activity – 20% practicals – 30% oral exam – 50%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Wolf-Cvitak, J.(2004), Ritmička gimnastika, Zagreb:Kugler d.o.o.(110.133)	2	
	Srhoj, Lj.; Miletić, Đ. (2000), Plesne strukture (udžbenik), Split: Abel international	2	
Supplementary literature	Malada, D. (2018), Efekti utjecaja estetskog kineziološkog tretmana na motoričke sposobnosti djevojčica. Edukacijski fakultet, Travnik. Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006), Morphological features and motor abilities effects in female dance structures. Fizička kultura, Skopje, 34, issue 2, pp. 53-62. Cvjetičanin, B.; Kurjan-Manestar, V., Pokret i ples kao odgojno-obrazovni iterat. Zbornik Učiteljske akademije u Zagrebu. Collected Papers of the Teacher Education Academy in Zagreb, 4 (2002), 1(4); pp. 131-138. Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // Kretanja: časopis za plesnu umjetnost / [Iva Nerina Sibila (glavna urednica)]. 2 (2004), 2; pp. 88-105.		
Quality assurance	The quality and success of the course delivery are monitored through the student survey, students' achievement in the course, periodic independent external review of the programme, and periodic internal review of the annual detailed course implementation plan and examination procedures.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. History of dance in the world and in Croatia. 2. Dance styles and classifications of dances.	5	
Week 2			
Lectures	3. The influence of a kinesiological programme of creative movement and rhythmics on the development and maintenance of various anthropological characteristics. 4. Methods of teaching free dance movement aimed at stimulating children's imagination and creativity in expressing emotions, moods and ideas.	3	
Week 3			
Lectures	5. Methods of developing the kinaesthetic sensitivity evoked by the body in rhythmic dance movement. 6. Creative movement and rhythmics as therapy for children with special needs. 7. Rudolf Laban's eight basic themes and the creation of short rhythmic dance compositions and improvisations.	3	

Class type	Topic	Teaching hours	Location
Week 4			
Lectures	8. The role of movement in teaching and expressing music according to Émile Jaques-Dalcroze. 9. Methods of developing a sense of metre and simple rhythms through counting rhymes in movement, and of creating short choreographies and performances – a story told through movement.	4	

Instrumental Practicum 2

Course name	**Instrumental Practicum 2**		
ID	SRPOG43	**Study year**	2
Lecturer	prof. dr. sc. Snježana Dobrota	**ECTS workload**	4.0
Associates		**Number of hours**	L: 0 S: 0 E: 60 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to play a chordal, keyboard instrument (piano or electric piano) in order to use the instrument as effectively as possible in working with early and preschool children.		
Enrolment requirements	Attended course Instrumental practicum 1.		
Learning outcomes	After completing the course and passing the exam, students will be able to: - master the technique of playing an instrument (piano or electric piano) with both hands - apply the skill of musical literacy to interpret more complex compositions intended for early and preschool children; - demonstrate independent vocal-instrumental reproduction of more complex compositions intended for early and preschool children; - apply the acquired knowledge to shaping the accompaniment in the left hand of songs for early and preschool children.		
Syllabus	The exercises are organized as active workshops during which students analyze the musical and expressive components of songs for early and preschool children (in D major, B major, B minor and G minor, and in two-time, three-time and four-time meters) and interpret them by singing and playing (two-handed) on a chordal, keyboard instrument.		
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	- regular attendance of classes (80%); - behave in accordance with ethical and scientific principles in higher education teaching; - 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 practical exam; - obtain information about classes that were missed during consultations with teachers and other 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
	☒ Continuous assessment	☒ Practical exam	
Assessment and evaluation of student work	Practical exam - 70% Success in solving individual and group tasks - 15% Activity in class - 15% The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Miculinić-Prešnjak, V. (2015). Pavenčica: pjesme za djecu. Ustanova Ivan Matetić Ronjgov.	1	
	Gospodnetić, H. i Spiller, F. (2002). Dječje igre s pjevanjem: uz pratnju klavira i/ili gitare. Edicije Spiller.	1	
	Kraus, K. (2005). Pjesme iz priča: pjesme za male velike pjevače uz pratnju glasovira. Music play.	1	
Supplementary literature	Marić, M. i Gortan-Carlin, I. P. (2017). Dječje pjesme Josipa Kaplana. Ustanova „Ivan Matetić Ronjgov". Riman, K. i Njirić, N. (2016). Dječje pjesme Ivana Zajca. Ustanova „Ivan Matetić Ronjgov".		
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 curriculum; 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Practicum exercises	Study of Two Songs in D Major (in Duple and Triple Meter)	4	P6
Week 2			
Practicum exercises	Study of Two Songs in D Major (in Triple and Quadruple Meter)	4	P6
Week 3			
Practicum exercises	Study of Two Songs in B flat Major (in Duple and Triple Meter)	4	P6
Week 4			
Practicum exercises	Study of Two Songs in B flat Major (in Triple and Quadruple Meter)	4	P6
Week 5			
Practicum exercises	Study of Two Songs in B flat Minor (in Duple and Triple Meter)	4	P6
Week 6			
Practicum exercises	Study of Two Songs in B flat Minor (in Triple and Quadruple Meter)	4	P6
Week 7			
Practicum exercises	Study of Two Songs in G Minor (in Duple and Triple Meter)	4	P6
Week 8			
Practicum exercises	Study of Two Songs in G Minor (in Triple and Quadruple Meter)	4	P6
Week 9			
Practicum exercises	Study of Two Songs in D Major (in Duple and Triple Meter)	4	P6
Week 10			
Practicum exercises	Study of Two Songs in D Major (in Triple and Quadruple Meter)	4	P6

Class type	Topic	Teaching hours	Location
Week 11			
Practicum exercises	Study of Two Songs in B flat Major (in Duple and Triple Meter)	4	P6
Week 12			
Practicum exercises	Study of Two Songs in B flat Major (in Triple and Quadruple Meter)	4	P6
Week 13			
Practicum exercises	Study of Two Songs in B flat Minor (in Duple and Triple Meter)	4	P6
Week 14			
Practicum exercises	Study of Two Songs in B flat Minor (in Triple and Quadruple Meter)	4	P6
Week 15			
Practicum exercises	Study of Two Songs in g Minor (in Duple and Triple Meter)	4	P6

Group Music Making

Course name	**Group Music Making**		
ID	SRPOG44	**Study year**	2
Lecturer	doc. dr. sc. Marijo Krnić	**ECTS workload**	2.0
Associates	Lana Marasović	**Number of hours**	L: 0 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to introduce students to adapted artistic musical literature for children, as well as to develop a higher level of skills and abilities (singing, playing) in the function of group music making. To train students to creatively design and lead group musical activities and to adapt musical content to the different needs of early and preschool children.		
Enrolment requirements	studied Instrumental practical course 1		
Learning outcomes	After completing the course and passing the exam, students will be able to: - play selected instruments from the Orff instrument repertoire; - teach children to play selected instruments from the Orff instrument repertoire; - teach songs along with playing for the purpose of group music making and performing vocal-instrumental music.		
Syllabus	1. Review of basic and more complex music-theoretical concepts. 2. Introduction to musical instruments (theoretically and aurally) 3. Introduction to basic musical forms. 4. – 10. Acquisition of advanced skills in playing Orff instruments. 11. – 14. Group music making (vocal, instrumental, vocal-instrumental). 15. Monitoring and evaluation.		
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- regularly attend lectures and exercises - 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 practical exam - obtain information about classes that were missed during consultations with teachers and other 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
	☒ Practical exam		
Assessment and evaluation of student work	Oral exam - 50% Class attendance - 20% Success in solving individual and group tasks - 15% Activity in class - 15% The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Kotzian, E. Y. (2025). Orff-Schulwerk priručnik: pedagoška načela elementarne glazbe i pokreta. Hrvatska Orff Schulwerk udruga.		
	Kotzian, R. (2025). Orff-Schulwerk ponovno otkrivanje: glazbeni primjeri i pedagoški modeli. Hrvatska Orff Schulwerk udruga.		
	Sam, R. (1992), Sviramo uz pjesmu. Rijeka: Glosa		
	Music Culture textbooks for primary school		
Supplementary literature	Grüner, M. (2016). Orff Instruments and How to Play Them: A Handbook for Pedagogical Practice for Work with Groups of All Ages. Schott. Frazee, J. (2008). Playing Together: An Introduction to Teaching Orff-Instrument Skills. Schott.		
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 curriculum 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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Practicum exercises	Repetition of basic and introduction to more complex music theory concepts.	2	P6
Week 2			
Practicum exercises	Getting to know musical instruments (theoretically and aurally)	2	P6
Week 3			
Practicum exercises	Introduction to basic musical forms.	2	P6
Week 4			
Practicum exercises	Acquiring advanced skills in playing Orff instruments.	2	P6
Week 5			
Practicum exercises	Acquiring advanced skills in playing Orff instruments.	2	P6
Week 6			
Practicum exercises	Acquiring advanced skills in playing Orff instruments.	2	P6
Week 7			
Practicum exercises	Acquiring advanced skills in playing Orff instruments.	2	P6
Week 8			
Practicum exercises	Acquiring advanced skills in playing Orff instruments.	2	P6
Week 9			
Practicum exercises	Acquiring advanced skills in playing Orff instruments.	2	P6

Class type	Topic	Teaching hours	Location
Week 10			
Practicum exercises	Acquiring advanced skills in playing Orff instruments.	2	P6
Week 11			
Practicum exercises	Group musicianship (vocal, instrumental, vocal-instrumental).	2	P6
Week 12			
Practicum exercises	Group musicianship (vocal, instrumental, vocal-instrumental).	2	P6
Week 13			
Practicum exercises	Group musicianship (vocal, instrumental, vocal-instrumental).	2	P6
Week 14			
Practicum exercises	Group musicianship (vocal, instrumental, vocal-instrumental).	2	P6
Week 15			
Practicum exercises	Monitoring and evaluation.	2	P6

Children's Musical Creativity with Practicum

Course name	**Children's Musical Creativity with Practicum**		
ID	SRPOG45	**Study year**	2
Lecturer	prof. dr. sc. Snježana Dobrota	**ECTS workload**	2.0
Associates	dr. sc. Daniela Petrušić	**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to support musical expression and creation in specialized (special) early and preschool education programs (special music program).		
Enrolment requirements	Admission requirements: completed course Development of Children's Musicality Entry competencies: information and communication literacy		
Learning outcomes	After completing the course, students will be able to: - Interpret the developmental stages of children's musical creativity. - Explain the implementation of musical creative activities. - Evaluate the results of children's musical creative activities. - Conduct research among educators regarding the importance of musical creativity in kindergarten.		
Syllabus	1. Defining the concept and components of musical creativity. 2. Theories of musical creativity. 3. Musical creativity of early and preschool children with voice, movement and instruments. 4. Introducing early and preschool children to musical improvisation. 5. Musical creativity in the musical-pedagogical concept of Émile Jacques-Dalcroze 6. Musical creativity in the musical-pedagogical concept of Carl Orff		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- regularly attend lectures and exercises - 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 - obtain information about classes that were missed during consultations with teachers and other 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	Oral exam - 50% Class attendance - 20% Success in solving individual and group tasks - 15% Activity in class - 15% The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Bačlija, S. (2018). Dječje glazbeno stvaralaštvo: stvaralački i autotelični aspekt. Metodički ogledi: časopis za filozofiju odgoja, 25(1), 63-83.	10	
	Nikolić, L. (2018). Utjecaj glazbe na opći razvoj djeteta. Napredak, 159, 139-158.	10	
	Dobrota, S. (2012), Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet Sveučilišta u Splitu	10	
	Sam, R. (1998), Glazbeni doživljaj u odgoju djeteta, Rijeka: Glosa	5	
Supplementary literature	1.Bačlija Sušić, B., & Brebrić, V. (2024). Encouraging and assessing preschool children's musical creativity. Early Years: An International Journal of Research and Development, 44(2), 328–340. https://doi.org/10.1080/09575146.2022.2139356 2.Quarri, E. (2022). The relationship between musical skills and creativity in children. European Journal of Education and Pedagogy, 3(6), 218-221. https://doi.org/ 10.24018/ejedu.2022.3.6.512 3.Bačlija Sušić, B., & Fišer, N. (2016). Musical enrichment children in early and preschool age with traditional creation. Nova prisutnost: časopis za intelektualna i duhovna pitanja, 14(1), 107-124. https://doi.org/10.31192/np.14.1.4		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Defining the concept and components of musical creativity.	5	P8
Week 2			
Lectures	Theories of musical creativity.	5	P8
Week 3			
Lectures	Musical creativity of early and preschool children through voice, movement and instruments.	5	P8
Week 4			
Practicum exercises	Introducing early and preschool children to musical improvisation.	5	P8
Week 5			
Practicum exercises	Musical creativity in the musical-pedagogical concept of Émile Jaques-Dalcroze.	5	P8
Week 6			
Practicum exercises	Musical creativity in Carl Orff's musical-pedagogical concept.	5	P8

Music Literature for Children

Course name	**Music Literature for Children**		
ID	SRPOG46	**Study year**	2
Lecturer	prof. dr. sc. Snježana Dobrota	**ECTS workload**	2.0
Associates		**Number of hours**	L: 15 S: 15 E: 0 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to familiarise students with children's music literature.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and successful completion of the examination, students will be able to: - interpret the importance of listening as a musical activity; - evaluate children's music literature; - explain the methods of implementing listening activities; - conduct research on the importance of listening as a musical activity.		
Syllabus	1. Listening to music in the context of the socio-emotional development of children of early and pre-school age. 2. Listening to music in the context of the psychomotor development of children of early and pre-school age. 3. Listening to music in the context of the cognitive development of children of early and pre-school age. 4. Listening to music in the context of the development of musical abilities in children of early and pre-school age. 5. Listening to music and the development of musical preferences in children of early and pre-school age. 6. A creative approach to music listening in early childhood and pre-school education. 7. The place and role of music listening in the music-pedagogical concept of Émile Jaques-Dalcroze. 8. The place and role of music listening in the music-pedagogical concept of Carl Orff. 9. The place and role of music listening in the music-pedagogical concept of Zoltán Kodály.		
Teaching types	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- attend and participate in the teaching process: lectures 75%, seminars 75%. - 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. - pprepare and present a seminar paper in accordance with predefined criteria. - 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	- written examination/two successfully completed mid-term tests – 50% - preparation and presentation of a seminar paper in accordance with the lecturer's instructions – 30% - success in completing individual and group assignments – 10% - 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**
	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.	1	
	Richards, M., Schweitzer, D., & Blake, R. (2022). Povijest glazbe za djecu. Zagreb: Školska knjiga. 1 10	1	
	Horvat-Vukelja, Ž., & Heisinger, P. (2020). Pričom do glazbe. Priča kao polazište u glazbenom odgoju i obrazovanju djece mlađe i predškolske dobi. Glazbaonica ljubav. 1 10	1	
	Dobrota, Snježana; Reić Ercegovac, Ina. (2016). Zašto volimo ono što slušamo: Glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija. Filozofski fakultet Svečilišta u Splitu 10 10	5	
	Glazbena literatura		yes
Supplementary literature	1. Levene, Donna B. (2001). Music through Children's Literature. Theme and Variations. Revised Edition. Teacher Ideas Press 2. Jeremić, Biljana; Stanković, Emilija. (2019). Metodika nastave muzičke kulture za predškolski i mlađi školski uzrast. Univerzitet u Novom Sadu, Pedagoški fakultet u Somboru		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Listening to music in the context of the socio-emotional development of children of early and pre-school age. Listening to music in the context of the psychomotor development of children of early and pre-school age. Listening to music in the context of the cognitive development of children of early and pre-school age. Listening to music in the context of the development of musical abilities in children of early and pre-school age.	5	predavaonica

Class type	Topic	Teaching hours	Location
Week 2			
Lectures	Listening to music and the development of musical preferences in children of early and pre-school age. A creative approach to music listening in early childhood and pre-school education.	5	predavaonica
Week 3			
Lectures	The place and role of music listening in the music-pedagogical concept of Émile Jaques-Dalcroze. The place and role of music listening in the music-pedagogical concept of Carl Orff. The place and role of music listening in the music-pedagogical concept of Zoltán Kodály.	5	predavaonica
Week 4			
Seminar	Presentation of a seminar topic.	5	predavaonica
Week 5			
Seminar	Presentation of a seminar topic.	5	predavaonica
Week 6			
Seminar	Presentation of a seminar topic.	5	predavaonica

Folklore for Children with Practicum

Course name	**Folklore for Children with Practicum**		
ID	SRPOG47	**Study year**	2
Lecturer	dr. sc. Lidija Vlahović, nasl. red. prof.	**ECTS workload**	3.0
Associates	Ina Lalić	**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	20%
Course description			
Course aims	The aim of the course is to train students to implement folk dances in specialised (special) programmes of early childhood and preschool education (special music programme).		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - describe the kinesiological structures of dances for children - implement the methodological procedure for children's acquisition of folk dance elements - explain the correct performance of children's folk dances - recognise performance errors - perform elements of folk dance structures - demonstrate specific competences for implementing folk dance programmes in the preschool educational and recreational system.		
Syllabus	1. Application of folk dance as an operator in the preschool institution. 2. Dance notation. 3. Analysis of dance rhythm. 4. Methods of teaching folk dances according to the manner of transmitting motor and dance information. 5. Nurturing children's folklore expression and the process of acquiring traditional content that stimulates children's imagination and inner experience. 6. Methods of teaching dances according to the manner of acquiring motor and dance tasks. 7. Methods and procedures of psycho-sociological preparation in dance in relation to gender and age categories. 8. Principles and rules in designing training for younger age categories. 9. Sensitive phases for the development of individual anthropological characteristics. 10. Methods for modelling and optimising the informational and energy components of load in children's training process.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular class attendance; active participation in the teaching process. 1. participate in the teaching process: lectures 70%, practicals 80% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. obtain information about missed classes during the instructor's consultation hours and from other students 5. adhere to the time frames required for completing course activities 6. participate actively and constructively in class 7. 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
Assessment and evaluation of student work	In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following components: 1. oral exam – 80% (history and methodology of folklore 20%; motor knowledge 30%; rules of folklore structure 20%; modalities of folklore behaviour 10%) 2. class activity, participation in discussions during classes – 20% The criteria for evaluating and grading individual components are described in the course repository.		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Knežević, G. (2005), Srebrna kola, zlaten kotač, Zagreb: ETHNO	1	
	Wolf-Cvitak,J. (2004), Ritmička gimnastika. Zagreb: Kugler d.o. o (str. 110-133)	1	
	Knežević, G. (2002), Naše kolo veliko, Zagreb: ETHNO	1	
Supplementary literature	Vukelić, J. Plesna kultura: mogućnosti plesnoritmičkog odgoja djece predškolske dobi. // Zbornik Učiteljske akademije u Zagrebu, Collected Papers of the Teacher Education Academy in Zagreb / [glavni urednik, editor-in-chief Milan Matijević]. 2 (2000), 1(2); str. 309-316		
Quality assurance	The quality and success of the course delivery are monitored through the student survey, students' achievement in the course, periodic independent external review of the programme, and periodic internal review of the annual detailed course implementation plan and examination procedures.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Application of folk dance as an operator in the preschool institution. Dance notation. Analysis of dance rhythm. Methods of teaching folk dances according to the manner of transmitting motor and dance information.	2	
Applied kinesiology exercises	Application of folk dance as an operator in the preschool institution. Analysis of dance rhythm. Methods of teaching folk dances according to the manner of transmitting motor and dance information.	2	
Week 2			
Lectures	Nurturing children's folklore expression and the process of acquiring traditional content that stimulates children's imagination and inner experience. Methods of teaching dances according to the manner of acquiring motor and dance tasks. Methods and procedures of psycho-sociological preparation in dance in relation to gender and age categories. Principles and rules in designing training for younger age categories.	4	

Class type	Topic	Teaching hours	Location
Week 3			
Applied kinesiology exercises	Methods of teaching dances according to the manner of acquiring motor and dance tasks. Methods and procedures of psycho-sociological preparation in dance in relation to gender and age categories. Principles and rules in designing training for younger age categories.	3	
Week 4			
Lectures	Sensitive phases for the development of individual anthropological characteristics. Methods for modelling and optimising the informational and energy components of load in children's training process.	2	
Applied kinesiology exercises	Sensitive phases for the development of individual anthropological characteristics. Methods for modelling and optimising the informational and energy components of load in children's training process.	2	

Analysis of Kinesiological Activities in Early Childhood and Preschool Education

Course name	**Analysis of Kinesiological Activities in Early Childhood and Preschool Education**		
ID	SRPOP33	**Study year**	2
Lecturer	doc. dr. sc. Bojan Babin	**ECTS workload**	4.0
Associates		**Number of hours**	L: 30 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The objective of the course is to qualify students to implement kinesiological content within specialized (special) programs of early childhood and preschool education (integrated sports program).		
Enrolment requirements	Non		
Learning outcomes	Upon completing the course and passing the exam, students will be able to: - list and explain kinesiological structures and content for children of early childhood and preschool age - describe methodological procedures for analyzing specific kinesiological structures - analyze the anthropological characteristics of children in early childhood and preschool age - demonstrate methods and procedures in the process of kinesiological diagnostics in early childhood and preschool education		
Syllabus	- Biotic motor skills and analysis of elementary kinesiological content in early childhood and preschool age - Analysis of specific, cyclic, and acyclic kinesiological activities in early childhood and preschool age - Analysis of kinematic, kinetic, electromyographic, anatomical, and energetic parameters of kinesiological activities in early childhood and preschool age - Measuring instruments in the kinesiological diagnostics of children in early childhood and preschool age - Anthropological aspects of motor educability in preschool education - Analysis of the impact of anthropological characteristics on the effectiveness of implementing kinesiological activities - Sensitive periods and selection models in kinesiological activities of early childhood and preschool age		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: 80% attendance for lectures and 80% for practical classes (exercises). Assessment is conducted continuously throughout the semester in the form of 2 colloquiums (midterm exams), and the final grade is awarded at the end of the semester.		
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	Grades from 1 to 5: grade 1 (up to 50%); grade 2 (51% to 74%); grade 3 (75% to 84%); grade 4 (85% to 94%); grade 5 (95% to 100%) Class participation: 30% Experimental work: 25% Practical work: 30% Colloquiums: 15% Total: 100%		

	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., Delija, K. (2001). Tjelesna i zdravstvena kultura u predškolskom odgoju. EDIP d.o.o., Zagreb		online
	Findak, V., Metikoš, D., Mraković, M., Neljak, B., Prot, F. (2000). Primijenjena kineziologija u školstvu - motorička znanja. Fakultet za fizičku kulturu Sveučilišta u Zagrebu		online
	Kosinac, Z., (2011). Morfološko – motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine, SŠŠD grada Splita	1	online
Supplementary literature	Pejčić, A. (2002). Igre za male i velike. Visoka učiteljska škola u Rijeci.		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Biotic motor knowledge and analysis of elementary kinesiological content for early and preschool age Analysis of specific, cyclic and acyclic kinesiological activities for early and preschool age Analysis of kinematic, kinetic, electromyographic, anatomical and energy parameters of kinesiological activities for early and preschool age	5	
Practicum exercises	Analysis of specific, cyclic and acyclic kinesiological activities for early and preschool age Analysis of kinematic, kinetic, electromyographic, anatomical and energy parameters of kinesiological activities for early and preschool age	3	
Week 2			
Lectures	Measuring instruments in the kinesiological diagnostics of early and preschool-age children Analysis of kinematic, kinetic, electromyographic, anatomical and energy parameters of kinesiological activities for early and preschool age	5	
Practicum exercises		2	
Week 3			
Lectures	Analysis of kinematic, kinetic, electromyographic, anatomical and energy parameters of kinesiological activities for early and preschool age Analysis of the influence of anthropological characteristics on the effectiveness of implementing kinesiological activities Sensitive phases and selection models in kinesiological activities for early and preschool age	5	

Class type	Topic	Teaching hours	Location
Practicum exercises	Analysis of kinematic, kinetic, electromyographic, anatomical and energy parameters of kinesiological activities for early and preschool age Analysis of the influence of anthropological characteristics on the effectiveness of implementing kinesiological activities	2	

Aesthetic Gymnastics with Practicum

Course name	**Aesthetic Gymnastics with Practicum**		
ID	SRPOP34	**Study year**	2
Lecturer	doc. dr. sc. Dodi Malada	**ECTS workload**	4.0
Associates	Ina Lalić	**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to implement kinesiological content in specialised (special) programmes of early childhood and preschool education (integrated sports programme).		
Enrolment requirements			
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - list and explain kinesiological structures and content for early and preschool-age children; - describe methodological procedures for the analysis of individual kinesiological structures; - analyse the anthropological characteristics of early and preschool-age children; - demonstrate methods and procedures in the process of kinesiological diagnostics in early childhood and preschool education		
Syllabus	- Biotic motor knowledge and analysis of elementary kinesiological content for early and preschool age - Analysis of specific, cyclic and acyclic kinesiological activities for early and preschool age - Analysis of kinematic, kinetic, electromyographic, anatomical and energy parameters of kinesiological activities for early and preschool age - Measuring instruments in the kinesiological diagnostics of early and preschool-age children - Anthropological aspects of motor educability in preschool education - Analysis of the influence of anthropological characteristics on the effectiveness of implementing kinesiological activities - Sensitive phases and selection models in kinesiological activities for early and preschool age		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, practicals 80%. Knowledge is assessed continuously during the semester through 2 colloquia, and the final grade is given at the end of the semester.		
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	Evaluation Points (%) Criterion Grade oral exam – 80% class activity – 20%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**

	Wolf-Cvitak, J.(2004), Ritmička gimnastika, Zagreb:Kugler d.o.o.(110.133)		
	Knežević, G. (2005), Srebrna kola, zlaten kotač, Zagreb: ETHNO		
Supplementary literature	Vukelić, J. Plesna kultura: mogućnosti plesnoritmičkog odgoja djece predškolske dobi. // Zbornik Učiteljske akademije u Zagrebu, Collected Papers of the Teacher Education Academy in Zagreb / [glavni urednik, editor-in-chief Milan Matijević]. 2 (2000), 1(2); str. 309-316		
Quality assurance	The quality and success of the course delivery are monitored through the student survey, students' achievement in the course, periodic independent external review of the programme, and periodic internal review of the annual detailed course implementation plan and examination procedures.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Historical development and principles of harmonious, aesthetic movement. Analysis of methodological procedures: methods of learning metric and rhythmic exercises of walking, running, dance structures, swings, circles, wave movements, hops, jumps, turns and balance positions. Procedures for acquiring and perfecting the technique of selected dance and aesthetic structures	4	
Practicum exercises	Historical development and principles of harmonious, aesthetic movement. Analysis of methodological procedures: methods of learning metric and rhythmic exercises of walking, running, dance structures, swings, circles, wave movements, hops, jumps, turns and balance positions. Procedures for acquiring and perfecting the technique of selected dance and aesthetic structures	5	
Week 2			
Lectures	Specific introductory and preparatory exercises in the teaching and training process; the connection between music and movement; realisation of rhythmic structures through movement; elements of harmonious shaping of movement, relaxation and tension exercises.	2	
Practicum exercises	Specific introductory and preparatory exercises in the teaching and training process; the connection between music and movement; realisation of rhythmic structures through movement; elements of harmonious shaping of movement, relaxation and tension exercises.	5	
Week 3			
Lectures	Realisation of note values through movement. Methods of learning basic techniques with apparatus. Fundamentals of choreography. Principles of stage performance. Rhythmic composition, structure and improvisation. Assessment of motor knowledge of aesthetic movement in the preschool institution.	2	
Practicum exercises	Realisation of note values through movement. Methods of learning basic techniques with apparatus. Fundamentals of choreography. Principles of stage performance. Rhythmic composition, structure and improvisation.	5	

Class type	Topic	Teaching hours	Location
	Assessment of motor knowledge of aesthetic movement in the preschool institution.		

Rhythmics and Dance with Practicum 1

Course name	**Rhythmics and Dance with Practicum 1**		
ID	SRPOP35	**Study year**	2
Lecturer	doc. dr. sc. Dodi Malada	**ECTS workload**	5.0
Associates	Ina Lalić	**Number of hours**	L: 15 S: 0 E: 45 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to enable students to acquire basic theoretical knowledge and principles in the field of dance and rhythmics, as well as dance methodology.		
Enrolment requirements			
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - implement methodological procedures for children's acquisition of rhythmic elements - use methodological procedures for the transformation of anthropological characteristics - describe rhythmic structures - analyse the anthropological characteristics of rhythmic gymnasts - explain the correct performance of rhythmic gymnastics elements - explain kinesiological and anthropological models in rhythmics and dance - perform methodological exercises for the acquisition of dance elements - engage in achieving a higher-quality and more intensive presentation of motion and movement in the preschool institution - develop the ability to apply methods and procedures for the analysis and management of kinesiological activities through rhythmics and dance for preschool-age children.		
Syllabus	1. Methods of learning the basic technical elements of jumps, balances, turns and mobility. 2. Methods of learning walking, running, dance steps, swings, circles, wave movements, lunges and semicircular elements. 3. Realisation of note values through movement. 4. The influence of a kinesiological programme of creative movement and rhythmics on the development and maintenance of various anthropological characteristics. 5. Methods of teaching free dance movement aimed at stimulating children's imagination and creativity in expressing emotions, moods and ideas. 6. Methods of developing the kinaesthetic sensitivity evoked by the body in rhythmic dance movement. 7. Rhythmic structure, composition, improvisation and wholeness. 8. Assessment of motor knowledge and abilities in the preschool institution.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular class attendance; active participation in the teaching process: 1. participate in the teaching process: lectures 70%, practicals 80% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. obtain information about missed classes during the instructor's consultation hours and from other students 5. adhere to the time frames required for completing course activities 6. participate actively and constructively in class 7. 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
Assessment and evaluation of student work	Evaluation Points (%) Criterion Grade class activity – 20% practicals – 30% oral exam – 50%		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Wolf-Cvitak,J. (2004), Ritmička gimnastika. Zagreb: Kugler d.o. o (110-133)	2	
	Srhoj, Lj.,Miletić,Đ.(2000), Plesne strukture (textbook). Split: Abel international	2	
Supplementary literature	Cvjetičanin, B.; Kurjan-Manestar, V. (2002), Pokret i ples kao odgojno-obrazovni proces. Zbornik Učiteljske akademije u Zagrebu. Collected Papers of the Teacher Education Academy in Zagreb, 4 (2002), 1(4); pp. 131-138 Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // Kretanja: časopis za plesnu umjetnost / [Iva Nerina Sibila (editor-in-chief)], 2 (2004), 2; pp. 88-105 Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006), Morphological features and motor abilities effects in female dance structures. Fizička kultura, Skopje, 34, issue 2, pp. 53-62		
Quality assurance	The quality and success of the course delivery are monitored through the student survey, students' achievement in the course, periodic independent external review of the programme, and periodic internal review of the annual detailed course implementation plan and examination procedures.		
Other (in the opinion of the proponent)			

Folklore for Children with Practicum 1

Course name	**Folklore for Children with Practicum 1**		
ID	SRPOP36	**Study year**	2
Lecturer	doc. dr. sc. Dodi Malada	**ECTS workload**	3.0
Associates	Ina Lalić	**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to implement folk dances in specialised (special) programmes of early childhood and preschool education (integrated sports programme).		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - implement methodological procedures for children's acquisition of folk dance elements - use methodological procedures for the transformation of anthropological characteristics - integrate training operators of folk dances - distinguish methodological forms and organisational forms of folklore for children - perform methodological exercises for the acquisition of dance elements - engage in achieving a higher-quality and more intensive presentation of motion and movement in the preschool institution		
Syllabus	1. Methods of teaching dances according to the manner of transmitting motor and dance information. 2. Methods of studying dances by ethnographic zones. 3. Characteristics of the ethnographic zones of Croatia. 4. Acquisition of elements of dance technique. 5. Realisation of note values through movement. 6. Nurturing children's folklore expression and the process of acquiring traditional content that stimulates children's imagination and inner experience. 7. Methods of teaching dances according to the manner of acquiring motor and dance tasks. 8. Methods and procedures of psycho-sociological preparation in dance in relation to gender and age categories. 9. Fundamentals of choreography.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular class attendance; active participation in the teaching process: 1. participate in the teaching process: lectures 70%, practicals 80% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. obtain information about missed classes during the instructor's consultation hours and from other students 5. adhere to the time frames required for completing course activities 6. participate actively and constructively in class 7. 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
Assessment and evaluation of student work	Evaluation Points (%) Criterion Grade class activity – 20% practicals – 30% oral exam – 50%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Knežević, G. (2005), Srebrna kola, zlaten kotač, Zagreb: ETHNO (odabrana poglavlja)	1	
	Wolf-Cvitak, J.(2004), Ritmička gimnastika, Zagreb:Kugler d.o.o.(110.133)	1	
	Knežević, G. (2002), Naše kolo veliko, Zagreb: ETHNO	1	
	Srhoj Lj.; Miletić, Đ. (2000), Plesne strukture (textbook). Split: Abel international (odabrana poglavlja)	1	
Supplementary literature	Knežević, G. (2012). Sad se vidi, sad se zna. Zagreb: Ethno.		
Quality assurance	The quality and success of the course delivery are monitored through the student survey, students' achievement in the course, periodic independent external review of the programme, and periodic internal review of the annual detailed course implementation plan and examination procedures.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Methods of teaching dances according to the manner of transmitting motor and dance information. Methods of studying dances by ethnographic zones. Characteristics of the ethnographic zones of Croatia.	4	
Practicum exercises	Methods of teaching dances according to the manner of transmitting motor and dance information. Methods of studying dances by ethnographic zones. Characteristics of the ethnographic zones of Croatia.	2	
Week 2			
Lectures	Acquisition of elements of dance technique. Realisation of note values through movement. Nurturing children's folklore expression and the process of acquiring traditional content that stimulates children's imagination and inner experience.	2	
Practicum exercises	Acquisition of elements of dance technique. Realisation of note values through movement. Nurturing children's folklore expression and the process of acquiring traditional content that stimulates children's imagination and inner experience.	3	
Week 3			
Lectures	Methods of teaching dances according to the manner of acquiring motor and dance tasks. Methods and procedures of psycho-sociological preparation in dance in relation to gender and age categories. Fundamentals of choreography.	2	

Class type	Topic	Teaching hours	Location
Practicum exercises	Methods of teaching dances according to the manner of acquiring motor and dance tasks. Methods and procedures of psycho-sociological preparation in dance in relation to gender and age categories. Fundamentals of choreography.	2	

Group Music Making

Course name	**Group Music Making**		
ID	SRPOP37	**Study year**	2
Lecturer	doc. dr. sc. Marijo Krnić	**ECTS workload**	3.0
Associates	Lana Marasović	**Number of hours**	L: 0 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students for group music making based on the physical experience of rhythm and its realization and interpretation in relation to movement in working with early and preschool children.		
Enrolment requirements	None.		
Learning outcomes	After completing the course and passing the exam, students will be able to: - play selected instruments from the Orff instrument library; - learn songs while playing for the purpose of group music making and performing vocal-instrumental music.		
Syllabus	1. Rhythm as a physical experience – introduction to rhythm through movement, breathing, walking and basic body reactions to the musical pulse. 2. Connecting music-theoretical concepts with movement – time, tempo, meter and rhythmic patterns experienced and realized through movement. 3. The body as an instrument – body percussion, exploring rhythm through bodily sound and movement. 4. Getting to know Orff's instruments in relation to movement – sound, playing style and movement reaction to musical impulse. 5. Rhythm and space – movement in space in relation to rhythmic structures and musical flow. 6. Coordination of movement and playing – simultaneous realization of rhythm through movement and playing simple instruments. 7. Improvisation of rhythm through movement and sound – free exploration and creation of rhythmic wholes in a group. 8. Development of more complex rhythmic patterns through movement – more complex rhythmic relationships realized through a combination of movement and instrument. 9. Connecting musical forms and movement structures – experiencing form through movement, repetition and contrast. 10. Leading and following in group music making – non-verbal communication and joint shaping of musical-movement expression. 11. Group music making – vocal and movement – vocal rhythm in relation to movement and body. 12. Group music making – instrumental and movement – realization of rhythm with instruments in relation to movement. 13. Group music making – vocal-instrumental with movement – integration of voice, instrument and movement into a complete expression. 14. Application in work with early and preschool children – adaptation of activities, stimulation of children's rhythmic and movement expression. 15. Monitoring and evaluation.		
Teaching types	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- regularly attend lectures and exercises - 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 practical exam - obtain information about classes that were missed during consultations with teachers and other 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
	☒ Practical exam		
Assessment and evaluation of student work	Practical exam - 70% Success in solving individual and group tasks - 15% Activity in class - 15% The evaluation and assessment criteria of individual elements are described in the course repository.		

Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Kotzian, E. Y. (2025). Orff-Schulwerk priručnik: pedagoška načela elementarne glazbe i pokreta. Hrvatska Orff Schulwerk udruga.		
	Kotzian, R. (2025). Orff-Schulwerk ponovno otkrivanje: glazbeni primjeri i pedagoški modeli. Hrvatska Orff Schulwerk udruga.		
	Music Culture textbooks for primary school		

Supplementary literature	Grüner, M. (2016). Orff Instruments and How to Play Them: A Handbook for Pedagogical Practice for Work with Groups of All Ages. Schott. Frazee, J. (2008). Playing Together: An Introduction to Teaching Orff-Instrument Skills. Schott.
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 - 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)	

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Practicum exercises	Rhythm as a physical experience – an introduction to rhythm through movement, breathing, walking and basic bodily reactions to the musical pulse.	2	P6
Week 2			
Practicum exercises	Connecting music theory concepts with movement – time, tempo, meter, and rhythmic patterns experienced and realized through movement.	2	P6
Week 3			
Practicum exercises	The body as an instrument – body percussion, exploring rhythm through body sound and movement.	2	P6
Week 4			
Practicum exercises	Getting to know Orff's instruments in relation to movement - sound, playing style and movement reaction to a musical impulse.	2	P6

Class type	Topic	Teaching hours	Location
Week 5			
Practicum exercises	Rhythm and space – movement in space in relation to rhythmic structures and musical flow.	2	P6
Week 6			
Practicum exercises	Coordination of movement and playing – simultaneous realization of rhythm through movement and playing simple instruments.	2	P6
Week 7			
Practicum exercises	Rhythm improvisation through movement and sound – free exploration and creation of rhythmic units in a group.	2	P6
Week 8			
Practicum exercises	Development of more complex rhythmic patterns through movement – more complex rhythmic relationships achieved by a combination of movement and instrument.	2	P6
Week 9			
Practicum exercises	Connecting musical forms and moving structures – experiencing form through movement, repetition and contrast.	2	P6
Week 10			
Practicum exercises	Leading and following in group music making – nonverbal communication and joint shaping of musical and movement expression.	2	P6
Week 11			
Practicum exercises	Group music making – vocal and movement – vocal rhythm in relation to movement and the body.	2	P6
Week 12			
Practicum exercises	Group music making – instrumental and movement – realization of rhythm with instruments in correlation with movement.	2	P6
Week 13			
Practicum exercises	Group music making – vocal-instrumental with movement – integration of voice, instrument and movement into a complete expression.	2	P6
Week 14			
Practicum exercises	Application in working with early and preschool children – adapting activities, encouraging children's rhythmic and movement expression.	2	P6
Week 15			
Practicum exercises	Monitoring and evaluation.	2	P6

Planning and Programming of Kinesiological Activities in Early Childhood and Preschool Education

Course name	**Planning and Programming of Kinesiological Activities in Early Childhood and Preschool Education**		
ID	SRPOP43	**Study year**	2
Lecturer	doc. dr. sc. Bojan Babin	**ECTS workload**	3.0
Associates		**Number of hours**	L: 30 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	10%
Course description			
Course aims	The objective of the course is to qualify students for planning and programming kinesiological content within specialized (special) programs of early childhood and preschool education (integrated sports program)		
Enrolment requirements	Non		
Learning outcomes	Upon completing the course and passing the exam, students will be able to: - explain the objective, tasks, methods, and procedures in planning and programming kinesiological treatments in early childhood and preschool age - develop annual, monthly, weekly, and daily plans and programs for the kinesiological transformation process for children of early childhood and preschool age - define the schedule, dosing, and optimization of workload in relation to the objective of the kinesiological treatment - analyze the effects of the kinesiological treatment		
Syllabus	- Implementation of the physical exercise and motor learning process in accordance with the specific characteristics of biological growth and development across different age groups in early childhood and preschool age. - Methodological procedures, types, formats, and content of the physical exercise and motor learning process in early childhood and preschool age. - Operators for the development of basic motor abilities important for these sensitive periods (coordination, balance, precision, and flexibility). - Modeling and application of kinesiological operators for the holistic development of the child, integrating psychological, sociological, and cognitive dimensions, especially in alignment with aesthetic, artistic, and musical expressions. - Scheduling, dosing, and optimization of the volume (extensity) and intensity of workload and exercise operators. - Analysis of the effectiveness of implementing kinesiological treatments in early childhood and preschool age.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	Participate in the teaching process: 80% attendance for lectures and 80% for practical classes (exercises). Assessment is conducted continuously throughout the semester in the form of 2 colloquiums (midterm exams), and the final grade is awarded at the end of the semester.		
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	Grades from 1 to 5: grade 1 (up to 50%); grade 2 (51% to 74%); grade 3 (75% to 84%); grade 4 (85% to 94%); grade 5 (95% to 100%) Practical work – 60% Colloquiums – 40% Total – 100%		

	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**
	Trajkovski, B., (2022). Kineziološke aktivnosti predškolske djece : priručnik za odgojitelje i roditelje. Školska knjiga, Zagreb.		online
	Findak, V. (1995). Metodika tjelesne i zdravstvene kulture u predškolskom odgoju. Školska knjiga, Zagreb.		online
	Metikoš, D., Mraković, M., Neljak, B. (1992). Primijenjena kineziologija u školstvu - NORME. Hrvatski pedagoško-književni zbor, Zagreb.		online
	Prskalo, I., Findak, V. (2004). Kineziološki leksikon za odgojitelje. Visoka učiteljska škola u Petrinji.	1	online
Supplementary literature	Pejčić, A. (2002). Igre za male i velike. Visoka učiteljska škola u Rijeci.		
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)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	Implementation of the process of physical exercise and motor learning in accordance with the specific features of the biological growth and development of different age groups in early and preschool age. Methodological procedures, types, forms and content of the process of physical exercise and motor learning in early and preschool age	5	
Practicum exercises	Implementation of the process of physical exercise and motor learning in accordance with the specific features of the biological growth and development of different age groups in early and preschool age. Methodological procedures, types, forms and content of the process of physical exercise and motor learning in early and preschool age	3	
Week 2			
Lectures	Operators for the development of basic motor abilities important for these sensitive phases (coordination, balance, precision and flexibility) Modelling and application of kinesiological operators for the integral development of the child that combine the psychological, sociological and cognitive dimensions, particularly in harmony with aesthetic, visual and musical expression	5	
Practicum exercises	Operators for the development of basic motor abilities important for these sensitive phases (coordination, balance, precision and flexibility) Modelling and application of kinesiological operators for the integral development of the child that combine the	3	

Class type	Topic	Teaching hours	Location
	psychological, sociological and cognitive dimensions, particularly in harmony with aesthetic, visual and musical expression		
Week 3			
Lectures	Scheduling, dosing and optimisation of the volume and intensity of load and exercise operators Analysis of the effectiveness of implementing kinesiological treatments in early and preschool age	5	
Practicum exercises	Scheduling, dosing and optimisation of the volume and intensity of load and exercise operators Analysis of the effectiveness of implementing kinesiological treatments in early and preschool age	2	

Rhythmics and Dance with Practicum 2

Course name	**Rhythmics and Dance with Practicum 2**		
ID	SRPOP44	**Study year**	2
Lecturer	doc. dr. sc. Dodi Malada	**ECTS workload**	5.0
Associates	Ina Lalić	**Number of hours**	L: 15 S: 0 E: 45 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to enable students to acquire basic theoretical knowledge and principles in the field of dance and rhythmics, as well as dance methodology.		
Enrolment requirements			
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - use methodological procedures for the transformation of anthropological characteristics - describe rhythmic structures - analyse the anthropological characteristics of rhythmic gymnasts - explain kinesiological and anthropological models in dance and rhythmic gymnastics - explain the correct performance of rhythmic gymnastics elements - explain kinesiological and anthropological models in rhythmics and dance - use methods for correcting errors in the performance of elements - perform methodological exercises for the acquisition of dance elements - engage in achieving a higher-quality and more intensive presentation of motion and movement in the preschool institution - measure the anthropological characteristics of rhythmic gymnasts and dancers		
Syllabus	1. Methods of developing the kinaesthetic sensitivity evoked by the body in rhythmic dance movement. 2. Creative movement and rhythmics as therapy for children with special needs. 3. Rudolf Laban's eight basic themes of educational dance and the creation of short rhythmic dance compositions and improvisations. 4. The role of movement in teaching and expressing music according to Émile Jaques-Dalcroze. 5. Testing motor knowledge and abilities in rhythmic gymnastics. 6. Realisation of note values through movement. 7. Choreography and performance. 8. Anthropological conditioning and the relationship of developmental characteristics and sex determination with motor performance in rhythmic gymnastics.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular class attendance; active participation in the teaching process. 1. participate in the teaching process: lectures 70%, practicals 80% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. obtain information about missed classes during the instructor's consultation hours and from other students 5. adhere to the time frames required for completing course activities 6. participate actively and constructively in class 7. 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
Assessment and evaluation of student work	Knowledge is assessed continuously during the semester through colloquia, and the final grade is given at the end of the semester. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following components: 1. oral exam – 80% (history and methodology of folklore 20%; motor knowledge 30%; rules of folklore structure 20%; modalities of folklore behaviour 10%) 2. class activity, participation in discussions during classes – 20% The criteria for evaluating and grading individual components are described in the course repository. Evaluation Points (%) Criterion Grade class activity – 20% practicals – 30% oral exam – 50%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
		available	
	Wolf.Cvitak, J. (2004), Ritmička gimnastika,.Zagreb:Kugler d.o.o.	3	
	Srhoj Lj.; Miletić, Đ. (2000), Plesne strukture (textbook). Split: Abel international		
Supplementary literature	Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // Kretanja: časopis za plesnu umjetnost / [Iva Nerina Sibila (editor-in-chief)]. 2 (2004), 2; pp. 88-105		
Quality assurance	The quality and success of the course delivery are monitored through the student survey, students' achievement in the course, periodic independent external review of the programme, and periodic internal review of the annual detailed course implementation plan and examination procedures.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Methods of developing the kinaesthetic sensitivity evoked by the body in rhythmic dance movement. 2. Creative movement and rhythmics as therapy for children with special needs. 3. Rudolf Laban's eight basic themes of educational dance and the creation of short rhythmic dance compositions and improvisations.	5	
Week 2			
Lectures	4. The role of movement in teaching and expressing music according to Émile Jaques-Dalcroze. 5. Testing motor knowledge and abilities in rhythmic gymnastics. 6. Realisation of note values through movement.	5	
Week 3			
Lectures	7. Choreography and performance.	5	

Class type	Topic	Teaching hours	Location
	8. Anthropological conditioning and the relationship of developmental characteristics and sex determination with motor performance in rhythmic gymnastics.		

Folklore for Children with Practicum 2

Course name	**Folklore for Children with Practicum 2**		
ID	SRPOP45	**Study year**	2
Lecturer	doc. dr. sc. Dodi Malada	**ECTS workload**	2.0
Associates	Ina Lalić	**Number of hours**	L: 15 S: 0 E: 15 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to implement folk dances in specialised (special) programmes of early childhood and preschool education.		
Enrolment requirements			
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - implement methodological procedures for children's acquisition of folk dance elements - use methodological procedures for the transformation of anthropological characteristics - apply methodological procedures - describe elements of folklore for children - explain the correct performance of folk dances for children - integrate training operators of folk dances - recognise errors in the performance of dance elements - use methodological procedures to correct errors in elements of performance technique - perform dance elements - demonstrate dance elements - engage in achieving a higher-quality and more intensive presentation of motion and movement in the preschool institution		
Syllabus	1. Methods and procedures of psycho-sociological preparation in dance in relation to gender and age categories. 2. Dance notation 3. Analysis of dance rhythm 4. Acquisition of elements of dance technique 5. Principles and rules in designing training for younger age categories 6. Sensitive phases for the development of individual anthropological characteristics 7. Methods for modelling and optimising the informational and energy components of load in children's training process 8. Folklore and the stage 9. Rhythmic composition and structure 10. Testing motor abilities and knowledge in folk dances		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular class attendance; active participation in the teaching process. 1. participate in the teaching process: lectures 70%, practicals 80% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. obtain information about missed classes during the instructor's consultation hours and from other students 5. adhere to the time frames required for completing course activities 6. participate actively and constructively in class 7. 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
Assessment and evaluation of student work	Knowledge is assessed continuously during the semester through colloquia, and the final grade is given at the end of the semester. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following components: 1. oral exam – 80% (history and methodology of folklore 20%; motor knowledge 30%; rules of folklore structure 20%; modalities of folklore behaviour 10%) 2. class activity, participation in discussions during classes – 20% The criteria for evaluating and grading individual components are described in the course repository. Final assessment Evaluation elements Performance (min) Weight in grade (%) class activity Evaluation Points (%) Criterion Grade class activity – 20% practicals – 30% oral exam – 50%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Knežević, G. (2005), Srebrna kola, zlaten kotač, Zagreb: ETHNO (odabrana poglavlja)	1	
	Knežević, G. (2002), Naše kolo veliko, Zagreb: ETHNO		
	Wolf-Cvitak, J. (2004), Ritmička gimnastika: Kugler d.o.o. (str. 56-133)		
Supplementary literature	Knežević, G. (2012). Sad se vidi, sad se zna. Zagreb: Ethno Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006), Morphological features and motor abilities effects in female dance structures. Fizička kultura, Skopje, 34, issue 2, pp. 53-		
Quality assurance	The quality and success of the course delivery are monitored through the student survey, students' achievement in the course, periodic independent external review of the programme, and periodic internal review of the annual detailed course implementation plan and examination procedures.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Methods and procedures of psycho-sociological preparation in dance in relation to gender and age categories. 2. Dance notation 3. Analysis of dance rhythm 4. Acquisition of elements of dance technique	5	
Week 2			
Lectures	5. Principles and rules in designing training for younger age categories 6. Sensitive phases for the development of individual anthropological characteristics	5	

Class type	Topic	Teaching hours	Location
	7. Methods for modelling and optimising the informational and energy components of load in children's training process		
Week 3			
Lectures	8. Folklore and the stage 9. Rhythmic composition and structure 10. Testing motor abilities and knowledge in folk dances	5	

Children's Dance Creativity with Practicum

Course name	**Children's Dance Creativity with Practicum**		
ID	SRPOP46	**Study year**	2
Lecturer	doc. dr. sc. Dodi Malada	**ECTS workload**	3.0
Associates	Ina Lalić	**Number of hours**	L: 15 S: 0 E: 30 P: 0
Course status	Compulsory	**Online percentage**	0%
Course description			
Course aims	The aim of the course is to train students to conduct dance workshops in specialised (special) programmes of early childhood and preschool education (integrated sports programme).		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and passing the exam, students will be able to: - interpret relevant facts about the educational and creative role of children's dance creativity - recognise children's dance creativity as a context for gaining experience - demonstrate fundamental knowledge of dance creation - propose innovative plans and programmes - engage in achieving a higher-quality and more intensive development of creativity through movement in preschool institutions.		
Syllabus	1. Rudolf Laban's eight basic themes of educational dance and the creation of short rhythmic dance compositions and improvisations. 2. The role of movement in teaching and expressing music according to Émile Jaques-Dalcroze 3. Methods of developing a sense of metre and methods of developing the kinaesthetic sensitivity evoked by the body in rhythmic dance movement. 4. Creative movement and rhythmics as therapy for children with special needs; simple rhythms through counting rhymes in movement, and creating short choreographies and performances – a story told through movement. 5. Application of dance in non-verbal communication. 6. Musical notation 7. Analysis of dance rhythm 8. Dance styles and classifications of dances as operators in creative dance production and expression. 9. Trending dance expressions. 10. Fundamentals of choreography and stage performance in preschool institutions.		
Teaching types	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular class attendance. 1. participate in the teaching process: lectures 70%, practicals 80% 2. conduct themselves in accordance with ethical and scientific principles in higher education teaching 3. participate in and carry out curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. obtain information about missed classes during the instructor's consultation hours and from other students 5. adhere to the time frames required for completing course activities 6. participate actively and constructively in class 7. 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
Assessment and evaluation of student work	Knowledge is assessed continuously during the semester through colloquia, and the final grade is given at the end of the semester. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following components: 1. oral exam – 80% (history and methodology of folklore 20%; motor knowledge 30%; rules of folklore structure 20%; modalities of folklore behaviour 10%) 2. class activity, participation in discussions during classes – 20% The criteria for evaluating and grading individual components are described in the course repository. Continuous assessment Evaluation elements Performance (min) Weight in grade (%) oral exam – 80% 80 class activity – 20% Final assessment Evaluation elements Performance (min) Weight in grade (%) oral exam – 80% class activity – 20% Evaluation Points (%) Criterion Grade oral exam – 80% class activity – 20%		
Required literature	**Title**	**Number of copies available**	**Availability via other media**
	Pejčić, A., Trajkovski, B. (2018). Što i kako vježbati s djecom u vrtiću i školi, Učiteljski fakultet u Rijeci	2	
	Wolf-Cvitak, J.(2004), Ritmička gimnastika, Zagreb:Kugler d.o.o.(110.133)	2	
	Knežević, G. (2002), Naše kolo veliko, Zagreb: ETHNO	1	
Supplementary literature	Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006), Morphological features and motor abilities effects in female dance structures. Fizička kultura, Skopje, 34, issue 2, pp. 53-62		
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; and collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Weekly teaching schedule

Class type	Topic	Teaching hours	Location
Week 1			
Lectures	1. Rudolf Laban's eight basic themes of educational dance and the creation of short rhythmic dance compositions and improvisations.	5	

Class type	Topic	Teaching hours	Location
	2. The role of movement in teaching and expressing music according to Émile Jaques-Dalcroze 3. Methods of developing a sense of metre and methods of developing the kinaesthetic sensitivity evoked by the body in rhythmic dance movement.		
Week 2			
Lectures	4. Creative movement and rhythmics as therapy for children with special needs; simple rhythms through counting rhymes in movement, and creating short choreographies and performances – a story told through movement. 5. Application of dance in non-verbal communication. 6. Musical notation 7. Analysis of dance rhythm	5	
Week 3			
Lectures	8. Dance styles and classifications of dances as operators in creative dance production and expression. 9. Trending dance expressions. 10. Fundamentals of choreography and stage performance in preschool institutions	5	

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of the learning outcome
LO 1	Generalise everyday problems related to work in institutions for early childhood and preschool education.
LO 2	Actively explore possibilities for educational action from the perspective of the integrated curriculum of early childhood and preschool education.
LO 3	Propose pedagogical approaches for the development of competences of early and preschool-age children.
LO 4	Propose methods for constructive problem-solving within their professional role as early childhood and preschool teachers and present the process of their resolution.
LO 5	Determine the effects of educational action through different roles and contexts on the holistic development of early and preschool-age children.
LO 6	Continuously evaluate the quality of the educational process and final outcomes within the context of an integrated (holistic) educational approach.
LO 7	Compare theory and practice of early childhood and preschool education within the national and European pedagogical context.
LO 8	Evaluate the quality of pedagogical activities through reflection and self-reflection within institutional early childhood and preschool education.
LO 9	Conduct action research and other methodological approaches aimed at improving pedagogical activities within institutional early childhood and preschool education.
LO 10	Present fundamental facts regarding drama and puppet expression and creativity as components of the competences of early and preschool-age children.
LO 11	Design new approaches for the organisation, implementation, and evaluation of activities involving drama and puppet expression and creativity within enriched and specialised (special) programmes of early childhood and preschool education.
LO 12	Actively explore possibilities for educational action through drama art as a medium for the development of creative abilities of early and preschool-age children.
LO 13	Present fundamental facts regarding visual expression and creativity as components of the competences of early and preschool-age children.

LO 14	Design new approaches for the organisation, implementation, and evaluation of activities involving visual expression and creativity within enriched and specialised (special) programmes of early childhood and preschool education.
LO 15	Actively explore possibilities for educational action through visual arts as a medium for the development of creative abilities of early and preschool-age children.
LO 16	Present fundamental facts regarding musical expression and creativity as components of the competences of early and preschool-age children.
LO 17	Design new approaches for the organisation, implementation, and evaluation of activities involving musical expression and creativity within enriched and specialised (special) programmes of early childhood and preschool education.
LO 18	Actively explore possibilities for educational action through music as a medium for the development of creative abilities of early and preschool-age children.
LO 19	Present fundamental facts regarding motor expression and creativity as components of the competences of early and preschool-age children.
LO 20	Design different approaches for the organisation, implementation, and evaluation of activities involving movement expression and creativity within enriched and specialised (special) programmes of early childhood and preschool education.
LO 21	Actively explore possibilities for educational action through movement as a medium for the development of creative abilities of early and preschool-age children.

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**
Total number of courses per LO	5	4	2	8	7	4	7	7	5	0	1
Pedagogical Ideas and Trends in Early Childhood and Preschool Education				+			+				
Information and Communication Technology in Education					+		+				
Education for Sustainable Development								+	+		
Support Strategies for Children with Special Educational Needs	+				+		+		+		
Quality and Identity of the Early Childhood and Preschool Education Institution	+	+	+	+	+	+	+	+			
Culture of the Early Childhood and Preschool Education Institution	+	+			+	+	+				
Professional Development and Lifelong Learning of Preschool Teachers				+				+			
Contemporary Childhood and Children's Rights	+	+		+	+	+	+				

Psychology of Parenthood				+	+						
Action Research in Early Childhood and Preschool Education				+				+	+		
The Child and Creativity											+
Sociology of Childhood								+	+		
Educational Communication Skills				+							
Ethics								+	+		
Gifted Children	+		+		+						
The Child and the Media	+										
Attachment in a Lifespan Perspective	+										
Social and Emotional Learning in the Prevention of Behavioural Problems	+										
Socio-pedagogical Approach to Children at Risk	+										
Contemporary Approaches in Early Childhood and Preschool Education	+										
Traditional Games and Toys	+										
Decorative Design	+	+	+	+							
Games and Learning through Computers	+										
Communication through the Performing Arts										+	+
Drama Pedagogy with Practicum										+	+
Dramatic Literature for Children										+	+
Basics of Dramatisation and Adaptation of Literary Texts for Children										+	+
Music in Puppetry										+	+
Behavioural Disorders in Early Childhood	+										
Drama and Theatre for Children	+										
Leadership of the Early Childhood and Preschool Education Institution	+										
Visual Dramaturgy and Puppet Technology										+	+
Puppet Animation with Practicum										+	+

Children's Drama and Puppetry Creativity with Practicum										+	+
Dramatic Stage Speech with Practicum										+	+
Parents and the Child with Special Educational Needs	+										
The Child and Heritage											
Fundamentals of Visual Arts 1											
Drawing with Practicum											
Painting with Practicum											
Three-Dimensional Design with Practicum 1											
Application of Printmaking Techniques with Practicum											
Museum Pedagogy with Practicum											
Fundamentals of Visual Arts 2											
Psychology of Children's Drawing											
Art Activities with Non-Didactic Materials											
Three-Dimensional Design with Practicum 2											
Fundamentals of Vocal Technique with Practicum											
Instrumental Practicum 1											
Development of Children's Musicality											
Leading a Children's Choir with Fundamentals of Conducting											
Dance Structures with Practicum											
Instrumental Practicum 2											
Group Music Making (SRPOG44)											
Children's Musical Creativity with Practicum											
Music Literature for Children											
Folklore for Children with Practicum											
Aesthetic Gymnastics with Practicum											

Rhythmics and Dance with Practicum 1											
Folklore for Children with Practicum 1											
Planning and Programming of Kinesiological Activities in Early Childhood and Preschool Education											
Rhythmics and Dance with Practicum 2											
Folklore for Children with Practicum 2											
Children's Dance Creativity with Practicum											

Learning outcomes of the study programme	**LO 12**	**LO 13**	**LO 14**	**LO 15**	**LO 16**	**LO 17**	**LO 18**	**LO 19**	**LO 20**	**LO 21**
Total number of courses per LO	10	9	11	10	10	11	10	10	7	7
Pedagogical Ideas and Trends in Early Childhood and Preschool Education										
Information and Communication Technology in Education										
Education for Sustainable Development										
Support Strategies for Children with Special Educational Needs										
Quality and Identity of the Early Childhood and Preschool Education Institution										
Culture of the Early Childhood and Preschool Education Institution										
Professional Development and Lifelong Learning of Preschool Teachers										
Educational Management										
Contemporary Childhood and Children's Rights										
Psychology of Parenthood										
Action Research in Early Childhood and Preschool Education										
The Child and Creativity			+			+				
Sociology of Childhood										

Educational Communication Skills										
Ethics										
Gifted Children										
The Child and the Media										
Attachment in a Lifespan Perspective										
Social and Emotional Learning in the Prevention of Behavioural Problems										
Socio-pedagogical Approach to Children at Risk										
Contemporary Approaches in Early Childhood and Preschool Education										
Traditional Games and Toys										
Decorative Design	+									
Games and Learning through Computers										
Communication through the Performing Arts	+	+	+							
Drama Pedagogy with Practicum	+	+	+							
Dramatic Literature for Children	+	+	+							
Basics of Dramatisation and Adaptation of Literary Texts for Children	+	+	+							
Music in Puppetry	+	+	+							
Behavioural Disorders in Early Childhood										
Drama and Theatre for Children	+	+	+							
Leadership of the Early Childhood and Preschool Education Institution										
Visual Dramaturgy and Puppet Technology	+	+	+							
Puppet Animation with Practicum	+	+	+							
Children's Drama and Puppetry Creativity with Practicum	+	+	+							
Dramatic Stage Speech with Practicum										
Parents and the Child with Special Educational Needs										
The Child and Heritage			+							

Fundamentals of Visual Arts 1				+	+					
Drawing with Practicum				+	+					
Painting with Practicum				+	+					
Three-Dimensional Design with Practicum 1				+	+					
Application of Printmaking Techniques with Practicum				+	+					
Museum Pedagogy with Practicum				+	+					
Fundamentals of Visual Arts 2				+	+					
Psychology of Children's Drawing				+	+					
Art Activities with Non-Didactic Materials				+	+					
Three-Dimensional Design with Practicum 2				+	+					
Fundamentals of Vocal Technique with Practicum						+	+	+		
Instrumental Practicum 1						+	+	+		
Development of Children's Musicality						+	+	+		
Leading a Children's Choir with Fundamentals of Conducting						+	+	+		
Dance Structures with Practicum						+	+	+		
Instrumental Practicum 2						+	+	+		
Group Music Making (SRPOG44)						+	+	+		
Children's Musical Creativity with Practicum						+	+	+		
Music Literature for Children						+	+	+		
Folklore for Children with Practicum						+	+	+		
Aesthetic Gymnastics with Practicum									+	+
Rhythmics and Dance with Practicum 1									+	+
Folklore for Children with Practicum 1									+	+
Planning and Programming of Kinesiological Activities in Early Childhood and Preschool Education									+	+
Rhythmics and Dance with Practicum 2									+	+

Folklore for Children with Practicum 2									+	+
Children's Dance Creativity with Practicum									+	+

3.2. Instructors in the study programme

	Bojan Babin	**Vedran Barbarić**	**Ivana Batarelo Kokić**	**Danijela Blanuša Trošelj**	**Ines Blažević**
CROSBI link	https://www.croris.hr/osobe/profil/34184	https://www.croris.hr/osobe/profil/503	https://www.croris.hr/osobe/profil/22690	https://www.croris.hr/crosbi/searchByContext/2/31781	http://croris.hr/osobe/profil/30051
Title	Assistant Professor	Associate Professor	Full Professor (tenured)	Assistant Professor	Associate Professor
Area	social sciences	humanities	social sciences	social sciences	social sciences
Field	kinesiology	archaeology	pedagogy	pedagogy	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	Juraj Dobrila University of Pula	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	service contract	employment contract
Percentage of employment at the higher education institution	100	100	100		100
Teaching workload at the home institution	529,2 RS	483,3 RS	1149,8 RS		1543,8
Workload at external institutions	-	-	141 RS		162
Planned workload in the new study programme	-	-	-		-
Planned workload at the home institution	529,2 RS	483,3 RS	1149,8 RS		1543,8
Planned workload at external institutions	-	0 RS	-		162

Scientific and review papers in the last 5 years (total)	14	5	23	20	23
Professional papers in the last 5 years (total)	1	0	3	2	2
Total number of citations (Scopus only)	8	10	106	15	32
Total h-index (Scopus only)	2	2	5	2	3
Leader and/or associate on competitive projects (total)	-	2	5	-	1
Leader and/or associate on other projects (total)	-	1	4	2	6
Courses taught in the programme	1. Analysis of Kinesiological Activities in Early Childhood and Preschool Education 2. Planning and Programming of Kinesiological Activities in Early Childhood and Preschool Education	1. Museum Pedagogy with Practicum	1. Gifted Children	1. Professional Development and Lifelong Learning of Preschool Teachers	The Child and Heritage

Training for the acquisition of teaching competences	--		1. Graduate study programme in Pedagogy 2. Master's study programme (Educational Media and Computers) 3. Doctoral study programme (Curriculum and Instruction)	Completed basic studies in preschool education and primary school teaching Doctorate at the Faculty of Education, University of Ljubljana Training on the use of new media and information and communication technology, Zagreb, 2020 “Online knowledge assessment”, FOI, 2020 “Improving the inclusiveness of initial education of early childhood and preschool teachers” and training of trainers, 2021 “Set of workshops in psychology: Assessment of learning outcomes and teachers’ emotional	Teacher Training College in Split Reading and Writing for Critical Thinking Critical thinking in higher education teaching Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes Through teaching competences towards student competences

				intelligence", 14–17 December 2021	

	Marija Brajčić	**Marita Brčić Kuljiš**	**Snježana Dobrota**	**Tonća Jukić**	**Aleksandra Kardum**
CROSBI link	https://www.croris.hr/osobe/profil/22738	https://www.croris.hr/osobe/profil/6559	https://www.croris.hr/osobe/profil/5200	https://www.croris.hr/osobe/profil/25336	https://www.croris.hr/crosbi/publikacija/ocjenski-rad/439459
Title		Full Professor	Full Professor (tenured)	Associate Professor	Adjunct Lecturer
Area	Associate Professor	humanities	social sciences	social sciences	interdisciplinary area of science
Field	interdisciplinary area of science	philosophy	pedagogy	pedagogy	educational sciences (pedagogy, music art)
Home institution	educational sciences	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	Centre for Autism
Type of employment	Faculty of Humanities and Social Sciences, University of Split	employment contract	employment contract	employment contract	service contract
Percentage of employment at the higher education institution	employment contract	100	100	100	0
Teaching workload at the home institution	100	1316 RS	1193 RS	786 RS	240 RS
Workload at external institutions	1386,4 RS	-	-	-	-
Planned workload in the new study programme	-	-	-	-	-
Planned workload at the home institution	-	1316 RS	1193 RS	786 RS	240 RS

Planned workload at external institutions	1386,4 RS	141 RS	-	-	-
Scientific and review papers in the last 5 years (total)	-	10	31	18	2
Professional papers in the last 5 years (total)	26	1	-	1	1
	1	3	142	2	-
	32	1	7	1	-
Leader and/or associate on competitive projects (total)	3	4	1	1	-
Leader and/or associate on other projects (total)	2	5	4	1	-
Courses taught in the programme	1. Fundamentals of Visual Arts 1 2. Fundamentals of Visual Arts 2 3. Three-Dimensional Design with Practicum 1 4. Three-Dimensional Design with Practicum 2 5. Decorative Design	1.1. Ethics	1.Development of Children's Musicality 2.Instrumental Practicum 2 3.Music Literature for Children	1. Action Research in Early Childhood and Preschool Education 2. The Child and Creativity	Music in Puppetry

Training for the acquisition of teaching competences	1. Teaching competences acquired during the study of Art Education and Fine Arts (teacher education track)	1. Faculty of Natural Sciences, Mathematics and Educational Fields, University of Split (1996–2000), completed 6 subject teaching methodologies (degree: graduate primary teacher), 2. Master's study programme in Pedagogy 3. Doctoral study programme in Pedagogy 4. Forum for Freedom in Education, Zagreb (2002/2003), 5. Reading and Writing for Critical Thinking (RWCT) project (all 3 levels completed; workshop leader for education professionals since 2006).	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 Educational Fields, University of Split (1996–2000), completed 6 subject teaching methodologies (degree: graduate primary teacher), 2. 2. Master's study programme in Pedagogy 3. 3. Doctoral study programme in Pedagogy 4. 4. Forum for Freedom in Education, Zagreb (2002/2003), 5. 5. Reading and Writing for Critical	

				Thinking (RWCT) project (all 3 levels completed; workshop leader for education professionals since 2006).	

	Katija Kalebić Jakupčević	**Morana Koludrović**	**Sonja Kovačević**	**Marijo Krnić**	**Jasna Kudek Mirošević**
CROSBI link	https://www.croris.hr/osobe/profil/32109	https://www.croris.hr/osobe/profil/28449	https://www.croris.hr/osobe/profil/12788	https://www.croris.hr/osobe/profil/28944	https://www.croris.hr/osobe/profil/5658
Title	Assistant Professor	Associate Professor	Full Professor	Assistant Professor	Full Professor
Area	social sciences	social sciences	social sciences	interdisciplinary area of science and art	social sciences
Field	psychology	pedagogy	pedagogy	pedagogy and music art	educational rehabilitation sciences
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	University of Zagreb Faculty of Teacher Education
Type of employment	employment contract	employment contract	employment contract	employment contract	service contract
Percentage of employment at the higher education institution	100	100	100	100	0
Teaching workload at the home institution	1192,9 RS	1055,8 RS	1064,2 RS	1370 RS	144 RS
Workload at external institutions	-	-	648 RS	-	-

Planned workload in the new study programme	-	-	-	-	-
Planned workload at the home institution	1192,9 RS	1055,8 RS	1064,2 RS	1370 RS	144 RS
Planned workload at external institutions	-	-	600 RS	-	-
Scientific and review papers in the last 5 years (total)	9	17	19	8	23
Professional papers in the last 5 years (total)	-	6	2	-	1
Total number of citations (Scopus only)	33	90	15	2	52
Total h-index (Scopus only)	3	4	3	1	3
Leader and/or associate on competitive projects (total)	1	1	2	-	2 (1 leader, 1 associate)
Leader and/or associate on other projects (total)	5	11	2	4	5 (2 leader, 3 associate)

Courses taught in the programme	1. Psychology of Children's Drawing 2. Psychology of Parenthood	1.1. The Child and the Media	1.Educational Communication Skills	1. Leading a Children's Choir with Fundamentals of Conducting 2. Fundamentals of Vocal Technique with Practicum 3. Instrumental Practicum 1 4. Instrumental Practicum 2 5. Group Music Making (music module) 6. Group Music Making (movement module)	1.Support Strategies for Children with Special Educational Needs

Training for the acquisition of 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)	1. Teacher Training College (graduate primary teacher) 2. Master's study programme in Pedagogy 3. Doctoral study programme in Pedagogy 4. Reading and Writing for Critical Thinking 5. Beginner and advanced course in therapeutic storytelling "Stories Know the Right Way" (Waldorf pedagogy) 6. Critical reading and questioning of media messages, Module 1 of the Media Literacy Competence Framework (ASOO)	1. Reading and Writing for Critical Thinking	1. Undergraduate study programme in Music Pedagogy, University of Split 2. Passed the professional examination for music teachers 3. Undergraduate and graduate study programme for singing teachers, University of Split 4. Postgraduate doctoral study programme in Pedagogy, University of Mostar	1. Completed basic studies in preschool education and primary school teaching 2. Doctorate at the Faculty of Education, University of Ljubljana 3. Training on the use of new media and information and communication technology, Zagreb, 2020 4. "Online knowledge assessment", FOI, 2020 5. "Improving the inclusiveness of initial education of early childhood and preschool teachers" and

					training of trainers, 2021 6. “Set of workshops in psychology: Assessment of learning outcomes and teachers’ emotional intelligence”, 14–17 December 2021

	Dubravka Kuščević	**Anita Lunić**	**Toni Maglica**	**Dodi Malada**	**Branimir Mendeš**
CROSBI link	https://www.croris.hr/osobe/profil/2588	https://www.croris.hr/osobe/profil/33452	https://www.croris.hr/osobe/profil/34072	https://www.croris.hr/crosbi/searchByContext/2/36340	https://www.croris.hr/osobe/profil/27575
Title	Associate Professor	Senior Assistant	Assistant Professor	Assistant Professor	Assistant Professor
Area	interdisciplinary area of science	humanities	social sciences	social sciences	social sciences
Field	educational sciences	interdisciplinary humanities	educational rehabilitation	kinesiology	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	University of Zadar	Faculty of Humanities and Social Sciences in Split
Type of employment	employment contract	employment contract	employment contract	service contract	employment contract
Percentage of employment at the higher education institution	100	100	100	0	100
Teaching workload at the home institution	1023,8 RS	819,2 RS	1389 RS	568 RS	1281,9 RS
Workload at external institutions	-	-	81 RS	-	168 RS
Planned workload in the new study programme	-	-	-	-	-
Planned workload at the home institution	1023,8 RS	819,2 RS	1389 RS	568 RS	1281,9 RS
Planned workload at external institutions		-	108 RS	-	168 RS
Scientific and review papers in the last 5 years (total)	23	5	22	5	8
Professional papers in the last 5 years (total)	2	-	1	4	2

Total number of citations (Scopus only)	68	6	52	-	10
Total h-index (Scopus only)	3	1	5	-	2
Leader and/or associate on competitive projects (total)	-	5	2	-	Yes (associate)
Leader and/or associate on other projects (total)	-	2	3	-	-
Courses taught in the programme	1. Application of Printmaking Techniques with Practicum 2. Art Activities with Non-Didactic Materials	1.1. Ethics	1. Socio-pedagogical Approach to Children at Risk 2. Contemporary Childhood and Children's Rights 3. Behavioural Disorders in Early Childhood 4. Social and Emotional Learning in the Prevention of Behavioural Problems 5. Parents and the Child with Special Educational Needs	1. Dance Structures with Practicum (music module) 2. Aesthetic Gymnastics with Practicum 3. Rhythmics and Dance with Practicum 1 and 2 4. Folklore for Children with Practicum 1 and 2 (movement module) 5. Children's Dance Creativity with Practicum	1. Pedagogical Ideas and Trends in Early Childhood and Preschool Education 2. Traditional Games and Toys

Training for the acquisition of teaching competences	1. Graduate study programme for primary school teachers 2. Graduate study programme for teachers of art education and fine arts 3. Reading and Writing for Critical Thinking	1. Education in the pedagogical group of courses during regular studies 2. Educational conference Through Teaching Competences towards Student Competences (Faculty of Humanities and Social Sciences in Split), March 2023	-		1. Basic 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 childhood and preschool teachers and training of trainers (2021) 5. Through teaching competences towards student competences (2023)

	Anđela Milinović Hrga	**Jure Radnić**	**Tatjana Ravlić**	**Ina Reić Ercegovac**	**Ivana Restović**
CROSBI link	https://www.croris.hr/crosbi/searchByContext/2/28946	/	/	https://www.croris.hr/osobe/profil/3479	https://www.croris.hr/crosbi/searchByContext/2/30745
Title	Associate Professor	Assistant Professor (arts)	Associate Professor	Full Professor	Associate Professor
Area	humanities	Arts	Arts	social sciences	natural sciences

Field	philology	Dance and movement art, branch: stage movement	Visual arts	psychology	biology
Home institution	Faculty of Humanities and Social Sciences, University of Split	Academy of Dramatic Art, University of Zagreb	Arts Academy in Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	External associate	External associate	employment contract	Employment contract
Percentage of employment at the higher education institution	100			100	100
Teaching workload at the home institution	894,8 RS			876,6 RS	751,2 RS
Workload at external institutions	141 RS	-		-	-
Planned workload in the new study programme	-	-		-	-
Planned workload at the home institution	894,8 RS			876,6 RS	751,2 RS
Planned workload at external institutions	262,5 RS	-		-	-

Scientific and review papers in the last 5 years (total)	10	Programme design for the Hvar Summer Festival, 2018–2026 Šuma Striborova, Žar ptica, stage movement associate The Imaginary Invalid, Marin Držić Theatre, stage movement associate Amphitryon, MUZA, ADU, ALU, Croatian National Theatre in Zagreb, stage movement associate Dankovo srce, Split City Puppet Theatre, director Krava na Mjesecu, Split City Puppet Theatre, director Charlie and the Chocolate Factory, Trešnja Theatre, actor Edward II, Hotel Bulić Theatre, actor Smogovci, Trešnja Theatre, actor U agoniji, Hotel Bulić Theatre, actor Smrveni i Smlavi, Trešnja Theatre, actor	Solo exhibitions: 2025 Nove slike (New Paintings), Croatian Academy of Sciences and Arts, Milesi Palace, Split 2025 Ljeto i renesansa (Summer and Renaissance), Old Town Hall, Split 2022 participant in the project of an artistic glossary of public space, open art workshop, Drniš Organiser and mentor of UMAS student exhibitions: 2024 END–START, Studio 21 Gallery, Split 2022 END–START, Studio 21 Gallery, Split	27	11

		Mitomanija, Trešnja Theatre, actor			
Professional papers in the last 5 years (total)	-			-	1
Total number of citations (Scopus only)	0			301	168
Total h-index (Scopus only)	0			9	7
Leader and/or associate on competitive projects (total)	2 (associate)			1 (leader), 3 (associate)	3
Leader and/or associate on other projects (total)	/			7	1
Courses taught in the programme	1. Croatian Language as a Language of Academic Communication	1. Drama Pedagogy with Practicum	1. Drawing with Practicum 2. Painting with Practicum	1. Psychology of Parenthood	1. Education for Sustainable Development

Training for the acquisition of teaching competences	1. Graduate study programme in Croatian and English Studies – teacher education track 2. Passed the professional examination for teachers of Croatian 3. Reading and Writing for Critical Thinking		2005 Postgraduate study at the Institute for Art in Context, Berlin University of the Arts (Institut für Kunst im Kontext, UdK Berlin) 1999 Graduated in painting from the Academy of Fine Arts in Rome (Accademia di Belle Arti di Roma)	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)	1. Graduate study programme in Biology and Chemistry, teacher education track 2. Passed the professional examination for teachers of biology and chemistry 3. You're INVITED: Integrating virtual exchange projects with young learners into language teacher education. eTwinning ITE conference: Advancing basic skills and innovation through eTwinning for future teachers. 27-29 November

					2025. Milan, Italy 4. Digital, international citizens home and abroad. eTwinning ITE conference: Advancing basic skills and innovation through eTwinning for future teachers. 27-29 November 2025. Milan, Italy 5. “Training of university teachers to promote the inclusiveness of initial education of early childhood and preschool teachers”, 2021, INPUTI project, University of Zagreb, Faculty of

					Teacher Education 6. 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 7. Operational Programme Efficient Human Resources 2014–2020, project: Innovating teacher and preschool teacher education programmes by applying the CROQF, University of Zagreb,

					Faculty of Teacher Education 8. Integration of blind and visually impaired persons into the education system, project Let's Study Together!, 2014, Faculty of Humanities and Social Sciences, Split

	Anita Runjić-Stoilova	**Sanja Stanić**	**Suzana Tomaš**	**Tea-Tereza Vidović Schreiber**
CROSBI link	https://www.croris.hr/crosbi/searchByContext/2/485	https://www.croris.hr/osobe/profil	https://www.croris.hr/osobe/profil/28442	https://www.croris.hr/osobe/profil/31857
Title	Full Professor	Full Professor	Associate Professor	Assistant Professor
Area	humanities	social sciences	social sciences	humanities
Field	philology	sociology	pedagogy	philology
Home institution	Faculty of Humanities and Social Sciences in 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

Percentage of employment at the higher education institution	100	100	100	100
Teaching workload at the home institution	1053,5 RS	1136 RS	1190,7 RS	1324,8 RS
Workload at external institutions	243 RS	-	-	-
Planned workload in the new study programme	-	-	-	-
Planned workload at the home institution	1053,5 RS	1136 RS	1190,7 RS	1324,8 RS
Planned workload at external institutions	525 RS	162 RS	-	141 RS
Scientific and review papers in the last 5 years (total)	14	9	19	24
Professional papers in the last 5 years (total)	1	-	2	2
Total number of citations (Scopus only)	1	15	41	6
Total h-index (Scopus only)	-	11	3	6
Leader and/or associate on competitive projects (total)	1 (leader), 1 (associate)	-	associate (1)	1
Leader and/or associate on other projects (total)	-	0	associate (4)	

Courses taught in the programme	1.1. Dramatic Stage Speech with Practicum	1.1. Sociology of Childhood	Information and Communication Technology in Education	1. Dramatic Literature for Children 2. Drama and Theatre for Children 3. Basics of Dramatisation and Adaptation of Literary Texts for Children
Training for the acquisition of teaching competences	1. Graduate study programme in Phonetics and Russian Language and Literature, Faculty of Humanities and Social Sciences, University of Zagreb	1. Regular study programme with teaching competences	Games and Learning through Computers	-

	Ivana Visković	**Lidija Vlahović**	**Marijana Županić Benić**	**Bruna Bebić**
CROSBI link	CroRIS – Persons www.croris.hr/osobe/profil/32767	https://www.croris.hr/osobe/profil/16597	MBZ 363191 https://www.croris.hr/osobe/profil/33902	
Title	Associate Professor	Adjunct Full Professor	Associate Professor	*Full Professor (arts)*
Area	social sciences	social sciences	social sciences	*Arts*
Field	pedagogy	kinesiology	pedagogy	*Theatre arts (performing and media arts)*

Home institution	Faculty of Humanities and Social Sciences, University of Split	retired (FFST)	University of Zagreb, Faculty of Teacher Education	*Arts Academy in Split*
Type of employment	employment contract	service contract	service contract	*External associate*
Percentage of employment at the higher education institution	100	0	0	
Teaching workload at the home institution	1578 RS	0	49,6 RS	
Workload at external institutions	-	-	-	
Planned workload in the new study programme	-	-	-	
Planned workload at the home institution	1578 RS	186,3	49,6 RS	
Planned workload at external institutions	-	-	-	
Scientific and review papers in the last 5 years (total)	40		25	**Roles – theatre** Olja Savičević Ivančević "Ljeta s Marijom", dir. Marina Pejnović, 2025 – Mašina majka, Mrs Novak A. Tomić, J. Kovačić, I. Martinić "Priče s trajekta", dir. Anica Tomić, 2024 – Katineta J. Pavičić "Crvena voda", dir. Ivica Buljan, 2023 – Uršula Rokov (alternating cast)

				<u>Roles – film, TV and radio productions</u> Film “Bosanski lonac”, dir. P. Marinković, 2023 – Dragica TV programme “Što je klasik”, ed. K. Lisak Vidović, HRT 2022 – Agatha Christie Short film “Mliječni zubi”, dir. J. Schmuch, 2021 – Josipa Short film “Tango siesta”, dir. D. Božanić, 2021 – Mater Film “Odsutnost teleprisutnosti”, dir. Dan Oki, 2020 – Grandmother **<u>Director</u>** Marko Marulić “Judita”, prod. Split City Puppet Theatre and UMAS, 2021/2024 – dramatic adaptation and direction
Professional papers in the last 5 years (total)	2	5	1	**<u>Professional collaboration</u>** V. and L. Mavretić “Dankovo srce”, dir. J. Radnić, Split City Puppet Theatre, June 2024 – stage speech associate **“The Actor and the Translated Dramatic Text”, lecture and workshop, Translab – Literary Translation Laboratory,**

				Zagreb, 2020 – workshop leader G. Verdi “I Lombardi”, dir. Robert Bošković, Croatian National Theatre Split and Split Summer Festival 2020 – assistant director, libretto translation **<u>Graduation performances (Master's), mentor</u>** V. Schmidt “Lisica”, UMAS, Scena A Split, 2023 S. Alexievich “Elena Razdujeva”, UMAS, Split City Youth Theatre, 2021 L. B. Knausgaard “Obitelj svjetla”, based on the novel “Welcome to America”, UMAS, MKC Split, 2021 **<u>Final performances (Bachelor's), mentor</u>** H. Pinter “The Caretaker”, UMAS, Scena A, 2023 M. Marulić “Judita”, Split City Puppet Theatre and UMAS, Meštrović Crikvine – Kaštilac, 2021, and 67th Split Summer Festival 2021 S. Kane “Crave/Psychosis”, UMAS, Scena A, 2019; Quasimodo Club, Split, 2020

Total number of citations (Scopus only)	79	17	8	
Total h-index (Scopus only)	6	3	2	
Leader and/or associate on competitive projects (total)	1	-	-	**<u>Projects</u>** **Brian Friel's Molly Sweeney – drama performance in cooperation with UMAS, Croatian National Theatre in Šibenik and the County Association of the Blind Split, 2018, project leader** **Marko Marulić's Judita – drama performance in cooperation with UMAS, Split City Puppet Theatre and the Meštrović Gallery in Split, 2021, 2025, project leader** **UMAS graduation and final performances – final student projects, 2022, 2023, 2024, 2025, project leader** **UMAS Festival 2024, 2025, 2026 – associate and programme coordinator**
Leader and/or associate on other projects (total)	2	-	leader (1)	
Courses taught in the programme	1. Culture of the Early Childhood and Preschool	1. Planning and Programming of Kinesiological Activities in Early	1. Visual Dramaturgy and Puppet Technology 2. Puppet Animation with Practicum	**1. Communication through the Performing Arts**

	Education Institution 2. Quality and Identity of the Early Childhood and Preschool Education Institution 3. Contemporary Approaches in Early Childhood and Preschool Education 4.	Childhood and Preschool Education		
Training for the acquisition of teaching competences	1. Improving the inclusiveness of initial education of early childhood and preschool teachers and training of trainers (2021) (co-leader) 2. Study visit, Western Norway University of Applied Sciences, Bergen, Norway	1.	1. Completed basic studies at the Faculty of Teacher Education in Zagreb 2. Doctorate in Pedagogy at the Faculty of Humanities and Social Sciences, University of Zagreb	1. "Superego" 2. "Personal Qualities" 3. "Working with Trauma" 4. "Body Pulsations" 5. "Family Constellations" 6. "Working with People" 7. "Creative Development"

			3. Training “Contemporary methods and strategies in higher education”, 20 December 2019, Faculty of Teacher Education in Zagreb	