U N I V E R S I T Y O F S P L I T

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME *ENGLISH STUDIES:*

Language and Communication (single-major); Teacher Education (double-major) and Translator-Interpreter Education (double-major)

SPLIT, December 2025

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	Graduate Study Programme *English Studies: Language and Communication* (single-major), *Teacher Education* (double-major), *Translator-Interpreter Education* (double-major)		
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	Humanities; Philology		
ISCED FoET classification			

Programme duration (semesters, years)	4 semesters, 2 years
Number of ECTS points acquired on completion of study programme	By completing the double-major study programme, 60 ECTS points are acquired, and by completing the single-major study programme, 120 ECTS points are acquired.
Academic or professional title, i.e. academic degree	*Master of Arts (MA) in English Studies* (single-major and double-major specialising in translator-interpreter education) mag.philol.angl. *Master of Education (MEdu) in English Studies* (double-major specialising in teacher education) mag.educ.philol.ang.
Language of delivery	Croatian[1]
Place of delivery	Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for students in regular and special status)	45 – regular status + 3 for international students (non-EU)

[1] Instruction in courses within the field of English studies is conducted exclusively in English, while instruction in general courses in teaching competences (Fundamentals of Pedagogy, Didactics, Educational Psychology, and Sociology of Education) is conducted in Croatian.

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 in English Studies educates specialists in the humanities with broad knowledge and competences in the areas of the English language, literature, and linguistics. At the graduate level, students acquire general and specific specialist knowledge in English studies, depending on their chosen specialisation. Compared to the undergraduate study programme, the graduate programme enables the acquisition of teaching, translation, and scientific research competences, knowledge, and skills that are essential for students' future professional career and development. Instruction in courses within the field of English studies is conducted exclusively in English, except in courses dealing with translation from Croatian into English or from English into Croatian. Instruction in general courses in teaching is conducted in Croatian. Upon completion of the teaching specialisation, Masters of Education in English Language and Literature are qualified for employment in primary and secondary schools and foreign language schools. Upon completion of the translation specialisation, Masters of Arts in English Studies are fully trained in all forms of oral and written translation. Upon completion of the single-major graduate programme, Masters of Arts in English Studies are qualified to continue their education in doctoral studies as well as engage in scientific research at institutions and organisations concerned with the study of language and literature. The graduate study programme at the Department of English Language and Literature is designed in accordance with contemporary considerations of the structure of English language and literature studies. Through an interdisciplinary approach to language and literature, continuous revision of compulsory courses, and the introduction of new electives, the programme ensures the conditions necessary for a comprehensive understanding of the nature and functioning of a second language. The modes of instruction implemented within this study programme create the necessary conditions for the development of critical thinking and the encouragement of creativity as necessary prerequisites for professional and scientific pursuits and further development.

The university graduate study programme in English Studies is fully aligned with the vision and mission of the Faculty of Humanities and Social Sciences in Split and with all its development and strategic documents, namely: the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*, the *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2021–2025 period*, and the *Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027)*. The study programme is in accordance with all strategic areas defined in the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025* in the following ways:

- Strategic area: *Study Programmes, Teaching, and Students*

The Department of English Language and Literature systematically strengthens its graduate study programme by introducing new elective courses in accordance with students' needs and interests and the needs of the labour market. Other elective courses are regularly revised, and some are discontinued. Lifelong learning programmes are continuously developed. For instance, teacher training programmes have already been developed (e.g. English for Higher Education Teachers), and the development of programmes in the field of translation, in the form of micro-credentials, is currently underway. The teaching staff at the Department of English Language and Literature, involved in the implementation of the graduate study programme, continuously improve their teaching competences by participating in various teacher training programmes. The programmes

offered by the Department of English Language and Literature are delivered in English and are open to international mobility of students and teaching staff, primarily through the Erasmus+ programme, with overall international mobility being exceptionally high. In addition, students specialising in teacher education have the opportunity to undertake professional internships at foreign institutions, which enables them to gain insight into the European aspect of teaching English. The Department of English Language and Literature supports and encourages various student activities through joint participation in the organisation of faculty events and activities (e.g. Advent at FFST, Friendship in May, etc.).

- Strategic area: *Science and Research*

At the Department of English Language and Literature, research is conducted in the fields of philology and literary studies, and interdisciplinarity within the humanities is encouraged. Teaching staff involved in the graduate study programme in English Studies regularly publish scientific and professional papers in reputable journals, publish authored and edited books, and participate in international scientific and professional conferences through presentations. Teaching staff are active members of numerous national and international professional associations and bodies (HDPL – Croatian Association for Applied Linguistics, Croatian Philological Society, EALTA – European Association for Language Testing and Assessment, HUPE – Croatian Association of Teachers of English, Croatian Association for American Studies, Croatian Association for English Studies – ESSE branch, Croatian-Canadian Academic Society, Association of Adaptation Studies, etc.) and serve as members of editorial boards and as reviewers for a number of scientific and professional journals. Within the university graduate study programme in English Studies, students are introduced to scientific research, and teaching staff co-author scientific and professional papers with them within the scope of their master's theses.

- Strategic area: *The Faculty in its Environment*

Students of the university graduate study programme in English Studies may apply for a professional internship within the course *Work-based Learning at a Partner Institution* and, upon completion of the course, obtain an additional 5 ECTS credits. The aim of the course is to enable students' inclusion in a real working environment, and students' work is mentored by two mentors: one mentor from the partner institution and one mentor (teacher) from the Faculty of Humanities and Social Sciences. Thanks to partnerships with institutions outside the higher education system, such as foreign language schools and various cultural, media, and economic institutions, students of the graduate study programme in English Studies are enabled to acquire practical teaching and translation competences.

- Strategic area: *Operations and Organisation*

At the Department of English Language and Literature, the professional activities of the teaching staff are organised within two chairs: the Chair of English and Applied Linguistics and the Chair of Literature in English. The teaching staff of the Department of English Language and Literature contribute to the development, advancement, and effective functioning of the Faculty of Humanities and Social Sciences through their participation in the work of its committees and boards, as well as through their support for various promotional initiatives and activities.

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

The university graduate study programme *English Studies* meets the institutional requirements for comparability with related accredited programmes in the Republic of Croatia and European Union countries, in accordance with the relevant legislation (Act 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) and in accordance with the guidelines of the university (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional quality assurance systems (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). The programme received accreditation from the Ministry of Science, Education and Sport in 2007. In its current version, the outline of the university graduate study programme *English Studies* has been in effect since 23 December 2015, and records of changes made to the study programme have been recorded ever since. The outline itself, as well as the implemented changes, are aligned with the relevant documents adopted in that period (the development strategies of the Faculty of Humanities and Social Sciences in Split and the accompanying action plans are available at www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije). Current modifications to the programme are carried out in accordance with currently valid documents, including the Scientific Strategy of the University of Split 2022–2026 (https://arhiva.unist.hr/DesktopModules/Bring2mind/DMX/API/Entries/Download?language=hr-HR&EntryId=2182&Command=Core_Download&PortalId=0&TabId=1846), the Development Strategy of the Faculty of Humanities and Social Sciences (2021–2025) (https://www.ffst.unist.hr/_download/repository/Razvojna_strategija_FFST_2021._-_2025..pdf), the Action Plan for 2023 (https://www.ffst.unist.hr/_download/repository/Akcijski%20plan%20za%202023%200209%5B2%5D.pdf), and the Action Plan of the Department of English Language and Literature (academic years 2022/2023 to 2027/2028).

By reviewing the Register of Study Programmes of the Ministry of Science and Education and by examining and analysing graduate-level study programmes in English language and literature in the Republic of Croatia and European Union countries, it has been established that the university graduate study programme *English Studies* is comparable to the following university graduate study programmes in the Republic of Croatia: *English Language and Literature* (double-major) at the Faculty of Humanities and Social Sciences, University of Rijeka; *English Studies* (double-major) at the University of Zadar; *English Language and Literature* (double-major) at the Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek; and *English Studies* (double-major) at the Faculty of Humanities and Social Sciences, University of Zagreb. The programme is also comparable to related programmes in European Union countries, for example, the double-major graduate study programme in English Language and Literature at the Faculty of Arts, University of Ljubljana, Slovenia (https://anglistika.ff.uni-lj.si/), and the graduate university study programme in English Studies at Eötvös Loránd University in Hungary (The School of English and American Studies, https://www.elte.hu/en/english-studies-ma). Within the mentioned programmes, there are courses with the same or similar titles, and the content of certain courses significantly overlaps, so that the knowledge, skills, and competences acquired upon completion of the graduate level of study largely coincide.

For many years, students of the university graduate study programme *English Studies* have successfully participated in student mobility (Erasmus+) at foreign universities with which the Faculty of Humanities and Social Sciences in Split has signed bilateral agreements (the list of universities is available at https://arhiva.unist.hr/me%C4%91unarodna-suradnja/sporazumi-o-suradnji/erasmus-me%C4%91uinstitucijski-sporazumi/suradnja-me%C4%91u-programskim-drzavama), which is also confirmation that the study programme is compatible with related programmes throughout the European Union. Through the Erasmus+ programme, students also undertake professional internships at international partner institutions of the Faculty (https://www.ffst.unist.hr/studiji/nastavne_baze).

Students of the university graduate study programme *English Studies* participate in all quality assurance processes and in the work of all relevant bodies, committees, departments, and centres as prescribed by national, university, and faculty regulations, rulebooks, and procedures. In addition to the Department of English Language and Literature itself, students' wellbeing and their specific needs are supported by the Student Counselling Centre (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata), which provides educational and counselling activities, including free and confidential individual and group counselling aimed at helping and supporting students in resolving personal difficulties, achieving academic success,

increasing study efficiency, and improving quality of life. Students' well-being is also supported by the Career Planning and Development Centre (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera), whose aim is to encourage the development of students' potential, develop their career planning and management skills, and match them with potential employers. For study-related needs, students have access to the Student Office (https://www.ffst.unist.hr/za_studente/studentska_sluzba), which informs them about their obligations and provides support throughout their studies by ensuring the necessary procedures and forms.

The university graduate study programme *English Studies* ensures impartiality and transparency in all procedures and has defined mechanisms for handling complaints and other relevant areas. At the beginning of their studies and the academic year, the Head of the Department of English Language and Literature informs students about standards and regulations related to the protection of student rights, their obligations, and responsibilities. Regarding procedures for resolving student complaints and protection of rights, students may contact the Head of Department, the Vice Dean for Teaching and Student Affairs, the Ethics Committee, the Student Ombudsperson of the Faculty of Humanities and Social Sciences, and the Student Ombudsperson of the University of Split. Students are informed of these possibilities by the Head of Department at the beginning of their studies. Mechanisms for resolving student complaints and protecting their rights are based on the Code of Ethics (https://www.ffst.unist.hr/_download/repository/Eticki_kodeks.pdf) and other documents that ensure ethical conduct in the planning and implementation of the study programme and the achievement of learning outcomes. These documents are available on the Faculty website (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks) and include:

- mechanisms for reporting internal irregularities: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti,
- Rulebook on the Procedure for Internal Reporting of Irregularities and the Appointment of a Confidential Person: https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf,
- mechanisms for protection against discrimination and harassment: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

Quality assurance at the level of the study programme and individual courses is defined in the section *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences* 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),
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf),
- Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902),
- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf),

- Study Rulebook of the University of Split (https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf),
- Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf)

In addition to the above, quality assurance at the level of the study programme and courses is defined in key documents published on the Faculty website (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). The university graduate study programme *English Studies* has defined and published standards and regulations for assessing acquired learning outcomes (examination procedures), which are regularly revised. Standards and regulations for assessing acquired learning outcomes are defined in the syllabus of each course in this outline in the sections *Student obligations, Monitoring student work, Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met.*

Instructors who teach courses in the university graduate study programme *English Studies* regularly engage in professional development in their respective fields through projects, scientific and professional publications, and participation in scientific and professional conferences. In addition, they engage in teacher training through activities organised by the Faculty of Humanities and Social Sciences in Split and other institutions. Records are kept of teacher training activities organised by the Faculty.

The university graduate study programme *English Studies* is fully outlined and implemented within the Higher Education Institutions Information System (ISVU). This system enables the collection, management, processing, and reporting of statistical data related to the organisation, implementation, and quality assurance of the study programme.

The study programme has mechanisms for involving students with the Faculty's business partner institutions and the labour market. For example, within the compulsory course *Practicum and Teaching Practice*, students in the second year of the graduate study programme undertake teaching practice in primary and secondary schools, i.e. placement schools of the Faculty of Humanities and Social Sciences in Split, with which the Department of English Language and Literature has long-standing successful cooperation (https://www.ffst.unist.hr/studiji/vjezbaonice). In addition, students undertake professional internships at international partner institutions of the Faculty, such as Istituto San Leone Magno in Rome and Istituto Folgore San Giminiano in Naples. The list of international partner institutions is available at https://www.ffst.unist.hr/studiji/nastavne_baze.

The study programme is aligned with the minimum training requirements prescribed by Directive 2005/36/EC of the European Parliament and Council on the recognition of professional qualifications of 7 September 2005 and with the Act on Regulated Professions and Recognition of Foreign Professional Qualifications. This study programme qualifies students for the following regulated professions: secondary school teacher and primary school teacher (http://reguliraneprofesije.azvo.hr/hr/profesije/?profession=431).

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

The study programme is open to horizontal and vertical student mobility. Students of related study programmes from other higher education institutions may continue their education by transferring

to the university graduate study programme in English Studies at the Faculty of Humanities and Social Sciences in Split, and vice versa. Elective courses within the study programme may also be taken by students of other study programmes at the Faculty of Humanities and Social Sciences, provided that their proficiency in English is at the C1 to C2 level. Students who complete this graduate study programme may continue their education by enrolling in corresponding postgraduate specialist programmes or postgraduate doctoral programmes. At the Faculty of Humanities and Social Sciences in Split, they may further pursue scientific research by enrolling in the doctoral programme *Humanities*. Student mobility is also enabled through participation in international exchange programmes for study or professional internships, primarily through the Erasmus+ programme.

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

To enrol in the university graduate study programme in English Studies at the Faculty of Humanities and Social Sciences in Split, a completed accredited double-major undergraduate study programme in English Language and Literature is required. An acquired minimum of 90 ECTS credits (i.e. 180 ECTS credits) is required upon enrollment. The double-major programme may be combined with all double-major programmes offered by the Faculty of Humanities and Social Sciences in Split. The study programme lasts two years (four semesters). Upon completion of the university graduate study programme in English Studies (double-major), a minimum of 60 ECTS credits is obtained out of the total minimum of 120 ECTS credits required for a university graduate study programme, while 120 ECTS credits are obtained through completion of the single-major specialisation. Terms of enrolment in a higher year of study are regulated by the Decision on Terms of Enrolment in Higher Years of Study adopted by the Faculty of Humanities and Social Sciences in Split for each academic year. Students have the option of enrolling in the course *Work-based Learning at a Partner Institution*, which does not count towards their study workload and is delivered in cooperation with the Faculty's partner institutions. Students may apply for a professional internship and, upon successful completion of the course, obtain an additional 5 ECTS credits.

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

Upon completion of the university graduate study programme in English Studies (all specialisations), the student is able to:

- understand theories, concepts, and principles of various fields within English studies;
- discuss contemporary theoretical approaches to the study of English as a second language;
- discuss contemporary theoretical approaches to the study of Anglophone literature as well as the historical development of literature in the English language;
- apply acquired theoretical knowledge in the field of English language to linguistic research and practical work;
- conduct critical analyses and summarise data in English;
- deliver oral presentations in English;
- write independent professional papers in English;
- continue their academic education in the field of English language and literature at the postgraduate (doctoral and specialist) level.

Upon completion of the teacher education specialisation, the student understands the nature of the teaching process and is familiar with procedures and techniques of foreign language teaching and is able to:

- select appropriate strategies for teaching English language and literature;
- design and deliver lessons in English as a foreign language, catering to different proficiency levels and at various educational institutions (primary and secondary schools, foreign language schools);

- conduct assessment in the process of teaching English as a foreign language in accordance with educational aims and student proficiency levels.

Upon completion of the translator-interpreter education specialisation, the student is able to:
- translate professional texts from English into Croatian and from Croatian into English;
- translate literary texts from English into Croatian and from Croatian into English;
- perform consecutive interpreting;
- perform simultaneous interpreting.

Upon completion of the single-major (research-oriented) specialisation, the student is able to:
- acquire, integrate, and critically examine principles and concepts that connect English linguistics with cognitive and computer sciences, discourse theory, and poetics;
- demonstrate interdisciplinary awareness in the study of English language and literature;
- interpret and demonstrate practical abilities in text analysis in English (literary, film, audio-visual);
- demonstrate the ability to critically link ideas within the study of English language and literature;
- deliver a high-quality oral presentation in English;
- conceptualise and produce a scientific research paper or a professional paper in the field of English language and literature.

1.6. Structure and form of delivery

The university graduate study programme in English Studies lasts two years, i.e. four semesters. The programme has three specialisations: *Language and Communication* (single-major), *Teacher Education* (double-major), and *Translator-Interpreter Education* (double-major). In double-major programmes, students must obtain 15 ECTS credits per semester, and in the single-major programme, 30 ECTS credits per semester. In the single-major specialisation programme, all courses are elective, with students having the option of enrolling in one elective course from another study programme at the Faculty of Humanities and Social Sciences in Split. In the teacher education specialisation programme, the total number of ECTS credits from compulsory courses in the first year amounts to 10 per semester, which means that students choose one elective course per semester, while in the translator-interpreter education specialisation programme the number of ECTS credits from compulsory courses in the first year of the programme and in the second year of both double-major specialisations is 5 ECTS credits, which means that students choose two elective courses per semester. Some elective courses may also be taken by students from other study programmes of the Faculty of Humanities and Social Sciences in Split, provided that their proficiency in English is at the C1 to C2 level. Student obligations during the course of study are defined by individual course syllabi (see course descriptions), and their obligations regarding class participation, as well as the pace of study and examination schedules, are determined by the regulations of the Faculty of Humanities and Social Sciences in Split.

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*, students, in agreement with their supervisor, register the topic of their master's thesis in the final year of study, no later than the final week of class in the winter semester. The Department Council of English Language and Literature approves the topic and supervisor. Requirements for registering a master's thesis defence: successfully completed the fourth (summer) semester of the second year of the graduate	

	study programme and completion of all other enrolled courses (50 ECTS; the course *Master's Thesis* carries 10 remaining ECTS).
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	After successfully passing all the exams and obtaining a positive grade for the thesis from the supervisor, the student defends his/her thesis before a committee consisting of three members.

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

Teacher Education Specialisation

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Second Language Acquisition	Danijela Šegedin Borovina, PhD, assistant professor	30	0	15	5	C
Educational Psychology[2]	Goran Kardum, PhD, full professor with permanent tenure	30	0	30	2.5	C
Sociology of Education	Toni Popović, PhD, assistant professor	30	0	30	2.5	C

LIST OF COURSES						
Year of Study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Glottodidactics	Danijela Šegedin Borovina, PhD, assistant professor	30	0	15	5	C
Fundamentals of Pedagogy[3]	Sani Ćavar, PhD, assistant professor	30	0	30	2.5	C
Didactics	Morana Koludrović, PhD, associate professor	30	0	30	2.5	C

LIST OF COURSES
Year of study: 2
Semester: 3

[2] The courses Educational Psychology and Sociology of Education are joint compulsory courses in the double-major graduate study programme with a teaching specialisation. The credits are evenly distributed between the two study programmes (2.5 ECTS credits for each course, 5 ECTS credits in total).

[3]The courses Didactics and Fundamentals of Pedagogy are joint compulsory courses in the double-major graduate study programme with a teaching specialisation. The credits are evenly distributed between the two study programmes (2.5 ECTS credits for each course, 5 ECTS credits in total).

COURSE	LEAD INSTRUCTOR	L	P	S	F[4]	ECTS	STATUS
English Language Teaching Methodology	Mirjana Semren, PhD, assistant professor	30	0	15	0	5	C

LIST OF COURSES							
Year of study: 2							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Practicum and Teaching Practice	Mirjana Semren, PhD, assistant professor	0	30	45	0	5	C
Master's Thesis		0	0	0	0	10	C

LIST OF COURSES[5]							
Year of study: 1-2							
Semester: 1-3							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
African American Novel	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Ecocriticism and Literature	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Formal Aspects of Translation: Theory and Computer Methodology	Marija Knežević, PhD, senior language instructor	15	0	30	0	5	E
James Joyce	Brian Willems, PhD, full professor	15	0	30	0	5	E
Languages in Contact	Ivana Petrović, PhD, associate professor	30	0	15	0	5	E
Language Change	Nataša Stojan, PhD, associate professor	15	0	30	0	5	E
Language and Society	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Language and Literature	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Language, Media, and Communication	Ivana Petrović, PhD, associate professor	15	0	30	0	5	E
Literary Text and Discourse	Simon Ryle, PhD, full professor	30	0	30	0	5	E
Literary Cinema	Brian Willems, PhD, full professor	15	0	30	0	5	E

[4] Field work.

[5] The student selects elective courses from the list of elective courses defined by the Implementation Plan of the Study Programme for the current academic year, taking into account the required total number of ECTS credits of compulsory and elective courses (the student must enrol in a total of 15 ECTS credits per semester).

Korean and East-Asian Literature and Film in the Euro-Asian Context	Brian Willems, PhD, full professor	30	0	15	0	3	E
Creative Writing	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Critical Discourse Analysis	Nataša Stojan, PhD, associate professor	30	0	15	0	3	E
Media Culture	Brian Willems, PhD, full professor	15	0	30	0	5	E
Multiculturalism, Identity, Literature: Canada and the United States	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Instructional Materials for English Language Teaching	Mirjana Semren, PhD, assistant professor	15	0	30	0	3	E
Neo-Victorianism and Victorian Heritage	Brian Willems, PhD, full professor	30	0	30	0	5	E
Underworlds: Subterranean Poetics	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Teaching English to Young Learners	Danijela Šegedin Borovina, PhD, assistant professor	15	0	30	0	5	E
The History of English Language	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Psycholinguistics and Cognitive Aspects of Language	Mirjana Semren, PhD, assistant professor	30	0	15	0	5	E
Work, Gender, and Race in Contemporary North American Literature	Brian Willems, PhD, full professor	15	0	30	0	3	E
Classroom Discourse	Danijela Šegedin Borovina, PhD, assistant professor	30	0	15	0	5	E
Rhetoric of Speech and Writing	Ivana Petrović, PhD, associate professor	0	0	60	0	5	E
Shakespeare: from the Globe to the Multiplex	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Syntax – Comparative and Formal Aspects	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Speculative Futures	Brian Willems, PhD, full professor	15	0	30	0	5	E
Contemporary Poetry	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Virginia Woolf	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Work-based Learning at a Partner Institution[6]	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

[6] An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives.

Translator-Interpreter Specialisation

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Translation Studies with Elements of Contrastive Analysis	Nataša Stojan, PhD, associate professor	15	0	30	5	C

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Translation Methodology – Theory and Practice	Danijela Šegedin Borovina, PhD, assistant professor	30	0	30	5	C

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Literary Translation – Module 1	Gordan Matas, PhD, associate professor	0	0	30	3	C
Interpreting – Module 1	Marija Knežević, PhD, senior language instructor	0	0	30	2	C

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Literary Translation – Module 2	Gordan Matas, PhD, associate professor	0	0	30	2	C
Interpreting – Module 2	Marija Knežević, PhD, senior language instructor	0	0	15	1	C
Translation of Specialist Texts	Marija Knežević, PhD, senior language instructor	0	0	30	2	C
Master's Thesis		0	0	0	10	C

LIST OF COURSES[7]							
Year of study: 1-2							
Semester: 1-3							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
African American Novel	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Ecocriticism and Literature	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Formal Aspects of Translation: Theory and Computer Methodology	Marija Knežević, PhD, senior language instructor	15	0	30	0	5	E
James Joyce	Brian Willems, PhD, full professor	15	0	30	0	5	E
Languages in Contact	Ivana Petrović, PhD, associate professor	30	0	15	0	5	E
Language Change	Nataša Stojan, PhD, associate professor	15	0	30	0	5	E
Language and Society	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Language and Literature	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Language, Media, and Communication	Ivana Petrović, PhD, associate professor	15	0	30	0	5	E
Literary Text and Discourse	Simon Ryle, PhD, full professor	30	0	30	0	5	E
Literary Cinema	Brian Willems, PhD, full professor	15	0	30	0	5	E
Korean and East-Asian Literature and Film in the Euro-Asian Context	Brian Willems, PhD, full professor	30	0	15	0	3	E
Creative Writing	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Critical Discourse Analysis	Nataša Stojan, PhD, associate professor	30	0	15	0	3	E
Media Culture	Brian Willems, PhD, full professor	15	0	30	0	5	E
Multiculturalism, Identity, Literature: Canada and the United States	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Instructional Materials for English Language Teaching	Mirjana Semren, PhD, assistant professor	15	0	30	0	3	E
Neo-Victorianism and Victorian Heritage	Brian Willems, PhD, full professor	30	0	30	0	5	E

[7] The student selects elective courses from the list of elective courses defined by the Implementation Plan of the Study Programme for the current academic year, taking into account the required total number of ECTS credits of compulsory and elective courses (the student must enrol in a total of 15 ECTS credits per semester).

Underworlds: Subterranean Poetics	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Teaching English to Young Learners	Danijela Šegedin Borovina, PhD, assistant professor	15	0	30	0	5	E
The History of English Language	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Psycholinguistics and Cognitive Aspects of Language	Mirjana Semren, PhD, assistant professor	30	0	15	0	5	E
Work, Gender, and Race in Contemporary North American Literature	Brian Willems, PhD, full professor	15	0	30	0	3	E
Classroom Discourse	Danijela Šegedin Borovina, PhD, assistant professor	30	0	15	0	5	E
Rhetoric of Speech and Writing	Ivana Petrović, PhD, associate professor	0	0	60	0	5	E
Shakespeare: from the Globe to the Multiplex	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Syntax – Comparative and Formal Aspects	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Speculative Futures	Brian Willems, PhD, full professor	15	0	30	0	5	E
Contemporary Poetry	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Virginia Woolf	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Work-based Learning at a Partner Institution[8]	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

Single-major study programme Language and Communication

LIST OF COURSES[9]							
Year of study: 1-2							
Semester: 1-3							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
African American Novel	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Ecocriticism and Literature	Simon Ryle, PhD, full professor	15	0	30	0	5	E

[8] An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives.

[9] The student selects elective courses from the list of elective courses defined by the Implementation Plan of the Study Programme for the current academic year, taking into account the required total number of ECTS credits of compulsory and elective courses (the student must enrol in a total of 15 ECTS credits per semester).

Formal Aspects of Translation: Theory and Computer Methodology	Marija Knežević, PhD, senior language instructor	15	0	30	0	5	E
James Joyce	Brian Willems, PhD, full professor	15	0	30	0	5	E
Languages in Contact	Ivana Petrović, PhD, associate professor	30	0	15	0	5	E
Language Change	Nataša Stojan, PhD, associate professor	15	0	30	0	5	E
Language and Society	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Language and Literature	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Language, Media, and Communication	Ivana Petrović, PhD, associate professor	15	0	30	0	5	E
Literary Text and Discourse	Simon Ryle, PhD, full professor	30	0	30	0	5	E
Literary Cinema	Brian Willems, PhD, full professor	15	0	30	0	5	E
Korean and East-Asian Literature and Film in the Euro-Asian Context	Brian Willems, PhD, full professor	30	0	15	0	3	E
Creative Writing	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Critical Discourse Analysis	Nataša Stojan, PhD, associate professor	30	0	15	0	3	E
Media Culture	Brian Willems, PhD, full professor	15	0	30	0	5	E
Multiculturalism, Identity, Literature: Canada and the United States	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Instructional Materials for English Language Teaching	Mirjana Semren, PhD, assistant professor	15	0	30	0	3	E
Neo-Victorianism and Victorian Heritage	Brian Willems, PhD, full professor	30	0	30	0	5	E
Underworlds: Subterranean Poetics	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Teaching English to Young Learners	Danijela Šegedin Borovina, PhD, assistant professor	15	0	30	0	5	E
The History of English Language	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Psycholinguistics and Cognitive Aspects of Language	Mirjana Semren, PhD, assistant professor	30	0	15	0	5	E
Work, Gender, and Race in Contemporary North American Literature	Brian Willems, PhD, full professor	15	0	30	0	3	E

Classroom Discourse	Danijela Šegedin Borovina, PhD, assistant professor	30	0	15	0	5	E
Rhetoric of Speech and Writing	Ivana Petrović, PhD, associate professor	0	0	60	0	5	E
Shakespeare: from the Globe to the Multiplex	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Syntax – Comparative and Formal Aspects	Nataša Stojan, PhD, associate professor	30	0	15	0	5	E
Speculative Futures	Brian Willems, PhD, full professor	15	0	30	0	5	E
Contemporary Poetry	Simon Ryle, PhD, full professor	15	0	30	0	5	E
Virginia Woolf	Gordan Matas, PhD, associate professor	30	0	15	0	5	E
Work-based Learning at a Partner Institution[10]	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

LIST OF COURSES						
Year of study: 2						
Semester: 4						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Master's Thesis		0	0	0	30	C

2.2. Course description

GENERAL INFORMATION		
Lead instructor	Goran Kardum, PhD, full professor with permanent tenure	
Course name	**EDUCATIONAL PSYCHOLOGY** (HZX003)	
Study programme	Double-major graduate study programme *English Studies*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		
Course aims		

[10] An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives.

The course aims to prepare students to critically reflect on cognitive processes, intelligence, motivation, emotions, memory, and learning, as well as on the possibilities and limitations of their application in the educational process. In addition to these topics, students will become familiar with the determinants of the psychology of atypical perception and behaviour, as well as family factors and parenting styles, which are indispensable in the educational process.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, the student will be able to: 1 Distinguish between scientific and non-scientific approaches and methods in the psychology of education 2 Understand the significance of certain elements in developmental psychology and the differences in theoretical approaches and research 3 Explain basic concepts and perspectives on development from the psychodynamic perspective 4 Operationalise and understand the concepts of classical and instrumental conditioning in learning processes, memorising, and adopting various forms of behaviour 5 Analyse differences between the assumptions of the psychodynamic approach and classical behaviourism from the perspective of social and cognitive approaches to learning, development, and teaching 6 Understand and analyse self-control, motivation, initiative, and self-perception in childhood and adolescence 7 Analyse factors of parental and family influence in the context of education, with an emphasis on parenting styles, motives for marriage and parenthood, the development of parenting, and parental competencies 8 Differentiate and describe the basics of the most common internalising and externalising disorders in childhood and adolescence
Course content
Lecture, seminar, and practical topics by week: 1 Psychology as a science and profession; the subject of psychology and the history of its development 2 Scientific methods and research in the field of education 3 Psychoanalysis, psychosexual development 4 Behaviourism, classical and instrumental conditioning 5 Social cognitive theories; theory of mind and cognitive psychology 6 Psychology and neuroscience of learning and memory; states of consciousness; role of neurotransmitters 7 Intelligence, decision-making 8 Emotions and their development; their role in education 9 Sense of control, self-control, attribution theories; motivation 10 Temperament; formation and manifestation of behaviour: relation between nature and nurture; behavioural genetics and epigenetics 11 Self-perception, personality theories 12 Parenting styles and family; motives and factors in family dynamics 13 Psychology of atypical perception and behaviour in childhood and adolescence

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other _____

	☐ field work	

Student obligations

Regular class attendance, active participation in in-class activities, successful completion of individual and group tasks, producing and presenting a seminar paper, passing the final exam or a mid-term and end-of-term exam.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	x	Student report		Practical work	
Portfolio		Midterm examination	x				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The final grade for the course is the result of systematic monitoring of class activity and participation (40%), the seminar paper (20%), and written exams (40%).
The criteria for the assessment and evaluation of each element are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Selected papers from relevant online databases	0	48
Lecture notes – summarised lectures	0	48
Supplementary readings		

Berk, L. (2006). *Psihologija cjeloživotnog razvoja*. Jastrebarsko: Naklada Slap.
Milas, G. (2005. ili novije) *Istraživačke metode u psihologiji i drugim društvenim znanostima.* Jastrebarsko: Naklada Slap.
Petz, B. (2003). *Uvod u psihologiju.* Jastrebarsko: Naklada Slap.
Slavin, R. E. (2011). *Educational Psychology: Theory and Practice (10th Edition)*. Boston: Pearson.
Vasta, R., Haith, M.M. i Miller, S.A. (1998). *Dječja psihologija: Moderna znanost*. Jastrebarsko: Naklada Slap.
Vidović Vizek, V., Rijavec, M., Vlahović Štetić, V., Miljković, D. (2003). *Psihologija obrazovanja*. Zagreb: IEP-VERN.
Woolfolk, A. (2007). *Educational psychology*. New York: Allyn and Bacon.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Class attendance, in-class participation, success in carrying out set tasks; student survey on the quality of teaching and instructors at the university level; passed exam and fulfilment of other course-defined obligations; individual teacher-student consultations; student self-assessment of achieved learning outcomes; collaborative teacher–student evaluation of the implementation and quality of teaching processes.

GENERAL INFORMATION

Lead instructor	Toni Popović, PhD, assistant professor	
Course name	**SOCIOLOGY OF EDUCATION** (HZX004)	
Study programme	Double-major graduate study programme *English Studies*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2.5 (5)
	Number of hours (L+P+S)	30+0+30

COURSE DESCRIPTION		
Course aims		
The course aims to enable students to acquire competences within the basic concepts of the sociology of education, with particular emphasis on the relationship between the educational subsystem and the global societal system. Furthermore, within the course, students will become familiar with the main sociological theories of education, contemporary perspectives in the sociology of education, insights into the social foundations of the teaching profession, and the processes through which educational institutions operate in contemporary society.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: 1 Describe and define the basic concepts of the sociology of education 2 Explain the social context of education 3 Recognise sociological theoretical perspectives on education 4 Identify the influence of social and technological changes on the development of education 5 Link the system of educational institutions with the social significance of the teacher's role (characteristics of the profession)		
Course content		
1 Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts 2 Emergence and development of the sociology of education; subject and methods of the sociology of education; relationship to other disciplines 3 Sociological approach and relevant theoretical concepts of education, part I 4 Sociological approach and relevant theoretical concepts of education, part II 5 Social nature of education: inequalities in education; inequalities in educational opportunities 6 Sociology of education in the primary and secondary school context 7 Midterm exam; service learning 8 Central European and Scandinavian educational structures (PISA project) / Bologna Process in higher education 9 Transition problems in education; education and globalisation 10 Education and European integration 11 Contemporary perspectives in the sociology of education – education for democracy and human rights, environmental education, intercultural education 12 Entrepreneurial education 13 Curriculum sociology 14 Professional sociology; status, role, and teacher prestige 15 End-of-term exam; course evaluation		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures	☐ independent work

	☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning(20%)

Student obligations

Students are required to attend lectures (80%) and seminars (80%), actively participate in all forms of class activities, produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and conduct themselves in accordance with the ethical and scientific principles of higher education.

Monitoring student work (mark the appropriate boxes with an X)

Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm examination	x				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: passing the written exam, that is midterm and end-of-term exam (70%) as well as producing and presenting a seminar paper (30%).

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
1 Haralambos, M., Holborn, M. (2002). *Sociologija: Teme i perspektive*. Zagreb: Golden marketing. (pp. 773-882)	10	24
2 Pilić, Š. (ur.) (2008). *Obrazovanje u kontekstu tranzicije*. Split: HPKZ. (pp. 45-57; 59-66; 129-145; 149-162; 165-174; 239-244)	10	24
3 Duffour, B., Curtis. W. (2012). Sudij odgojno-obrazovnih znanosti. Zagreb: Educa. (pp. 41-70; 123-152)	2	24
4 Gevirc, Š, Krib, A. (2012). *Razumevanje obrazovanja: sociološka perspektiva*. Beograd: Edicija Reč.	-	24
5 Baranović, B. (ur.) (2015). *Školski kurikulum: teorijski i praktični aspekti*. Zagreb: Institut za društvena istraživanja u Zagrebu. (pp. 15-62)	-	24
6 Ledić, J., Miočić, I., Turk, M. (2016). *Europska dimenzija u obrazovanju: Pristupi i izazovi*: Rijeka: Filozofski fakultet. (pp. 10-49)	1	24

7 Mehta, J. Davies, S. (ur.) (2018). *Education in a new society: renewing the sociology of education*. Chicago, London: The University of Chicago Press.	1	24
8 Boronski, T., Hassan, N. (2020). *Sociology of Education*. London, Thousand Oaks, New Delhi, Singapore: SAGE.	-	24

Supplementary readings

1 Alfirević, N., Relja, R., Popović, T. (2016). Razvojne perspektive društva i školstvo. U: Krce Miočić, B., Pavičić, J., Alfirević, N., Najev Čačija, Lj. (ur). *Upravljanje odgojno-obrazovnom ustanovom: menadžment i marketing u školama*. Sveučilište u Zadru. (str. 11-35)
2 Ballantine, J. H. (1993). *The Sociology of Education*. Englewood Cliffs: Prentice Hall.
3 Baranović, B. (ur.) (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. *Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog* razvoja, 44(2/3): 181-200.
4 Bernstein, B. (1994). *Jezik i društvene klase*. Beograd: BIGZ.
5 Bourdieu, P., Passeron, J. C. (2000). *Reproduction in Education, Society and Culture*. London: Sage Publications.
6 Buzov, I. (2009).Obrazovanje za okoliš: kratak pregled razvoja koncepta, *Godišnjak TITIUS*, 1(1): 303-315.
7 Durkheim, E. (1996). *Obrazovanje i sociologija*. Zagreb: Societas.
8 Farnell, T. (ur.) (2022). *Obrazovne nejednakosti u Hrvatskoj: izazovi i potrebe iz perspektive dionika sustava obrazovanja*. Zagreb: Institut za razvoj obrazovanja.
9 Giddens, A. (2007). *Sociologija*. Zagreb: Nakladni zavod Globus. (16. poglavlje: Obrazovanje, str. 494-536)
10 Georgievski, P. (2009). Društveni kontekst krize škole i oblici školskog nasilja. *Sociologija*, 51(1): 1-22.
11 Hagège, H. (2019). *Education for Responsibility*. London and New York: ISTE Ltd & John Willey and Sons.
12 Huđek, I., Širec, K. (2019). Razvoj poduzetničkog potencijala kroz obrazovanje za poduzetništvo u EU. *Ekonomska misao i praksa*, 28(1): 53-78.
13 Hussain, B., Zafar Sheikh, A., Fatima, T. (2022). Learning social entrepreneurship: Experiences of sociology students. *Cogent Business & Management*, 9(1): 1-20.
14 Lesourne, J. (1993). *Obrazovanje i društvo: izazovi 2000.godine*. Zagreb: Educa. (str. 79-104)
15 Liessmann, K. P. (2006). *Teorija neobrazovanosti: zablude društva znanja*. Zagreb: Naklada Jesenski i Turk.
16 Markočić Dekanić, A. (ur.) (2023). *PISA 2022: rezultati, odrednice i implikacije. Međunarodno istraživanje znanja i vještina učenika*. Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja. (str. 10-22, 190-202)
17 Meighan, R., Harber, C. (2014). *A Sociology of Educating*. London, Oxford, New York, New Delhi, Sydney: Bloomsbury.
18 Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju: Drugi kao polazište. *Nova prisutnost*, 7(1): 59-84.
19 Pastuović, N. (2013). Kvaliteta predtercijarnog obrazovanja u Hrvatskoj s posebnim osvrtom na strukturu obveznog obrazovanja kao čimbenika njegove kvalitete. *Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog razvoja,* 97(3): 449-470.
20 Pastuović, N. (2012). *Obrazovanje i razvoj*. Zagreb: Institut za društvena istraživanja, Učiteljski fakultet.
21 Pastuović, N. (1999). *Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja*. Zagreb: Znamen. (5. poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371)
22 Pilić, Š. (2008). *Knjiga o nastavnicima*. Split: Filozofski fakultet.
23 Popović, T. (2016). Sociological Contents and Learning Outcomes in Adult Education. U: Koludrović, M., Brčić Kuljiš, M. (ur.). *Contribution to the Development of the Curricula Aimed at Adult Education Professionals*. Zagreb: Croatian Andragogy Society. (str. 321-339)
24 Popović, T., Relja, R., Alfirević, N. (2019). Selection and Education of School Principals: A Comparative Overview of Policies. U: Ingþórsson, A. H., Alfirević, N., Pavičić, J., Vican, D. (ur.).

Educational Leadership in Policy. Challenges and Implementation Within Europe. Cham: Palgrave Macmillan. (str. 59-78)
25 Popović, T., Relja, R., Gutović, T. (2017). The Role of Non-Formal Qualifications in the Flexibility of Education and Labor Market. U: Radic, Z., Roncevic, A., Yongqiang, L. (ur.). *22nd International Scientific Conference on Economic and Social Development – "The Legal Challenges of Modern World"*. Split: Varazdin Development and Entrepreneurship Agency, Faculty of Law – University of Split, Faculty of Law – University of Sarajevo, University North, Faculty of Management – University of Warsaw. (str. 677-689)
26 Raditya-Ležaić, A., Boromisa, A., Tišma, S. (2018). Komparativni pregled obrazovanja za održivi razvoj i istraživanje potreba za stručnjacima u Hrvatskoj. *Socijalna ekologija*: *časopis za ekološku misao i sociologijska istraživanja okoline*, 27(2): 165-180.
27 Relja, R., Popović, T., Gutović, T. (2019). Analysis of elements and process of school principals' professionalization in Croatia. *Management: Journal of Contemporary Management Issues*, 24 (sp.iss.): 55-71.
28 Rogošić, S., Baranović, B., Šabić, J. (2021). Primjena IKT-a u procesu učenja, poučavanja i vrednovanja u srednjim strukovnim školama: Kvalitativna analiza. *Metodički ogledi*, 28(1): 63-88.
29 Selwyn, N., Facer, K. (2014). The sociology of education and digital technology: past, present and future. *Oxford Review of Education*, 40(4): 482-496.
30 Sjøberg, S., Jenkins, E. (2020). PISA: a political project and a research agenda. *Studies in Science Education*, 58(1): 1–14.
31 Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. U: Alfirević N., Burušić J., Pavičić J., Relja R. (ur.) *School Effectiveness and Educational Management.* Palgrave Macmillan.
32 Štulhofer, A. (1992). Mitologija obrazovnih šansi. *Theleme*, 38(2): 61-72.
33 Tomlinson, S. (2017). *A Sociology of Special and Inclusive Education: Exploring the Manufacture of Disability*. London, New York: Routledge.
34 Vujčić, V. (1990). Obrazovne šanse. Zagreb: Školske novine.
35 Vujčić, V. (1989). Obrazovanje i društvo. Zagreb: CDD.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance, in-class participation, and success in carrying out set tasks
- Student questionnaires on quality of teaching carried out at university level
- Student success on the exam and in fulfilling other course-defined requirements
- Student self-assessment of achieved learning outcomes
- Individual teacher-student consultations
- Collaborative teacher–student evaluation of the implementation and quality of teaching processes

GENERAL INFORMATION		
Lead instructor	Sani Ćavar, PhD, assistant professor	
Course name	**FUNDAMENTALS OF PEDAGOGY** (HZX001)	
Study programme	Double-major graduate study programme *English Studies;* teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	(2.5) 5
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		

Course aims
To enable students to engage in the critical scientific study of pedagogy as a theory and practice of preparing individuals for life, and to ensure the successful organisation and satisfactory professional and scientific execution of pedagogical activities in the processes of education.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, students will be able to: - explain the epistemological characteristics of pedagogy. - critically analyse and compare traditional and contemporary definitions of the fundamental concepts of pedagogy and the various understandings of pedagogy as a science. - explain the fundamental principles of pedagogy as a theory of training. - identify the advantages and limitations of pedagogical theories of personality development. - distinguish the qualitative levels of individual development and how tasks are implemented by the teacher. - explain the aspects and methods of pedagogical action in the training process. - relate pedagogy to andragogy. - justify the need for theoretical and practical training for intercultural interactions. - justify why curriculum design constitutes a pedagogical problem. - critically reflect on and discuss basic pedagogical concepts and reform pedagogical theories, as well as identify their advantages and limitations. - advocate an opinion on the necessity of respecting the rights, needs, interests, and uniqueness of each individual.
Course content
1. Introduction to the course 2. Scientific determination – epistemological characteristics of pedagogy 3. Pedagogy within the science system and the scientific system of pedagogy 4. Socio-historical dimension and development of pedagogy 5. Fundamental principles of pedagogy as a theory of training 6. Different pedagogical paradigms 7. Reform pedagogies 8. Basic characteristics of the school system 9. Curriculum design as a pedagogical problem 10. Pedagogical theories of personality development 11. Competency-based approach in pedagogy 12. Qualitative levels of development 13. Aspects and methods of pedagogical action in the training process 14. Relationship between pedagogy and andragogy within the system of lifelong learning 15. Training for sustainable development and life in a pluralistic society 16. Course conclusions

Modes of delivery	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ other e-learning 20%

Student obligations
Students are required to actively participate in lectures (80%) and seminars (80%), present their seminar papers and pass a midterm and end-of-term exam.

Monitoring student work							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm	x				

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The final grade is formed based on the achievement of the following elements: presenting a seminar paper (20%) and passing the midterm and end-of-term exam (80%). Students who do not take the midterm or end-of-term exam will have to take the final exam.
The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Lenzen, D. (2002). *Vodič za studij znanosti o odgoju – što može, što želi* (selected chapters). Educa.	10	24
Lukaš, M., & Mušanović, M. (2020). *Osnove pedagogije* (2nd revised ed.). Author.	10	24
König, E., & Zedler, P. (2000). *Teorije znanosti o odgoju* (selected chapters). Educa.	12	24
Milat, J. (2005). *Pedagogija – teorija osposobljavanja*. Školska knjiga.	14	24
Milat, J. (2005). Pedagoške paradigme izrade kurikuluma. *Pedagogijska istraživanja, 2*(2), 199–208.	online	24
Milat, J. (2007). Epistemologija pedagogije: dileme, pitanja, moguća rješenja. *Pedagogijska istraživanja, 4*(2), 189–199.	online	24

Supplementary readings

Babić, N. (2007). Konstruktivizam i pedagogija. *Pedagogijska istraživanja, 4*(2), 217–227.
Bašić, S. (2009). Dijete (učenik) kao partner u odgoju: kritičko razmatranje. *Odgojne znanosti, 11*(2), 27–44.
Ćatić, I. (2012). Kompetencije i kompetencijski pristup obrazovanju. *Pedagogijska istraživanja, 9*(1/2), 175–187.
Delors, J. (1998). *Učenje – blago u nama* (selected chapters). Educa.
Giesecke, H. (1993). *Uvod u pedagogiju*. Educa.
Glasser, W. (2005). *Kvalitetna škola*. Educa.
Gudjons, H. (1994). *Pedagogija – temeljna znanja* (selected chapters). Educa.
von Hentig, H. (2007). *Kakav odgoj želimo?* Educa.
von Hentig, H. (2008). *Što je obrazovanje?* Educa.
Jukić, T. (2010). Odnos kurikuluma i nastavnog plana i programa. *Pedagogijska istraživanja, 7*(1), 55–64.
Kunac, S. (2015). Kreativnost i pedagogija. *Napredak, 156*(4), 423–446.
Kunac, S. (2020). Odgojno-obrazovne filozofije – ključ razumijevanja nastavnikovih uvjerenja u odgojno-obrazovnoj praksi. *Školski vjesnik: časopis za pedagogijsku teoriju i praksu, 69*(2), 533–552.

Kušić, S., & Vrcelj, S. (2017). In search for the pedagogy (studies) identity: The Croatian context. *Sodobna pedagogika, 68*(134), 126–142.
Malić, J., & Mužić, V. (1981). *Pedagogija*. Školska knjiga.
Mijatović, A. (Ed.). (1999). *Osnove suvremene pedagogije*. Hrvatski pedagoško-književni zbor.
Morin, E. (2002). *Odgoj za budućnost*. Educa.
Palekčić, M. (2015). *Pedagogijska teorijska perspektiva: značenje teorije za pedagogiju kao disciplinu i profesiju*. Erudita.
Vukasović, A. (1990). *Pedagogija*. HKZ "Mi".

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Class attendance, in-class participation, success in carrying out set tasks, student questionnaires on quality of teaching carried out at university level, student success on the exam and in fulfilling other course-defined requirements, student self-assessment of achieved learning outcomes, individual teacher-student consultations, and collaborative teacher–student evaluation of the implementation and quality of teaching processes.

GENERAL INFORMATION		
Lead instructor	Morana Koludrović, PhD, associate professor	
Course name	**DIDACTICS** (HZX002)	
Study programme	Double-major graduate study programme *English Studies*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	(2.5) 5
	Number of hours (L+P+S)	30+0+30

COURSE DESCRIPTION

Course aims

The aim of the course is to train students in the field of contemporary didactics in such a way that their acquired competences can be applied in their own teaching practice with a particular emphasis on a competence-based and constructivist approach to planning, structuring, implementing, and evaluating learning and teaching processes.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
1. Analyse various didactic theories and approaches with regard to the structure of the teaching process, the roles of stakeholders in the teaching process, as well as social and economic factors
2. Apply the principles of the competency-based and constructivist approach to educational practices
3. Analyse curricula according to their purpose and application
4. Select teaching strategies, methods, media, and patterns of interaction according to learning outcomes and considering students' individual needs
5. Design the teaching process based on constructive alignment
6. Select appropriate approaches, methods, and techniques for the assessment of student achievement and self-assessment.
7. Define forms of and evaluate effective modes of cooperation with parents, students, educational institution staff, and the local community.

Course content

1. Determinants of contemporary didactics grounded in the competency-based and curriculum-based approach to education: the educational, social, and economic context
2. The role of the teacher in contemporary teaching.
3. Classroom climate and environment; guidance in the educational process
4. Learner characteristics and individualisation in contemporary teaching and didactics
5. National, subject-specific, and school curriculum
6. The theory of constructive alignment
7. Planning and structuring the teaching process
8. Teaching strategies, methods, and patterns of interaction
9. Media in teaching
10. Implementing the teaching process
11. (Self-)evaluation of the quality of the teaching process
12. Evaluation of student achievement: types, modes, approaches
13. Techniques and methods of (self-)evaluation
14. Parent–teacher meetings and individual parent conferences
15. The educational role of teaching and the teacher (homeroom duties; cooperation with the local community)
16. Reform pedagogies and pedagogical pluralism

Seminars are organised as thematic workshops in which students reflectively and critically examine, describe, interpret, and evaluate relevant, learning-outcome-based topics in the field of didactics. Active participation and group work are expected from students during seminars.

Modes of delivery	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☐ other _____

Student obligations

- Regular class attendance: 80% for lectures and 80% for seminars.
- Conduct in accordance with the ethical and scientific principles of higher education.
- Plan, structure, and present a lesson plan.
- Active and constructive in-class contribution.
- Complete in-class and other individual and group activities, as well as research tasks in a timely manner to achieve the learning outcomes outlined by the course.
- Produce and present a seminar paper compliant with the established criteria.
- Pass the written exam, or a midterm and end-of-term exam.

Monitoring student work

Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements:

1. passing the written exam, that is midterm and end-of-term exam (receiving a positive grade on the midterm and end-of-term exam is equivalent to the final written exam) – 70%

2. producing and presenting a seminar paper compliant with the course instructor's instructions – 20%
3. in-class participation, participation in class discussions, successfully carrying out individual and group tasks – 10%

The criteria for evaluating and assessing individual elements are described in the course repository.

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Miljković, D., Strugar, V., & Cindrić, M. (2016). *Didaktika i/ili kurikulum*. Učiteljski fakultet.	10	24
Ljubetić, M., & Koludrović, M. (2023). Partnerstvo obitelji i škole – važno društveno pitanje. In J. Zloković (Ed.), *Osnaživanje obitelji – izazovi i perspektive* (pp. 174–184). Filozofski fakultet.	2	24
Koludrović, M., & Rajić, V. (2021). Razvoj i uloga školskog kurikuluma: Povijesno-komparativna analiza. *Metodički ogledi, 28*(2), 11–36.	online	24
Vizek Vidović, V., et al. (2014). *Psihologija odgoja i obrazovanja* (selected chapters from the field of school docimology). IEP-VERN.	5	24
Koludrović, M., & Vučić, M. (2018). *Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih*. ASOO.	online	24

Supplementary readings

1. Koludrović, M., & Rajić, V. (2019). Što je (ne)suvremeno u suvremenom školstvu? In *Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina* (pp. 139–152). Sveučilište u Zagrebu, Učiteljski fakultet.
2. Koludrović, M. (2021). Uloga, važnost i mogućnosti školske knjižnice u kontekstu razvoja kurikulumskog pristupa. In *33. Proljetna škola školskih knjižničara RH: Kurikulsko planiranje - provedba nepostojećeg kurikula nastavnog područja Školsko knjižničarstvo* (pp. 22–33). Agencija za odgoj i obrazovanje.
3. Rijavec, M., & Miljković, D. (2015). *Pozitivna disciplina u razredu*. IEP.
4. Following the instructor's recommendations and according to the chosen seminar topic, students select additional scientific and professional reading as well as additional online and print sources.
5. Relevant and current legislative and sub-legislative acts in the field of education.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- Class attendance, in-class participation, and success in carrying out set tasks
- Student questionnaires on quality of teaching carried out at university level
- Student success on the exam and in fulfilling other course-defined requirements
- Student self-assessment of achieved learning outcomes
- Individual teacher-student consultations
- Collaborative teacher–student evaluation of the implementation and quality of teaching processes

GENERAL INFORMATION	
Lead instructor	All teaching staff with a scientific-teaching title

Course name	**WORK-BASED LEARNING AT A PARTNER INSTITUTION** (HZX009)	
Study programme	Graduate study programme *English Studies*; *Language and Communication* (single-major); teacher education specialisation (double-major); translator-interpreter education specialisation (double-major)	
Course status	Elective	
Year	2	
Semester	3-4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S+F[11])	0+40+30+80

COURSE DESCRIPTION

Course aims

To expose students to work-based learning conditions at the partner institution and enable them to independently identify and solve more complex practical problems in a real work environment.

Course enrolment requirements

Students are eligible to apply to the competition for internship before the start of the second year of the graduate study programme.
Should more students apply for the internship than there are places available, the selection procedure will be conducted according to the Rulebook on Internship of the Faculty of Humanities and Social Sciences.

Intended course learning outcomes

Learning outcomes:

1. applying the knowledge and skills acquired during their undergraduate and graduate studies which are required to independently identify and solve more complex concrete problems in a real work environment;
2. preparing an internship report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report.

Individual learning outcomes - upon the completion of the internship, students will be able to:

1. explain the structure of the selected partner institution;
2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges;
3. analyses and evaluate concrete practical situations based on recent scientific sources;
4. monitor, document, and evaluate processes at the partner institution;
5. analyse problems arising from specific work assignments at the partner institution and suggest the procedures for solving them;
6. document personal practice and evaluate it reflexively.

Course content

The internship is realised through the performance of specific work assignments overseen by a supervisor from the partner institution. The internship lasts 80 working hours. The supervisor from the partner institution plans work assignments with the consent of the supervisor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the supervisor/teacher from the Faculty, 20 hours with the supervisor from the partner institution), literature research (10 working hours), preparation of the internship report (20 working hours), preparation and defense of the report before the supervisor from the Faculty of Humanities and Social Sciences in Split (10 working hours).

Modes of delivery	☐ lectures	☒ independent work

[11] Field work

	☒ seminars and workshops ☒ practicals ☐ remote learning ☒ field work	☒ multimedia and network ☐ laboratory ☒ supervision ☒ e-learning (20%)

Student obligations

- Compliance with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor.
- Participation in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor's schedule, which enables the acquisition of learning outcomes outlined by the course.
- To adhere to the time frames required to perform the internship.
- To actively and constructively act at the partner institution and report to the supervisor during the performance of this course.
- To develop and defend an Internship Report.

Monitoring student work

Class attendance	X	Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	X
Portfolio		Continuous observation		Literature research	x	Producing and defending the Internship Report	X

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met

The internship is assessed descriptively by the supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The supervisor from the partner institution continually monitors whether the student participates in the internship regularly and whether he/she is diligent and successful in solving the assigned tasks.
At the end of the internship, the supervisor assigns one of the following two descriptive grades:

- The student has successfully completed the internship
- The student has not successfully completed the internship.

In case the student did not successfully complete the internship, the supervisor from the partner institution must provide a written explanation for the grade, and the supervisor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.

If the grade given by the supervisor from the partner institution is "The student has successfully completed the internship", the supervisor from the Faculty of Humanities and Social Sciences in Split analyses the internship report, discusses the work assignments with the student and assigns one of the following two descriptive grades:

- The student has successfully written and defended the internship report.
- The student has not successfully written and defended the internship report.

If the grade given by the supervisor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the internship report", the grade must be explained in writing.

The internship is considered to have been passed if the descriptive grades given by both supervisors have confirmed the successful completion of the internship/internship report. If the descriptive grades by both supervisors are positive, the supervisor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade “Passed” in the student transcript book.

In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements:
1. Practical work - 60%
2. Prepared and presented report in accordance with the instructions of supervisors - 20%
3. Independent research - 20%

Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Specialist literature is defined by the partner institution supervisor.		

Supplementary readings

Specialist literature is defined by the partner institution supervisor.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

Prior to the internship at the partner institution, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the internship, documenting the process and writing the internship report.
During the internship, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split, the supervisor from the partner institution and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the internship is continuously monitored.
After completing the internship, the student completes the survey on the quality of the internship in accordance with the Rulebook.

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	Understand theories, concepts, and principles of various fields within English studies.
LO 2	Discuss contemporary theoretical approaches to the study of English as a second language.
LO 3	Discuss contemporary theoretical approaches to the study of Anglophone literature as well as the historical development of literature in the English language.
LO 4	Apply acquired theoretical knowledge in the field of English language to linguistic research and practical work.
LO 5	Conduct critical analyses and summarise data in English.
LO 6	Deliver oral presentations in English.
LO 7	Write independent professional papers in English.
LO 8	Continue their academic education in the field of English language and literature at the postgraduate (doctoral and specialist) level.
LO 9	Acquire, integrate, and critically examine principles and concepts that connect English linguistics with cognitive and computer sciences, discourse theory, and poetics.
LO 10	Demonstrate interdisciplinary awareness in the study of English language and literature.
LO 11	Interpret and demonstrate practical abilities in text analysis in English (literary, film, audio-visual).
LO 12	Demonstrate the ability to critically link ideas within the study of English language and literature.
LO 13	Deliver a high-quality oral presentation in English.
LO 14	Conceptualise and produce a scientific research paper or a professional paper in the field of English language and literature.

LO 15	Select appropriate strategies for teaching English language and literature.
LO 16	Design and deliver lessons in English as a foreign language, catering to different proficiency levels and at various educational institutions (primary and secondary schools, foreign language schools).
LO 17	Conduct assessment in the process of teaching English as a foreign language in accordance with educational aims and student proficiency levels.
LO 18	Translate professional texts from English into Croatian and from Croatian into English.
LO 19	Translate literary texts from English into Croatian and from Croatian into English.
LO 20	Perform consecutive interpreting.
LO 21	Perform simultaneous interpreting.

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**
Total number of courses for each LO	27	11	17	12	41	41	18	41	8	42
Second Language Acquisition	+	+		+	+	+		+		+
Educational Psychology										
Sociology of Education		+								+
Glottodidactics	+				+	+		+		+
Fundamentals of Pedagogy										
Didactics										
English Language Teaching Methodology	+				+	+		+		+
Practicum and Teaching Practice					+	+		+		+
African American Novel	+		+		+	+	+	+		+
Ecocriticism and Literature	+		+		+	+	+	+		+
Formal Aspects of Translation: Theory and Computer Methodology				+	+	+		+		+

James Joyce			+		+	+	+	+		+
Languages in Contact	+	+		+	+	+		+	+	+
Language Change	+	+		+	+	+		+	+	+
Language and Society	+	+		+	+	+		+	+	+
Language and Literature	+		+		+		+	+		+
Language, Media, and Communication	+	+		+	+	+	+	+	+	+
Literary Text and Discourse			+		+	+	+	+		+
Literary Cinema			+		+	+	+	+		+
Korean and East-Asian Literature and Film in the Euro-Asian Context			+		+	+	+	+		+
Creative Writing	+		+		+	+		+		+
Critical Discourse Analysis	+	+		+	+	+		+	+	+
Media Culture			+		+	+	+	+		+
Multiculturalism, Identity, Literature: Canada and the United States	+		+		+	+	+	+		+
Instructional Materials for English Language Teaching					+	+		+		+
Neo-Victorianism and Victorian Heritage			+		+	+	+	+		+
Underworlds: Subterranean Poetics	+		+		+	+	+	+		+
Teaching English to Young Learners	+			+	+	+		+		+
The History of English Language	+	+		+	+	+		+		+
Psycholinguistics and Cognitive Aspects of Language		+			+	+		+	+	+
Work, Gender, and Race in Contemporary North American Literature			+		+	+	+	+		+
Classroom Discourse				+	+	+		+		+
Rhetoric of Speech and Writing	+	+		+	+	+		+	+	+
Shakespeare: from the Globe to the Multiplex	+		+		+	+	+	+		+

Syntax – Comparative and Formal Aspects	+	+		+	+	+		+	+	+
Speculative Futures			+		+	+	+	+		+
Contemporary Poetry	+		+		+		+	+		+
Virginia Woolf			+		+	+	+	+		+
Translation Studies with Elements of Contrastive Analysis	+				+	+		+		+
Translation Methodology – Theory and Practice	+				+	+		+		+
Literary Translation – Module 1	+				+	+		+		+
Interpreting – Module 1	+				+	+		+		+
Literary Translation – Module 2	+				+	+		+		+
Interpreting – Module 2	+				+	+		+		+
Translation of Specialist Texts	+				+	+		+		+

Learning outcomes of the study programme	**LO 11**	**LO 12**	**LO 13**	**LO 14**	**LO 15**	**LO 16**	**LO 17**	**LO 18**	**LO 19**	**LO 20**	**LO 21**
Total number of courses for each LO	17	28	33	7	7	7	4	5	2	2	2
Second Language Acquisition			+								
Educational Psychology					+	+	+				
Sociology of Education											
Glottodidactics					+	+	+				
Fundamentals of Pedagogy											
Didactics					+	+	+				
English Language Teaching Methodology			+		+	+	+				
Practicum and Teaching Practice			+		+	+	+				

African American Novel	+	+	+								
Ecocriticism and Literature	+	+	+								
Formal Aspects of Translation: Theory and Computer Methodology		+	+								
James Joyce	+	+	+								
Languages in Contact		+	+								
Language Change		+	+	+							
Language and Society		+	+	+							
Language and Literature	+	+	+								
Language, Media, and Communication		+	+	+							
Literary Text and Discourse	+	+	+								
Literary Cinema	+	+	+								
Korean and East-Asian Literature and Film in the Euro-Asian Context	+	+	+								
Creative Writing		+	+								
Critical Discourse Analysis		+	+	+							
Media Culture	+	+	+								
Multiculturalism, Identity, Literature: Canada and the United States	+	+	+	+							
Instructional Materials for English Language Teaching			+		+	+					
Neo-Victorianism and Victorian Heritage	+	+	+								
Underworlds: Subterranean Poetics	+	+	+								
Teaching English to Young Learners			+		+	+					
The History of English Language		+	+								
Psycholinguistics and Cognitive Aspects of Language		+	+								

Work, Gender, and Race in Contemporary North American Literature	+	+	+								
Classroom Discourse			+		+						
Rhetoric of Speech and Writing	+	+	+								
Shakespeare: from the Globe to the Multiplex	+	+	+								
Syntax – Comparative and Formal Aspects		+	+	+							
Speculative Futures	+	+	+								
Contemporary Poetry	+	+	+	+							
Virginia Woolf	+	+	+								
Translation Studies with Elements of Contrastive Analysis		+	+					+			
Translation Methodology – Theory and Practice			+					+			
Literary Translation – Module 1									+		
Interpreting – Module 1								+		+	+
Literary Translation – Module 2									+		
Interpreting – Module 2								+		+	+
Translation of Specialist Texts								+			

3.2. Instructors in the study programme

	Sani Ćavar	**Goran Kardum**	**Marija Knežević**	**Morana Koludrović**
CROSBI link	*CroRIS*	*CroRIS*	*CroRIS*	*CroRIS*
Title	assistant professor	full professor with permanent tenure	senior language instructor	associate professor

Field	social sciences	social sciences	humanities	social sciences
Discipline	pedagogy	psychology	philology	pedagogy
Primary 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
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	100%	100%
Teaching load at the primary institution	1408 WS	1490,4 WH	1290 WH	1027,2 WH
Teaching load at external institutions	/	/	/	/
Estimated load in the new study programme	/	/	/	/
Estimated load at the primary institution	1408 WS	1490,4 WH	1290 WH	1027,2 WH
Estimated load at external institutions	/	/	/	/
Science and review papers published in the last 5 years (total)	3	/	2	17
Professional papers published in the last 5 years (total)	/	/	2	6
Total number of citations (SCOPUS)	/	580	/	55
Total h-index (SCOPUS)	/	15	/	4
Competitive project leader and/or team member (total)	/	/	/	1
Leader and/or team member in other projects (total)	1	/	/	11

List of courses taught in the programme	- Fundamentals of Pedagogy	- Educational Psychology	- Translation Methodology – Theory and Practice - Literary Translation – Module 1 - Literary Translation – Module 2 - Translation of Specialist Texts - Interpreting – Module 1 - Interpreting – Module 2	- Didactics
List of completed teacher training courses	University degree in teacher education	University degree in teacher education	University degree in teacher education Completed postgraduate study programme *Conference Interpreting* Completed a summer school on translation technologies Completed an international summer school on digital linguistics Completed an international summer school on terminology	University degree in teacher education

	Gordan Matas	**Ivana Petrović**	**Toni Popović**	**Simon John Ryle**
CROSBI link	*CroRIS*	*CroRISI*	*CroRIS*	*CroRIS*
Title	associate professor	associate professor	assistant professor	full professor
Field	humanities	humanities	social sciences	humanities
Discipline	philology	philology	sociology	philology

Primary 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
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	100%	100%
Teaching load at the primary institution	1047 WH	945 WH	1206 WH	1112 WH
Teaching load at external institutions	/	/	/	/
Estimated load in the new study programme	/	/	/	/
Estimated load at the primary institution	1047 WH	945 WH	1206 WH	1112 WH
Estimated load at external institutions	/	/	/	/
Science and review papers published in the last 5 years (total)	11	5	17	15
Professional papers published in the last 5 years (total)	/	/	/	2
Total number of citations (SCOPUS)	7	1	40	13
Total h-index (SCOPUS)	1	1	4	3
Competitive project leader and/or team member (total)	/	1	1	1
Leader and/or team member in other projects (total)	1	1	1	/
List of courses taught in the programme	- African American Novel - Literary Translation – Module 1 - Literary Translation – Module 2 - Multiculturalism, Identity, Literature: Canada and the United States - Virginia Woolf	- Languages in Contact - Language, Media, and Communication - Rhetoric of Speech and Writing	- Sociology of Education	- Ecocriticism and Literature - Language and Literature - Creative writing - Underworlds: Subterranean Poetics - Shakespeare: from the Globe to the Multiplex - Contemporary Poetry - Literary Text and Discourse

List of completed teacher training courses	University degree in teacher education	University degree in teacher education Completed training in fundamental teaching competences for higher education instructors at the Faculty of Humanities and Social Sciences, University of Zagreb (120 hours, 4 ECTS credits).	University degree in teacher education	/

	Mirjana Semren	**Nataša Stojan**	**Danijela Šegedin Borovina**	**Brian Willems**
CROSBI link	*CroRIS*	*CroRIS*	*CroRIS*	*CroRIS*
Title	assistant professor	associate professor	assistant professor	full professor
Field	humanities	humanities	humanities	humanities
Discipline	philology	philology	philology	philology
Primary 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
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	100%	100%
Teaching load at the primary institution	1026 WH	864 WH	1118 WH	1047 WH
Teaching load at external institutions	/	/	/	/
Estimated load in the new study programme	/	/	/	/
Estimated load at the primary institution	1026 WH	864 WH	1118 WH	1047 WH
Estimated load at external institutions	/	/	/	/

Science and review papers published in the last 5 years (total)	5	4	5	27
Professional papers published in the last 5 years (total)	/	/	/	13
Total number of citations (SCOPUS)	1	9	3	32
Total h-index (SCOPUS)	1	1	1	3
Competitive project leader and/or team member (total)	/	/	/	1
Leader and/or team member in other projects (total)	/	/	/	/
List of courses taught in the programme	- English Language Teaching Methodology - Practicum and Teaching Practice - Psycholinguistics and Cognitive Aspects of Language - Instructional Materials for English Language Teaching	- Language and Society - The History of English Language - Syntax – Comparative and Formal Aspects - Language Change - Critical Discourse Analysis - Translation Studies with Elements of Contrastive Analysis	- Glottodidactics - Translation Methodology - Practicum and Teaching Practice - Classroom Discourse - Second Language Acquisition - Teaching English to Young Learners	- Literary Cinema - Korean and East-Asian Literature and Film in the Euro-Asian Context - Media Culture - Neo-Victorianism and Victorian Heritage - Speculative Futures - James Joyce - Work, Gender, and Race in Contemporary North American Literature
List of completed teacher training courses	University degree in teacher education	University degree in teacher education	University degree in teacher education	/