

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME

German Language and Literature (double-major);
Teacher Education Specialisation

SPLIT, November, 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	University Graduate Programme German Language and Literature (double-major); Teacher Education		
Leader of the study programme	Faculty of Humanities and Social Sciences in Split		
Executor/s of the study programme	Faculty of Humanities and Social Sciences in Split		
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	01 Education 011 Education 0111 Education science 0114 Teacher training with subject specialisation 02 Arts and Humanities		

	023 Languages 0231 Language acquisition 0232 Literature and linguistics
Programme duration (semesters, years)	4 semesters, 2 years
Number of ECTS points acquired on completion of study programme	60
Academic or professional title, i.e. academic degree	*Master of Education (MEdu) in German Language and Literature* (double-major specializing in teacher education) mag.educ.philol.germ.
Language of delivery	Croatian[1]
Place of delivery	Faculty of Humanities and Social Sciences in Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for students in regular and special status)	24 – regular status

[1] Instruction in the double-major university graduate study programme *German Language and Literature*: teacher education specialisation, is conducted for the most part in German. Instruction in the general courses of 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

University graduate study programme *German Language and Literature* (double-major): teaching education specialisation (hereinafter: graduate study programme *German Language and Literature*) is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split, 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 fully aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split, given that it is directed toward the acquisition of competences that promote fundamental social and humanistic values, contributes to the improvement of knowledge, the promotion of ethical conduct, tolerance, cooperation, inclusivity, responsibility, and the overall well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*), and prepares students for the competent integration into the labour market.

Teaching and scientific excellence are the foundations upon which the quality of the entire learning and teaching process in the graduate study programme *German Language and Literature* is built. While the undergraduate study programme enables the acquisition of high linguistic and pragmatic language competences in German, the graduate study programme further enhances/perfects these. Building on the acquired skills, the graduate study programme *German Language and Literature* intensively incorporates the acquisition of theoretical knowledge on pedagogical competences required for successful teaching practices in the instruction of German language, culture, and literature, as well as for performing other activities in the contemporary labour market. Precisely thanks to this conception, graduates holding a Master's degree in Education in *German Language and Literature* have opportunities for employment in various educational institutions, as well as in institutions or companies connected with the German-speaking world. Masters of German Language and Literature may therefore gain employment in various associations, governmental and non-governmental organisations, diplomatic and economic representative bodies, the media, businesses, marketing, public relations, culture, and tourism. In accordance with the mission and vision of the Faculty of Humanities and Social Sciences in Split, Masters of German Language and Literature are shaped as experts in the field of German language, literature, and didactics who, in their professional work – thanks to the competences acquired, as well as the collaborative, flexible, and pluralistic intellectual environment, in which they are continually encouraged toward critical thinking, creativity, and freedom of thought – continuously promote fundamental social and humanistic values and contribute to the long-term development and advancement of society.

In the graduate study programme *German Language and Literature*, the concept of contemporary instruction focused on the needs and interests of students and on encouraging the development of life competences in contemporary society is strongly promoted. This is achieved by encouraging a joint approach in lesson planning, that is, active participation of students in the teaching process through research and a flexible approach to instruction, student involvement in task structuring, access to information, and evaluation of the effectiveness of implemented teaching methods. Emphasis is placed on the applicability of acquired theoretical knowledge through direct

involvement in the teaching process. Compulsory and elective courses are designed according to the principles of contemporary instruction, which leads toward the development and encouragement of student autonomy and creativity, respect for diversity, and pluralism in teaching. Thus, implemented pedagogical and didactic innovations of contemporary instruction place students at the centre of attention as co-creators of the educational process, while teachers assume the role of coordinators of the entire process. The goal of such an approach is directed toward the acquisition of competences for the contemporary teacher, which implies the need for lifelong learning and professional development, as well as openness to new challenges and rapid changes arising from the needs of contemporary society.

Students acquire one part of their teaching competences in compulsory (joint) courses in pedagogy, psychology and didactics, while the other part is acquired in compulsory courses specific to the graduate study programme *German Language and Literature*, which are primarily focused on the development of communicative and pragmatic competence as the fundamental objective of contemporary foreign language instruction. Within linguistics courses, emphasis is placed on the functional application of previously acquired knowledge, clearly defined objectives, continuous feedback, and systematic monitoring of progress in the gradual improvement of fluent speech. Thanks to literature courses, with an emphasis on the intermedial and comparative (inter)relationship of literature and film, paradigmatic works of art are interpreted and analysed, and contemporary humanistic and ethical values are strongly promoted. In this sense, literature and other media are thematised/problematised beyond traditional genre boundaries, and students are encouraged toward creativity in both verbal and written expression. By (co)creating an awareness of the broader socio-cultural context, student teachers are motivated to understand/accept interculturality, develop critical observation/expression, promote gender equality, and have an anti-discriminatory attitude.

In all compulsory and elective courses, an individualised approach is applied, taking into account individual differences in motivation, different learning strategies, language aptitude, and different learning styles as exceptionally significant factors in teaching and mastering the German language and in preparing future teachers for independent work with pupils. Students are further encouraged toward interdisciplinary and intermedial approaches through the implementation of various didactic procedures, such as movement, music, and drama techniques, in German language instruction and their influence on the development of learners' communicative competence, creativity, and self-expression. Students are trained to use exercises blending speech and rhythm aimed at learning/acquiring new words, correct pronunciation, auditory perception, and intonation in German. Students also develop intercultural competences, that is, they acquire theoretical and practical knowledge directed toward promoting and developing interaction among students of different backgrounds, raising awareness of the importance of an intercultural environment, and fostering a developed sense of mutual understanding and acceptance.

The tendency of applied methodological procedures is constant modernisation, significantly supported by the continuous implementation of student self-evaluations and evaluations of applied teaching methods. Furthermore, through various innovative courses within the graduate study programme *German Language and Literature*, future teachers are to equipped for competent engagement also in areas outside the educational system, that is, in the public and private sectors. Incoming and outgoing student and teacher mobility enables greater visibility of the graduate study programme *German Language and Literature* within the broader European context. The competences acquired are aligned with the objectives of the strategic field of the Study Programme, teaching, and students within the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*.

Teachers are active members of relevant professional associations such as KDV (Der Kroatische Deutschlehrerverband; Croatian Association of Teachers and Professors of German), SOEGV (Südosteuropäischer Germanistenverband; The Southeast European Association of Germanists), MGV (Mitteleuropäischer Germanistenverband; The Central European Association of Germanists), Deutsche Gesellschaft für Kroatistik (German Society for Croatian Studies), HDPL (Croatian Association for Applied Linguistics), etc. In addition, they cooperate with the Education and Teacher Training Agency and the National Centre for External Evaluation of Education as members of the national committee for the implementation of competitions, committee members for teacher certification examinations, and as reviewers of national exams and accompanying exam materials.

The distinctiveness of the graduate study programme *German Language and Literature* lies in its grounding in contemporary learning and education paradigms, which, among other things, refers to the implementation of modern technologies with emphasis on continuous IT training for teachers and students as part of their professional competences in lifelong learning. Courses in which these competences are acquired are conceived according to the didactic quadrilateral which, in addition to the student as an active participant in the learning process, the teacher, and the teaching content, also includes technology as an indispensable element. Students are encouraged to use digital tools in their personal development and in the teaching process through the creation of interactive worksheets, portfolios that replace the traditional form of seminar paper writing, the application of online quizzes using various software, and the use of available interactive tools. Such an approach fosters the imperatives of contemporary education – active learning, which implies the contribution of each individual student, directed toward their holistic growth and development and the fulfilment of their personal potential. Implemented courses are thus aligned with the Digital Education Action Plan, through which the European Commission (2018) defines ways to utilise digital technologies and innovation within educational systems.

The study programme contributes to positioning the Faculty of Humanities and Social Sciences in Split within the Republic of Croatia, the wider regional and European context as a relevant institution thanks to various activities such as guest lectures by distinguished experts and professors from other Croatian and European universities/institutions, with particular emphasis on German-speaking countries. During graduate studies, students are continuously encouraged to participate in and engage in various professional and scientific activities such as promoting national and German literature, popularising science, organising and participating in various workshops and/or events, as well as conducting research and publishing scientific and professional papers (link to document with list of activities).

The graduate study programme *German Language and Literature* is conceived in a way that implies continuous evaluation and improvement of the quality of work of all participants in the teaching process, that is, students and teachers. Furthermore, joint research work of students and teachers is encouraged, as well as professional teacher development in the teaching and scientific-research domain (*Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the 2021–2025 period*).

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

Institutional prerequisites for the comparability of the graduate study programme *German Language and Literature* to related accredited study programmes in the Republic of Croatia and in European Union member states have been fulfilled in accordance with legal regulations (*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), as well as university (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Since the initial licence of 2020, the proposed programme has been aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020*, *Action Plan of the Faculty of Humanities and Social Sciences in Split of 2019, Action Plan of the Faculty of Humanities and Social Sciences in Split of 2020*), while new revisions and supplements are made in accordance with current and relevant documents (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025, Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027, Action Plan of the Faculty of Humanities and Social Sciences in Split of 2023*) (all listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije).

The proposed programme is comparable to various double-major university graduate studies in German Language and Literature and/or German Studies in the Republic of Croatia (e.g. Faculty of Humanities and Social Sciences, University of Zagreb, https://germanistika.ffzg.unizg.hr ; Faculty of Humanities and Social Sciences, University of Rijeka https://ffri.uniri.hr/o-fakultetu/ustroj/odsjeci-i-katedre/odsjek-za-germanistiku; Department of German Studies, University of Zadar, https://germanistika.unizd.hr) and to programmes in the European Union that offer similar double-major studies, e.g. Faculty of Arts, University of Maribor (https://ff.um.si/studij/podiplomski-studij-2-stopnja/studijski-programi-2/nemscina-kot-tuji-jezik-dvopredmetni-pedagoski).

The distinctiveness of the graduate study programme *German Language and Literature* lies in its grounding in contemporary learning and education paradigms, which, among other things, refers to the application of modern technologies. Additionally, students have an additional opportunity to connect learning outcomes of the study programme with immediate tasks in the labour market within *Work-based Learning at a Partner Institution* as an elective course. The importance and quality of such an approach are evidenced by testimonials of former students who gained employment at one of the Faculty's partner institutions after completing their studies (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf).

Students of the graduate study programme *German Language and Literature* participate in all quality assurance processes and in the work of all bodies, committees, departments, and centres designated for that purpose, in the manner prescribed by national, university, and faculty acts, regulations, and procedures. The Department of German Language and Literature, the Student Counselling Centre (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata), the Career Planning and Development Centre (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera), and the Office for Student Affairs (https://www.ffst.unist.hr/za_studente/studentska_sluzba) care for students' well-being and their specific needs. While the centres conduct educational and counselling activities in the form of confidential individual and/or group counselling with the aim of providing support and assistance to students in personal, academic, and professional contexts (resolving personal difficulties, achieving academic success, increasing study efficiency, improving quality of life, developing student potential, developing career planning and management skills, and connecting students with potential employers), the Office for Student Affairs informs students in a timely manner about student obligations and provides support during their studies by providing necessary forms and procedures.

In the case of other student needs, such as resolving student complaints or protecting their rights, students may contact the Head of Department, the Vice Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the Faculty of Humanities and Social

Sciences and the Student Ombudsperson of the University of Split. The Head of Department informs them of these options at the beginning of their studies. Furthermore, impartiality and transparency in all procedures are ensured and mechanisms in cases of complaints and other issues relevant to students are defined during their graduate studies. These mechanisms are based on the Code of Ethics and other documents ensuring ethical conduct in the planning and implementation of the study programme, including mechanisms for internal reporting of irregularities and the appointment of a confidential individual, as well as mechanisms for protection against discrimination and harassment. The listed documents are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti, https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

Quality assurance at the level of the study programme and individual courses is defined in the section *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences* 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)

and other key documents posted on the website of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Furthermore, within the university graduate studies, standards and regulations for assessing acquired learning outcomes are regularly defined, published, and revised. These standards and regulations are defined in the syllabus of each course in the graduate study programme *German Language and Literature* 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*, and *Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences*. A more detailed elaboration of each assessment element, as well as additional instructions and guidelines for students, is available in each course repository.

Instructors teaching in the graduate study programme *German Language and Literature* regularly participate in scientific conferences and in various forms of continuing professional development. They also participate in teacher training organised by the Faculty of Humanities and Social Sciences in Split and other institutions. Records of teacher training provided by the Faculty are available in Faculty documents, while other forms of professional development are evidenced by certificates of active participation in scientific conferences and professional development programmes, as well as collaborative scientific research projects.

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

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

In accordance with the principles of the Bologna Process, the graduate study programme *German Language and Literature* promotes curriculum flexibility through horizontal and vertical mobility. Horizontal mobility is achieved through the possibility of major switching during study, either by switching to a study programme wherein the same qualification is acquired or by selecting an entirely different study programme. Through international mobility, students are able to study (for one semester or more) at foreign higher education institutions, enrol in elective courses aligned with their interests within other study programmes at the Faculty of Humanities and Social Sciences in Split, as well as other faculties of the University of Split, other higher education institutions in the Republic of Croatia or abroad. Students from other majors of the Faculty of Humanities and Social Sciences may enrol in elective courses in the graduate study programme *German Language and Literature*.

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

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

To enrol in the double-major graduate study programme *German Language and Literature,* a completed accredited double-major undergraduate study programme in *German Language and Literature* is required with a minimum of 180 ECTS credits acquired, combined with another double-major undergraduate study programme. The graduate study programme *German Language and Literature* may be combined with all double-major study programmes at the Faculty of Humanities and Social Sciences in Split.

The programme lasts 2 years (4 semesters). Upon completion of the double-major graduate study programme *German Language and Literature*, a minimum of 60 ECTS credits is acquired, out of a total minimum of 120 ECTS credits of the graduate study programme.

The conditions of enrolment into higher years of study are defined by the Faculty Council Decision, which is issued for each academic year and posted on the Faculty's website. Specific requirements needed for enrolment in individual courses are indicated in the syllabi of those courses.

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

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

1. apply intercultural communication competences in the context of learning German language and literature;
2. critically evaluate the history of film of the German-speaking world;
3. critically evaluate literary works in the context of teaching German as a foreign language;
4. discuss literary works and important German authors in a socio-historical context;
5. interpret literary texts in the German language;
6. present their own informed opinion in the interpretation of works of German literature in oral and written form;
7. competently discuss research approaches in the field of literary theory in German;
8. make use of relevant professional and scientific literature in German;
9. make use of appropriate metalinguistic terminology in German;
10. produce oral or written translations of different types of texts in German, taking into account terminological and socio-cultural differences;
11. use vocabulary of various text types and current topics in German both actively and passively;
12. recognise trends in contemporary German from the perspective of language criticism, language change and language variation;
13. explain the concept of language awareness from the perspective of intercultural communication and pragmatics, with an emphasis on German;
14. recognise difficulties in speech-language functioning and speech-language disorders;
15. effectively apply methods of contemporary approaches to teaching the German language aimed at developing communicative competence;
16. apply the ability of critical understanding of relevant professional literature in German;
17. apply appropriate communication and presentation skills in German;
18. advocate their opinion and critically discuss their experiences in teaching the German language;
19. explain the types and possibilities of applying various innovative media in teaching the German language and compare programmes and tools for distance learning;
20. critically assess and create tasks and exercises for each phase of working on a text in German;
21. plan a lesson competently and appropriately define and phrase aims and learning outcomes of learning German;
22. apply theoretical and practical knowledge in independent teaching of the German language;
23. assess student achievement from a didactic perspective, i.e., observe and critically analyse different aspects of teaching German;
24. describe the fundamental aspects of approaches to teaching German;
25. define basic concepts of educational sociology relevant in the process of teaching German language and literature;
26. explain basic concepts in the field of developmental psychology and differences in theoretical approaches and research in educational psychology for teaching German successfully.

1.6. Structure and form of delivery

The double-major graduate study programme *German Language and Literature* with a teacher education specialisation lasts two years, specifically four semesters. One year of study yields 30 ECTS credits (60 credits in total). Student obligations during the course of study are determined by the syllabi of individual courses (see course descriptions), while their obligations regarding class attendance, as well as the pace of study and assessment procedures, are defined by the regulations of the Faculty of Humanities and Social Sciences in Split. Certain elective courses may also be taken by students of other study programmes at the Faculty of Humanities and Social Sciences in Split, provided that their knowledge of the German language is at the C1 to C2 level.
During the winter semester of the second year of study, students choose a supervisor for their Master's Thesis, who will guide them through the research and writing process during the summer semester.

1.7. Manner of completing the study programme

Manner of completing the study programme	Bachelor's Thesis ☐ Master's Thesis ☒	Bachelor's exam ☐ Master's exam ☐
Requirements for final/Master's Thesis or final/diploma/exam	In accordance with the *Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split* (https://www.ffst.unist.hr/_download/repository/Thesis%20regulations%20undergraduate%20and%20graduate%20studies%5B1%5D.pdf), students, in agreement with their supervisor, choose and register the topic of their Master's Thesis in the final year of study, and no later than the end of class time in the winter semester. The Department Council approves the student's topic and supervisor. The conditions for applying for their Master's Thesis defence are: completion of the written part of the Master's Thesis and its approval by the Master's Thesis defence committee, passing all examinations, and fulfilling all obligations prescribed by the study programme.	
Procedure of evaluation of final/diploma exam and evaluation and defence of final/Master's Thesis	The Master's Thesis in the graduate study programme *German Language and Literature* is, in principle, a scientific/research paper in which students are expected to demonstrate the theoretical knowledge of a specific/selected field, as well as competence in conducting scientific research and interpreting its results. The evaluation and defence procedure of the Master's Thesis is prescribed by the *Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split* (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf).	

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES
Year of study: 1

Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Language exercises: Oral communication skills	Silvija Ugrina, senior language instructor	0	30	0	2	C
Educational Psychology[2]	Goran Kardum, PhD, full professor	30	0	30	2.5	C
Sociology of Education[3]	Toni Popović, PhD, assistant professor	30	0	30	2.5	C
Speech Fluency Development	Mirjana Matea Kovač, PhD, full professor	15	0	15	3	C
Introduction to the Didactics of Literature	Mirella Müller, PhD, assistant professor	30	0	15	3	C
A History of German Film	Marijana Erstić, PhD, full professor	15	0	15	2	E
Images of Germany in European Film	Marijana Erstić, PhD, full professor	15	0	15	2	E

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Language Exercises: Written Communication Skills	Silvija Ugrina, senior language instructor	0	30	0	2	C
German Language Teaching Methods 1	Mirella Müller, PhD, assistant professor	15	0	15	3	C
Didactics[4]	Morana Koludrović, PhD, associate professor	30	0	30	2.5	C
Fundamentals of Pedagogy[5]	Sani Ćavar, PhD, assistant professor	30	0	30	3	C
The Mann Family - the Works of a Literary Dynasty	Marijana Erstić, PhD, full professor	15	0	15	2	C
Trends in Contemporary German	Sandra Lukšić, PhD, assistant professor	15	0	15	2	E

[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 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).

[4] 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).

[5] 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).

Discourse Analysis	Sandra Lukšić, PhD, assistant professor	15	0	15	2	E

LIST OF COURSES							
Year of study: 2							
Semester: 3							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Language Exercises: Translation	Silvija Ugrina, senior language instructor	0	30	0	0	2	C
The Media in the German Language Teaching	Mirella Müller, PhD, assistant professor	15	0	15	0	3	C
Rhythm, Movement and Drama in the Methodological Design of German Language Teaching	Mirella Müller, PhD, assistant professor	15	0	15	0	3	C
Language-pragmatic Theories in Intercultural Language Teaching	Sandra Lukšić, PhD, assistant professor	30	0	15	0	4	C
Speech Production Models	Mirella Müller, PhD, assistant professor	30	0	15	0	3	E
German Women's Literature of the 19th and 20th Century	Eldi Grubišić Pulišelić, PhD, full professor with permanent tenure	30	0	15	0	3	E
Work-based Learning at a Partner Institution[6]		0	40	30	80	5	E

LIST OF COURSES							
Year of study: 2							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Internship and School Practice	Mirella Müller, PhD, assistant professor	0	60	30	0	5	C
Master's Thesis		0	0	0	0	10	C
Work-based Learning at a Partner Institution[7]		0	40	30	80	5	E

2.2. Course description

[6]An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

[7]An elective course that may be taken in the winter or summer semester, and does not enter the ECTS credits for electives and is not compulsory. Students can apply for a vocational internship and obtain an additional 5 ECTS credits after completing the course.

GENERAL INFORMATION		
Lead instructor	Silvija Ugrina, senior language instructor	
Course name	**LANGUAGE EXERCISES: ORAL COMMUNICATION SKILLS** (GER401)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+30+0

COURSE DESCRIPTION
Course aims
The aim of the course is to develop speaking skills as a fundamental competence of a foreign language teacher and to apply the acquired knowledge and skills in the teaching of German as a foreign language.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: – independently consult various sources of knowledge in German for further professional development – actively and passively use vocabulary from different text types and current topics in German – actively and passively use German grammatical structures – analyse thematically selected phenomena from the fields of culture and society, discuss them, and engage in critical reflection, thereby demonstrating a high level of linguistic, speaking and pragmatic competence – apply the acquired knowledge and skills in teaching German as a foreign language
Course content
The focus of the following instructional activities is on the development of oral expression and the expansion of knowledge (lexical and grammatical) necessary for fluent oral communication: 1 Discussion on topics related to society, culture, and sports in the German-speaking world based on texts from various magazines and newspaper articles 2 Expressing opinions on everyday topics, e.g., housing, food, etc. 3 Analysis of posters, brochures, advertisements, etc. 4 Expressing opinions on topics related to politics and economics based on texts from various magazines and newspaper articles 5 Discussion on travel and tourism-related topics 6 Discussion on contemporary literary texts 7 Debate on current films

Modes of delivery (mark the appropriate boxes with an X)	☐ lectures ☐ seminars and workshops ☒ practicals	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

	☐ remote learning ☐ field work	

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to actively and constructively contribute to in-class discussions as well as carry out tasks in a timely and satisfactory manner. They are required to pass the final exam or a midterm and end-of-term exam, and score at least 60% on the written exam(s), as well as pass the oral exam after passing the written exam(s).

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

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

- 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) – 20%
- in-class participation, participation in class discussions – 10%
- oral exam – 60%
- carrying out individual and group tasks in a timely and satisfactory manner – 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*
Various Newspapers (Die Presse, FAZ, Süddeutsche Zeitung, Der Tagesspiegel, etc.)	*online*	24
Various Magazines (Der Spiegel, Stern, Focus, Bunte, etc.)	*online*	24
Informational Brochures, Posters, Advertisements, etc.	*online*	24
Duden: Deutsches Universalwörterbuch, Dudenredaktion, 9th, fully revised and expanded edition; Berlin: Dudenverlag, 2019	1	24

Supplementary readings

Depending on the topics covered.
Students are referred to supplementary reading by the instructor, or they independently seek other sources that will enable them to more easily understand and master the material.

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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	Introduction to the content of the course, modes of delivery, and assessment criteria	2	P 21
2.	Practicals	Discussion on topics related to society, culture, and sports in the German-speaking world based on texts from various magazines and newspaper articles	2	P21
3.	Practicals	Discussion on topics related to society, culture, and sports in the German-speaking world based on texts from various magazines and newspaper articles	2	P21
4.	Practicals	Expressing opinions on everyday topics, e.g., housing, food, etc.	2	P21
5.	Practicals	Expressing opinions on everyday topics, e.g., housing, food, etc.	2	P21
6.	Practicals	Analysis of posters, brochures, advertisements, etc.	2	P21
7.	Practicals	Knowledge assessment through a midterm exam	2	P21
8.	Practicals	Expressing opinions on topics related to politics and economics based on texts from various magazines and newspaper articles	2	P21
9.	Practicals	Expressing opinions on topics related to politics and economics based on texts from various magazines and newspaper articles	2	P21
10.	Practicals	Discussion on travel and tourism-related topics	2	P21
11.	Practicals	Discussion on travel and tourism-related topics	2	P21
12.	Practicals	Discussion on contemporary literary texts	2	P21
13.	Practicals	Discussion on contemporary literary texts	2	P21
14.	Practicals	Knowledge assessment through a midterm exam	2	P21
15.	Practicals	Debate on current films	2	P21

GENERAL INFORMATION		
Lead instructor	Goran Kardum, PhD, full professor	
Course name	**PSYCHOLOGY OF EDUCATION** (HZX003)	
Study programme	Double-major graduate study programme *German Language and Literature*; 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
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 ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other _____
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*
	1	24
Selected works from relevant online databases	0	24
Lecture notes – summarised lectures	0	24

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; cooperative assessment of teacher and students on the implementation and quality of teaching processes.

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Psychology as a science and profession; the subject of psychology	2	
	Seminars	Psychology as a science and profession; the subject of psychology	2	
2.	Lectures	History and development	2	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	History and development	2	
3.	Lectures	Scientific methods and research	2	
	Seminars	Scientific methods and research	2	
4.	Lectures	Psychoanalysis, psychosexual development	2	
	Seminars	Psychoanalysis, psychosexual development	2	
5.	Lectures	Behaviorism, classical and instrumental conditioning	2	
	Seminars	Behaviorism, classical and instrumental conditioning	2	
6.	Lectures	Social cognitive theory, theory of mind and cognitive psychology	2	
	Seminars	Social cognitive theory, theory of mind and cognitive psychology	2	
7.	Lectures	Psychology and neuroscience of learning and memory, state of consciousness, the role of neurotransmitters	2	
	Seminars	Psychology and neuroscience of learning and memory, state of consciousness, the role of neurotransmitters	2	
8.	Lectures	Intelligence behaviour and decision making	2	
	Seminars	Intelligence behaviour and decision making	2	
9.	Lectures	Emotion, development of emotion and role in nurture and education	2	
	Seminars	Emotion, development of emotion and role in nurture and education	2	
10.	Lectures	Experience of control behaviour, self-control behaviour, attribution theories, motivation	2	
	Seminars	Experience of self-control behaviour, self-control behaviour, attribution theories, motivation	2	
11.	Lectures	Temperament, relationships between genetics and environment, behavioral genetics, epigenetic	2	
	Seminars	Temperament, relationships between genetics and environment, behavioral genetics, epigenetic	2	
12.	Lectures	Theories of personality	2	
	Seminars	Theories of personality	2	
13.	Lectures	Parenthood styles and family; motivation and factors of family system dynamics	2	
	Seminars	Parenthood styles and family; motivation and factors of family system dynamics	2	
14.	Lectures	Psychology of abnormal behaviour and experiences in youth and adolescents	2	
	Seminars	Psychology of abnormal behaviour and experiences in youth and adolescents	2	
15.	Lectures	Psychology of abnormal behaviour and experiences in youth and adolescents	2	
	Seminars	Psychology of abnormal behaviour and experiences in youth and adolescents	2	

GENERAL INFORMATION	
Lead instructor	Toni Popović, PhD, assistant professor
Course name	**SOCIOLOGY OF EDUCATION** (HZX004)

Study programme	Double-major graduate study programme *German Language and Literature*; 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*	1	24

i izazovi: Rijeka: Filozofski fakultet. (pp. 10-49)		
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.

NOTE: The supplementary reading also serves as the basis for the students' seminar papers, which is supplemented with more relevant bibliographic sources from the sociology 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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts	2	MM
	Seminars	Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts	2	MM
2.	Lectures	The Emergence and Development of the Sociology of Education; Subject Matter and Research Methods in the Sociology of Education	2	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	In this seminar assignment, the development of the sociology of education as a discipline will be examined, with an emphasis on its fundamental theoretical and research approaches. The subject matter of the sociology of education will be explored, including the relationship between the education system and social structure. Particular attention will be devoted to research methods in the sociology of education, as well as to key areas of analysis such as educational inequalities, socialization, and the role of education in social reproduction and mobility.	2	
3.	Lectures	The Sociological Approach and Relevant Theoretical Conceptions of Education, Part I – 2 hours	2	
	Seminars	In this seminar assignment, the fundamental theoretical conceptions of education within sociology will be examined, with an emphasis on functionalist and liberal approaches. Functionalist theories of education will be considered through the works of Émile Durkheim and Talcott Parsons, with particular attention to the role of education in socialization, integration, and the maintenance of social order. Special attention will be devoted to liberal approaches in the works of John Dewey and Ivan Illich, including critiques of institutionalized schooling and the idea of alternative forms of learning. Differences between these theoretical approaches in understanding the function and purpose of education within contemporary society will also be examined.	2	
4.	Lectures	The Sociological Approach and Relevant Theoretical Conceptions of Education, Part II – 2 hours	2	
	Seminars	In this seminar assignment, contemporary theoretical approaches to education will be examined, with an emphasis on interactionism, the New Right, and postmodern perspectives. Within the interactionist approach, processes of labelling, interaction, and the construction of educational expectations that shape students' achievement and identities will be explored. Particular attention will be devoted to New Right approaches, which emphasize market logic, standardization, the measurement of educational outcomes, and individual responsibility in education, as well as to postmodern perspectives that problematize the status of knowledge, the curriculum, and the authority of educational institutions under conditions of social pluralization.	2	
5.	Lectures	The Social Character of Education: Inequalities in Education; Inequalities of Educational Opportunity – 2 hours	2	
	Seminars	In this seminar assignment, the 'new sociology of education' will be examined, that is, theories that problematize the relationship between education and cultural and social reproduction. The emphasis is on the analysis of the works of Basil Bernstein, Paul Willis, and Pierre Bourdieu, as well as on key concepts such as linguistic codes, counter-school culture, and cultural capital. The ideal of equality of educational opportunity in contemporary society is approached critically, that is, the conception of education that enables each individual to realize their academic and social potential. Furthermore, emphasis is placed on the differences between the paradigm of inclusive education and the model of integration, and attention is drawn to the shortcomings of school practice that prevent a growing number of students with difficulties from achieving inclusion. The positions of different sociological theories in understanding the aims, processes, and outcomes of inclusive education are also critically examined.	2	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
6.	Lectures	The Sociology of School Education – 2 hours	2	
	Seminars	In this seminar assignment, the school will be examined as a specific social institution within the education system. The organizational structure of the school, patterns of governance, and authority relations that shape its functioning will be analyzed. Particular attention will be devoted to school culture and climate, including the norms, values, and informal practices present in everyday school life. The school will also be considered as an institutional environment that structures relationships among different actors in the educational process.	2	
7.	Lectures	Midterm Exam I; Service-Learning – 2 hours	2	
	Seminars	In this seminar assignment, the concept of service-learning will be examined as an approach that connects education, civic engagement, and community action. The fundamental characteristics and models of service-learning will be explored, with an emphasis on linking academic knowledge with socially relevant issues. Particular attention will be devoted to the educational, social, and developmental effects of this approach, including its role in fostering social responsibility, participation, and experiential learning.	2	
8.	Lectures	Central European and Scandinavian Structures of Education (Programme for International Student Assessment) / Bologna Process in Higher Education – 2 hours	2	
	Seminars	In this seminar assignment, the characteristics of Central European and Scandinavian education systems will be examined from a comparative perspective, with particular emphasis on Programme for International Student Assessment as a framework for evaluating educational outcomes. The advantages and limitations of the PISA approach will be explored, including sociological critiques of standardization, competitiveness, and the reduction of education to measurable outcomes. Particular attention will be devoted to the Bologna Process and its effects on higher education, considering its objectives, scope, and critiques related to market logic, bureaucratization, and changes in academic autonomy. The extent to which these reforms contribute to the quality, equity, and internationalization of education will also be analyzed.	2	
9.	Lectures	Transitional Problems of Education; Education and Globalization - 2 hours	2	
	Seminars	In this seminar assignment, education will be examined in the context of social transition in Croatia and the processes of globalization. Changes and problems within the education system related to (post-)transitional transformations will be explored, including issues of institutional adaptation, quality, and social inequalities. Particular attention will be devoted to the impact of globalization processes on educational policies, the role of knowledge in a global society, and the relationship between national education systems and supranational reform trends. Sociological interpretations of the tensions between local educational needs and global developmental pressures will also be analyzed.	2	
10.	Lectures	Education and European Integration – 2 hours	2	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	In this seminar assignment, the relationship between education and processes of European integration will be examined, with an emphasis on the impact of European policies on national education systems. Key initiatives and processes related to the European education area will be explored, including the harmonization of standards, mobility, recognition of qualifications, and the development of common educational objectives. Sociological perspectives that critically examine the relationship between integration processes, the effectiveness of educational policies, and social inequalities will also be considered.	2	
11.	Lectures	Contemporary Perspectives in the Sociology of Education: Education for Democracy and Human Rights; Environmental Education; Intercultural Education – 2 hours	2	
	Seminars	In this seminar assignment, education for democracy and human rights, environmental education, and intercultural education are examined as responses to contemporary social challenges and transformations of educational goals. Particular attention will be devoted to the values, contents, and practices that promote democratic participation, ecological awareness, and intercultural understanding. Sociological debates on the possibilities and limitations of education in promoting social inclusion, sustainability, and pluralism will also be analyzed.	2	
12.	Lectures	Entrepreneurship Education – 2 hours	2	
	Seminars	In this seminar assignment, entrepreneurship education will be examined as a contemporary dimension of educational policies and curricular approaches. The role of entrepreneurial competences in fostering initiative, innovation, and social responsibility will be explored, with an emphasis on the place of entrepreneurship in contemporary education systems. Particular attention will be devoted to sociological debates on the relationship between entrepreneurship education, the labour market, and broader social development, as well as to the possibilities and limitations of such an approach in educational practice.	2	
13.	Lectures	The Sociology of the Curriculum – 2 hours	2	
	Seminars	In this seminar assignment, the curriculum will be examined as an institutional response to contemporary social challenges and risks. Its content and effectiveness in Croatia will be explored, with an emphasis on the need for a sociological analysis of educational policies and their outcomes.	2	
14.	Lectures	The Sociology of the Profession; The Position, Role, and Prestige of Teachers – 2 hours	2	
	Seminars	In this seminar assignment, the teaching profession will be examined from the perspective of the sociology of professions, with an emphasis on the social position, roles, and prestige of this occupation. Fundamental conceptions of professionhood and key elements of professionalization will be explored, including expertise, autonomy in work, control over specialized knowledge, and professional standards. Particular attention will be devoted to contemporary trends, as well as to processes that contribute to the decline in the social prestige of teachers, such as the loss of autonomy in decision-making, the increase in administrative responsibilities, and relatively low material compensation.	2	
15.	Lectures	Midterm Exam II; Course Evaluation – 2 hours	2	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	In this seminar assignment (group discussion), the future development of the sociology of education will be examined in the context of contemporary social, economic, and environmental changes. Key challenges and research directions within the discipline will be explored. Particular attention will be devoted to the role of the sociology of education in shaping development policies and educational practices.	2	

GENERAL INFORMATION		
Lead instructor	Mirjana Matea Kovač, PhD, full professor	
Course name	**SPEECH FLUENCY DEVELOPMENT** (GER402)	
Study programme	Double-major graduate study programme *German Language and Literature;* teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to provide a more in-depth understanding of the concept of fluent speech in L2 and of the methods for the targeted development of fluent speech through the implementation of speaking tasks in the context of instructional activities.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - list the basic definitions of spoken fluency and the variables used to analyse fluency in the narrow sense, which can also be explained and described through psycholinguistic aspects of speech production - identify the reasons that lead to the occurrence of spoken disfluencies and explain them within the framework of the psycholinguistic processes of speech planning and speech execution - explain the difference between fluency viewed as a performance phenomenon, which is the consequence of the effective and unproblematic flow of psycholinguistic processes of speech planning and speech execution, and other elements that involve linguistic knowledge - recognise the importance of systematic instruction in discourse markers and formulaic expressions as key factors in the development of fluency in a foreign language
Course content
1 Definitions of fluency 2 Speech performance variables in applied linguistics

3 Fluency at the utterance level
4 Cognitive fluency
5 Perceived fluency
6 Fluency and speech rate
7 Silent and filled pauses
8 “Interrupted” fluency
9 Formulaic expressions as a variable for measuring spoken fluency
10 Discourse markers
11 Non-lexicalised pauses
12 Fluency at higher levels of language proficiency; targeted development of fluency
13 Speaking tasks based on Levelt’s model; task planning and task repetition; research on speech errors; research on spoken fluency

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

1 Participate in the instructional process: lectures and seminars
2 Passing the final exam (passing a midterm and end-of-term exam is equivalent to passing the final exam) and scoring at least 50% on the exam
3 After passing the final exam (or a midterm and end-of-term exam), students are required to pass the oral exam
4 Producing a seminar paper compliant with the established criteria
5 Active in-class participation (discussions, text analysis)

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

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

The student takes a midterm and end-of-term exam and/or the final exam which assesses theoretical knowledge. A student who successfully passes the midterm and end-of-term exam is exempt from taking the final exam. After passing the midterm and end-of-term exam or the final exam, the student then proceeds to take the oral exam.
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 a written exam, that is a midterm and end-of-term exam (receiving a positive grade on both exams is equivalent to the final exam) – 50%
2 producing a seminar paper according to the instructor’s guidelines – 15%
3 oral exam – 35%
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*
Kovač, Mirjana Matea (2025). *Psiholinhvistički aspekti poučavanja na temelju zadataka*. Filozofski fakultet u Spliti, Split.	5	24
Kovač, Mirjana Matea (2020). *Govorna fluentnost u stranome jeziku.* Filozofski fakultet u Spliti, Split.	1	24
Reitbrecht, Sandra (2017). *Häsitationsphänomene in der Fremdsprache Deutsch und ihre Bedeutung für die Sprechwirkung*. (Schriften zur Sprechwissenschaft und Phonetik 10). Frank & Timme Berlin.	1	24
Supplementary readings		
Aguado, Karin (2003). *Mündliche Produktion in der Fremdsprache*. Gunter Narr Verlag. Götz, Sandra (2013). Fluency in Native and Nonnative English Speech. Amsterdam and Philadelphia: John Benjamins.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- Class attendance and participation - Student questionnaires on quality of teaching carried out at university level - Student success on the exam and in fulfilling other course-defined requirements - Individual teacher-student consultations - Student self-assessment of achieved learning outcomes		

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to the concept of speech fluency – definition, meaning, and the importance of fluency in foreign language learning and teaching	1	P13
	Seminars	Measuring and analyzing speech fluency – practical exercises and discussion of fluency assessment criteria	1	P13
2.	Lectures	Forms of disfluency in speech – silent pauses, lengthened sounds, fillers, and hesitations; recognition and analysis	1	P13
	Seminars	Recognition and classification of forms of disfluency – silent pauses, lengthened sounds, fillers, and hesitations	1	P13
3.	Lectures	Theoretical models of speech production – overview of key linguistic and psycholinguistic approaches	1	P13
	Seminars	Application of speech production theories – analyzing speech through theoretical models and practical examples	1	P13
4.	Lectures	Levelt's model of speech production and its adaptation for a foreign language – analysis of planning and articulation processes	1	P13
	Seminars	Simulation of the speech process according to Levelt – exercises in planning, articulation, and speech monitoring	1	P13
5.	Lectures	Fluency in a narrow and a broad term – distinguishing between fluency, accuracy, and expressiveness in speech	1	P13
	Seminars	Components of fluent speech – articulatory, cognitive, and perceived fluency in speech examples	1	P13
6.	Lectures	Dimensions of fluency – utterance, cognitive, and perceived fluency	1	P13
	Seminars	Testing utterance and perceived fluency –exercises in pairs and result analysis	1	P13

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
7.	Lectures	Predictors of perceived fluency – factors influencing the impression of a speaker's fluency	1	P13
	Seminars	Factors affecting the perception of fluency – speech rate, rhythm, intonation, and pragmatic effect	1	P13
8.	Lectures	Classification of speech errors in a foreign language – typology of errors and analysis of their causes	1	P13
	Seminars	First colloquium	1	P13
9.	Lectures	Self-corrections in spontaneous speech – theory of speech monitoring and the role of self-monitoring	1	P13
	Seminars	Analysis of self-corrections (speech monitoring) – identification and interpretation of self-corrections in spontaneous speech	1	P13
10.	Lectures	Neurobiological basis of speech fluency – brain structures, language networks, and neurocognitive aspects of speech production	1	P13
	Seminars	A neuroscientific perspective on speech fluency	1	P13
11.	Lectures	Pragmatic aspects of evaluating speech performance – how context and communicative situations affect the perception of fluency	1	P13
	Seminars	Pragmatic and discourse aspects of speech – analysis of intonation, stress, and rhetorical function in speech	1	P13
12.	Lectures	Automatization in speech production – mastery of the language code and executional skill	1	P13
	Seminars	Comparison of fluency among speakers of different language proficiency levels – evaluation of beginner and advanced speakers	1	P13
13.	Lectures	Fluency disorders – stuttering, rapid speech (cluttering), and other phenomena of disfluent speech	1	P13
	Seminars	Recognition of disfluency in speech disorders – examples of stuttering and cluttering	1	P13
14.	Lectures	The effect of task repetition on the automatization of speech mechanisms – exercises and experimental approaches	1	P13
	Seminars	Repetition exercises with dialogues and formulaic expressions – speech automatization and fluency improvement	1	P13
15.	Lectures	Concluding remarks on speech fluency – integrating theoretical and practical insights into foreign language analysis and teaching	1	P13
	Seminars	Second colloquium	1	P13

GENERAL INFORMATION		
Lead instructor	Mirela Müller, PhD, assistant professor	
Course name	**INTRODUCTION TO THE DIDACTICS OF LITERATURE** (GER403)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
	ECTS student workload coefficient	3

Number of credits and mode of delivery	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

This course aims to acquaint students with various aspects of literature didactics, with special emphasis on literature for children and young adults. Ways of teaching literature in the German-speaking world will be analysed, as well as media related to the field of literature in the context of teaching German as a foreign language.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- critically evaluate literary works in the context of teaching German as a foreign language
- apply methods of the literature didactics
- discuss the specific features of individual works and their didactic applicability
- explain the significance of individual literary works for children and young adults from a didactic perspective

Course content

1 The literature didactics as a scientific discipline: scope and tasks
2 History of literature didactics: reading lists and reading culture from the 18th century to the present
3 Literature as a medium in education
4 Reception of literature: the literary text and reading strategies
5 Reading and growing up: socialisation through reading
6 Reception of literature: the literary text and reading competence
7 The canon and the history of literature in foreign-language teaching
8 Literary genres in the teaching of literature
9 Literature and school: Epic
10 Literature and school: Lyric poetry
11 Literature and school: Drama and theatre
12 Literature and school: Media (film)
13 Literature and school: Media (internet)
14 Methods of teaching literature
15 Processed of planning, delivering, and evaluating in teaching literature

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and achieve at least 50% accuracy on the written exam(s), as well as pass the oral exam after passing the written exam(s).

Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Final exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
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:

- 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) – 40%
- producing and presenting a seminar paper – 20%
- in-class participation, participation in class discussions – 10%
- oral exam – 30%

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*
Leubner, M.; Saupe/Matthias, R. (2011), *Literaturdidaktik*, Berlin: Akademie Verlag	2	24
Schulz-Pernice, F. (2019), *Die Literatur der Literaturdidaktik*, Stuttgart: Metzler	1	24
Dawidowski, Christian: *Literaturdidaktik Deutsch: Eine Einführung*, Paderborn: Schöningh 2016	2	24

Supplementary readings

Ehlers, Svantje: Literaturdidaktik. Eine Einführung, Philipp Reclam jun., Stuttgart 2016.
Dawidowski, Christian: Literaturdidaktik Deutsch: Eine Einführung, Paderborn: Schöningh 2016.
Kaspar, H./Standke, Jan (2016): Erzählende Kinder- und Jugendliteratur im Deutschunterricht (Textvorschläge – Didaktik – Methodik), Paderborn: UTB GmbH.
Kämper-van den Boogaart, Michael (ed.): Deutsch-Didaktik. Leitfaden für die Sekundarstufe I und II, Berlin: Cornelsen 2019.

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 success on the exam and in fulfilling other course-defined requirements
- Student self-assessment of achieved learning outcomes
- Individual teacher-student consultations

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Literature didactics as a scientific discipline: field of activity and tasks	2	P13
	Seminars	History of literature didactics: reading material and reading culture from the 18th century to the present	1	P13

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
2.	Lectures	Literature as a medium in education: analysis from traditional to digital media	2	P13
	Seminars	Reception of literature: literary text and reading strategies	1	P13
3.	Lectures	Reading and growing up: socialization through reading	2	P13
	Seminars	Reception of literature: literary text and reading competence, and the history of literature in foreign language teaching	1	P13
4.	Lectures	Literary genres in literature teaching	2	P13
	Seminars	Literature and school: Epic	1	P13
5.	Lectures	Literature and school: Lyric	2	P13
	Seminars	Literature and school: Drama and theatre	1	P13
6.	Lectures	Literature and school: Media (film)	2	P13
	Seminars	Literature and school: Media (Internet)	1	P13
7.	Lectures	Methods in literature teaching	2	P13
	Seminars	Planning, implementation, and assessment of literature lessons	1	P13
8.	Lectures	German contemporary literature	2	
	Seminars	Depictions of childhood in literature	1	
9.	Lectures	Theory of cultural studies	2	
	Seminars	Epic texts: methodological analysis	1	
10.	Lectures	Lyric and dramatic texts: methodological analysis	2	
	Seminars	1. Exam	1	
11.	Lectures	Literature pedagogy: theoretical foundations	2	
	Seminars	Methodological analysis of individual literary works and their connection to learning outcomes in the curriculum for German as a foreign language	1	
12.	Lectures	2. Exam	2	
	Seminars	Digitalna humanistika i suvremena nastava književnosti	1	P13
13.	Lectures	Recepcija književnog teksta kod učenika srednje škole	2	P13
	Seminars	Dramske metode u nastavi književnosti	1	P13
14.	Lectures	Kreativno pisanje u nastavi književnosti	2	P13
	Seminars	Vizualna kultura i interpretacija književnog teksta	1	P13
15.	Lectures	Hermeneutički pristupi u nastavi književnosti	2	P13
	Seminars	2. Kolokvij	1	P13

GENERAL INFORMATION		
Lead instructor	Marijana Erstić, PhD, full professor	
Course name	**A HISTORY OF GERMAN FILM** (GER404)	
Study programme	Double-major graduate study programme *German Language and Literature;* teacher education specialisation	
Course status	Elective	
Year	1	
Semester	1	
	ECTS student workload coefficient	2

Number of credits and mode of delivery	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

This course aims to familiarise students with the epochs of German film. In addition to film history and film analysis, individual film works will also be thematised and analysed as examples.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- critically evaluate the history of film of the German-speaking world in the context of the social, historical, political, and cultural developments of the 20th century
- explain the elements of individual film epochs and situate them within the context of the history of German-language films
- competently discuss the characteristics of selected filmmakers' opuses
- critically evaluate the artistic and cinematic value of selected films
- discuss the specific circumstances surrounding the creation of individual films
- explain the features of basic film theories (Gilles Deleuze)

Course content

1 Introduction
2 Early film
3 Film expressionism
4 The film *Metropolis*, D 1927, dir. Fritz Lang
5 The epoch of "Neue Sachlichkeit" in film
6 Film during the NS period
7 "Trümmerfilm" or film after the fall of the NS regime and the end of the Second World War
8 The film *Irgendwo in Berlin*, D 1947, dir. Gerhard Lamprecht
9 Films of the 1950s
10 *Neuer deutscher Film* / New German Film
11 Film in the GDR
12 Films after the fall of the Berlin Wall
13 The film *Das Leben der anderen*, D 2006, dir. Florian Henckel von Donnersmarck
14 Film in Austria: e.g., Michael Haneke
15 Film in Austria

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and score at least 60% on the written exam(s), as well as pass the oral exam after passing the written exam(s).

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

Class attendance	X	Participation in class	X	Seminar paper		Experimental work	
Final exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
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:

- 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) – 60%
- in-class participation, participation in class discussions – 10%
- oral exam – 30%

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*
Jacobsen, Wolfgang / Kaes, Anton: *Geschichte des deutschen Films*. Stuttgart: Metzler 2004²	1	12

Supplementary readings

Deleuze, Gilles: *Kino I. Das Bewegungs-Bild*. Suhrkamp, Frankfurt a.M. 1997.
Deleuze, Gilles: *Kino II. Das Zeit-Bild*. Suhrkamp, Frankfurt a.M. 1997.
Erstić, Marijana: *Paragone 1900. Studien zum Futurismus*. Universi, Siegen 2018. PDF. Fritz Lang: *Metropolis*.
Erstić, Marijana: *Ein Jahrhundert der Verunsicherung. Medienkomparatistische Analysen*. Universi, Siegen 2017. PDF. Rainer Werner Fassbinder: *Fontane Effi Briest*.
Kühnel, Jürgen: *Einführung in die Filmanalyse. Teil I. Die Zeichen des Films*. Universi, Siegen 2004. PDF.
Kühnel, Jürgen: *Einführung in die Filmanalyse. Teil II. Dramaturgie des Spielfilms*. Universi, Siegen 2004. PDF.
Monaco, James: *Film verstehen. Kunst, Technik, Sprache, Geschichte und Theorie des Films und der Neuen Medien (Mit einer Einführung in Multimedia)*. Rowohlt, Reinbek b. Hamburg 2009.
Navigationen – Zeitschrift für Medien- und Kulturwissenschaften. Theme: Pasolini–Haneke. *Filmische Ordnungen von Gewalt*. 14 (2014), 1 (eds. Marijana Erstić and Christina Natlacen). PDF.

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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction	1	
	Seminars	- Assignment on the history of german cinema - Max Skladanowsky and his bioscope - How and where the first german film was made - First cinemas in Germany	1	
2.	Lectures	Early cinema	1	
	Seminars	- Assignment and active workshop on early german cinema - Difference setween the so-called “femme fatale” and “femme fragile” in early german cinema	1	
3.	Lectures	Film expressionism	1	
	Seminars	- Assignment and active workshop on the films “Das Cabinet des Dr. Caligari” (Germany, 1920, dir.: Robert Wiene) and “Nosferatu” (Germany, 1922, dir.: Friedrich Wilhelm Murnau) - Shared characteristics of the films - Differences in landscape depiction between the two films	1	
4.	Lectures	Film “Metropolis”, Germany, 1927/28, dir.: Fritz Lang	1	
	Seminars	- Assignment and active workshop on the film “Metropolis” - Description and analysis of the film’s plot based on dystopian and utopian elements - Description and analysis of film techniques	1	
5.	Lectures	Introduction to the “Neue Sachlichkeit” era in film	1	
	Seminars	- Group work on the films “Berlin: Die Sinfonie der Großstadt” (Germany, 1927, dir.: Walter Ruttmann) and “Emil und die Detektive” (Germany, 1931, dir.: Gerhard Lamprecht) - Differences between documentary and feature film - Shared characteristics - Cutting and editing	1	
6.	Lectures	Film in the nazi era	1	
	Seminars	- Assignment and Active Workshop on Leni Riefenstahl’s Olympic Films - Depiction of athletes - Depiction of power and officials - Film propaganda - Film in the era of exile - Diva Marlene Dietrich	1	
7.	Lectures	“Trümmerfilm” or films after the fall of nazism and the end of World war II	1	
	Seminars	- Joint Analysis of the Film “Deutschland im Jahr Null” (Italy/Germany, 1948, dir.: Roberto Rossellini) - Depiction of ruins - Film pessimism - Italian Neorealism and its connections to Germany - Film philosophy of Gilles Deleuze (Periodization of film based on the concepts of “Movement-Image” and “Time-Image”)	1	
8.	Lectures	Introduction to the film “Irgendwo in Berlin”, Germany, 1947, dir.: Gerhard Lamprecht	1	
	Seminars	- Joint analysis of the film “Irgendwo in Berlin” (Germany, 1947, dir.: Gerhard Lamprecht) - Depiction of ruins - Film optimism	1	
9.	Lectures	Film in the 1950s	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	- 1. colloquium	1	
10.	Lectures	Neuer Deutscher Film / New german cinema	1	
	Seminars	- Group work and analysis of film authorship based on selected films by Rainer Werner Fassbinder, Werner Herzog, and Wim Wenders	1	
11.	Lectures	Film in the GDR	1	
	Seminars	- Comparative group work on the depiction of Native Americans in Films from the GDR and FRG in the 1960s	1	
12.	Lectures	Film after the fall of the Berlin Wall	1	
	Seminars	- Group work and joint analysis of the film “Lola rennt” (Germany, 2009, dir.: Tom Tykwer)	1	
13.	Lectures	Film “Das Leben der Anderen”, Germany 2006, dir.: Florian Henckel von Donnersmarck	1	
	Seminars	- Group work based on the film “Das Leben der Anderen” (Germany, 2006, dir.: Florian Henckel von Donnersmarck) - Depiction of the GDR - Film ending - Film success	1	
14.	Lectures	Film in Austria: Michael Haneke	1	
	Seminars	- Joint analysis of Michael Haneke’s films based on presentations	1	
15.	Lectures	Film in Austria - Other examples and German-Croatian film connections	1	
	Seminars	- 2. colloquium	1	

GENERAL INFORMATION		
Lead instructor	Marijana Erstić, PhD, associate professor	
Course name	**IMAGES OF GERMANY IN EUROPEAN FILM** (GER405)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Elective	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to examine various representations of Germany in European film history. The historical and historiographical values of individual films will also be analysed.
Course enrolment requirements
None.
Intended course learning outcomes

Upon completion of this course, students will be able to:

- critically assess individual European films on the topic of German history and civilisation within the context of socio-historical, political and cultural developments of the 20th century
- competently discuss the filmmaking characteristics of selected filmmakers
- critically assess the historical, artistic and cinematic value of selected films
- discuss the specific circumstances surrounding the creation of individual films
- explain the elements of individual film epochs and place them in the European filmmaking context
- explain the characteristics of fundamental film theories (Gilles Deleuze)

Course content

1. Introduction
2. Who is Jean Renoir?
3. Film *La Grande Illusion*, F 1937, dir. Jean Renoir
4. Analysis of the film *La Grande Illusion*
5. What is neorealism?
6. Film *Germania, anno zero,* I 1948, dir. Roberto Rossellini
7. Analysis of the film *Germania, anno zero*
8. Film *La caduta degli dei*, I 1969, dir. Luchino Visconti
9. Analysis of the film *La caduta degli dei*
10. Auschwitz in text and on film
11. Film *La vita è bella*, I 1997, dir. Roberto Benigni
12. Analysis of the film *La vita è bella*
13. Film *The Pianist*, F/GB/D/PL 2002, dir. Roman Polanski
14. Analysis of the film *The Pianist*
15. Current representations of Germany on the silver screen

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

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to pass the final exam or a midterm and end-of-term exam, and score at least 60% on the written exam(s), as well as pass the oral exam after passing the written exam(s).

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

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

- 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) – 60%

- in-class participation, participation in class discussions – 10%
- oral exam – 30%

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*
Monaco, James: *Film verstehen. Kunst, Technik, Sprache, Geschichte und Theorie des Films und der Neuen Medien (Mit einer Einführung in Multimedia).* Rowohlt, Reinbek b. Hamburg 2009.	1	12
Nowel-Smith, Geoffrey: *Geschichte des internationalen Films.* Metzler, Stuttgart 1998.	1	12

Supplementary readings

Deleuze, Gilles: *Kino I. Das Bewegungs-Bild. Suhrkamp*, Frankfurt a.M. 1997.
Deleuze, Gilles: *Kino II. Das Zeit-Bild. Suhrkamp*, Frankfurt a.M. 1997.
Erstić, Marijana: „Das Jahr Null irgendwo in Berlin. Denken und Pathos bei Morin, Rossellini, Lamprecht, Kluge". Comparatio*. Zeitschrift für Vergleichende Literaturwissenschaft*,12 (2020), 1,79-96.
Erstić, Marijana: „Exerzitium Mentale. Ein Vergleich von Stefan Zweigs ‚Schachnovelle' und Roman Polanskis Film ‚Der Pianist' im Lichte der Gedächtnisphilosophie Henri Bergsons". *Comparatio. Zeitschrift für Vergleichende Literaturwissenschaft*. 3 (2011), 2, 299-314.
Erstić, Marijana: *Kristalliner Verfall. Luchino Viscontis (Familien-)Bilder al di là della fissità del quadro.* Winter, Heidelberg 2008.
Erstić, Marijana: „Zwischen ‚fingere sempre di avere capito' und ‚belle nuit d'amour': Theatralität und Improvisation in Roberto Benignis Film ‚La vita è bella'".Michael Lommel/Isabel Maurer Queipo/Nanette Rißler-Pipka (ur.): *Theater und Schaulust im aktuellen Film*. Transcript, Bielefeld 2004, 33-53.
Kühnel, Jürgen: *Einführung in die Filmanalyse*. Teil I. Die Zeichen des Films. Universi, Siegen 2004. PDF.
Kühnel, Jürgen: *Einführung in die Filmanalyse*. Teil II. Dramaturgie des Spiefilms. Universi, Siegen 2004. PDF.
Theweleit, Klaus: *Deutschlandfilme. Godard, Hitchckock, Pasolini. Filmdenken und Gewalt*. Stroemfeld-Roter Stern, Frankfurt a.M. 2003.

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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction	1	
	Seminars	- Discussion of students' prior knowledge and expectations; overview of basic concepts of film analysis	1	
2.	Lectures	Who is Jean Renoir?	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	- Analysis of selected scenes from Renoir's films; discussion of his aesthetics and themes	1	
3.	Lectures	Film "La Grande Illusion", F 1937, dir. Jean Renoir	1	
	Seminars	- First viewing of the film and identification of key scenes and motifs	1	
4.	Lectures	Analysis of "La Grande Illusion"	1	
	Seminars	- Detailed analysis of the film according to given criteria; discussion of themes of war and class; representation of Germans and Germany	1	
5.	Lectures	What is Neorealism?	1	
	Seminars	- Analysis of examples from classic neorealist films; discussion of style and social engagement	1	
6.	Lectures	Film "Germania, anno zero", I 1948, dir. Roberto Rossellini	1	
	Seminars	- First viewing of the film; identification of key scenes and motifs	1	
7.	Lectures	Analysis of "Germania, anno zero"	1	
	Seminars	- Detailed analysis of the film and discussion of postwar Germany and the consequences of war.	1	
8.	Lectures	Film "La caduta degli dei", I 1969, dir. Luchino Visconti	1	
	Seminars	- Viewing of the film and identification of key scenes, characters, and themes of power and decline; representation of Germans and Germany	1	
9.	Lectures	Analysis of "La caduta degli dei"	1	
	Seminars	- 1. colloquium	1	
10.	Lectures	Auschwitz in Text and Film	1	
	Seminars	- Analysis of selected texts and film scenes; discussion of the representation of horror and memory	1	
11.	Lectures	Film "La vita è bella", I 1997, dir. Roberto Benigni	1	
	Seminars	- First viewing of the film; identification of key motifs and stylistic elements; representation of Germans and Germany	1	
12.	Lectures	Analysis of "La vita è bella"	1	
	Seminars	- Detailed analysis of the film; comparison with literary and cinematic representations of the Holocaust; discussion of Germany's role in the Holocaust	1	
13.	Lectures	Film "The Pianist", F/GB/D/PL 2002, dir. Roman Polanski	1	
	Seminars	- Viewing of the film and identification of key scenes and themes of survival and art	1	
14.	Lectures	Analysis of "The Pianist"	1	
	Seminars	- Detailed analysis of the film and discussion of memory, the ethics of war representation, and depictions of Germany and individual actors in the war	1	
15.	Lectures	Contemporary Images of Germany in Film	1	
	Seminars	- 2. colloquium	1	

GENERAL INFORMATION	
Lead instructor	Silvija Ugrina, senior language instructor

Course name	**LANGUAGE EXERCISES: WRITTEN COMMUNICATION SKILLS** (GER406)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+30+0

COURSE DESCRIPTION

Course aims

This course aims to develop students' written competence in German.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- compose a concise argumentative text on familiar topics in an appropriate language style and register
- logically express their thoughts and ideas and thereby facilitate the recipient's understanding of the message
- actively apply covered vocabulary
- actively apply covered grammatical structures in written form
- produce in writing complex topics clearly, concisely and in a structured manner
- apply acquired knowledge in creating a teaching unit and accompanying activities aimed at developing writing skills in foreign language teaching

Course content

The focus of the course is writing practice and expanding lexical and grammatical knowledge essential to unobstructed written communication:

1. Overview of forms of formal and informal correspondence
2. Defining and analysing different styles, and their functional differentiation
3. Overview of structural norms of individual genres, and exercises in selected genres (word play, group text creation, working on selected types of texts, etc.)
4. Exercises in producing different types of texts (summary, description, essay) and developing creativity in written form
5. Writing motivation letters, applications and resumes
6. Exercises in producing different types of informal correspondence texts from e-mails to text messages

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

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to actively and constructively contribute to in-class discussions as well as carry out tasks in a timely and satisfactory manner. They are required to pass the final exam or a midterm and end-of-term exam, and score at least 60% on the written exam(s), as well as pass the oral exam after passing the written exam(s).

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

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

- 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) – 60%
- in-class participation, participation in class discussions – 10%
- oral exam – 20%
- carrying out individual and group tasks in a timely and satisfactory manner – 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*
Bünting, Karl-Dieter, Axel Bitterlich und Ulrike Pospiech: Schreiben im Studium mit Erfolg, Ein Leitfaden, (2000), Cornelsen, Berlin	1	24
Esselborn-Krumbiegel, Helga: Von der Idee zum Text. Eine Einleitung zum wissenschftlichen Schreiben, (2002), Verlag Ferdinand Schöningh, Paderborn	1	24

Supplementary readings

Langenscheidt Großwörterbuch Deutsch als Fremdsprache, (2015), Redaktion Langenscheidt, München und Wien

Christian Seiffert: Schreiben im Alltag und Beruf, (2009) Langenscheidt KG, Berlin und München

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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	Introduction to the content of the course, modes of delivery, and assessment criteria Overview of different types of texts	2	P15
2.	Practicals	Overview of forms of formal and informal correspondence	2	P15
3.	Practicals	Defining and analysing different styles, and their functional differentiation	2	P15
4.	Practicals	Defining and analysing different styles, and their functional differentiation	2	P15
5.	Practicals	Overview of structural norms of individual genres, and exercises in selected genres (word play, group text creation, working on selected types of texts, etc.)	2	P15
6.	Practicals	Overview of structural norms of individual genres, and exercises in selected genres (word play, group text creation, working on selected types of texts, etc.)	2	P15
7.	Practicals	Knowledge assessment through a midterm exam	2	P15
8.	Practicals	Exercises in producing different types of texts (summary, description, essay) and developing creativity in written form	2	P15
9.	Practicals	Exercises in producing different types of texts (summary, description, essay) and developing creativity in written form	2	P15
10.	Practicals	Exercises in producing different types of texts (summary, description, essay) and developing creativity in written form	2	P15
11.	Practicals	Writing motivation letters, applications and resumes	2	P15
12.	Practicals	Writing motivation letters, applications and resumes	2	P15
13.	Practicals	Writing motivation letters, applications and resumes	2	P15
14.	Practicals	Knowledge assessment through a midterm exam	2	P15
15.	Practicals	Analysis of the success of students' written production and an overview of the most common mistakes	2	P15

GENERAL INFORMATION		
Lead instructor	Mirela Müller, PhD, associate professor	
Course name	**GERMAN LANGUAGE TEACHING METHODS 1** (GER407)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to familiarize students with fundamental aspects of the methodology of teaching German as a foreign language and with methods of assessing language competences; to present appropriate methods of teaching at different language levels and students' ages; to develop the ability to plan, systematically prepare and conduct a lesson according to the didactic articulation model, as well as to establish criteria for the selection of teaching materials for the target group.

Course enrolment requirements

None.

Intended course learning outcomes

Upon successful completion of this course, students will be able to:

- describe fundamental aspects of approaches to foreign language teaching
- distinguish and analyse the processes of teaching language skills
- plan a lesson
- assess and create tasks and exercises for each phase in tackling a text in German
- explain the functions of different teacher roles in the teaching process
- develop the ability to critically understand relevant professional sources
- advocate their opinion and critically discuss their experiences in teaching German

Course content

1. Introductory lesson
2. The concept of the teacher in contemporary German language teaching. Analysis of classroom interaction (interaction models, teacher-student relationship)
3. Teaching styles and strategies; independent work, project-based teaching
4. The relationship between traditional and contemporary approaches to German language learning and teaching with regard to the target group
5. Developing receptive skills (listening and reading) and productive skills (speaking and writing)
6. Oral communication in the didactic environment. Teacher talk. Student talk.
7. Introduction to speaking tasks aimed at developing more fluent speech
8. Media in contemporary foreign language teaching
9. Lesson planning (planning and determining lesson aims and tasks, and the sequence of activities)
10. Structure and dynamics of lesson flow (selection, preparation and application of teaching materials and aids, selection of teaching methods and procedures, determining the patterns of interaction in accordance with lesson aims, outlining the lesson)
11. Assessment and creation of tasks based on linguo-methodological materials
12. School textbooks and the role of textbooks as a fundamental medium for learning German as a foreign language in primary and secondary school
13. Textbook analysis. Critical review of the selection of linguo-methodological materials
14. Assessment and self-assessment of student knowledge and skills
15. Final lesson. Analysis of outcomes

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

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, as well as pass the oral exam after passing the written exam(s).

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	X	Essay		Research	

Project		Continuous assessment of knowledge		Student report		Practical work	
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:

- 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) – 50%
- producing and presenting a seminar paper – 20%
- in-class participation, participation in class discussions – 10%
- oral exam – 20%

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*
Altrichter, Herbert; Posch, Peter, Spann, Harald, Spann (2018), Lehrerinnen und Lehrer erforschen ihren Unterricht- 5. Auflage, Verlag Julius Klinkhardt, Bad Heilbrunn	1	24
Jank, Werner; Hilbert, Meyer (2020), Didaktische Modelle-14. Auflage, Cornelsen Verlag, Berlin	1	24
Meyer, Hilbert (2020), Leitfaden Unterrichtsvorvereitung, 10. Auflage, Cornelsen Verlag, Berlin	1	24
Elgun, M. (2012), Medien Im Deutschunterricht - Führt der Einsatz von Medien im Deutschunterricht zur Steigerung der Lernmotivation?, GRIN Publishing, München	1	24
Niegemann, H, M. (2001), *Neue Lernmedien: Konzipieren, entwickeln, einsetzen,* Bern: Hans Huber Verlag	1	24
Schultz, D., Bradbeer, M., Bimont, V., Band, G., Stiglbauer, A. (2013): Aktivierende Methodik im Fremdsprachenunterricht- Nutzen, Wikung, praktische Beispiele in: Wissenschaftliche Beiträge, Technische Hochschule Wildau	online	24
Ciepielewska, L., Goraca-Sowczyk (2014): Glottodidaktik, fùher, heute und morgen. University Press, Poznan	online	24

Supplementary readings

- Beisbart, O; Marenbach, D. (2003). Bausteine der Deutschdidaktik. Ein Studienbuch. Donauwörth

- Heyd, G. (1990). Deutsch lehren. Grundwissen für den Unterricht in Deutsch als Fremdsprache,
Diesterweg, Frankfurt.
- Koeppel, R. (2016). Deutsch als Fremdsprache. Spracherwerblich reflektierte Unterrichtspraxis.
Hohengehren: Schneider Verlag, 3. überarb. und erweit. Aufl.
- Lange, Günter; Weinhold, S. (2005). Grundlagen der Deutschdidaktik. Sprachdidaktik - Mediendidaktik - Literaturdidaktik. Baltmannsweiler.

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

- Success in carrying out set tasks
- Student success on the exam and in fulfilling other course-defined requirements
- Student self-assessment of achieved learning outcomes
- Student questionnaires on quality of teaching carried out at university level

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introductory lesson: Didactics and methodology of teaching German (as a foreign language) as an independent discipline	1	P15
	Seminars	The concept of the teacher in contemporary German language teaching. Analysis of classroom interaction (interaction models, teacher– student relationships)	1	P15
2.	Lectures	Teaching styles and strategies; independent work, project-based learning	1	P15
	Seminars	The relationship between traditional and modern approaches to learning and teaching German with regard to the target group	1	P15
3.	Lectures	Structural elements of foreign language teaching	1	P15
	Seminars	Hierarchy of learning outcomes and educational objectives	1	P15
4.	Lectures	Developing receptive skills (listening and reading) and productive skills (speaking and writing)	1	P15
	Seminars	Oral communication in the didactic environment. Teacher's speech. Student's speech	1	P15
5.	Lectures	Learning and working methods: Integrative German language teaching	1	P15
	Seminars	Systematics of language skills: speaking, reading, writing, and comprehension	1	P15
6.	Lectures	Familiarization with speaking tasks aimed at developing more fluent speech	1	P15
	Seminars	Media in contemporary foreign language teaching	1	P15
7.	Lectures	Audiovisual and audiolingual method: Communication methods	1	P15
	Seminars	Textbooks and the role of textbooks as a fundamental medium for learning German as a foreign language	1	P15
8.	Lectures	Lesson preparation (planning and setting the objectives and tasks of the lesson, as well as the sequence of activities)	1	P15
	Seminars	Structure and dynamics of the lesson flow (selection, preparation, and use of teaching materials and aids, choice of teaching methods and procedures, determination of work forms in accordance with lesson objectives, articulation of the lesson)	1	P15
9.	Lectures	Classroom interaction analysis: school ethos Lesson preparation: analysis and implementation of selected mini-lessons through writing lesson plans	1	P15
	Seminars	1. Exam	1	P15
10.	Lectures	Assessment and creation of tasks based on linguo-methodological materials	1	P15

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Textbook analysis. Critical review of the selection of linguo-methodological materials	1	P15
11.	Lectures	Teacher and student language: development of listening and speaking skills Assessment and self-assessment of students' knowledge and skills	1	P15
	Seminars	Presentation of a teaching unit based on a selected lesson: linking learning outcomes with work forms, procedures, and techniques for all four assessment elements according to the curriculum for primary and secondary schools, and evaluation of outcomes (by student groups – independent lesson implementation)	1	P15
12.	Lectures	2. Exam	1	P15
	Seminars	Individualizacija i diferencijacija u nastavi njemačkog jezika	1	P15
13.	Lectures	Primjena digitalnih alata u DaF nastavi	1	P15
	Seminars	Autentični materijali u nastavi njemačkog jezika	1	P15
14.	Lectures	Analiza i pisanje nastavne pripreme prema kurikulumu njemačkog kao stranog jezika	1	P15
	Seminars	Izlaganje mini lekcija studenata prema odabranoj nastavnoj lekciji	1	P15
15.	Lectures	Digitalno okruženje i suvremena nastava njemačkog jezika	1	P15
	Seminars	2. Kolokvij	1	P15

GENERAL INFORMATION		
Lead instructor	Morana Koludrović, PhD, Associate Professor	
Course name	**DIDACTICS (HZX002)**	
Study programme	Double-major graduate study programme *German Language and Literature*; 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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Determinants of contemporary didactics grounded in the competency-based and curriculum-based approach to education: the educational, social, and economic context	2	Velika dvorana Marko Marulić
	Seminars	Students select seminar topics in consultation with their subject teacher.	2	Velika dvorana Marko Marulić
2.	Lectures	The role of the teacher in contemporary education. Classroom climate and environment; guidance in the educational process	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
3.	Lectures	Learner characteristics and individualisation in contemporary teaching and didactics	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
4.	Lectures	National, subject-specific, and school curriculum	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
5.	Lectures	The theory of constructive alignment	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
6.	Lectures	Planning and structuring the education process 1. colloquium	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
7.	Lectures	Teaching strategies, methods, and patterns of interaction Media in teaching	2	Velika dvorana Marko Marulić

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
8.	Lectures	Preparation of teaching lesson	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
9.	Lectures	Implementing the teaching processsa	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
10.	Lectures	Evaluation of student achievement: types, modes, approaches	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
11.	Lectures	Techniques and methods of (self-)evaluation	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
12.	Lectures	(Self-)evaluation of the quality of the teaching process	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
13.	Lectures	Parent–teacher meetings and individual parent conferences	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
14.	Lectures	The educational role of teaching and the teacher (homeroom duties; cooperation with the local community)	2	Velika dvorana Marko Marulić

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić
15.	Lectures	Reform pedagogies and pedagogical pluralism	2	Velika dvorana Marko Marulić
	Seminars	Presentation of two seminar topics in agreement with the subject teacher. Seminar topics with instructions for preparation and implementation and literature are available in the course repository.	2	Velika dvorana Marko Marulić

GENERAL INFORMATION		
Lead instructor	Sani Ćavar, PhD, assistant professor	
Course name	**FUNDAMENTALS OF PEDAGOGY (HZX001)**	
Study programme	Double-major graduate study programme *German Language and Literature*; 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 cooperative assessment of teacher and students on the implementation and quality of teaching processes.

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introductory lecture	2	
	Seminars	Introductory seminar - allocation of seminar topics	2	
2.	Lectures	Definition of pedagogy and introduction to basic pedagogical concepts	2	
	Seminars	Aspects of upbringing	2	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
3.	Lectures	Hermeneutic pedagogy and empirical science of education	2	
	Seminars	Curricular ideologies	2	
4.	Lectures	Pedagogy as a science of principles and critical pedagogy	2	
	Seminars	Education for values	2	
5.	Lectures	Structuralism, post-structuralism and systems theory of education	2	
	Seminars	Implicit pedagogies/Educational philosophies	2	
6.	Lectures	Constructivism and reflective science of education	2	
	Seminars	Perspectives on teaching	2	
7.	Lectures	Midterm exam 1	2	
	Seminars	Review session for the midterm	2	
8.	Lectures	Theories of personality development and the socio-historical dimensions of pedagogy	2	
	Seminars	The teacher in the role of homeroom teacher - upbringing aspects	2	
9.	Lectures	Pedagogy - theory of training/competence development	2	
	Seminars	Pedagogical aspects of leisure time	2	
10.	Lectures	Aspects and methods of pedagogical action in the training/learning process	2	
	Seminars	Andragogy and lifelong learning	2	
11.	Lectures	Basic characteristics of the school system	2	
	Seminars	Pedagogical challenges of multiculturalism and interculturalism	2	
12.	Lectures	Curricular and competency-based approaches in pedagogy	2	
	Seminars	Creativity as a challenge in teaching	2	
13.	Lectures	Qualitative levels of personality development	2	
	Seminars	Reform pedagogies	2	
14.	Lectures	Education for sustainable development and life in a pluralistic society	2	
	Seminars	Education for women?	2	
15.	Lectures	Midterm exam 2	2	
	Seminars	Course conclusions and review for the second midterm	2	

GENERAL INFORMATION	
Lead instructor	Marijana Erstić, PhD, full professor
Course name	**THE MANN FAMILY – THE WORKS OF A LITERARY DYNASTY (GER408)**
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation
Course status	Compulsory
Year	1

<table>
<tr><td>Semester</td><td colspan="2">2</td></tr>
<tr><td rowspan="2">Number of credits and mode of delivery</td><td>ECTS student workload coefficient</td><td>3</td></tr>
<tr><td>Number of hours (L+P+S)</td><td>15+0+15</td></tr>
<tr><td colspan="3">COURSE DESCRIPTION</td></tr>
<tr><td colspan="3">Course aims</td></tr>
<tr><td colspan="3">The aim of the course is to familiarize students with the selected literary works by Thomas, Heinrich, and Klaus Mann, with the theme of the family, that is, the ‘house’ of Mann running throughout, as well as film adaptations of individual literary works by the aforementioned authors.</td></tr>
<tr><td colspan="3">Course enrolment requirements</td></tr>
<tr><td colspan="3">None.</td></tr>
<tr><td colspan="3">Intended course learning outcomes</td></tr>
<tr><td colspan="3">Upon completion of this course, students will be able to:
- critically evaluate the works of Thomas, Heinrich, and Klaus Mann within the context of socio-historical, political, cultural, and literary developments of the 20th century
- competently discuss the characteristics of the selected authors’ literary output
- critically assess the artistic and literary value of the selected works
- discuss the specific circumstances surrounding the creation of individual works
- explain the elements of modern prose and situate them within the context of German-language literature
- explain the function of the ‘house’ within the framework of German literature from the late 19th and early 20th century
- explain the basic features of film adaptations of selected works</td></tr>
<tr><td colspan="3">Course content</td></tr>
<tr><td colspan="3">1. Introduction to the topic and function of the ‘house’ of Mann
2. Thomas Mann: Buddenbrooks – plot
3. Buddenbrooks – characters
4. Buddenbrooks – character deaths
5. Buddenbrooks – style (irony, montage)
6. Film Buddenbrooks (2008)
7. Analysis of the film Buddenbrooks
8. Heinrich Mann: Professor Unrat – plot and style
9. Professor Unrat – characters and style
10. Film Der blaue Engel (1930)
11. Analysis of the film Der blaue Engel
12. Klaus Mann: Mephisto (1936) – plot
13. Mephisto – characters and style
14. Film Mephisto (1981)
15. Analysis of the film</td></tr>
<tr><td>Modes of delivery</td><td>☒ lectures
☒ seminars and workshops
☐ practicals
☐ remote learning
☐ field work</td><td>☒ independent work
☐ multimedia and network
☐ laboratory
☐ supervision
☒ e-learning 20%</td></tr>
<tr><td colspan="3">Student obligations</td></tr>
</table>

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and score at least 60% on the written exam(s), and pass the oral exam after passing the written exam(s).

Monitoring student work

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

- 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) – 50%
- producing and presenting a seminar paper – 20%
- in-class participation, participation in class discussions – 10%
- oral exam – 20%

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*
Mann, H. (2014). *Professor Unrat oder Das Ende eines Tyrannen* (Original work published 1904). Büchergilde Gutenberg.	online	24
Mann, K. (1993). *Mephisto* (Original work published 1936). Büchergilde Gutenberg.	online	24
Mann, T. (2017). *Buddenbrooks* (Original work published 1901). Fischer Taschenbuch.	1 / online	24
Mann, T. (2024). *Buddenbrookovi* [Buddenbrooks, Croatian translation]. Matica hrvatska.	1	24

Supplementary readings

Baumgart, R. (1974). *Ironische und Ironie in den Werken Thomas Manns*. Ullstein.
Erstić, M. (2018). Der Tod des Autors? Thomas Manns *Buddenbrooks*. *Comparatio: Zeitschrift für Vergleichende Literaturwissenschaft*, *10*(2), 331–342.
Ghanbari, N. (2011). *Das Haus: Eine deutsche Literaturgeschichte 1850–1926*. De Gruyter.
Görner, R. (2018). *Thomas Manns erzählte Welt: Studien zu einem Verfahren* [PDF]. J.B. Metzler.
Lévi-Strauss, C. (1977). *Der Weg der Masken*. Insel Taschenbuch.
Marotta, C. (2019). *Klaus Mann – A European-American author* [PDF]. Peter Lang.
Ridley, H., & Vogt, J. (2009). *Thomas Mann*. Fink Verlag.
Stanzel, F. K. (1993). *Typische Formen des Romans*. Vandenhoeck & Ruprecht.
Vogt, J. (1990). *Aspekte erzählender Prosa: Eine Einführung in Erzähltechnik und Erzähltheorie*. Westdeutscher Verlag.
Werner, R. (Ed.). (2017). *Heinrich Mann: Texte zu seiner Wirkungsgeschichte in Deutschland* (2nd ed.) [PDF]. De Gruyter. (Original work published 1977 by Max Niemeyer)
Žmegač, V. (1987). Montage/Collage. In D. Borchmeyer & V. Žmegač (Eds.), *Moderne Literatur in Grundbegriffen* (pp. 259–264) [PDF]. Athenäum.

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 - Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to the topic and function of the 'house' of Mann	1	P26
	Seminars	A discussion of the significance of family and the home in literature, with an overview of central themes	1	P26
2.	Lectures	Thomas Mann: "Buddenbrooks" – plot	1	P26
	Seminars	- Discussion about key events and their significance to the narrative	1	P26
3.	Lectures	"Buddenbrooks" – characters	1	P26
	Seminars	- Discussion about the characters' motivations and their function in the plot	1	P26
4.	Lectures	"Buddenbrooks" – character deaths	1	P26
	Seminars	- Analysis of characters' death scenes; discussion of the emotional and narrative impact	1	P26
5.	Lectures	"Buddenbrooks" – style (irony, montage)	1	P26
	Seminars	- Examples from the text; analysis of style and the function of irony	1	P26
6.	Lectures	Film "Buddenbrooks" (2008)	1	P26
	Lectures	- First review of the film; identification of key scenes and characters	1	P26
7.	Lectures	Analysis of the film "Buddenbrooks"	1	P26
	Seminars	- 1. colloquium	1	P26
8.	Lectures	Heinrich Mann: "Professor Unrat" – plot and style	1	P26
	Seminars	- Analysis of key scenes and discussion of thematic motifs	1	P26
9.	Lectures	"Professor Unrat" – characters and style	1	P26
	Seminars	- Analysis and discussion of characters and stylistic methods	1	P26
10.	Lectures	Film "Der blaue Engel" (1930)	1	P26
	Seminars	- First review of the film and identification of key scenes and characters	1	P26
11.	Lectures	Analysis of the film "Der blaue Engel"	1	P26
	Lectures	- Discussion on the Interpretation of a novel through its film adaptation	1	P26
12.	Lectures	Klaus Mann: "Mephisto" (1936) – plot	1	P26
	Seminars	- Discussion and interpretation of the novel	1	P26
13.	Lectures	"Mephisto" – Characters and style	1	P26
	Seminars	- Discussion of caracters	1	P26
14.	Lectures	Film "Mephisto" (1981)	1	P26
	Seminars	- Discussion on the interpretation of a novel through its film adaptation	1	P26
15.	Lectures	Analysis of the film ; Erika Mann and the Cabaret "Die Pfeffermühle"	1	P26
	Seminars	- 2. colloquium	1	P26

GENERAL INFORMATION		
Lead instructor	Sandra Lukšić, PhD, assistant professor	
Course name	**TRENDS IN CONTEMPORARY GERMAN** (GER409)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION
Course aims
The course aims to acquaint students with current discussions on trends in contemporary German from the perspective of language criticism, language change, and linguistic variation. Students will be able to recognise representations of the processes of linguistic individualisation, differentiation, and simplification arising from various extralinguistic influences such as scientific progress, historical and political events, changes in communication techniques, as well as internationalisation and globalisation in the field of politics, economy, science, and culture.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - distinguish features of linguistic varieties with an emphasis on the development of different sociolects: written sociolects (Fachsprache, Verwaltungsdeutsch) and spoken sociolects (languages of various subcultural groups, Jugendsprache and Szenensprache) → the reasons for their development and their functions of use - describe historical events and factors that have influenced language development from 1945 to the present - identify pragmatic properties of anglicisms in contemporary German (pragmatic expansion, differentiation and/or suppression) - independently present certain tendencies in contemporary German from the mid-1990s onwards, such as Kiezdeutsch, which developed as a contact language - independently explain potential problems and threats that language change poses to Standard German from the aspect of language criticism
Course content
1. Defining the processes of individualisation, differentiation, and simplification of language and their examples 2. Influencing factors on the described processes: historical overview (consequences of WWII, the fall of the Berlin Wall and the unification of Germany, the migration wave) and the influence of modern media 3. Development of sociolects and segmentation of social groups 4. Development of teenage slang (ger. Jugendsprache): causes and functions 5. Features of teenage slang: semantic change and creation of neologisms 6. Features of teenage slang: creative wordplay, loanwords, and excessive superlatives 7. Anglicisms: definition and functions of pragmatic expansion, differentiation, and suppression 8. Kiezdeutsch: incorrect German or a new dialect? 9. Other tendencies and assessments

10. Language death		
Modes of delivery	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to actively carry out in-class tasks and complete at-home assignments to prepare for the written exam. Students are required to pass the final exam or a midterm and end-of-term exam, and score at least 50% on the written exam(s), and pass the oral exam after passing the written exam(s).

Monitoring student work

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

Students take a midterm and end-of-term exam and/or a final written exam testing theoretical knowledge and its application to specific tasks related to analysing trends in contemporary German. Students who pass the midterm and end-of-term exam are exempt from taking the final written exam. After passing the written exam(s), students take the oral exam. In accordance with the learning outcomes, the final grade is formed based on the achievement of the following elements:

1. written exam – 50%
2. oral exam – 50%

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

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

Title	*Number of copies*	*Number of students*
Moraldo, S. M., & Soffritti, M. (Eds.). (2004). *Deutschaktuell: Einführung in die Tendenzen der deutschen Gegenwartssprache*. Carocci.	1	12
Stedje, A. (2004). *Deutsche Sprache gestern und heute*. München: Oldenbourg.	1	12

Supplementary readings

Kühnhold, Ingeburg / Prell, Heinz-Peter. (1984). *Deutsche Wortbildung. Typen und Tendenzen in der Gegenwartssprache.* Düsseldorf: Schwann.

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

- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Defining the processes of individualization, differentiation and simplification of language and their examples - introduction to the topic: definitions, examples, discussion	2	P 26
2.	Lectures	Factors influencing the described processes: historical overview (consequences of the Second World War, fall of the Berlin Wall and reunification of Germany, migration wave) and the influence of contemporary media	1	P 26
	Seminars	Seminar 1: - analysis of factors such as specific vocabulary, the speaker's personal experience, education, interest in the language, and social interaction - discussion	1	P 26
3.	Lectures	Development of sociolects and segmentation of social groups - segmentation and overview of sociolects (according to the identity and affiliation of communication participants to a specific social group) - introduction to the development and characteristics of sociolects and their functions in social interactions	2	P 26
4.	Seminars	Seminars 2 and 3: - analysis of sociolinguistic variations and language forms as active "participants" in the emergence of social structures and their reflections using concrete examples (code-switching: standard language > sociolect)	2	P 26
5.	Lectures	The development of youth language: causes and functions - historical overview of the development of youth language since the 1980s in Croatia and Germany (comparative analysis) - functions and role of youth language in society - “fear” of youth language	2	P 26
6.	Seminars	Seminars 4 and 5: - analysis of youth language features at various levels of linguistic analysis - analysis of linguistic innovations and their classification (new phonological variants, grammaticalization processes, development of new varieties under the influence of circumstances or through contact with dialects)	2	P 26
7.	Lectures	Characteristics of youth language: semantic change and the emergence of neologisms - introduction	1	P 26
	Seminars	Seminar 6: - identifying distinctive features of youth language (teenage slang) in relation to standard forms - discussion - identifying loanwords and determining their impact on vocabulary diversity on specific examples of usage - exam tasks (Part I)	1	P 26
8.	Lectures	Characteristics of youth language: creative wordplay, loanwords, and the accumulation of superlatives - an introduction to how young people use language to describe reality and create their own worldview	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Seminar 7: - analysis of the "microlanguage" of young people based on a table of examples of creative loan words, wordplay, use of hyperbole, superlatives, etc. - analysis of examples of the formation of negatively connoted words and expressions	1	P 26
9.	Lectures	Anglicisms: definition and functions of pragmatic expansion, differentiation, and suppression - definition of terms - examples - development of pragmatic functions (expansion, differentiation, suppression)	2	P 26
10.	Seminars	Seminars 8 and 9: - summarizing functions - review of empirical research on anglicisms in German in morphology, orthography, and stylistics - identification of anglicisms in certain selected sources and their classification according to Busse (2001)	2	P 26
11.	Lectures	Kiezdeutsch: incorrect German or a new dialect? - introduction and definition of the term “multiethnolect”	1	P 26
	Seminars	Seminar 10: - analysis of dialect features on specific examples of usage - discussion	1	P 26
12.	Lectures	Other trends and estimates - perspectives on the development of new trends in the German language	1	P 26
	Seminars	Seminar 11: - brainstorming: the impact of UI and advanced technologies Smart-Phone language the impact of visual communication deeper changes (simplified gram. forms, increase of hybrid verbs etc.)	1	P 26
13.	Lectures	The decline of language - introduction to the topic - description and definitions of terms such as: language change, influence of anglicisms, dialect decline - aspects of the phenomenon - discussion	2	P26
14.	Seminars	Seminars 12 and 13: - analysis of texts and video content - individual assignments - discussion	2	P 26
15.	Seminars	Seminars 14 and 15: - analysis of texts and video content - discussion - exam tasks (Part II)	2	P 26

GENERAL INFORMATION	
Lead instructor	Sandra Lukšić, PhD, assistant professor
Course name	**DISCOURSE ANALYSIS** (GER410)
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation

Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to introduce students to the fundamental principles of discourse analysis and critical discourse analysis, theoretical frameworks, methodology, as well as the characteristics of spoken and written texts.

Course enrolment requirements

None.

Intended course learning outcomes

Upon successful completion of the course, students will be able to:
- assess which theoretical frameworks are appropriate for the analysis and interpretation of specific texts or verbal discourse;
- understand the role of grammar, lexis, and phonology in discourse analysis;
- understand and analyse the structure of various spoken and written texts (e.g., newspapers, political, advertising, etc);
- apply appropriate metalinguistic terminology in the analysis of texts from various genres.

Course content

1. Introduction: The concept of discourse and historical overview
2. The relationship between text and discourse, and among text, discourse, and context
3. Units of analysis (utterance, sentence, clause, proposition, speech act, section, text, discourse)
4. Types of discourse
5. Structure of discourse
6. Schegloff's conversation analysis
7. Linguistic theory of markedness (Fleischmann)
8. Critical discourse analysis (concept, approaches, representatives, and their strategies)
9. Ideology and manipulation
10. Political discourse
11. Issues and perspectives

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

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to actively carry out in-class tasks and complete at-home assignments to prepare for the written exam. Students are required to pass the final exam or a midterm and end-of-term exam, and score at least 50% on the written exam(s), and pass the oral exam after passing the written exam(s).

Monitoring student work

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

Students take a midterm and end-of-term exam and/or a final written exam testing theoretical knowledge and its application to specific tasks related to analysing trends in contemporary German. Students who pass the midterm and end-of-term exam are exempt from taking the final written exam. After passing the written exam(s), students take the oral exam. In accordance with the learning outcomes, the final grade is formed based on the achievement of the following elements:

1. written exam – 50%
2. oral exam – 50%

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

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

Title	*Number of copies*	*Number of students*
Bendel Larcher, S. (2015). *Linguistische Diskursanalyse: Ein Lehr- und Arbeitsbuch*. Narr Francke Attempto Verlag.	1	12
Glovacki-Bernardi, Z. (2004). *O tekstu*. Školska knjiga.	1	12
Busse, D. (1992). *Textinterpretation: Sprachtheoretische Grundlagen einer explikativen Semantik*. Westdeutscher Verlag.	1	12
Warnke, I. H., & Spitzmüller, J. (2011). *Diskurslinguistik: Eine Einführung in Theorien und Methoden der transtextuellen Sprachanalyse*. De Gruyter.	1	12

Supplementary readings

1. Schiffrin, D. (Ed.). (2001). *The handbook of discourse analysis*. Blackwell.
2. Wodak, R., & Meyer, M. (Eds.). (2016). *Methods of critical discourse studies* (3rd ed.). Sage.

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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction: The concept of discourse and a historical overview - definition and meaning of “discourse” as an overarching term for the way in which all forms of communication take place within a specific context - historical overview (from ancient rhetoric through the Enlightenment and logic to pragmatism, Foucault, and current discourse theories)	2	P 26
2.	Lectures	The relationship between text and discourse, and text, discourse and context	1	P 26
	Seminars	Seminar 1: - summary of key concepts in discourse theory and analysis > text as the "product" of a linguistic statement and discourse as the "process" (dynamic linguistic activity) through which this text is interpreted in context - relationship between text and discourse; text as the unit of discourse - context as the interpretive framework (extralinguistic factors) > analysis	1	P 26
3.	Lectures	Units of analysis (statement, sentence, clause, proposition, speech act, text passage, text, discourse)	1	P 26
	Seminars	Seminar 2: - practical application: analysis of units according to analytical methods/models and research objectives: *statement, sentence, conjunction, proposition, speech act, section, text, discourse	1	P 26
4.	Lectures	Types of discourse	1	P 26
	Seminars	Seminar 3: - classification of discourse types according to function, structure, and analytical perspective - analysis of different text types according to subject areas - conversation analysis	1	P 26
5.	Lectures	Discourse structure	1	P 26
	Seminars	Seminar 4: - analysis of discourse structure according to models by M. Foucault and J. Habermas -classification and identification of structural elements in conversation discourse analysis - the role of the subject; defining the goals of discourse analysis	1	P 26
6.	Lectures	Schegloff's conversation analysis	1	P 26
	Seminars	Seminar 5: - overview of the activities of the most important representatives of conversation analysis (CA) – Sacks, Schegloff, and Jefferson – in the context of sociology and linguistics; discussion - overview of Schegloff's contributions to conversation analysis and methodology; discussion	1	P 26
7.	Lectures	Linguistic theory of markedness (Fleischmann)	1	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Seminar 6: - description of the concept of "markedness" in general linguistics (according to the Prague School and Roman Jakobson) - analysis of linguistic units (Florian Fleischmann), i.e., structure: "unmarked" or less complex, more frequent, and "marked" (more complex, less frequent, and more specific); analysis and discussion - exam questions (Part I)	1	P 26
8.	Lectures	Critical Discourse Analysis (concept, starting points, proponents, and their strategies) - introduction to critical discourse analysis as a subfield/method of discourse analysis for analyzing social reality, power relations in society, and social critique - presentation of the most important proponents and their analytical models (Foucault, Wodak, Jäger, et al.) - critical considerations of the method	2	P 26
9.	Lectures	Ideology and manipulation	1	P 26
	Seminars	Seminar 7: - defining ideology and manipulation as central research subjects of critical discourse analysis - formulation of the role of ideology in the construction of social reality - analysis of manipulation and manipulative strategies in discourse (a methodological question) - defining the role of context	1	P 26
10.	Lectures	Political discourse - defining the term “political discourse” and related concepts (communication practices, political issues and opinions within specific practices, e.g., in political debates, power relations, etc.) > Functions, characteristics, examples - defining “political discourse analysis” > aims, methods, focus	2	P 26
11.	Lectures	Problems and perspectives - examining problems in discourse analysis (subjectivity, objective discourse boundaries, linking theoretical concepts with concrete linguistic methods, etc.) - examining perspectives for further development: methodological precision, interdisciplinarity, application of the analysis to concrete social problems (in political communication, in crisis situations)	2	P 26
12.	Seminars	Seminars 8 and 9: - discourse analysis of texts (Task 1: "Cooking recipes"; Task 2: "Climate change"; Task 3: "Discursive representations of shopping in German magazines") - individual assignments	2	P 26
13.	Seminars	Seminars 10 and 11: - discourse analysis of the texts (Task 4: "Excerpts from the mission statement of a retail company"; Task 5: "A cauldron of noise as a source of motivation - Red Bull Salzburg must score over one goal in Tuesday's qualifier against Fenerbahce. Optimism remains nonetheless"; Task 6: "Doping debate in Germany"	2	P 26
14.	Seminars	Seminars 12 and 13: - discourse analysis of texts (Task 7: "Idea theft: the parasites of science"; Task 8: "The meaning of sin: The 7 deadly sins and why they are good for us") - individual assignments	2	P 26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
15.	Seminars	Seminars 14 and 15: - discourse analysis of texts according to free choice - exam tasks (Part II)	2	P 26

GENERAL INFORMATION		
Lead instructor	Silvija Ugrina, senior language instructor	
Course name	**LANGUAGE EXERCISES: TRANSLATION** (GER501)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	2
	Number of hours (L+P+S)	0+30+0

COURSE DESCRIPTION

Course aims

This course aims to develop effective translation skills in written form of various text types (general and specialized translations).

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- actively and passively use vocabulary from various text types and current topics in German
- actively and passively use grammatical structures in German
- translate various text types in written and oral form, taking into account terminological and socio-cultural differences
- understand issues in translating related to specific text types and justify their own decisions as translators
- explain the specifics of translating domain-specific texts

Course content

1. Familiarization with the specifics of different text types using selected corpora in the context of translation
2. Basic translation techniques using contrastive methods
3. Translation using reference sources and the internet
4. Translation of thematic texts in the field of culture and society
5. Translation of thematic texts in the field of politics
6. Translation of thematic texts in various fields of science
7. Oral translation exercises

Modes of delivery	☐ lectures	☒ independent work
	☐ seminars and workshops	☐ multimedia and network
	☒ practicals	☐ laboratory

	☐ remote learning ☐ field work	☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to actively and constructively contribute to in-class discussions as well as carry out tasks in a timely and satisfactory manner. They are required to pass the final exam or a midterm and end-of-term exam, and score at least 60% on the written exam(s), as well as pass the oral exam after passing the written exam(s).

Monitoring student work

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

- 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) – 60%
- in-class participation, participation in class discussions – 10%
- oral exam – 20%
- carrying out individual and group tasks successfully – 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*
Anić, V., et al. (2003). *Hrvatski enciklopedijski rječnik*. Novi Liber.	1	24
Dudenredaktion. (2019). *Duden: Deutsches Universalwörterbuch* (8th ed.). Dudenverlag.	1	24
Hansen-Kokoruš, R., et al. (2005). *Njemačko-hrvatski univerzalni rječnik*. Nakladni zavod Globus.	1	24
Dudenredaktion. (2019). *Das Wörterbuch der sprachlichen Zweifelsfälle: Richtiges und gutes Deutsch* (Vol. 9, 8th fully revised ed.). Dudenverlag.	1	24

Supplementary readings

Online articles.
Wahrig, G. (2003). *Fehlerfreies und gutes Deutsch*. Bertelsmann Lexikon Institut.
Hall, K., & Schreiner, K. (2001). *Übungsgrammatik für Fortgeschrittene*. Verlag für Deutsch.

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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Practicals	Introduction to the content of the course, modes of delivery, and assessment criteria Familiarization with the specifics of different text types using selected corpora in the context of translation	2	P26
2.	Practicals	Familiarization with the specifics of different text types using selected corpora in the context of translation	2	P26
3.	Practicals	Basic translation techniques using contrastive methods	2	P26
4.	Practicals	Basic translation techniques using contrastive methods	2	P26
5.	Practicals	Translation using reference sources and the internet	2	P26
6.	Practicals	Translation using reference sources and the internet	2	P26
7.	Practicals	Knowledge assessment through a midterm exam	2	P26
8.	Practicals	Translation of thematic texts in the field of culture and society	2	P26
9.	Practicals	Translation of thematic texts in the field of culture and society	2	P26
10.	Practicals	Translation of thematic texts in the field of politics	2	P26
11.	Practicals	Translation of thematic texts in the field of politics	2	P26
12.	Practicals	Translation of thematic texts in various fields of science	2	P26
13.	Practicals	Knowledge assessment through a midterm exam	2	P26
14.	Practicals	Oral translation exercises	2	P26
15.	Practicals	Oral translation exercises	2	P26

GENERAL INFORMATION		
Lead instructor	Mirela Müller, PhD, assistant professor	
Course name	**THE MEDIA IN THE GERMAN LANGUAGE TEACHING** (GER502)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15
COURSE DESCRIPTION		
Course aims		
The aim of the course is the acquisition of key professional language and digital competences and a range of applied competences, i.e., methodological and practical skills for dealing with communication, linguistic, literary, textual, and cultural issues.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to:		

- explain the types and possibilities of applying different innovative media in German language teaching, as well as compare distance learning programs and tools
- define the basic characteristics of (multi)medial and (multi)modal German language learning
- explain and analyse morphological features using digital tools
- explain and apply online foreign language learning tools
- independently create online tests to test language level
- process authentic texts in German
- improve online self-study techniques (use of monolingual and bilingual dictionaries, lexicons, encyclopaedias, and secondary sources)
- evaluate different computer programs and websites for foreign language students and teachers
- explain the ADDIE model for designing German language teaching content in online school registers and online language tests

Course content

1. From traditional to modern media in German language teaching: types and roles of contemporary and digital media
2. Advantages and disadvantages of new media in teaching
3. Instructional design in an e-learning environment
4. Theories of multimodal and multimedia learning
5. Verbal and nonverbal (de)coding in the learning process via new media
6. The significance of monomodal and bimodal online presentations in German language e-learning
7. Developing the implementation of software support in the German language online environment
8. Communication and collaboration tools in (online) teaching
9. Designing teaching materials
10. Improvement of online self-study techniques (use of monolingual and bilingual dictionaries, lexicons, encyclopaedias, and secondary sources)
11. Criteria for evaluating instructional online materials
12. Creating online content: tools for language level assessment
13. ADDIE model for designing teaching content
14. Evaluation of teaching materials
15. Generating online questionnaires and tasks (TeamViewer, DOCS, Moodle, WebQuest, Hotpotatoes)

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and score at least 50% on the written exam(s), pass the oral exam after passing the written exam(s), as well as carry out individual and group tasks in a timely and satisfactory manner.

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	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
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:

- 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) – 50%
- producing and presenting a seminar paper – 15%
- in-class participation, participation in class discussions – 10%
- oral exam – 20%
- carrying out individual and group tasks in a timely and satisfactory manner – 5%

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*
Müller, M. (2023). *Digitale Medien und Lehre.* Derieux&Ellipsis, Zagreb.	10	24
Ehlers, U. D. (2004). *Evaluation von E-Learning: Checklisten, Kriterienkataloge oder Evaluationskonzepte?*. In B. Bachmair, P. Diepold & C. de Witt (Eds.), *Jahrbuch Medienpädagogik*, Vol. 5, 13-36. (link:https://www.researchgate.net/publication/327466958_Evaluation_von_ELearning_Checklisten_Kriterienkataloge_oder_Evaluationskonzepte	online	24
Meyer, H. (2018). *Prüfsteine für die Arbeit mit digitalen Unterrichtsmedien*. https://bak-lehrerbildung.de/wp-content/uploads/hilbert-meyer-digitale-medien-2018-2.pdf	online	24
Herzig, B. & Aßmann, S. (2009). *Mediendidaktik*. In G. Mertens, U. Frost, W. Böhm, & V. Ladenthin (Eds.), *Handbuch der Erziehungswissenschaft: Band III: Familie, Kindheit, Jugend, Gender*, Umwelten, 893-912. Paderborn.	1	24
Niegemann, H. M. (2001). *Neue Lernmedien: Konzipieren, entwickeln, einsetzen*. Hans Huber Verlag, Bern.	1	24
Blömeke, S. (2003). *Lehren und Lernen mit neuen Medien: Forschungsstand und Forschungsperspektiven*. *Unterrichtswissenschaft, 31*(1), 57-82.	1	24

Supplementary readings

Kurzrock, T. (2003). *Neue Medien und Deutschdidaktik: Eine empirische Studie zu Mündlichkeit und Schriftlichkeit* (Reihe Germanistische Linguistik, 239). Tübingen: Niemeyer.
Schaumburg, H. (2003). *Konstruktivistischer Unterricht mit Laptops? Eine Fallstudie zum Einfluss mobiler Computer auf die Methodik des Unterrichts*. (Doctoral Dissertation). Freie Universität Berlin, Berlin.
Herzig, B. (2004). *Medienpädagogische Kompetenz*. In S. Blömeke, P. Reinhold, G. Tulodziecki, & J. Wild (Eds.). *Handbuch Lehrerbildung*. 578-594. Bad Heilbrunn.

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

- 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

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	From traditional to modern media in German language teaching: types and roles of contemporary and digital media	1	P26
	Seminars	Advantages and disadvantages of new media in teaching	1	P26
2.	Lectures	Instructional design in an e-learning environment	1	P26
	Seminars	Theories of multimodal and multimedia learning	1	P26
3.	Lectures	Verbal and nonverbal (de)coding in the learning process with new media	1	P26
	Seminars	The significance of mono- and bimodal web presentations in e-learning of German	1	P26
4.	Lectures	Development of software support implementation in the web environment for German	1	P26
	Seminars	Communication and collaboration tools in (web-based) teaching	1	P26
5.	Lectures	Designing educational teaching materials and creating e-tests based on the four assessment elements according to the curriculum: working with Wizer.Me, Moodle, Flipsnack, Canva; online content creation: tools for knowledge assessment	1	P26
	Seminars	Criteria for evaluating teaching web materials	1	P26
6.	Lectures	The ADDIE model for designing e-learning content	1	P26
	Seminars	Practical creation of online questionnaires and tasks (TeamViewer, Google Docs, Moodle, WebQuest, Hot Potatoes)	1	P26
7.	Lectures	Creating seminar paper topics and/or e-portfolios using Canva, Flipsnack, Moodle	1	P26
	Seminars	1. Exam	1	P26
8.	Lectures	Recommendations for didactic-methodological design of differentiated e-learning in primary and secondary schools	1	P26
	Seminars	Online content creation: tools for knowledge assessment	1	P26
9.	Lectures	Evaluation of online teaching materials for instruction	1	P26
	Seminars	The significance of multimedia didactics for media education in L2 foreign language learning	1	P26
10.	Lectures	Learning foreign languages through digital media: opportunities and limitations of digital educational offerings	1	P26
	Seminars	E-school diary: analysis Learning foreign languages with Moodle	1	P26
11.	Lectures	2. Exam	1	P26
	Seminars	Audiovizualni mediji i funkcionalno usvajanje stranoga jezika	1	P26
12.	Lectures	Didaktički potencijal digitalnih medija u DaF nastavi	1	P26
	Seminars	Umjetna inteligencija u nastavi njemačkog jezika	1	P26
13.	Lectures	Gamifikacija u nastavi njemačkog jezika	1	P26
	Seminars	Interkulturalna dimenzija medijskih sadržaja u nastavi njemačkog jezika	1	P26
14.	Lectures	YouTube i društvene mreže u DaF nastavi	1	P26
	Seminars	Film i audiovizualni mediji u nastavi njemačkog jezika	1	P26
15.	Lectures	Učenik u središtu nastavnog procesa u DaF metodici	1	P26
	Seminars	2. Kolokvij	1	P26

GENERAL INFORMATION

Lead instructor	Mirela Müller, PhD, assistant professor	
Course name	**RHYTHM, MOVEMENT AND DRAMA IN THE METHODOLOGICAL DESIGN OF GERMAN LANGUAGE TEACHING** (GER503)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to familiarise students with the possibilities of implementing different didactic approaches that incorporate movement, music, and rhythm into German language teaching in order to achieve better results at all levels of communicative competence, as well as to present a topic from the perspective of neurolinguistics and foreign language didactics.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- describe the fundamental aspects of the contemporary approach to foreign language teaching, including speech, rhythm and movement in early German language learning, with a focus on the development of communicative competence;
- describe the neural basis of speech and language functioning and identify elements of dysfunction;
- explain the process of language learning and language acquisition supported by activities that activate the left and right cerebral hemispheres;
- evaluate different learning methods that promote the natural acquisition of language by visual, kinaesthetic and auditory expression;
- list exercises blending speech and rhythm aimed at the acquisition of new vocabulary, correct pronunciation, listening perception, and intonation in German;
- explain the application of drama-based methods in German language teaching and their impact on the development of student communicative competence, creativity, and self-expression.

Course content

1. The interrelation of speech, music, rhythm, and movement in early German language learning
2. Definitions of concepts: Verbal and paraverbal communication
3. Definitions of concepts: Nonverbal behaviour and nonverbal communication: gestures as body language (movements of the hands, legs, head, shoulders, body) and facial expressions (movements of the facial and eye muscles)
4. The role of gestures and facial expressions in child language development. Characterising children learning and acquiring language content as holistic
5. How do children learn foreign languages? Learning and acquiring language content
6. Levels of language acquisition (phonetic, phonological, morphological, syntactic, semantic, pragmatic, and cultural)
7. The importance of developing positive emotions and motivational techniques
8. Neurolinguistics. Functions of the left and right hemisphere. Fundamentals of speech and language functioning, and speech and language disorders

9. The role of vocabulary in developing language skills in the process of learning German as a foreign language in early childhood (listening, speaking, reading, writing)
10. Auditory and articulation habits in early foreign language learning. Developing listening perception linked to correct pronunciation
11. Activities and techniques for vocabulary teaching for younger learners. Exercises blending speech and rhythm in foreign language learning in early childhood
12. Play in German language teaching and learning
13. Application of drama-based methods in German language teaching. The role of drama education and its position/implementation in teaching
14. Development of student competences. Communicative competence versus linguistic competence
15. Review and exam preparation

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and score at least 50% on the written exam(s), pass the oral exam after passing the written exam(s), as well as carry out individual and group tasks in a timely and satisfactory manner.

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	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
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:

- 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) – 50%
- producing and presenting a seminar paper – 20%
- in-class participation, participation in class discussions – 5%
- oral exam – 20%
- carrying out individual and group tasks in a timely and satisfactory manner – 5%

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*
Sambanis, M. (2013). *Fremdsprachenunterricht und Neurowissenschaften.* Narr Studienbücher.	1	24
Schiffler, L. (2002). *Fremdsprachen effektiver lehren und lernen: Beide Gehirnhälften aktivieren*. Dortmund: Auer.	1	24

Supplementary readings

Wilson, F. R. (1998). *The Hand. How Its Use Shapes the Brain, Language and Human Culture*. New York: Vintage Books.
Ashton-Hally, S. (2005*). Drama: Engaging all Learning Styles.*
http://eprints.qut.edu.au/12261/1/12261a.pdf
DICE/Drama Improves Lisbon Key Competences in Education (2011).
http://www.dramanetwork.eu/file/Policy %20Paper %20long.pdf.

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

- In-class participation, success in carrying out set tasks
- Student questionnaires on quality of teaching carried out at university level
- Student self-assessment of achieved learning outcomes
- Individual teacher-student consultations
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	The connection between speech, music, rhythm, and movement in early German language learning	1	P26
	Seminars	Definitions of concepts: Verbal and paraverbal communication	1	P26
2.	Lectures	Definitions of concepts: Nonverbal behavior and nonverbal communication: gestures as body language (movements of hands, legs, head, shoulders, body) and facial expressions as face language (movements of facial and eye muscles)	1	P26
	Seminars	The role of gestures and facial expressions in a child's language development. Wholeness as a characteristic of children's learning/acquisition of language content	1	P26
3.	Lectures	How do children learn foreign languages? Acquisition/learning of language content	1	P26
	Seminars	Levels of language acquisition (phonetic, phonological, morphological, syntactic, semantic, pragmatic, and cultural)	1	P26
4.	Lectures	The importance of developing positive emotions and motivational techniques	1	P26
	Seminars	Neurolinguistics. Functions of the left and right hemispheres. Basics of speech-language functioning and speech-language disorders	1	P26
5.	Lectures	The role of vocabulary in developing language skills in the process of learning German as a foreign language during early learning (listening, speaking, reading, writing)	1	P26
	Seminars	Auditory and articulatory habits in early foreign language learning. Developing auditory perception linked to correct pronunciation	1	P26
6.	Lectures	Activities and techniques for teaching vocabulary to younger learners. Logorhythmic exercises in early foreign language learning	1	P26
	Seminars	Play in German language teaching	1	P26
7.	Lectures	Application of drama techniques in German language teaching. The role of drama education and its implementation in teaching	1	P26
	Seminars	Development of student competencies. Communicative competence versus linguistic competence	1	P26
8.	Lectures	1. Exam	1	P26
	Seminars	The significance of developing positive emotions and motivation techniques in learning German: More effective foreign language learning with the placebo and Hawthorne effect	1	P26

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
9.	Lectures	Techniques and principles for effective organization of foreign language teaching	1	P26
	Seminars	Visualization of brainstorming and mind maps	1	P26
10.	Lectures	Learning vocabulary in a relaxed state	1	P26
	Seminars	Role-playing as a key factor in foreign language acquisition	1	P26
11.	Lectures	Neuroscience and foreign language teaching: concepts, definitions, analysis	1	P26
	Seminars	Drama-pedagogical foreign language teaching	1	P26
12.	Lectures	Media pedagogy in foreign language teaching	1	P26
	Seminars	Effects of movement-based learning	1	P26
13.	Lectures	Language in the brain: Dopamine (reward sensation), reward, motivation, and ADHD disorder	1	P26
	Seminars	2. Exam	1	P26
14.	Lectures	Multisenzoričko učenje u nastavi njemačkoga jezika	1	P26
	Seminars	Tjelesni izraz i neverbalna komunikacija u nastavi njemačkoga jezika	1	P26
15.	Lectures	Kreativne metode poučavanja u nastavi njemačkoga jezika	1	P26
	Seminars	2. Kolokvij	1	P26

GENERAL INFORMATION		
Lead instructor	Sandra Lukšić, PhD, assistant professor	
Course name	**LANGUAGE-PRAGMATIC THEORIES IN INTERCULTURAL LANGUAGE TEACHING** (GER504)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION
Course aims
The aim of the course is to equip students with fundamental knowledge of linguistic theories present in communicative practice, as well as to develop their awareness of the intercultural approach and its impact on language teaching methodology.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - define and explain the types of pragmatic theories - define the different approaches to intercultural pragmatics - explain the concept of language awareness from the perspective of intercultural communication and pragmatics

- meaningfully connect the integrated didactic approach with the methodology of foreign language teaching
- explain the importance of intercultural communication in accordance with the outcomes of the European Education Area
- explain and independently apply an intercultural semantic analysis to practical examples
- independently evaluate various teaching units of intercultural education in the second/foreign language learning
- independently (re)design foreign language teaching exercises from the perspective pragmatic theories and intercultural competence

Course content

1. Theories of communicative action
2. General theoretical foundations in the analysis of pragmatic approaches to language learning
3. Sociocultural theories of language acquisition
4. The significance of Luhmann's and Habermas' approaches to defining an intercultural education
5. Concepts of language awareness: advantages and disadvantages
6. The significance of an integrated didactic approach
7. Introduction to analyses of intercultural and structural pragmatics
8. Problems in mastering intercultural language learning
9. Issues in identifying and defining (inter)communicative competence
10. Recommendations of the European Council for intercultural learning of a foreign/second language
11. Communicative methods of language immersion in foreign language didactics
12. Introduction to research on intercultural foreign language learning strategies: Stuart & Hall's Encoding/Decoding model in communicative competence
13. Examples of international practice (from the Universities of Mannheim and Fulda): redesign of foreign language exercises from the perspective of pragmatic theories and intercultural competence

Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)

Student obligations

Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and score at least 50% on the written exam(s), as well as pass the oral exam after passing the written exam(s).

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	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
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:

- 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) – 50%
- producing and presenting a seminar paper – 20%
- in-class participation, participation in class discussions – 10%
- oral exam – 20%

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*
Ernst, P. (2002). *Pragmalinguistik. Grundlagen, Anwendungen, Probleme*. Berlin, New Yourk: de Gruyter	1	24
Straub, J., Weidemann, A., & Weidemann, D. (2007). *Handbuch interkulturelle Kommunikation und Kompetenz: Grundbegriffe.* Stuttgart: J.B. Metzler.	1	24
Habermans, J. (1981). *Theorie des kommunikativen Handelns*, Vol. 2. Frankfurt am Main: Suhrkamp.	1	24
Straub, J., Weidemann, A., Weidemann, D. (Eds.). (2007). *Handbuch interkulturelle Kommunikation und Kompetenz: Grundbegriffe – Theorien - Anwendungsfelder.* Stuttgart: J.B.Metzler.	1	24
Meibauer, J. (2008). *Pragmatik* (2nd rev. ed.). Tübingen: Stauffenburg.	1	24

Supplementary readings

Tschirner, E., Bärenfänger, O., Möhring, J. (Eds.). (2016). *Deutsch als fremde Bildungssprache. Das Spannungsfeld von Fachwissen, sprachlicher Kompetenz, Diagnostik und Didaktik*. (Deutsch als Fremd- und Zweitsprache, Vol. 7). Tübingen: Stauffenburg.
Blank, S. (2006). *Verständigung und Versprechen: Sozialität bei Habermas und Derrida*. Bielefeld: Verlag GmbH.
Hall, S. (1999). Die zwei Paradigmen der Cultural Studies. In Widerspenstige Kultur, Cultural Studies als Herausforderung, 13-43. Frankfurt: Suhrkamp.
Krueger, H. P.(1987). Grenzen der “Theorie des kommunikativen Handelns” von Jürgen Habermas für die Begründung einer Theorie der Wissenschaftsentwicklung. In Kritische Studien zu bürgerlichen Wissenschaftskonzeptionen. 339-390. Berlin.

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

- 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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Theories of communicative action - introduction to critical theory - presentation of the most important works of critical theory and its proponents - introduction to the basic concepts of the theory	2	P 29
	Seminars	Seminar 1: - linking the theory of communicative action with other approaches (from sociology, philosophy' and communication theory) - linking the theory with the ethical principles of contemporary democratic discourse	1	P 29

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
2.	Lectures	General theoretical starting points for the analysis of linguistic-pragmatic approaches in foreign language acquisition - introduction to the analysis of linguistic-pragmatic contributions to foreign language acquisition - fundamental starting points (language as a means/instrument of social action)	2	P 29
	Seminars	Seminar 2: - analysis of some starting points: *relationship of form, function and context; *pragmatic competence as a goal of foreign language learning ; *communicative turn; *contextual dependence of meaning, etc. - discussion	1	P 29
3.	Lectures	Sociocultural theories of language acquisition - introduction to the postulates of sociocultural theories - description of the postulates: social interaction, communication, and cultural embeddedness (German: kulturelle Einbettung) - the most important theories and their proponents	2	P 29
	Seminars	Seminar 3: - analysis of the starting point > culture and its role in social interaction - analysis of the (crucial) importance of high-quality input/output for successful communication using concrete examples -highlighting differences from other theories	1	P 29
4.	Lectures	The significance of Luhmann's and Habermas' approaches for defining intercultural education - introduction to the different theoretical perspectives of Luhmann and Habermas relating to intercultural education - similarities and differences - the significance of these perspectives for defining intercultural education	2	P 29
	Seminars	Seminar 4: - systematic comparative analysis of two perspectives - summary and discussion - student presentations on a given topic	1	P 29
5.	Lectures	Concepts for promoting language awareness: advantages and disadvantages - definition of concepts (language awareness) - definition of advantages and disadvantages	2	P 29
	Seminars	Seminar 5: - analysis of established methods for promoting "language awareness" in foreign language teaching - reflections and discussion - student presentations on a given topic	1	P 29
6.	Lectures	The importance of an integrated didactic approach - familiarization with the various teaching content, methods, media, and disciplines of an integrated didactic approach - presentation of the main aspects and significance of the approach	2	P 29

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Seminar 6: - overview of the most important aspects - answers to questions about the meaning of the term "integration", its advantages, and potential disadvantages - discussion - student presentations on a given topic	1	P 29
7.	Lectures	Introduction to the analysis of intercultural-structural pragmatics - presentation of fundamental aspects of intercultural pragmatics (speech acts, their realization, routinized expressions, cultural contextual influences, etc.) - familiarization with analytical methods	2	P 29
	Seminars	Seminar 7: - analysis of methodological approaches: *data collection (role-playing, recordings of authentic conversations), *comparison of linguistic devices (e.g. modal particles), *functional interpretation - discussion of practical relevance - exam tasks (Part I)	1	P 29
8.	Lectures	Problems in intercultural language learning - presentation of some problems of intercultural learning, such as: stereotypes and prejudices (generalised categorisation of "others" and "different" people), ethnocentrism, pragmatic errors, Anglocentric standards, etc.	2	P 29
	Seminars	Seminar 8: - analysis and practical application of methods to reduce problems in intercultural learning *BIB method (describe, interpret, evaluate), *active perspective-taking, *shadowing, *self-reflection	1	P 29
9.	Lectures	The problem of identifying and defining (inter)communicative competence - definition of the c ompetence domain (communicative competence vs. intercultural (communication) competence) - familiarisation with the most important models (Byram's model 1997; three-dimensional model) - problem statement	2	P 29
	Seminars	Seminar 9: - analysis and application of action-oriented methods in teaching practice (e.g., dialogues, simulation of real communication processes, critical incidents, etc.) - summary of identified difficulties and limitations - student presentations on a given topic	1	P 29
10.	Lectures	Recommendations of the European Council on intercultural foreign/second language learning - introduction to the Council's fundamental recommendations - presentation of specific contributions to intercultural foreign language teaching based on these recommendations	2	P 29
	Seminars	Seminar 10: - analysis of recommendations - examples of practical application in the classroom - student presentations on a given topic	1	P 29
11.	Lectures	Communication methods in language immersion in foreign language teaching - introduction to the concept of "language immersion" - advantages of the "immersion" method - method analysis	2	P 29

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Seminars	Seminar 11: - student presentations on a given topic - discussion	1	P 29
12.	Lectures	Introduction to research on intercultural foreign language learning strategies: Stuart & Hall's model of Encoding/Decoding in communicative competence - presentation of the model's key aspects and its significance for research on intercultural foreign language learning strategies	2	P 29
	Seminars	Seminar 12: - discussion - student presentations on a given topic	1	P 29
13.	Lectures	Examples from international practice (Universities of Mannheim and Fulda): reforming foreign language teaching by considering linguistic-pragmatic theories and intercultural competence 1. Case study: teaching reform at the University of Mannheim with a focus on linguistic pragmatics	2	P 29
	Seminars	Seminar 13: - presentation analysis - student presentations on a given topic	1	P 29
14.	Lectures	Examples from international practice (Universities of Mannheim and Fulda: reforming foreign language teaching from a linguistic- pragmatic perspective and with consideration of intercultural competence 2. Case study: reforming foreign language teaching at a university in Fulda with a focus on intercultural communication	2	P 29
	Seminars	Seminar 14: - presentation analysis - student presentations on a given topic	1	P 29
15.	Lectures	Summary of aspects of intercultural competence using examples of (Anglo-Saxon and other) foreign customs - politeness theory (Brown & Levinson) - speech act theory (Austin & Searle) (Scandinavia) - intercultural pragmatics: the "Indirectness" model (East Asia)	2	P 29
	Seminars	Seminar 15: - analysis and discussion - exam tasks (Part II)	1	P 29

GENERAL INFORMATION	
Lead instructor	Mirela Müller, PhD, assistant professor
Course name	**SPEECH PRODUCTION MODELS** (GER505)
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation
Course status	Elective
Year	2
Semester	3

Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is a more thorough familiarisation with a specific psycholinguistic topic encompassing theories of speech production that may be classified as modular and spreading-activation theories; monitoring of one's own speech; the emergence and correction of speech errors as well as informational inadequacies.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- compare theories of speech production that may be classified as modular and spreading-activation theories;
- explain the three basic levels of speech production, informational, linguistic, and articulatory, through which information passes before it is shaped into speech;
- describe the feedback loops through which a speaker monitors their own speech production, ensuring the effectiveness of spoken communication as well as self-correction and additional enrichment of informational content;
- identify errors and self-corrections produced during performance and recognise whether the difficulty occurred at the level of conceptualisation, or whether it concerns lexical and syntactic, morphological and derivational errors that occur at the level of the formulator, or whether it concerns difficulties at the articulatory level;
- critically evaluate scientific literature in the field of psycholinguistics, especially theories related to speech production;
- recognise the reasons underlying the occurrence of speech disfluencies and explain them within the framework of psycholinguistic processes of speech planning and speech performance.

Course content

1. Theories and models of speech production
2. Modular theory
3. Levelt's model of speech production
4. Model of speech production (Borden and Harris)
5. Model of speech production (Postma)
6. Bilingual model of speech production (Kormos)
7. Monitoring one's own speech and self-correction
8. Activation theory
9. Classification of errors and self-corrections in a foreign language
10. Abandonment of the initial message and supplementation or specification of informational content
11. Correction of lexical errors
12. Correction of grammatical errors. Correction of pronunciation errors
13. Research on speech errors

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

Student obligations

1. In-class participation: lectures and seminars;
2. Passing the written exam (or a midterm and end-of-term exams) and scoring at least 50% on the written exam(s);
3. After passing the written exam(s), students are required to pass the oral exam;
4. Producing a seminar paper compliant with established criteria
5. Active in-class participation (discussions, text analysis).

Monitoring student work

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

Students take a midterm and end-of-term exam and/or a final written exam testing theoretical knowledge. Students who pass the midterm and end-of-term exam are exempt from taking the final written exam. After passing the written exam(s), students take the oral exam. In accordance with the course learning outcomes, the final grade is formed based on the achievement of the following elements:

3. written exam(s) – 45%
4. seminar paper compliant with the instructor's guidelines – 15%
5. oral exam – 40%

The assessment and grading criteria for 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*
Mücker, D. (2018). *Dynamische Modellierung von Artikulation und prosodischer Struktur: Eine Einführung in die Artikulatorische Phonologie*. Language Science Press. (pdf- https://classroom.google.com/c/NTQ5MDczNDYyODU5)	*online*	12
Myczko, K. (2010). Mündlicher Ausdruck als Ziel des Fremdsprachenunterrichts. *Studia Germanica Gedanensia, 22*, 47–57. (https://bazhum.muzhp.pl/media/texts/studia-germanica-gedanensia/2010-tom-22/studia_germanica_gedanensia-r2010-t22-s47-57.pdf)	*online*	12
Horga, D., & Liker, M. (2016). *Artikulacijska fonetika* (pp. 1–46). Ibis grafika d.o.o.	1	12
Rickheit, G., Herrmann, T., & Deutsch, W. (Eds.). (2002). *Handbuch der Psycholinguistik*. de Gruyter.	0	12

Supplementary readings

1. Aguado, K. (2003). *Mündliche Produktion in der Fremdsprache*. Gunter Narr Verlag.
2. Kormos, J. (2006). *Speech production and second language acquisition*. Lawrence Erlbaum Associates.

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

- Class attendance and in-class participation
- 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

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Theories and models of speech production	2	P29
	Seminars	Modular theory	1	P29
2.	Lectures	Levelt's model of speech production	2	P29
	Seminars	Models of speech production (Borden & Harris, Postma)	1	P29
3.	Lectures	Bilingual model of speech production (Kormos)	2	P29
	Seminars	Monitoring and self-correction of speech errors: Kleppin; classification of errors and self-corrections in a foreign language	1	P29
4.	Lectures	Activation theory: illustrated through practical work tasks	2	P29
	Seminars	Abandoning an initiated message and supplementing or clarifying the informational content	1	P29
5.	Lectures	Correction of lexical errors and correction of grammatical errors. Correction of pronunciation errors	2	P29
	Seminars	Research on speech errors	1	P29
6.	Lectures	The significance of articulatory phonology for foreign language acquisition	2	P29
	Seminars	Pragmatic linguistics and foreign language teaching	1	P29
7.	Lectures	Bilingual model of language production – practical examples	2	P29
	Seminars	Working with texts in beginner foreign language teaching	1	P29
8.	Lectures	Activation-theoretical approaches (subjective arousal) important for foreign language acquisition	2	P29
	Seminars	Individual differences in learning German	1	P29
9.	Lectures	1. Colloquium	2	P29
	Seminars	Motivation and attitude towards foreign languages, and language aptitude	1	P29
10.	Lectures	How schools can use multilingualism in teaching?	2	P29
	Seminars	Creating multilingual products in teaching using digital media	1	P29
11.	Lectures	Multilingualism should play a greater role in teacher education	2	P29
	Seminars	Errors and correction in language acquisition	1	P29
12.	Lectures	2. Colloquium	2	P29
	Seminars	Govorna produkcija i komunikacijska kompetencija u DaF nastavi	1	P29
13.	Lectures	Uloga interakcije u razvoju govorne produkcije učenika	2	P29
	Seminars	Mentalni leksikon i proces govorne produkcije u učenju stranoga jezika	1	P29
14.	Lectures	Govorna anksioznost i produkcija stranoga jezika	2	P29
	Seminars	Komunikacijske aktivnosti u razvoju govorne kompetencije	1	P29
15.	Lectures	Kognitivni procesi govorne produkcije u nastavi stranoga jezika	2	P29
	Seminars	2. Kolokvij	1	P29

GENERAL INFORMATION	
Lead instructor	Eldi Grubišić Pulišelić, PhD, full professor with permanent tenure
Course name	**GERMAN WOMEN'S LITERATURE OF THE 19TH AND 20TH CENTURY** (GER506)

Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Elective	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to familiarise students with the literary works of women authors of the German-speaking world from the 19th and 20th century in the context of the so-called women's literature. In addition to works considered so-called high literature, the course will also analyse works classified as so-called popular literature.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:

- critically evaluate so-called women's literature within the literature of the German-speaking world in the context of the socio-historical, political, cultural, and literary developments of the 19th and 20th century
- competently discuss the features of selected women authors' literary opus
- critically assess the artistic and literary value of selected literary works
- discuss the specifics of the emergence of women's literature
- explain feminist and postfeminist literary theories

Course content

1. Introduction to the concept and issues of women's literature
2. Historical overview of the social position of women
3. Anthropological texts on women in the 19th century and the beginning of the struggle for women's equality
4. Feminist and postfeminist literary theories
5. Women authors of the 19th century: Bettina von Arnim, Annette von Droste-Hülshoff, Fanny Lewald, Louise Aston, Marie von Ebner-Eschenbach
6. Women's travel literature of the 19th century: Ida von Hahn-Hahn, Ida Pfeiffer
7. *Trivialliteratur*: Eugenie Marlitt, Hedwig Courths-Mahler, Wilhelmine Heimburg
8.Women authors at the turn of the century: Vicki Baum, Gabriele Reuter, Franziska Reventlow, Richarda Huch
9. Women authors of the 20th century: Marie Luise Kaschnitz, Ingeborg Bachmann, Christa Wolf
10. Contemporary women authors: Monika Maron, Elfriede Jelinek, Herta Müller, Juli Zeh, Emine Sevgi Özdamar

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

Student obligations
Students are required to attend classes regularly and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course. They are required to produce and present a seminar paper compliant with the established criteria, pass the final exam or a midterm and end-of-term exam, and score at least 50% on the written exam(s), as well as pass the oral exam after passing the written exam(s).

Monitoring student work							
Class attendance	X	Participation in class	X	Seminar paper	X	Experimental work	
Written exam	X	Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
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: - 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) – 50% - producing and presenting a seminar paper – 20% - in-class participation, participation in class discussions – 10% - oral exam – 20% 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*
Grubišić Pulišelić, E. (2024). *Vještice "zlatnih dvadesetih": (Re)interpretacija mita o novoj ženi u književnom narativu Mele Hartwig*. Filozofski fakultet u Splitu.	1	12
Bovenschen, S. (2003). *Die imaginierte Weiblichkeit: Exemplarische Untersuchungen zu kulturgeschichtlichen und literarischen Präsentationsformen des Weiblichen*. Edition Suhrkamp.	1	12
Catani, S. (2005). *Das fiktive Geschlecht: Weiblichkeit in anthropologischen Entwürfen und literarischen Texten zwischen 1885 und 1925*. Königshausen & Neumann.	1	12
Benthien, C., & Stephan, I. (Eds.). (2005). *Meisterwerke: Deutschsprachige Autorinnen im 20. Jahrhundert*. Böhlau.	1	12
A work of choice out of the primary literature (the students choose literary works in accordance to the given instructions)	*online*	12

Supplementary readings
Gnüg, H., & Möhrmann, R. (2002). *Frauen Literatur Geschichte: Schreibende Frauen vom Mittelalter bis zur Gegenwart*. Suhrkamp Verlag. Brinker-Gabler, G. (Ed.). (1988). *Deutsche Literatur von Frauen (19. und 20. Jahrhundert)*. Beck. Schößler, F. (2008). *Einführung in die Gender Studies*. Akademie Verlag.

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
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Lectures	Introduction to the concept and issues of women's literature.	2	
	Seminars	Definition of "women's writing", canon and marginalization.	1	
2.	Lectures	Historical overview of the social position of women.	2	
	Seminars	From the Enlightenment to the present day; the legal and private status of women through the centuries.	1	
3.	Lectures	Anthropological texts about women in the 19th century and the beginning of the struggle for women's equality.	2	
	Seminars	The construction of "femininity" in the 19th century; Mary Wollstonecraft and early movements.	1	
4.	Lectures	Feminist and post-feminist literary theories.	2	
	Seminars	Virginia Woolf, Simone de Beauvoir, Butler; psychoanalytic and deconstruction approach.	1	
5.	Lectures	19th century female authors: Bettina von Arnim, Annette von Droste-Hülshoff.	2	
	Seminars	Literary salon as a space of freedom. Biedermeier and women's literature.	1	
6.	Lectures	19th century female authors: Fanny Lewald, Louise Aston, Marie von Ebner-Eschenbach.	2	
	Seminars	Realism and social criticism of women's position in literature.	1	
7.	Lectures	Women's travel literature from the 19th century.	2	
	Seminars	Ida von Hahn Hahn; Ida Pfeiffer.	1	
8.	Lectures	The Motif of Escape and Emancipation in Women's Travel Literature. Ida von Düringsfeld.	2	
	Seminars	1st preliminary exam.	1	
9.	Lectures	Trivial literature.	2	
	Seminars	Eugenie Marlitt, Hedwig Courths-Mahler, Wilhelmine Heimburg.	1	
10.	Lectures	The phenomenon of the "women's novel", kitsch, stereotypes and the market.	2	
	Seminars	Analysis of the novel "Die Frau mit den Karfunkelsteinen" and the film from 1985.	1	
11.	Lectures	Female authors at the turn of the century.	2	
	Seminars	Vicki Baum, Gabriele Reuter, Franziska Reventlow, Richarda Huch.	1	
12.	Lectures	A new wife and the golden twenties.	2	
	Seminars	Analysis of novellas from the collection "Das Verbrechen" by Mela Hartwig.	1	
13.	Lectures	20th century authors.	2	
	Seminars	Marie Luise Kaschnitz, Ingeborg Bachmann, Christa Wolf.	1	
14.	Lectures	Contemporary authors.	2	
	Seminars	Monika Maron, Elfriede Jelinek. Herta Müller, Juli Zeh.	1	

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
15.	Lectures	Post-migrant women's literature. Emine Sevgi Özdamar.	2	
	Seminars	2nd preliminary exam	1	

GENERAL INFORMATION		
Lead instructor	Mirela Müller, PhD, assistant professor	
Course name	**INTERNSHIP AND SCHOOL PRACTICE** (GER507)	
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	0+60+30

COURSE DESCRIPTION
Course aims
The course aims to train students in the elements of planning, structuring, and conducting instruction in German as a foreign language at different proficiency levels, as well as to develop the ability to (self-)analyse and (self-)evaluate their own teaching. The course further aims to familiarise students with school as an institution and with basic school and pedagogical documentation.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, students will be able to: - discuss in a targeted and reflective way the observed instruction and teacher competences - operationalise the main goals of teaching skills for successful instruction - apply basic methods of work and patterns of interaction in monitoring and improving German language instruction - interpret the effectiveness of applied teaching strategies (materials, student groupings, interaction) - analyse the structure and dynamics of a lesson and prepare a lesson plan for different types of instruction - independently teach a prepared lesson using information and communication technologies - observe lessons using appropriate observation protocols - report on the course and quality of the observed lessons as well as their own, and discuss the advantages and disadvantages of the procedures and methods used - independently create and present an e-portfolio and its value - establish collaborative and partnership relations with all participants in the curriculum
Course content
During the seminars (30 hours), students are familiarised with the following content:

<table>
<tr><td colspan="3">- Teaching skills characteristics (planning and preparation, conducting a lesson, leading and structuring a lesson, classroom climate, discipline, assessment and self-evaluation)
- Components of teacher competence in foreign-language teaching and teacher behaviour
- Analysis of classroom interaction and the influence of school climate on student achievement
- Principles of effective classroom management
- Quantitative measurement of actual learning time
- Analysing elements of lesson planning and preparing (purpose and functions of planning)
- Preparation of teaching resources and aids, and the analysis of the didactic hexagon
- Didactic design of information and communication technologies
- Analysis of media tools for specific German-language teaching units (language and literary structure)
- Conducting a lesson (lesson-plan templates, elements and structure of a lesson plan, sequence of activities, formulation of lesson aims and tasks, didactic design of instructional tasks using multimedia)
- Importance of collaborative activities for problem-solving (the nature of student (mis)behaviour, importance of developing a teacher-student partnership)
- Assessment of student progress and assessment of classroom activity
- Reflection and evaluation of one's own work (methods of collecting data on one's own teaching)
- Analysis of the e-Dnevnik application and analysis of the e-Portfolio tool
School practice comprises 60 working hours of the total student workload. Within school practice, the student:
- participates in practicum sessions that include preparation for observing, analysing, and preparing lessons; analysis of simulated lesson sequences (12 hours of exercises prior to entering the school); analysis of the teaching-practice log via the e-Portfolio tool; analysis of student-led lessons (30 hours of seminars during and after school practice),
- observes 8 supervisor-taught lessons in different class groups (4 lessons in primary school and 4 in secondary school) and at least 4 demo lessons taught by other students,
- writes lesson plans and conducts 2 practice lessons in primary and secondary school and 1 demo lesson in a class of their choice (primary or secondary school),
- keeps a teaching-practice log in the form of an e-Portfolio (using the Mahara e-portfolio tool or WebFolio tool), in which they record notes on various aspects of the lesson and present their observations and comments based on acquired professional knowledge; participates in the analysis of these lessons; collects data on self-evaluation, achieved teaching competences, supervisor assessment, samples of independently designed teaching materials, etc.; and, optionally, independently designs media tools in the E-Classroom application and independently creates digital materials (8 working hours),
- independently completes and presents their practical work to other students in a seminar session after the completion of school practice (2 working hours).</td></tr>
<tr><td>Modes of delivery</td><td>☐ lectures
☒ seminars and workshops
☒ practicals
☐ remote learning
☒ field work</td><td>☒ independent work
☒ multimedia and network
☐ laboratory
☒ supervision
☒ e-learning (20%)</td></tr>
<tr><td colspan="3">Student obligations</td></tr>
<tr><td colspan="3">Students are required to participate in class (seminars 80%), regularly attend school practice (60 hours) in the selected educational institution under the instruction of a supervisor, compile a log/e-portfolio, plan, structure, and conduct a teaching unit, and adhere to deadlines necessary for carrying out course activities.</td></tr>
<tr><td colspan="3">Monitoring student work</td></tr>
</table>

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

1. successful completion of school practice – 65%
2. completed and presented log/e-portfolio compliant with the instructor's guidelines – 10%
3. active in-class participation – 5%
4. successfully structured and taught teaching unit – 20%

The criteria for assessing and evaluating 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*
Kovač, M. M. (2025). *Psiholingvistički aspekti poučavanja na temelju zadataka*. Filozofski fakultet u Splitu.	5	24
Meyer, H. (2020). *Leitfaden Unterrichtsvorbereitung* (10th ed.). Cornelsen Verlag.	1	24
Jank, W., & Meyer, H. (2020). *Didaktische Modelle* (14th ed.). Cornelsen Verlag.	1	24
Neuner, G., Krüger, M., & Grewer, U. (1981). *Übungstypologie zum kommunikativen Deutschunterricht*. Langenscheidt.	1	24
Heyd, G. (1990). *Deutsch lehren: Grundwissen für den Unterricht in Deutsch als Fremdsprache*. Diesterweg.	1	24
Bagarić Medve, V., & Pavičić Takač, V. (2024). *Učenje i poučavanje stranih jezika*. Filozofski fakultet Osijek. https://naklada.ffos.hr/knjige/index.php/ff/catalog/view/24/30/57	*Online*	24
Jank, W., Meyer H. (1991). *Didaktische Modelle*. Frankfurt./ Meyer, H. (2004). *Was ist guter Unterricht?* Cornelsen-Scriptor. Internet	1	24
Elgun, M. (2012). *Medien im Deutschunterricht: Führt der Einsatz von Medien im Deutschunterricht zur Steigerung der Lernmotivation?* GRIN Publishing.	1	24

Altrichter, H., & Posch, P. (2007). *Lehrerinnen und Lehrer erforschen ihren Unterricht: Unterrichtsentwicklung durch Aktionsforschung*. Klinkhardt Verlag.	1	24

Supplementary readings

1. Becker, G., et al. (Eds.). (2007). *Guter Unterricht – Maßstäbe & Merkmale – Wege & Werkzeuge*. Friedrich-Verlag.
2. Heidemann, R. (2003). *Körpersprache im Unterricht*. Quelle & Meyer.
3. Ende, K. (2014). Motivation durch digitale Medien im Unterricht? Aber ja! *Fremdsprache Deutsch, 51*, 42–48.
4. Peterwerth, A. (2014). Fremdsprachenlernen in sozialen Netzwerken: Die Schüler-Community der Website www.pasch-net.de. *Fremdsprache Deutsch, 51*, 49–54.
5. Mayer, H. (2012). *Leitfaden Unterrichtsvorbereitung*. Cornelsen Verlag.
6. Wagner, J., & Heckmann, V. (Eds.). (2012). *Web 2.0 im Fremdsprachenunterricht: Ein Praxisbuch für Lehrende in Schule und Hochschule*. Werner Hülsbusch.
7. Articles from scholarly journals (Fremdsprache Deutsch, Primar, Strani jezici, Fremdsprache Deutsch Heft)

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

- Attendance and completion of school practice, 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

COURSE SYLLABUS – WEEKLY TEACHING PLAN

Week	*Class type*	*Topic*	*Hours*	*Location*
1.	Seminars	1. The role of the practicum and school-based teaching practice in the education of German language teachers. Professional teaching competence.	1	P12
	Methodology practicals	2, Characteristics of teaching skills: lesson planning and preparation	2	P12
2.	Seminars	3. Lesson implementation: structure, stages, and time management	1	P12
	Methodology practicals	4. Classroom climate, discipline, and classroom management in foreign language teaching.	2	P12
3.	Seminars	5. Teacher communication, classroom interaction language, and teacher behaviour.	1	P12
	Methodology practicals	6. Teaching methods and forms of work in German language instruction (whole-class teaching, pair work, and group work)	2	P12
4.	Seminars	7. Assessment in German language teaching: formative assessment, summative assessment, and self-assessment	1	P12
	Methodology practicals	8. Learning outcomes and the alignment of teaching, assessment, and curriculum (CEFR, subject curriculum)	2	P12
5.	Seminars	9. Lesson analysis: observation and evaluation criteria	1	P12
	Methodology practicals	10. Preparation for classroom observation: observation goals, instruments, and ethical considerations.	2	P12
6.	Seminars	11. Reflection on teaching practice and analysis of teaching competences.	1	P12
	Methodology practicals	12. E-portfolio and teachers' professional development.	2	P12
7.	Seminars	13. Analysis of examples of good teaching practice.	1	P12
	Methodology practicals	14. Student self-assessment and reflection on professional development.	2	P12
8.	Seminars	15. Final reflection and preparation for further professional development	1	P12

COURSE SYLLABUS – WEEKLY TEACHING PLAN				
Week	*Class type*	*Topic*	*Hours*	*Location*
	Methodology practicals	1. Introduction to school-based practice: familiarization with the school, mentor, and organization of teaching.	2	T (terenska nastava)
9.	Seminars	2. Classroom observation – observing lesson structure and stages.	1	T (terenska nastava)
	Methodology practicals	3. Classroom observation – teaching methods and forms of work in German language instruction.	2	T (terenska nastava)
10.	Seminars	4. Classroom observation – classroom interaction, communication, and classroom management.	1	T (terenska nastava)
	Methodology practicals	5. Classroom observation – strategies for teaching language skills.	2	T (terenska nastava)
11.	Seminars	6. Classroom observation – assessment and feedback to learners.	1	T (terenska nastava)
	Methodology practicals	7. Analysis of observed lessons and guided reflection on teaching practice.	2	T (terenska nastava)
12.	Seminars	8. Preparation of lesson plans and planning of learning outcomes.	1	T (terenska nastava)
	Methodology practicals	9. Micro-teaching of lesson segments and methodological analysis	2	T (terenska nastava)
13.	Seminars	10. Classroom observation in a secondary school – comparison with teaching in primary school	1	T (terenska nastava)
	Methodology practicals	11. Analysis and comparison of teaching approaches in primary and secondary schools	2	T (terenska nastava)
14.	Seminars	12. Independent development of teaching materials and tasks	1	T (terenska nastava)
	Methodology practicals	13. Development and maintenance of the teaching practicum e-portfolio.	2	T (terenska nastava)
15.	Seminars	Vrednovanje i samovrednovanje	1	P12
	Methodology practicals	Analiza dnevnika stručne prakse studenata	2	P12

GENERAL INFORMATION	
Lead instructor	All teaching instructors with a scientific-teaching title
Course name	**WORK-BASED LEARNING AT A PARTNER INSTITUTION** (HZX009)
Study programme	Double-major graduate study programme *German Language and Literature*; teacher education specialisation
Course status	Elective

Year	1, 2	
Semester	1, 2, 3, 4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S+F[8])	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 ☒ seminars and workshops ☒ practicals ☐ remote learning ☒ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☒ supervision ☒ e-learning (20%)

[8] Field work

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%

<table>
<tr><td colspan="3">2. Prepared and presented report in accordance with the instructions of supervisors - 20%
3. Independent research - 20%</td></tr>
<tr><td colspan="3">Required readings and number of copies relative to the number of students currently taking the course</td></tr>
<tr><td>Title</td><td>Number of copies</td><td>Number of students</td></tr>
<tr><td>Specialist literature is defined by the partner institution supervisor.</td><td></td><td></td></tr>
<tr><td colspan="3">Supplementary readings</td></tr>
<tr><td colspan="3">Specialist literature is defined by the partner institution supervisor.</td></tr>
<tr><td colspan="3">Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</td></tr>
<tr><td colspan="3">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.</td></tr>
</table>

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	Apply intercultural communication competences in the context of learning German language and literature.
LO 2	Critically evaluate the history of film of the German-speaking world.
LO 3	Critically evaluate literary works in the context of teaching German as a foreign language.
LO 4	Discuss literary works and important German authors in a socio-historical context.
LO 5	Interpret literary texts in the German language.
LO 6	Present their own informed opinion in the interpretation of works of German literature in oral and written form.
LO 7	Competently discuss research approaches in the field of literary theory in German.
LO 8	Make use of relevant professional and scientific literature in German.
LO 9	Make use of appropriate metalinguistic terminology in German.
LO 10	Produce oral or written translations of different types of texts in German, taking into account terminological and socio-cultural differences.
LO 11	Use vocabulary of various text types and current topics in German both actively and passively.
LO 12	Recognise trends in contemporary German from the perspective of language criticism, language change and language variation.
LO 13	Explain the concept of language awareness from the perspective of intercultural communication and pragmatics, with an emphasis on German.
LO 14	Recognise difficulties in speech-language functioning and speech-language disorders.
LO 15	Effectively apply methods of contemporary approaches to teaching the German language aimed at developing communicative competence.

LO 16	Apply the ability of critical understanding of relevant professional literature in German.
LO 17	Apply appropriate communication and presentation skills in German.
LO18	Advocate their opinion and critically discuss their experiences in teaching the German language.
LO19	Explain the types and possibilities of applying various innovative media in teaching the German language and compare programmes and tools for distance learning.
LO 20	Critically assess and create tasks and exercises for each phase of working on a text in German.
LO 21	Plan a lesson competently and appropriately define and phrase aims and learning outcomes of learning German.
LO 22	Apply theoretical and practical knowledge in independent teaching of the German language.
LO 23	Assess student achievement from a didactic perspective, i.e., observe and critically analyse different aspects of teaching German.
LO 24	Describe the fundamental aspects of approaches to teaching German.
LO 25	Define basic concepts of educational sociology relevant in the process of teaching German language and literature.
LO 26	Explain basic concepts in the field of developmental psychology and differences in theoretical approaches and research in educational psychology for teaching German successfully.

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**	**LO 13**
Total number of courses for each LO	**1**	**2**	**3**	**3**	**3**	**2**	**1**	**7**	**3**	**1**	**3**	**1**	**1**
Language Exercises: Oral Communication Skills											+		
Psychology of Education													
Sociology of Education													
Speech Fluency Development									+				
Introduction to the Didactics of Literature			+		+	+		+					
A History of German Film		+											
Images of Germany in European Film			+	+	+								
Language Exercises: Written Communication Skills											+		

German Language Teaching Methods 1								+					
Didactics													
Fundamentals of Pedagogy													
The Mann Family - the Works of a Literary Dynasty		+	+	+	+	+	+	+					
Trends in Contemporary German												+	
Discourse Analysis									+				
Language Exercises: Translation										+	+		
The Media in the German Language Teaching								+					
Rhythm, Movement and Drama in the Methodological Design of German Language Teaching								+					
Language-pragmatic Theories in Intercultural Language Teaching	+							+	+				+
Speech Production Models													
German Women's Literature of the 19th and 20th Century				+									
Internship and School Practice								+					

Learning outcomes of the study programme	**LO 14**	**LO 15**	**LO 16**	**LO 17**	**LO 18**	**LO 19**	**LO 20**	**LO 21**	**LO 22**	**LO 23**	**LO 24**	**LO 25**	**LO 26**
Total number of courses for each LO	**2**	**6**	**8**	**6**	**4**	**3**	**4**	**2**	**6**	**5**	**5**	**1**	**1**
Language Exercises: Oral Communication Skills					+								
Psychology of Education													+
Sociology of Education												+	
Speech Fluency Development	+	+	+	+									
Introduction to the Didactics of Literature			+						+				
A History of German Film													

Images of Germany in European Film													
Language Exercises: Written Communication Skills					+								
German Language Teaching Methods 1		+	+	+		+	+	+	+	+	+		
Didactics										+			
Fundamentals of Pedagogy											+		
The Mann Family - the Works of a Literary Dynasty			+										
Trends in Contemporary German				+									
Discourse Analysis													
Language Exercises: Translation													
The Media in the German Language Teaching		+	+	+		+	+		+				
Rhythm, Movement and Drama in the Methodological Design of German Language Teaching		+	+	+			+		+	+	+		
Language-pragmatic Theories in Intercultural Language Teaching		+	+	+	+				+	+	+		
Speech Production Models	+		+										
German Women's Literature of the 19th and 20th Century													
Internship and School practice		+			+	+	+	+	+	+	+		

3.2. Instructors in the study programme

	Eldi Grubišić Pulišelić	**Mirjana Matea Kovač**	**Marijana Erstić**	**Sandra Lukšić**
CROSBI link	https://www.croris.hr/osobe/profil/26806	https://www.croris.hr/osobe/profil/27975	https://www.croris.hr/osobe/profil/28331	https://www.croris.hr/osobe/profil/34168
Title	full professor with permanent tenure	full professor	associate professor	assistant 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	permanent	permanent	permanent	permanent
Percentage of employment at the higher education institution	100 %	100 %	100 %	100 %
Teaching load at the primary institution	867 WH	867 WH	906 WH	927 WH
Teaching load at external institutions	0	0	0	0
Estimated load in the new study programme	0	0	0	0
Estimated load at the primary institution	867 WH	867 WH	906 WH	927 WH
Estimated load at external institutions	0	0	0	0
Scientific and review papers published in the last 5 years (total)	15	14	25	8
Professional papers published in the last 5 years (total)	0	4	4	0

Total number of citations (Scopus database only)	3	23	0	0
Total h-index (Scopus database only)	1	3	0	0
Competitive project leader and/or team member (total)	0	0	0	0
Leader and/or team member in other projects (total)	1	0	1	1
List of courses taught in the programme	1. German Women's Literature of the 19th and 20th Century	1. Speech Fluency Development	1. A History of German film 2. Images of Germany in European film 3. The Mann Family - the Works of a Literary Dynasty	1. Discourse Analysis 2. Trends in Contemporary German 3. Language-pragmatic Theories in Intercultural Language Teaching
List of completed teacher training courses	0	0	0	0

	Mirela Müller	**Silvija Ugrina**	**Irina Boban**	**Sani Ćavar**
CROSBI link	https://www.croris.hr/osobe/profil/28373	/	/	https://www.croris.hr/osobe/profil/32847
Title	assistant professor	senior language instructor	language instructor	assistant professor
Field	interdisciplinary sciences	humanities	humanities	social sciences
Discipline	pedagogy, interdisciplinary humanities	philology	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	permanent	permanent	permanent	employment contract
Percentage of employment at the higher education institution	100 %	100 %	100 %	100%
Teaching load at the primary institution	1149 WH	1377 WH	1296 WH	1348 WH
Teaching load at external institutions	0	364,5 WH	0	0
Estimated load in the new study programme	0	0	0	0
Estimated load at the primary institution	1149 WH	1377 WH	1296 WH	1348 WH
Estimated load at external institutions	0	0	0	0
Scientific and review papers published in the last 5 years (total)	34	4	3	2
Professional papers published in the last 5 years (total)	2	2	0	0
Total number of citations (Scopus database only)	21	0	0	0
Total h-index (Scopus database only)	2	0	0	0
Competitive project leader and/or team member (total)	0	0	0	1
Leader and/or team member in other projects (total)	0	1	0	1

List of courses taught in the programme	1. Introduction to the Didactics of Literature 2. German Language Teaching Methods 3. The Media in the German Language Teaching 4. Rhythm, Movement and Drama in the Methodological Design of German Language Teaching 5. Speech Production Models 6. Internship and School practice	1. Language Exercises: Translation	1. Language Exercises: Oral Communication skills 2. Language Exercises: Written Communication Skills	Fundamentals of Pedagogy
List of completed teacher training courses	Within the teacher training programme for teaching staff at the Faculty of Humanities and Social Sciences in Osijek, the list of teacher training courses is as follows: - ”Osposobljavanje iz područja obrazovanja na daljinu (PPDMI)” (en.Training in the field of distance education) with a duration of 8 hours - ”Osposobljavanje iz područja e-obrazovanja i e-učenja		- Teacher training for German language teachers at the county and local level - How to learn successfully in an online environment	Completed graduate study programme *Pedagogy* and *Croatian Language and Literature*; teacher education specialisation (Faculty of Humanities and Social Sciences in Split) - Workshop “Assessment of Student Achievement”, organised by the Centre for research and development of lifelong education (CRDLL), Faculty of Humanities

	- MS-Excel" (en. Training in the field of e-education and e-learning - MS-Excel) with a duration of 10 hours - "Osposobljavanje iz uvoda u analize podataka u SPPS-u" (en. Training in the introduction to data analysis in SPSS) with a duration of 8 hours - "Osposobljavanje iz oblikovanja i vrednovanja E-učenja i WEB-medija" (en. Training in the design and assessment of e-learning and online media) with a duration of 10 hours			and Social Sciences in Split - Workshop "E-Learning in higher education", - organised by the Centre for research and development of lifelong education (CRDLL), - Faculty of Humanities and - Social Sciences in Split - Workshop - "Communication and group dynamics in higher education teaching", organised by the Centre for research and development of lifelong education (CRDLL), - Faculty of Humanities and - Social Sciences in Split - Workshop "Designing course curricula in higher education", organised by the Centre for research and development of lifelong education (CRDLL), Faculty of Humanities

				and Social Sciences in Split

	Toni Popović	**Morana Koludrović**	**Goran Kardum**
CROSBI link	https://www.croris.hr/osobe/profil/33375	https://www.croris.hr/crosbi/searchByContext/2/28449	https://www.croris.hr/osobe/profil/7040
Title	assistant professor	associate professor	full professor with permament tenure
Field	social sciences	social sciences	social sciences
Discipline	sociology	pedagogy	psychology
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
Type of employment	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100%	100%	(100%)
Teaching load at the primary institution	1206 WH	1027,2 WH	1490,4 WH
Teaching load at external institutions	0	0	0

Estimated load in the new study programme	0	0	0
Estimated load at the primary institution	1206 WH	1027,2 WH	1490,4 WH
Estimated load at external institutions	0	0	0
Science and review papers published in the last 5 years (total)	13	19	10
Professional papers published in the last 5 years (total)	0	1	1
Total number of citations (state the database)	57 (Scopus)	78	799
Total h-index (state the database)	5 (Scopus)	4	16
Competitive project leader and/or associate (total)	1	2	1
Leader and/or associate in other projects (total)	1	7	2
List of courses taught in the programme	Sociology of Education	Didactics	Psychology of Education
List of completed teacher training courses	1. Znanstveni rad i informacijske vještine (en. Scientific work and information skills) (2023, organised by the Faculty of Humanities and Social Sciences in Split)	Completed graduate study programme Teacher *Education* at the Teacher Training College in Split. Completed Master's study programme	Completed a teaching specialisation study programme; Over the course of his university career, completed various programmes; Teaches courses for acquiring

	2. Izrada predmetnih kurikuluma u visokom obrazovanju (en. Designing course curricula in higher Education) (2024, organised by the Faculty of Humanities and Social Sciences in Split) 3. Komunikacija i grupna dinamika u visokoškolskoj nastavi (en. Communication and group dynamics in higher education teaching) (2024, organised by the Faculty of Humanities and Social Sciences in Split) 4. E-učenje u visokoškolskom obrazovanju (en. E-Learning in higher education) (2024,organised by the Faculty of Humanities and Social Sciences in Split)	*Pedagogy* at the Faculty of Humanities and Social Sciences in Zagreb. Completed postgraduate study programme, earning a PhD in Pedagogy at the Faculty of Humanities and Social Sciences in Zagreb. Continuous implementation of teacher training courses for teachers in higher education.	teaching competences within the course Educational psychology taught in the teacher education programme