



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME

Pedagogy (double-major)

SPLIT, November, 2025

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

<i>Name of higher education institution</i>	Faculty of Humanities and Social Sciences in Split
<i>Adress</i>	Poljička cesta 35, 21000 Split
<i>PIN</i>	98004523293
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<i>Internet adress</i>	https://www.ffst.unist.hr/

GENERAL INFORMATION FO THE STUDY PROGRAMME

Name of study programme	University Graduate Programme Pedagogy (double-major)		
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; Pedagogy		
ISCED FoET classification			

<i>Programme duration (semesters, years)</i>	4 semesters, 2 years
<i>Number of ECTS points acquired on completion of study programme</i>	60
<i>Academic or professional title, i.e. academic degree</i>	<i>Master of Pedagogy</i> mag. paed.
<i>Language of delivery</i>	Croatian
<i>Place of delivery</i>	Faculty of Humanities and Social Sciences in Split
<i>Type of delivery (in-person, hybrid, online)</i>	Classroom-based
<i>Enrolment quota (for students in regular and special status)</i>	32 – regular status

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 *Pedagogy* is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split, namely the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*, the *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the period 2021–2025*, and the *Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027)*. The study programme is also fully aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split, as it is oriented towards the acquisition of pedagogical competences that promote fundamental social and humanistic values, contribute to the advancement of knowledge, promote ethics, tolerance, cooperation, inclusion, responsibility, and the overall well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*), and prepare students for competent integration into the labour market.

The quality of the overall learning and teaching process within the graduate study programme *Pedagogy* is based on the application of knowledge in the fields of teaching and scientific excellence in education in a broader context, which is acquired at the undergraduate level and further acquired and developed at the graduate level. While the undergraduate study programme *Pedagogy* emphasises the need to recognise, analyse, and evaluate fundamental pedagogical principles and the principles of other related disciplines connected with education in a broader sense, education at the graduate level *Pedagogy* enables the development of competences necessary for participation in curriculum development, the conduct of quantitative and qualitative research, cooperation with parents, the preparation of pedagogical documentation, and competent and critical analysis and consideration of various educational practices and policies. During the graduate study programme *Pedagogy*, through compulsory and elective courses delivered in the form of lectures, seminars, and/or practicals, students acquire competences required for the professional, independent, and creative performance of expert pedagogical tasks within professional-developmental and counselling services, and are trained for lifelong learning and for directing continuous professional development, both their own and that of other employees. In comparison with the University Undergraduate Study Programme *Pedagogy*, existing knowledge, skills, and competences are qualitatively and substantively expanded, with a significantly stronger emphasis placed on responsible, autonomous, independent, and group work through the application of existing knowledge in practical situations. This means that students are, on the one hand, trained for the effective application of theory in practice, with an emphasis on a critical–reflective, creative–innovative, and competency-based approach to educational, professional, and counselling issues, and, on the other hand, for scientific research work in practice or for scientific advancement in postgraduate studies. Furthermore, through the offer of courses, the programme seeks to prepare future pedagogues for competent professional engagement in areas outside the educational system under the conditions of entrepreneurship and the labour market in the public and private sectors, and, through incoming and outgoing mobility of students and teaching staff, to enable greater visibility of the graduate study programme *Pedagogy* in a broader European context. These competences are aligned with the objectives of the strategic area *Study Programme, Teaching, and Students* of the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*.

Through the graduate study programme *Pedagogy*, the quality of work of all participants in the teaching process—students, teachers, and practitioners—is continuously evaluated and improved.

Furthermore, lifelong learning is encouraged, as well as joint research work of teachers and students and the professional development of teachers in the domains of teaching and scientific research (*Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split for the period 2021–2025*). Cooperation with the local as well as the wider community is enhanced in all educational aspects, and external partners are included in scientific and teaching activities. Since its establishment, the Department of Pedagogy has cooperated with a large number of

different institutions related to education, which are crucial both for the training of future pedagogues and for their future employment. These include public, private, and alternative early childhood and preschool education institutions, primary and secondary schools, as well as children's and student dormitories. For the implementation of professional practice and the identification of the tasks of future pedagogues, cooperation with sports associations, institutions in the fields of health and social care, economic entities, and the Agency for Education, the Agency for Mobility and EU Programmes, the Ministry of Science and Education, and others is also significant. Students are additionally encouraged to engage in humanitarian activities and voluntary work in the community.

In the Republic of Croatia, several professional associations operate, such as the Croatian Pedagogical-Literary Association (HPKZ) and the Croatian Pedagogical Society (HPD), which, through their professional activities, promote the idea of the importance of improving the education system based on a scientific research approach to solving socially relevant problems and on reflection on appropriate pedagogical, psychological, didactic, and methodological procedures in the educational process. The proposed graduate study programme *Pedagogy* is aligned with the recommendations of professional associations operating in the Republic of Croatia. Furthermore, in designing the study programme *Pedagogy*, the guidelines of European professional associations were also taken into account, including the European Educational Research Association (EERA), the European Association for Research on Learning and Instruction (EARLI), the Association for Teacher Education in Europe (ATEE), as well as other national and international professional associations. Teaching staff involved in the study programme *Pedagogy* are members of some of the aforementioned professional associations in the Republic of Croatia (HPD, HPKZ – Split Branch), European professional associations (EERA, EARLI, ATEE), and others.

The justification for the establishment and implementation of the graduate study programme *Pedagogy* at the Faculty of Humanities and Social Sciences of the University of Split is reflected in the shortage of expert associates—pedagogues—in the Republic of Croatia and in the conviction that the organisation and delivery of a graduate study programme *Pedagogy* in Split will significantly contribute to improving the quality of work of expert associates—pedagogues.

Interest among prospective students in enrolling in the existing University double-major graduate study programme *Pedagogy* since its establishment in 2007 is evidenced by the consistently high number of applicants who wish to study specifically at the Department of Pedagogy of the Faculty of Humanities and Social Sciences in Split. The quality of the existing graduate study programme *Pedagogy* at the Faculty of Humanities and Social Sciences in Split is further confirmed by data on the continuous and successful achievement of learning outcomes prescribed by the study programme, the high interest of graduates with a Bachelor's degree in Pedagogy in enrolling in the graduate programme at the same Faculty, and consistently high evaluation scores in the assessment of teaching staff and the study programme conducted within the framework of the Centre for Quality Assurance of the University of Split.

Since its establishment in the academic year 2007/2008, the programme has been subject to critical review, with continuous reflection on the alignment of the prescribed student workload and all forms of teaching, and, depending on staffing conditions, teacher self-evaluation, and student evaluations, necessary changes and improvements have been introduced. Contemporary relevance, dynamism, and flexibility of the study programme, as well as its adaptability to the real needs of the labour market and contemporary pedagogical paradigms, constitute the fundamental characteristics of the graduate study programme *Pedagogy* at the Faculty of Humanities and Social Sciences in Split. Based on all of the above, it can be concluded that the proposer of the programme has significant experience in the implementation of teacher education study programmes.

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

Students of the graduate study programme *Pedagogy* participate in all quality assurance processes and in the work of all designated bodies, committees, departments, and centres, in accordance with national, university, and faculty regulations, bylaws, and procedures. The Department of Pedagogy, the

Student Counselling Centre (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata), the Career Planning and Development Centre (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera), and the Student Affairs Office (https://www.ffst.unist.hr/za_studente/studentska_sluzba) ensure the well-being and address the specific needs of students. While the centres implement 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 Student Affairs Office provides students with timely information on their academic obligations and supports them throughout their studies by ensuring the availability of necessary forms and procedures.

In the case of other student needs, such as the resolution of student complaints or the protection of student rights, students may contact the Head of the Department, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, the Student Ombudsperson of the Faculty of Humanities and Social Sciences, or the Student Ombudsperson of the University of Split. Students are informed about these possibilities by the Head of the Department at the beginning of their studies. Furthermore, impartiality and transparency are ensured in all procedures within the graduate study programme *Pedagogy*, and mechanisms are defined for handling appeals and other issues relevant to students. 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 person, as well as mechanisms for protection against discrimination and harassment. The relevant documents are available on the Faculty's website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti
https://www.ffst.unist.hr/download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja

Quality assurance at the level of the study programme and individual courses is defined in the section *Methods of Monitoring Quality Ensuring the Acquisition of Learning Outcomes*, and is based on:

- the *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>),
- the *Quality Policy of the University of Split* (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf),
- the *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>),
- the *Regulations on the Quality Assurance System of the University of Split* (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- the *Regulations on the Quality Assurance System of the Faculty of Humanities and Social Sciences in Split* (<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf>),
- the *Quality Assurance Handbook of the University of Split* (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf),
- the *Quality Assurance Handbook of the Faculty of Humanities and Social Sciences in Split* (<https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf>),
- the *Regulations on Studies of the University of Split* (<https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf>),

- the *Regulations on Teaching Bases 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>),
- the procedure for the recognition of foreign professional qualifications under the competence of the Ministry of Science and Education (<https://mzom.gov.hr/odgoj-i-obrazovanje/priznavanje-inozemnih-strucnih-kvalifikacija-regulirane-profesije/priznavanje-inozemnih-strucnih-kvalifikacija-za-obavljanje-reguliranih-profesija-u-republici-hrvatskoj/3196>), as well as other key documents published on the Faculty's official website (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjeđenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

Within the graduate study programme *Pedagogy*, standards and regulations for assessing achieved learning outcomes are regularly defined, published, and revised. These standards and regulations are specified in the syllabus of each course in the sections *Student Obligations*; *Monitoring of Student Work*; *Assessment and Evaluation of Student Work during Teaching and in the Final Examination / Method of Assessing Achieved Learning Outcomes for Each Student Obligation*; and *Methods of Monitoring Quality Ensuring 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 the repository of each individual course.

Teaching staff delivering courses within the graduate study programme in *Pedagogy* regularly participate in scientific conferences and in various forms of lifelong professional development in general fields (e.g. family pedagogy, comparative pedagogy, pedagogy of leisure time) as well as in specific aspects of their professional activities (e.g. contemporary educational technology, distance education, counselling work, methodological workshops). They also continuously develop their teaching competences through programmes organised by the Faculty of Humanities and Social Sciences in Split and other institutions (e.g. contemporary learning and teaching strategies, fostering critical and creative thinking). Records of professional development in teaching competences organised by the Faculty are available in the Faculty's documentation, while other forms of professional development are evidenced by certificates of active participation in scientific conferences, professional training programmes, and collaborative scientific research projects.

The graduate study programme *Pedagogy* is fully defined and implemented within the *Information System of Higher Education Institutions (ISVU)*, which enables the collection, management, and processing of statistical data related to the organisation and implementation of study programmes, as well as reporting on such 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, curricular flexibility is promoted within the graduate study programme *Pedagogy* through horizontal and vertical permeability. Horizontal permeability is achieved through the possibility of changing universities during the course of study, either by transferring to another study programme leading to the same qualification or by a complete change of the study programme. Through international mobility, students are enabled to study (for one semester or longer) at higher education institutions abroad, to enrol in elective courses according to their interests within other study programmes of the Faculty of Humanities and Social Sciences in Split, as well as at other faculties of the University of Split, other higher education institutions in the Republic of Croatia, or abroad. Students from other study programmes of the Faculty of Humanities and Social Sciences may also enrol in elective courses within the Graduate Study Programme *Pedagogy*. Based on vertical permeability, upon completion of the graduate study programme *Pedagogy*, students may continue their education 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

For enrolment in the graduate study programme *Pedagogy* (double-major), candidates must have completed an accredited University Undergraduate double-major study programme *Pedagogy*, through which a minimum of 180 ECTS credits has been acquired, in combination with another double-major undergraduate study programme. The graduate study programme *Pedagogy* may be combined with all double-major study programmes offered at the Faculty of Humanities and Social Sciences in Split.

The conditions for enrolment in a higher year of study are defined by a decision of the Faculty Council, which is adopted for each academic year and published on the Faculty's official website. Any special conditions required for enrolment in individual courses are specified in the syllabi of those courses.

The study programme lasts 2 years (4 semesters). Upon completion of the double-major graduate study programme *Pedagogy*, students acquire a minimum of 60 ECTS credits, out of a total minimum of 120 ECTS credits of the graduate study programme.

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 Independently identify, analyze, and interpret scholarly and professional literature in the field of pedagogy, that is, education and upbringing in a broader sense
- 2 Analyze and provide a reasoned explanation of different theories and approaches in education, and critically reflect on their implications for pedagogical practice
- 3 Apply reflective and critical methods in forming one's own assumptions about education and upbringing
- 4 Design and evaluate activities involving various participants in the educational process by applying new paradigms in education and upbringing
- 5 Discuss key issues in the field of education and upbringing at the local, national, and international levels
- 6 Compare and critically reflect on different educational policies and the ways they are implemented nationally and internationally
- 7 Propose and evaluate different approaches to shaping educational policies
- 8 Analyze, compare, and evaluate the characteristics of curriculum structuring in Croatia and in selected European Union countries within the education system
- 9 Design and develop a curriculum using relevant legal regulations and educational foundations for the construction of contemporary curricula
- 10 Apply the fundamental principles of effective communication with all participants in the educational process
- 11 Recognize, understand, and respect the needs of the institution and participants in the educational process, and assess the timeliness and appropriateness of responses to those needs
- 12 Explain the specific characteristics of working with students with special educational needs
- 13 Compare and critically reflect on theoretical concepts of distance education and on different approaches to teaching in a virtual environment
- 14 Conduct self-reflection, reflective dialogue, and reflection on pedagogical practice

1.6. Structure and form of delivery

The graduate study programme *Pedagogy* lasts two years, that is, four semesters. In each semester, students enrol in at least two compulsory courses and select one elective course from the courses offered. In the final year of study, students may choose the elective course *Professional Practice in a Teaching Base*, through which they acquire an additional 5 ECTS credits.

Teaching within the study programme is delivered through lectures, seminars, and practicals (conducted at the Faculty, in practice classrooms, and in teaching bases; in accordance with students' specific interests and learning outcomes, visits to relevant stakeholders in the labour market are also organised). The syllabus of each course defines the modes of delivery of teaching, which are aligned with the ECTS workload at the course level, course learning outcomes, course content, student obligations, procedures and methods of assessment and evaluation of student work, and the required examination literature. All forms of teaching ensure an interactive teaching process oriented towards students and the achievement of learning outcomes.

1.7. Manner of completing the study programme

<i>Manner of completing the study programme</i>	Final thesis ☐ Master's Thesis ☒	Final exam ☐ Diploma exam ☐
<i>Requirements for final/Master's Thesis or final/diploma/exam</i>	In accordance with the <i>Thesis Regulations: Undergraduate and Graduate Studies of the Faculty of Humanities and Social Sciences in Split</i> (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.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/Master's Thesis</i>	The master's thesis within the graduate study programme <i>Pedagogy</i> is, in principle, a scientific research paper in which students are expected to demonstrate competence in their knowledge of pedagogical theory and related theories, as well as competence in the conduct of scientific research and in the interpretation of research results. The procedure for the evaluation and defence of the master's thesis is regulated by the <i>Regulations on Final and Master's Theses of the Faculty of Humanities and Social Sciences in Split</i> (2021; https://www.ffst.unist.hr/odsjeci/pedagogija).	

2. LIST AND DESCRIPTION OF COURSES

2.2. List of compulsory and elective courses

	LIST OF COURSES
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	Year of study: 1							
	Semester: 1							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS	
Family Pedagogy	Anita Mandarić Vukušić, PhD, associate professor	30	15	15	0	4	C	
Methodology of Pedagogical Research	Tonča Jukić, PhD, associate professor	30	15	15	0	4	C	
Psychology of Motivation and Socialization in the Classroom	Darko Hren, PhD, full professor	30	0	30	0	2,5 (5)	C	
Joint courses: Sociology of Education	Toni Popović, PhD, assistant professor	30	0	30	0	2,5 (5)	C	
Psychology of Religiosity	Goran Kardum, PhD, full professor with permanent tenure	15	0	30	0	3	E	
Free Time Pedagogy	Ines Blažević, PhD, associate professor	15	0	30	0	3	E	
Developmental Psychopathology	Katija Kalebić Jakupčević, PhD, assistant professor	30	0	15	0	3	E	

LIST OF COURSES							
	Year of study: 1						
	Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Statistics in Pedagogy	Ivan Buljan, PhD, assistant professor	30	15	0	0	4	C
Partnership between Family and Education Institutions	Anita Mandarić Vukušić, PhD, associate professor	15	15	15	0	3	C
Comparative Pedagogy	Ivana Batarello Kokić, PhD, full professor with permanent tenure	30	0	30	0	2,5 (5)	C
Methodology of Creating a Curriculum	Morana Koludrović, PhD, associate professor	30	0	30	0	2,5 (5)	C
Action Research in Early and Pre-school Education	Tonča Jukić, PhD, associate professor	15	0	30	0	3	E
Psychology of Consciousness	Goran Kardum, PhD, full professor with permanent tenure	15	0	30	0	3	E
Pedagogy and Heritage	Ines Blažević, PhD, associate professor	15	0	30	0	3	E
Vocational Pedagogy	Sani Čavar, PhD, assistant professor	15	0	30	0	3	E

LIST OF COURSES							
Year of study: 2							
Semester: 3							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
The Pedagogue in Educational Institution	Sani Ćavar, PhD, assistant professor	30	15	15		5	C
Evaluation and Self-assessment in Contemporary School	Morana Koludrović, PhD, associate professor	15	0	30		4	C
Educational Policies	Ivana Batarelo Kokić, PhD, full professor with permanent tenure	30	0	15		3	C
Feminist Pedagogy	Anita Mandarić Vukušić, PhD, associate professor	15	0	30		3	E
Introduction to Social Psychology	Darko Hren, PhD, full professor	15	0	30		3	E
Prevention of Behaviour Disorders	Toni Maglica, PhD, assistant professor	15	0	30		3	E
Values and Contemporary Challenges of Education	Tonča Jukić, PhD, associate professor	15	0	30		3	E
Work-based Learning at a Partner Institution	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

LIST OF COURSES							
Year of study: 2							
Semester: 4							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Distance Learning	Ivana Batarelo Kokić, PhD, full professor with permanent tenure	15	0	30		3	C
Critical Theories in Pedagogy	Tonča Jukić, PhD, associate professor	15	0	15		2	C
Master's Thesis		0	0	0		10	C
Work-based Learning at a Partner Institution	All teaching staff with a scientific-teaching title	0	40	30	80	5	E

2.2. Course description

GENERAL INFORMATION

<i>Lead instructor</i>	Anita Mandarić Vukušić, PhD, associate professor	
<i>Course name</i>	FAMILY PEDAGOGY (FFPD42)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	1	
<i>Semester</i>	1	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+15+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to equip students for analytical and critical thinking on the specifics of the composition of the family, contemporary challenges in bringing up children in a family context and responding appropriately and timely to particular family needs.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - correctly interpret fundamental concepts in the field of family pedagogy (the family in pedagogical and psychological terms, parenthood, assessment and self-assessment) - analyse and provide reasoned explanations of different theories and approaches to understanding the family - design and implement an activity plan for working with parents by applying new paradigms in approaches to the family - develop materials appropriate for parental learning (raising awareness of roles, responsibilities, functions, parenting styles, communication, self-assessment, relationships, etc.) - conduct and interpret simpler research tasks in the field of family pedagogy		
<i>Course content</i>		
The course comprises the following content: 1 The family – trends, problems, and perspectives: defining the family, from modern to vital families 2 The family community as a system 3 Characteristics of contemporary families 4 Functional and dysfunctional families 5 Family climate and family functioning 6 The contemporary family in the Republic of Croatia 7 Parenthood – relationship, role, and/or process? 8 Parenthood and the factors influencing it 9 Parenting styles and children's behaviour as possible responses to them 10 The influence of the mother and the father on child development and education 11 Pedagogical education of parents as a prerequisite for parental pedagogical competence 12 Self-assessment and assessment (meta-level) – relationships and effects 13 Relationships and communication processes (family–school–kindergarten) 14 Communication habits that endanger and enhance human relationships 15 Conducting effective conversations with parents		

<i>Modes of delivery (mark the appropriate boxes with an X)</i>		☒ lectures ☒ seminars and workshops ☒ practicals ☐ remote learning ☐ field work		☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ e-learning			
<i>Student obligations</i>							
Student obligations include: regular attendance and active participation in all forms of instruction (lectures 100%, seminars, workshops, and practicals 90%) in accordance with predefined criteria; independent completion and presentation of a seminar paper; an independently completed and presented project assignment; and successfully passed written exam(s).							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Final exam		Oral exam		Essay		Research	
Project	x	Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam	x				
<i>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</i>							
Student performance is monitored and evaluated throughout the semester and in the final examination. The final course grade consists of: a successfully passed midterm and end-of-term examination (60%), the completion of a project assignment and its presentation (20%), and an independently written and presented seminar paper (20%). By successfully passing both the midterm and end-of-term examinations, students are exempt from taking the final examination. The criteria for the assessment and evaluation of individual elements are described in the course repository.							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Čudina-Obradović, M. Obradović, J. (2006). Psihologija braka i obitelji. Zagreb, Golden Marketing - Tehnička knjiga (selected chapters)				2		32	
Ljubetić, M. (2007) Biti kompetentan roditelj. Zagreb, Mali profesor				15		32	
Ljubetić, M. (2011) Stabilna obitelj i poželjno roditeljstvo u kaotičnom svijetu (moguća) stvarnost ili iluzija? (Imaju li perspektivu i/ili alternativu?) U Nove paradigme ranog odgoja (Maleš, D. ed.) Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju				6		32	
Ljubetić, M. (2012) Nosi li dobre roditelje roda?! Odgovorno roditeljstvo za kompetentno dijete. Zagreb. Profil International. (selected chapters)				15		32	
Maleš, D., Kušević, B. (2011). Nova paradigma obiteljskog odgoja. U: Nove paradigme ranog odgoja (Maleš, D. ed.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju				15		32	
Pašalić-Kreso, A. (2004). Koordinate obiteljskog odgoja. Sarajevo, Jež (selected chapters)				6		32	

Pećnik, N., Radočaj, T., Tokić, A. (2011). Uvjerjenja javnosti o ispravnim roditeljskim postupcima prema djeci najmlađe dobi. Društvena istraživanja, Časopis za opća društvena pitanja 113, 20 (3), 626 –646	1	32
Stričević, I. (2011) Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja. U: Nove paradigme ranog odgoja (Maleš, D. ed.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju	6	32
Supplementary reading		
Benett, J., Grimley, L. K. (2001) Parenting in the Global Community: A Cross- Cultural International Perspective. In: Fine, M. J. & Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic Press. (selected chapters) Covey, R.S. (1998) Sedam navika uspješnih obitelji ? Kako izgraditi izvrsnu obiteljsku kulturu u uzburkanom svijetu? Zagreb, Mozaik knjiga Longo, I. (2000) Roditeljstvo se može učiti. Zagreb, Alinea Maleš, D. (1984) Psihosocijalni elementi pedagoške atmosfere u obitelji. Split, Školski vjesnik, (3-4), (187-197) Maleš, D. (1999) Uloga majke i oca u odgoju djeteta. U: Obitelj u suvremenom društvu. Zagreb, Državni zavod za zaštitu materinstva i mladeži Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000) Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. Zagreb, UNICEF-Ured za Hrvatsku i Ministarstvo prosvjete i športa RH, Targa Collins, W. A., Russell, G. (1991) Mother-child and father-child relationships in middle childhood and adolescence: A developmental analysis. Developmental Review, 11, 99-136 Žizak, A. (1997) Kompetentnost roditelja za odgoj djece. Pomozimo im rasti - priručnik za partnerstvo odgojitelja i roditelja. Zagreb, Ministarstvo prosvjete i športa RH, UNICEF, Kustoš. Eric D. Widmer (2010). Family Configurations: a Structural Approach to Family Diversity, England, Ashgate Publishing Limited Ljubetić, Maja (2012). The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindergartens. Saarbrücken, Germany : LAP LAMBERT Academic Publishing GmbH & Co. KG(monografija)		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in completing tasks, student survey on the quality of teaching and instructors at the university level, passed examinations and fulfillment of other syllabus-prescribed obligations, individual consultations, students' self-assessment of achieved learning outcomes, peer assessment of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Tonća Jukić, PhD, associate professor	
Course name	METHODOLOGY OF PEDAGOGICAL RESEARCH (FFPD13)	
Study programme	Double-major graduate study programme <i>Pedagogy</i>	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS koeficijent opterećenja studenata	4
	Number of hours (L+P+S)	30+15+15

COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students for the initial independent and successful conduct of scientific research work; for the use of scientific literature and research findings during their studies and in their future professional work; and for the independent writing of professional and scientific papers in accordance with the requirements of research methodology.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - elaborate the gnoseological foundations and epistemological characteristics of science - explain the characteristics of scientific knowledge - distinguish between qualitative and quantitative methodology - list the basic characteristics of data collection procedures - design various instruments for data collection - analyze scientific papers and identify the characteristics of a good professional and scientific paper - on the basis of a research problem, develop a research design and select appropriate data collection procedures - conduct research - discuss methodological issues		
<i>Course content</i>		
Lectures: 1 Introduction to the general methodology of scientific research – basic conceptual definitions 2 Gnoseological foundations and epistemological characteristics of science 3 Society and science, the system and classification of sciences 4 Characteristics and problems of scientific knowledge 5 Fundamentals of the methodology of pedagogical research 6 Limits and possibilities of pedagogical research 7 Sources for the selection of research problems 8 Types and methods of pedagogical research 9 Action research 10 Research project 11 Techniques and instruments for data collection 12 Methods of data analysis 13 Characteristics of a good professional and scientific paper 14 Writing research reports and the application of research results Seminars: 1 Analysis of scientific papers and research projects 2 Independent/team-based development of a research project 3 Presentation of research projects Practicals: Discussions of methodological issues and solving methodological problems		
<i>Modes of delivery (mark the appropriate boxes with an X)</i>	☒ 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 lectures (80%), seminars (80%), and practicals (80%), present a seminar paper, conduct research and write a research report, pass a midterm exam, and conduct themselves in accordance with ethical and scientific principles in higher education teaching.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Final exam		Oral exam		Essay		Research	X
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							
The final grade will be determined based on the achievement of the following elements: presentation of the seminar paper (25%), passing the midterm exam (25%), and the conduct of the research and the written research report (50%). 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	
Milas, G. (2009). Metode istraživanja u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. (selected chapters)				3		32	
Milat, J. (2005). Osnove metodologije istraživanja. Zagreb: Školska knjiga (selected chapters)				13		32	
Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. 2. izmijenjeno i dopunjeno izdanje. Zagreb: Educa (selected chapters)				10		32	
Opić, S. (2016). Znanstveno proučavanje odgoja i obrazovanja. Eds: Matijević, M., Bilić, V. i Opić, S. Pedagogija za učitelje i nastavnike (356-423). Zagreb: Školska knjiga i Učiteljski fakultet Sveučilišta u Zagrebu				10		32	
Supplementary readings							
- Cohen, L., Manion, L. i Morrison, K. (2007). Metode istraživanja u obrazovanju. Jastrebarsko: Naklada Slap. (selected chapters) - Jurić, V (2004). Metodika rada školskog pedagoga. Zagreb: Školska knjiga (selected chapters). - McLeod, S. (2024). Mixed Methods Research Guide With Examples. 10.13140/RG.2.2.31329.93286. - Tkalac Verčić, A., Sinčić Čorić, D., Pološki Vokić, N. (2010). Priručnik za metodologiju istraživačkog rada: kako osmisлити, provesti i opisati znanstveno i stručno istraživanje. Zagreb: M.E.P. d.o.o. (selected chapters) - Vujević, M. (2001). Uvođenje u znanstveni rad u području društvenih znanosti. Zagreb: Školska knjiga (selected chapters)							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
Class attendance, in-class participation, success in completing tasks, student survey on the quality of teaching and instructors at the university level, a passed examination and the fulfillment of other obligations prescribed by the syllabus, individual consultations, students' self-assessment of achieved learning outcomes, and peer assessment of the implementation and quality of the teaching process.							

GENERAL INFORMATION		
<i>Lead instructor</i>	Darko Hren, PhD, full professor	
<i>Course name</i>	PSYCHOLOGY OF MOTIVATION AND SOCIALIZATION IN THE CLASSROOM (FFPD66)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	1	
<i>Semester</i>	1	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	2.5 (5)
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to familiarize students with the theoretical foundations necessary for understanding, studying, and analyzing motivation and socialization in the classroom, and to equip them for effective communication with students and their parents, as well as with the psychological aspects and fundamental principles of working with students who have special educational needs.		
<i>Course enrolment requirements</i>		
- linguistic, computer, and information literacy - ability to read content in the English language		
<i>Intended course learning outcomes</i>		
Upon the completion of this course, students will be able to: - list and explain basic theoretical concepts relevant to understanding motivation in the educational context - select approaches for fostering and supporting students' motivation for learning, as well as within the broader context of classroom behavior - describe, explain, and apply the fundamental principles of effective communication with students and parents, and of classroom organization as a group and as a space in which the educational process takes place - list and explain the specific features of working with students with special educational needs and describe the legal framework governing such work - compare different approaches to working with students with special educational needs, based on direct experience of working with students who have special educational needs		
<i>Course content</i>		
LECTURES: 1 Psychological explanations of motivation: need theories and learning theories 2 Psychological explanations of motivation: cognitivist theories 3 Understanding and influencing student motivation 4 Teacher–student communication 5 The classroom as a group process 6 Classroom management 7 School and classroom as an educational context 8 Midterm exam		

Recommended literature from recent periodicals.

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

Class attendance, in-class participation, success in completing tasks, student survey on the quality of teaching and instructors at the university level, a passed examination and fulfillment of other syllabus-prescribed obligations, individual consultations, students' self-assessment of achieved learning outcomes, and peer assessment of the implementation and quality of the teaching process.

GENERAL INFORMATION		
<i>Lead instructor</i>	Toni Popović, PhD, assistant professor	
<i>Course name</i>	SOCIOLOGY OF EDUCATION (HZX004)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	1	
<i>Semester</i>	1	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	2,5 (5)
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
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.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
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)		
<i>Course content</i>		
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							
<i>Modes of delivery (mark the appropriate boxes with an X)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work		☐ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning(20%)			
<i>Student obligations</i>							
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.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Final exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm examination	x				
<i>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</i>							
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 final exam, that is midterm and end-of-term exam (70%) as well as producing and presenting a seminar paper (30%). The criteria for evaluating and assessing individual elements are described in the course repository.							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
1	Haralambos, M., Holborn, M. (2002). <i>Sociologija: Teme i perspektive</i> . Zagreb: Golden marketing. (pp. 773-882)			10		32	
2	Pilić, Š. (ed.) (2008). <i>Obrazovanje u kontekstu tranzicije</i> . Split: HPKZ. (pp. 45-57; 59-66; 129-145; 149-162; 165-174; 239-244)			10		32	
3	Duffour, B., Curtis. W. (2012). <i>Sudij odgojno-obrazovnih znanosti</i> . Zagreb: Educa. (pp. 41-70; 123-152)			2		32	

4	Gevirc, Š, Krib, A. (2012). <i>Razumevanje obrazovanja: sociološka perspektiva</i> . Beograd: Edicija Reč.	-	32
5	Baranović, B. (ed.) (2015). <i>Školski kurikulum: teorijski i praktični aspekti</i> . Zagreb: Institut za društvena istraživanja u Zagrebu. (pp. 15-62)	-	32
6	Ledić, J., Miočić, I., Turk, M. (2016). <i>Europska dimenzija u obrazovanju: Pristupi i izazovi</i> . Rijeka: Filozofski fakultet. (pp. 10-49)	1	32
7	Mehta, J. Davies, S. (ed.) (2018). <i>Education in a new society: renewing the sociology of education</i> . Chicago, London: The University of Chicago Press.	1	32
8	Boronski, T., Hassan, N. (2020). <i>Sociology of Education</i> . London, Thousand Oaks, New Delhi, Singapore: SAGE.	-	32
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). <i>Upravljanje odgojno-obrazovnom ustanovom: menadžment i marketing u školama</i> . Sveučilište u Zadru. (pp. 11-35)		
2	Ballantine, J. H. (1993). <i>The Sociology of Education</i> . Englewood Cliffs: Prentice Hall.		
3	Baranović, B. (ed.) (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. <i>Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog razvoja</i> , 44(2/3): 181-200.		
4	Bernstein, B. (1994). <i>Jezik i društvene klase</i> . Beograd: BIGZ.		
5	Bourdieu, P., Passeron, J. C. (2000). <i>Reproduction in Education, Society and Culture</i> . London: Sage Publications.		
6	Buzov, I. (2009). Obrazovanje za okoliš: kratak pregled razvoja koncepta, <i>Godišnjak TITIUS</i> , 1(1): 303-315.		
7	Durkheim, E. (1996). <i>Obrazovanje i sociologija</i> . Zagreb: Societas.		
8	Farnell, T. (ed.) (2022). <i>Obrazovne nejednakosti u Hrvatskoj: izazovi i potrebe iz perspektive dionika sustava obrazovanja</i> . Zagreb: Institut za razvoj obrazovanja.		
9	Giddens, A. (2007). <i>Sociologija</i> . Zagreb: Nakladni zavod Globus. (16. poglavlje: Obrazovanje, pp. 494-536)		
10	Georgievski, P. (2009). Društveni kontekst krize škole i oblici školskog nasilja. <i>Sociologija</i> , 51(1): 1-22.		
11	Hagège, H. (2019). <i>Education for Responsibility</i> . London and New York: ISTE Ltd & John Wiley and Sons.		
12	Huđek, I., Širec, K. (2019). Razvoj poduzetničkog potencijala kroz obrazovanje za poduzetništvo u EU. <i>Ekonomika misao i praksa</i> , 28(1): 53-78.		
13	Hussain, B., Zafar Sheikh, A., Fatima, T. (2022). Learning social entrepreneurship: Experiences of sociology students. <i>Cogent Business & Management</i> , 9(1): 1-20.		
14	Lesourne, J. (1993). <i>Obrazovanje i društvo: izazovi 2000.godine</i> . Zagreb: Educa. (pp. 79-104)		
15	Liessmann, K. P. (2006). <i>Teorija neobrazovanosti: zablude društva znanja</i> . Zagreb: Naklada Jesenski i Turk.		
16	Markočić Dekanić, A. (ed.) (2023). <i>PISA 2022: rezultati, odrednice i implikacije. Međunarodno istraživanje znanja i vještina učenika</i> . Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja. (pp. 10-22, 190-202)		
17	Meighan, R., Harber, C. (2014). <i>A Sociology of Educating</i> . London, Oxford, New York, New Delhi, Sydney: Bloomsbury.		
18	Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju: Drugi kao polazište. <i>Nova prisutnost</i> , 7(1): 59-84.		
19	Pastuović, N. (2013). Kvaliteta predtercijarnog obrazovanja u Hrvatskoj s posebnim osvrtom na strukturu obveznog obrazovanja kao čimbenika njegove kvalitete. <i>Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog razvoja</i> , 97(3): 449-470.		

20	Pastuović, N. (2012). <i>Obrazovanje i razvoj</i> . Zagreb: Institut za društvena istraživanja, Učiteljski fakultet.
21	Pastuović, N. (1999). <i>Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja</i> . Zagreb: Znamen. (5. poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, pp. 316-371)
22	Pilić, Š. (2008). <i>Knjiga o nastavnicima</i> . Split: Filozofski fakultet.
23	Popović, T. (2016). Sociological Contents and Learning Outcomes in Adult Education. U: Koludrović, M., Brčić Kuljiš, M. (ed.). <i>Contribution to the Development of the Curricula Aimed at Adult Education Professionals</i> . Zagreb: Croatian Andragogy Society. (pp. 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. (ed.). <i>Educational Leadership in Policy. Challenges and Implementation Within Europe</i> . Cham: Palgrave Macmillan. (pp. 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. (ed.). <i>22nd International Scientific Conference on Economic and Social Development – "The Legal Challenges of Modern World"</i> . 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. (pp. 677-689)
26	Raditya-Ležaić, A., Boromisa, A., Tišma, S. (2018). Komparativni pregled obrazovanja za održivi razvoj i istraživanje potreba za stručnjacima u Hrvatskoj. <i>Socijalna ekologija: časopis za ekološku misao i sociologijska istraživanja okoline</i> , 27(2): 165-180.
27	Relja, R., Popović, T., Gutović, T. (2019). Analysis of elements and process of school principals' professionalization in Croatia. <i>Management: Journal of Contemporary Management Issues</i> , 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. <i>Metodički ogledi</i> , 28(1): 63-88.
29	Selwyn, N., Facer, K. (2014). The sociology of education and digital technology: past, present and future. <i>Oxford Review of Education</i> , 40(4): 482-496.
30	Sjøberg, S., Jenkins, E. (2020). PISA: a political project and a research agenda. <i>Studies in Science Education</i> , 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. (ed.) <i>School Effectiveness and Educational Management</i> . Palgrave Macmillan.
32	Štulhofer, A. (1992). Mitologija obrazovnih šansi. <i>Theleme</i> , 38(2): 61-72.
33	Tomlinson, S. (2017). <i>A Sociology of Special and Inclusive Education: Exploring the Manufacture of Disability</i> . London, New York: Routledge.
34	Vujčić, V. (1990). Obrazovne šanse. Zagreb: Školske novine.
35	Vujčić, V. (1989). Obrazovanje i društvo. Zagreb: CDD.
1.	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	

GENERAL INFORMATION	
Lead instructor	Goran Kardum, PhD, full professor with permanent tenure
Course name	PSYCHOLOGY OF RELIGIOSITY (FFPD62)

<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1	
<i>Semester</i>	2	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students for critical reflection and research in the area between psychology and religion, in the complexity of various religious experiences and behaviors.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - clarify the importance of religiosity and spirituality in the general context of upbringing, education, research, and counseling - identify and analyze the relationship between psychological dimensions (cognition, motivation, and personality in general) and the religious dimensions of the individual - clarify the determinants of healthy and mature elements of religiosity and spirituality in order to provide assistance in the context of psychological counseling when coping with problems and life demands - evaluate research related to the field of the psychology of religiosity		
<i>Course content</i>		
1 Religious-psychological foundations and dimensions of religiosity 2 Religiosity and the empirical foundations of religious-psychological research (religiosity and spirituality) 3 Psychology of types of religious orientations and dimensions of faith 4 Religiosity and motivation (extrinsic and intrinsic) 5 Religious phenomena and neuroscience 6 Religious behavior and personality psychology 7 Developmental aspects of the psychology of religiosity and psychological dimensions of religiosity in children and adolescents 8 Characteristics of the relationship between religiosity, faith, and health 9 Religiosity and coping with adversities and crises throughout life 10 Psychotherapeutic phenomena of repentance, forgiveness, and confession 11 Psychological determinants of sin and victimhood 12 Healthy and unhealthy, mature and immature religiosity from the perspective of the psychology of religiosity and counseling		
<i>Modes of delivery (mark the appropriate boxes with an X)</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☒ supervision ☐ other
<i>Student obligations</i>		

Students are required to attend lectures, acquire knowledge from the prescribed literature, engage actively and critically with theoretical insights, and produce a final seminar paper.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Final exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	x	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 final grade in the course is the result of systematic monitoring of class activities and participation (40%), the seminar paper (20%), and continuous assessment of knowledge (40%). The criteria for evaluating and assessing individual components 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	
Čorić, Š. Š. (2002). Psihologija religioznosti. Jastrebarsko: Naklada Slap				1		32	
Spilka, B., Hood, R. W. Jr. & Gorsuch, R. L. (2009). The psychology of religion: An empirical approach (Fourth Edition). Englewood Cliffs, N. J.: Prentice-Hall				1		32	
Supplementary readings							
Volney P. Gay, Michael B., Stephan Carlson (Contributor), Tom Gregor (Contributor), Gary Jensen (Contributor), Alicia Juarrero (Contributor), John McCarthy (Contributor), Jeff Schall (Contributor), Edward Slingerland (Contributor). (2009). Neuroscience and Religion: Brain, Mind, Self, and Soul. Lexington Books: Plymouth Hill, P. C., & Hood, R. W., Jr. (Eds.). (1999). Measures of religiosity. Birmingham, AL: Religious Education Press Koenig, H., King, D., Carson, V.B. (2012). Handbook of religion and health. Oxford University Press, Inc. New York Paloutzian, R. F., Park, C. L. (2005). Handbook of the Psychology of Religion and Spirituality. The Guilford Press; New York							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
Class attendance, in-class participation, and success in completing assignments; student survey on the quality of teaching and instructors at the university level; passing the exam and fulfilling other syllabus-prescribed obligations; individual consultations; student self-assessment of achieved learning outcomes; peer evaluation of the implementation and quality of the teaching process.							

GENERAL INFORMATION	
<i>Lead instructor</i>	Ines Blažević, PhD, associate professor
<i>Course name</i>	FREE TIME PEDAGOGY (FFPD111)
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>
<i>Course status</i>	Elective

Year	1, 2	
Semester	1, 3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students to understand, study, and analyze the pedagogical aspects and implications of leisure as a social phenomenon. Students will also be prepared for active participation in research on the leisure of children and youth, and will analyze theoretical approaches and interpretations of leisure as well as its place in the system of upbringing and education.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - define the basic concepts of the pedagogy of leisure - outline the historical development of the pedagogy of leisure as a scientific discipline - describe the fundamental theoretical approaches of the pedagogy of leisure - define and explain specific problems in studying the pedagogy of leisure within the framework of pedagogical science - identify the pedagogical implications of the structure, content, and context of leisure activities - justify the importance of the relationship between the quality of leisure activities and the prevention of behavioral disorders - design programs for the quality implementation of leisure activities with the aim of enhancing the social life quality of the individual		
<i>Course content</i>		
1 introduction to the course 2 free time pedagogy within the framework of pedagogical sciences 3 historical development of free time pedagogy as a scientific discipline 4 theoretical approaches of free time pedagogy 5 interdisciplinary approach to the study of free time 6 pedagogical implications of the structure, content, and context of free time activities 7 free time as a system of open social and cultural communication 8 end-of-term exam 9 research on free time 10 extracurricular and out-of-school activities in students' free time 11 free time and the media 12 free time and prevention of behavioral disorders 13 free time and tourism 14 programmes for the quality implementation of free time activities 15 end-of-term exam		
<i>Modes of delivery (mark the appropriate boxes with an X)</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☒ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ e-learning
<i>Student obligations</i>		

prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
<i>Lead instructor</i>	Katija Kalebić Jakupčević, PhD, assistant professor	
<i>Course name</i>	DEVELOPMENTAL PSYCHOPATHOLOGY (FFPD120)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1, 2	
<i>Semester</i>	1, 3	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students with fundamental knowledge in the field of childhood developmental psychopathology, which will enable them to recognize and respond to difficulties in a timely manner and to promote the quality of children's psychophysical development within the framework of educational work.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - identify and describe the basic terminology in the field of developmental psychopathology - explain fundamental knowledge in the domain of developmental psychopathology - recognize developmental and behavioral specificities in different psychopathological disorders - analyze individual psychopathological disorders, categorizing them according to their characteristics with the aim of timely and appropriate intervention in work with children - achieve appropriate interaction with the child and enhance collaboration with parents based on the specific characteristics of individual psychopathological features		
<i>Course content</i>		
1 introduction to developmental psychopathology, origin and process of emergence of different forms of disorders 2 risk and protective factors in the development of disorders 3 contemporary theoretical paradigms in developmental psychopathology 4 bridge to psychopathology: from normal development to psychopathology 5 phenomenology, classification, and prevalence of mental disorders in childhood 6 attention deficit, hyperactivity disorder 7 conduct, oppositional, and defiant disorder 8 midterm exam 9 anxiety disorders 10 depression, grief		

11 autism spectrum disorders 12 psychopathology of children with physical/chronic illnesses 13 other childhood disorders: psychotic disorders, eating disorders, development of addictions 14 prevention and treatment, protection of children's mental health 15 end-of-term exam							
<i>Modes of delivery (mark the appropriate boxes with an X)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work		☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)			
Student obligations							
Class attendance, active participation in instructional tasks, success in completing individual and group assignments, completion and presentation of a seminar paper, successful passing of two exams (a passing grade in both exams is equivalent to a final exam).							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Final exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio			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 in the course is based on systematic monitoring of class activities and participation (50%), the seminar paper (20%), and the exams (30%). The criteria for evaluating and assessing individual components 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	
Wenar, C. (2003). <i>Razvojna psihopatologija i psihijatrija</i> . Jastrebarsko: Naklada Slap. (selected chapters)				1		30	
Vulić-Prtorić, A. (2003). <i>Depresivnost u djece i adolescenata</i> . Jastrebarsko: Naklada Slap				1		30	
Davison, G. C. i Neale, J. M. (1999). <i>Psihologija abnormalnog doživljavanja i ponašanja</i> . Jastrebarsko: Naklada Slap. (selected chapters)				1		30	
Supplementary readings							
1. Ambrosi - Randić, N. (2004). <i>Razvoj poremećaja hranjenja</i> . Jastrebarsko: Naklada Slap 2. Bašić, J. (2009). <i>Teorije prevencije: prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih</i> . Školska knjiga: Zagreb 3. Cicchetti, D., Ackerman, B., & Izard, C. (1995). Emotions and emotion regulation in developmental psychopathology. <i>Development and Psychopathology</i> , 7(1), 1-10. doi:10.1017/S0954579400006301 4. Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. <i>Development and Psychopathology</i> , 20(3), 775-803. doi:10.1017/S0954579408000370 5. Forbes, M.K., Tackett, J.L. et al. (2016). <i>Beyond comorbidity: Toward a dimensional and hierarchal</i>							

approach to understanding psychopathology across the lifespan. <i>Developmental Psychopathology</i> , 28(4), 971–986
6. Kocijan - Hercigonja, D., Buljan - Flander, G., i Vučković, D. (2004). <i>Hiperaktivno dijete. Uznemireni roditelji i odgajatelji</i> , 4. izdanje. Jastrebarsko: Naklada Slap
7. Lacković-Grgin, K. (2000). <i>Stres u djece i adolescenata</i> . Jastrebarsko: Naklada Slap
8. Osterling, J., Dawson, G., & Munson, J. (2002). Early recognition of 1-year-old infants with autism spectrum disorder versus mental retardation. <i>Development and Psychopathology</i> , 14(2), 239-251. doi:10.1017/S0954579402002031
9. Pollak, S.D. (2015). Developmental psychopathology: recent advances and future challenges. <i>World Psychiatry</i> , 14(3), 262–269
10. Sroufe, L. (1997). Psychopathology as an outcome of development. <i>Development and Psychopathology</i> , 9(2), 251-268. doi:10.1017/S0954579497002046
11. Vulić-Prtorić, A. (2001). Razvojna psihopatologija: normalan razvoj koji je krenuo krivim putem. <i>Radovi Filozofskog fakulteta u Zadru</i> , 40(17), 161-186
12. Vulić-Prtorić, A. (2002). Obiteljske interakcije i psihopatološki simptomi u djece i adolescenata. <i>Suvremena psihologija</i> , 5, 1-2
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>
Class attendance, in-class participation, success in completing assignments; student survey on the quality of teaching and instructors at the university level; passing the exam and fulfilling other syllabus-prescribed obligations; individual consultations; student self-assessment of achieved learning outcomes; peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
<i>Lead instructor</i>	Ivan Buljan, PhD, assistant professor	
<i>Course name</i>	STATISTICS IN PEDAGOGY (FFPD12)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	1	
<i>Semester</i>	2	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+15+0
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students for the application of basic statistical concepts and procedures.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon the completion of this course, students will be able to: - organize data collected through research - prepare collected data for statistical processing - independently perform descriptive analysis of a data set - explain the conditions for applying basic inferential statistical procedures - formulate research and statistical hypotheses		

- compare different statistical methods with respect to the aim and purpose of their use - propose a statistical analysis appropriate for the research question - independently perform a statistical comparison of two collected data sets - interpret the obtained results							
Course content							
1 methodology and statistics in research 2 basic concepts in statistics; data collection in research 3 descriptive statistics; data grouping 4 tabular presentation of results 5 graphical presentation of results 6 measures of central tendency 7 measures of data dispersion 8 first midterm exam 9 normal distribution; position of results within a group 10 inferential statistics; hypothesis testing 11 parameter estimation 12 t-test 13 chi-square test 14 correlation 15 end-of-term exam							
<i>Modes of delivery (mark the appropriate boxes with an X)</i>				☒ 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: - actively participate in the educational process: lectures 70%, practicals 75% - conduct themselves in accordance with ethical and scientific principles in higher education teaching - participate in and complete in-class and other (individual and group) activities that enable the achievement of the learning outcomes specified by the course - produce group and individual assignments according to pre-established criteria - pass the final exam (passed midterm and end-of-term exams are equivalent to the final exam) and score a minimum of 50% on the exams - adhere to the timeframes required for course activities - complete individual and group tasks in a timely and high-quality manner - actively and constructively participate in class							
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		Essay		Research	

Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio		Midterm exam	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 learning outcomes of the course and student obligations, the final grade is determined based on the achievement of the following components: 1 final exam, or successful completion of a midterm and end-of-term exam (a passing grade in both midterms is equivalent to the final exam) – 60% 2 success in completing individual and group assignments, as well as participation in discussions during lectures and practicals – 40% The criteria for evaluating and assessing individual components 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		
Petz, B., Kolesarić, V., Ivanec, D. (2012). Petzova statistika. Jastrebarsko: Naklada Slap			4		32		
Bubić, A. (2015). Osnove statistike u društvenim i obrazovnim znanostima. Split: Filozofski fakultet			15		32		
Klasnić, K., & Koletić, G. (2023). Osnove JASP-a za sociologe (i one koji se tako osjećaju) [Online priručnik]. Filozofski fakultet Sveučilišta u Zagrebu. https://doi.org/10.17234/9789533790114			online		32		
Supplementary readings							
1. Mejovšek, M. (2007). Metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: Naklada Slap 2. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa 3. Milas, G. (2009). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
Class attendance, in-class participation, success in completing assignments, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, peer evaluation of the implementation and quality of the teaching process.							

GENERAL INFORMATION		
<i>Lead instructor</i>	Anita Mandarić Vukušić, PhD, associate professor	
<i>Course name</i>	PARTNERSHIP BETWEEN FAMILY AND EDUCATION INSTITUTIONS (FFPD43)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	1	
<i>Semester</i>	2	
	ECTS student workload coefficient	3

<i>Number of credits and mode of delivery</i>	Number of hours (L+P+S)	15+15+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students to understand and appreciate the specificities of the partnership between educational institutions and families, to engage in critical reflection on contemporary challenges in upbringing and education, and to carry out self-reflection and reflection on practice.		
<i>Course enrolment requirements</i>		
Completed course Family Pedagogy.		
<i>Intended course learning outcomes</i>		
Upon the completion of this course, students will be able to: - correctly interpret fundamental concepts in the field of family and community partnership (family, institutions, community, collaboration vs. partnership) - analyze and provide a reasoned explanation of different theories and approaches to understanding the partnership between families and the local community - design a plan and independently carry out activities aimed at strengthening parental/teacher competences - develop a concrete plan and program of activities focused on building partnerships and a program of pedagogical education for parents - conduct and interpret simple research tasks in the field of family and community partnership - independently conduct effective conversations with parents and other stakeholders in the educational process		
<i>Course content</i>		
1 principles in building, maintaining, and improving relationships 2 expectations of parents and teachers from the family–educational institution–local community partnership 3 motivation of educational process stakeholders for partnership 4 quality communication 5 involvement vs. engagement 6 functioning of microsystems (family/school) and possible pathways for their collaboration 7 modes of communication with parents 8 the role of the educator in the pedagogical education of parents 9 effective leadership (parents, children) 10 counseling work with parents		
<i>Modes of delivery (mark the appropriate boxes with an X)</i>	☒ lectures ☒ seminars and workshops ☒ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other ____
<i>Student obligations</i>		
Student obligations include: regular attendance and active participation in all forms of instruction (lectures 100%, seminars, workshops, and practicals 90%) according to pre-established criteria; independent completion and presentation of a seminar paper; successful completion of practical work; and passing a midterm and end-of-term exam.		
<i>Monitoring student work (mark the appropriate boxes with an X)</i>		

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

Student work is monitored and assessed throughout the semester and on the final exam. The course grade consists of: a successfully passed midterm and end-of-term exam (60%), practical work (20%), and an independently written and presented seminar paper (20%). Successful completion of both the midterm and end-of-term exams exempts students from taking the final exam. The criteria for evaluating and assessing individual components 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
Handbook of school-family partnership (2010). Christenson, S.L. & Reschly, A.L. (Ed.), Taylor & Francis (selected chapters)	1	32
Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice. Zagreb, Element	15	32
Ljubetić, M. (2011). Partnerstvo obitelji, vrtića i škole - vježbe, zadatci, primjeri. Zagreb: Školska knjiga, 2011. (guide)	2	32
Maleš, D. (1988). <i>Suradnja predškolske ustanove i obitelji kao pretpostavke uspješnog odgojnog djelovanja</i> . Pojavni oblici poremećaja u ponašanju djece u predškolskim ustanovama i uvjeti života u obitelji. Zagreb, Fakultet za defektologiju Sveučilišta u Zagrebu	1	32
Spajić-Vrkaš, V; Stričević, I; Maleš, D; Matijević, M.(2004). <i>Poučavati prava i slobode: priručnik za učitelje osnovne škole s vježbama za razrednu nastavu</i> . Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo	2	32
Višnjić Jevtić, A., Visković, I., Rogulj, E., Bogatić, K., Glavina E. (2018). Izazovi suradnje: Razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima. Zagreb, Alfa	20	32

Supplementary readings

Rosić, V., Zloković, J. (2003). Modeli suradnje obitelji i škole. Đakovo Pedagoška biblioteka za učitelje i odgajatelje. Kolo I., «Tempo» d.o.o. Đakovo, pp. 10-70
 Maleš, D. (1995). Pedagoško obrazovanje roditelja. U: Pedagoško obrazovanje roditelja – Međunarodni znanstveni kolokvij. Rijeka, Sveučilište u Rijeci, Pedagoški fakultet u Rijeci
 Maleš, D. (1996). Od nijeme potpore do partnerstva između obitelji i škole. Zagreb, U: Društvena istraživanja yr. 5, No. 1 (21), (pp.75-87)
 Ljubetić, M. (2000). Važno je znati kako živjeti. Zagreb, Alinea
 Dinkmeyer, D., Mc Kay, G. D., Dinkmeyer, J. S. (1989). Parenting young children –helpful strategies based on systematic training for effective parenting (STEP). Inc. Minnesota, American guidance service
 XXX Mrežni izvori. www.

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

Class attendance, in-class participation, success in completing assignments, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
<i>Lead instructor</i>	Ivana Batarelo Kokić, PhD, full professor with permanent tenure	
<i>Course name</i>	COMPARATIVE PEDAGOGY (FFPD71)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	1	
<i>Semester</i>	2	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	2,5 (5)
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students for the application of methods, main conceptual frameworks, and current issues in the field of comparative pedagogy, as well as to familiarize them with the advantages and limitations of international comparative research and to enable knowledge of significant studies and researchers through the methodological and theoretical issues of comparative pedagogy.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon the completion of this course, students will be able to: - investigate meaning through comparison in the study of pedagogy and reflect on the factors that need to be considered when making comparisons - study scientific and professional literature taking comparison factors into account - apply reflective and critical methods in forming one's own assumptions about upbringing and education - raspravljati o istraživačkim pristupima koje se koriste u području komparativne pedagogije - raspravljati o ključnim pitanjima iz područja odgoja i obrazovanja na lokalnoj, nacionalnoj i međunarodnoj razini		
<i>Course content</i>		
1 introduction to the course / basic principles of comparative pedagogy 2 development of comparative pedagogy 3 researchers in comparative pedagogy 4 research methods in comparative pedagogy 5 research perspectives in comparative pedagogy 6 comparisons at the local level 7 comparisons of educational policies 8 midterm exam 9 comparisons of educational institutions 10 comparisons of learning methods		

11 comparisons of pedagogical innovations 12 temporal comparisons in comparative pedagogy 13 cultural comparisons in comparative pedagogy 14 comparisons at the level of values 15 comparisons of achievements 16 final exam							
<i>Modes of delivery (mark the appropriate boxes with an X)</i>		☐ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work			☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)		
Student obligations							
In addition to attending at least 80% of lectures and 80% of seminars, students will present certain course content as part of a seminar paper and online discussions. Students are required to pass the final exam and score a minimum of 65% on the exam or midterm and end-of-term exam. The criteria for evaluating and assessing individual components are described in the course repository.							
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		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Online discussions	x	Midterm exam	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							
Success will be evaluated based on participation in class activities and online discussions (20%), completion of seminar obligations (30%), and results on the midterm and end-of-term exam of the final exam (50%).							
Required readings and number of copies relative to the number of students currently taking the course							
Title				Number of copies		Number of students	
Batarello Kokić, I. (2025). Uvod u komparativnu pedagogiju. Predavanja				-		32	
Batarello Kokić, I., i Kokić, T. (2024). Education in ancient India as a possible inspiration for the future. <i>Nova prisutnost</i> , 22(2), 345-358. https://doi.org/10.31192/np.22.2.7				-		32	
Dufour, B., Curtis, W. (ed.) (2012). Studij odgojno-obrazovnih znanosti - Uvod u ključne discipline. Zagreb: Educa				6		32	
Zhao, Y. (2012). Američko obrazovanje u doba globalizacije. Zagreb: Educa				6		32	
Vrcelj, S. (2005). U potrazi za identitetom-iz perspektive komparativne pedagogije. Rijeka: HFD				-		32	
Batarello Kokić, I. (2020). Uvod u komparativnu pedagogiju. Predavanja				-		32	
Supplementary readings							

Kušić, S., i Vrcelj, S. (2023). <i>Komparativna pedagogija i komparativna andragogija – što im je isto, a što različito?</i> Nova prisutnost, 21 (1), 149–160. https://doi.org/10.31192/np.21.1.9 Nilsen, T., Stancel-Piątak, A., i Gustafsson, J. E. (Eds.). (2022). <i>International handbook of comparative large-scale studies in education: Perspectives, methods and findings</i>. Springer Nature. OECD. (2024). <i>Education policy outlook 2024: Reshaping teaching into a thriving profession from ABCs to AI</i>. OECD Publishing. https://doi.org/10.1787/dd5140e4-en	
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences	
Class attendance, in-class participation, success in completing assignments; student survey on the quality of teaching and instructors at the university level; passing the exam and fulfilling other syllabus-prescribed obligations; individual consultations; student self-assessment of achieved learning outcomes; and peer evaluation of the implementation and quality of the teaching process.	

GENERAL INFORMATION		
Lead instructor	Morana Koludrović, PhD, associate professor	
Course name	METHODOLOGY OF CREATING A CURRICULUM (FFPD95)	
Study programme	Double-major graduate study programe <i>Pedagogy</i>	
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 equip students to analyze, compare, and evaluate pedagogical–methodological approaches to curriculum development with regard to the social context and the influences of different theories of education and learning on approaches to curriculum design. Students will distinguish, analyze, and apply the specific features of individual curricula, and will be prepared to evaluate and develop curricula in different educational systems.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon the completion of this course, students will be able to: - explain and analyze the specific features of curriculum development with regard to its conceptual, historical, social, and methodological foundations - analyze, compare, and evaluate the characteristics of curriculum structuring in Croatia and selected European Union countries within the system of general and compulsory education - analyze, compare, and evaluate the characteristics of curriculum structuring in Croatia and selected European Union countries within the system of early and preschool education - analyze and assess the characteristics of curriculum structuring in selected reform pedagogical approaches - analyze, critically examine, and compare the role of specific factors influencing curriculum structuring - design and develop a curriculum using relevant legal regulations and educational foundations for the development of contemporary curricula		

Course content							
1 conceptual, historical, and methodological foundations of curriculum development 2 the role of social phenomena (knowledge society, process of globalization) in curriculum development 3 educational reforms and curriculum; contemporary approaches to curriculum development through the example of Croatia and European Union countries 4 pedagogical–methodological paradigms of curriculum development with regard to the influence of different theories of schooling and learning on approaches to curriculum design 5 constructivist curriculum; humanistically oriented curriculum 6 national framework curriculum (foundations, principles, objectives, structure) 7 specific features of the methodology of curriculum development in general and compulsory education 8 specific features of the methodology of curriculum development in early childhood and preschool education 9 specific features of the methodology of curriculum development in reform pedagogical approaches 10 school curriculum (structure, methodology of development, evaluation) 11 competences as foundations for the development of a contemporary curriculum 12 the role of participants in the curriculum approach 13 the role of self-evaluation and evaluation in the school curriculum Seminars are organized as hands-on workshops in which students reflectively and critically consider, describe, interpret, and evaluate selected topics important for a high-quality understanding and creation of contemporary curricula, and design, plan, and participate in the development of a curriculum in a selected area. During seminar implementation, active participation and group work are expected from students, while seminar delivery is achieved through the application of problem-based and project-based learning strategies.							
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							
- participate in class: lectures 80% and seminars 80% - conduct themselves in accordance with ethical and scientific principles in higher education teaching - actively and constructively participate in class - complete in-class and other (individual and group) assignments in a timely fashion that enable the achievement of the learning outcomes defined by the course - produce and present a seminar paper in accordance with established criteria - pass the oral exam							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Final exam		Oral exam	x	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 learning outcomes of the course and student obligations, the final grade is determined based on the achievement of the following components:							
1 produced and presented seminar paper in accordance with the instructor's guidelines – 30% 2 success in completing individual and group assignments, as well as class activity and participation in discussions during lectures and seminars – 10% 3 passing the oral exam – 60%							
The criteria for evaluating and assessing individual components 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			
Metodologija izrade sektorskog kurikulumu, strukovnog kurikulumu i kurikulumu ustanove za strukovno obrazovanje – smjernice i upute za izradu (2023). Zagreb: ASOO.	online			32			
Koludrović, M.; Rajić, V. (2021). Razvoj i uloga školskog kurikulumu: Povijesno-komparativna analiza. Metodčki ogledi, 28 (2), 11-36.	online			32			
Koludrović, M.; Vučić, M. (2018), Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (edited volume)							
Jokić, B.; Ristić Dedić, Z. (2018). Metodološki priručnik za izradu kurikulumu. Zagreb: IDIZ:	online			32			
Slunjski, E. (2011), Kurikulum ranog odgoja: istraživanje i konstrukcija. Zagreb: Školska knjiga.	5			32			
Current laws, by-laws, and curricula	online			32			
Supplementary readings							
Kolomitro, K.; Inglese, J.; Idziowski, M. (2017). Curriculum Design Handbook. Queen's University: Faculty of Health Sciences. https://healthsci.queensu.ca/opdes/source/opdes/Curriculum%20Design%20Handbook%5B2%5D.pdf							
Beacco, J-C: et al. (2016). A handbook for curriculum development and teacher training. The language dimensions in all subjects. Council of Europe.							
Knoll, J. H. (2009), Lifelong learning. A new term for an old idea. The search for historical roots. Odgojne znanosti, 11(1), 103-118							
Key competences for lifelong learning. European Reference Framework (2007), http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf							
McKenzie, P., Santiago, P. (2005), Teachers Matter: Attracting, Developing and Retaining Effective Teachers. OECD Publishing							
Jordan, A., Carlile, O., Stack, A. (2008), Approaches to Learning: A Guide for Teachers. Berkshire: Open University Press							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
Class attendance, in-class participation, success in completing assignments, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, and peer evaluation of the implementation and quality of the teaching process.							

GENERAL INFORMATION		
<i>Lead instructor</i>	Tonča Jukić, PhD, associate professor	
<i>Course name</i>	ACTION RESEARCH IN EARLY AND PRE-SCHOOL EDUCATION (FFPD06)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1	
<i>Semester</i>	2	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to familiarize students with the basic issues of action research and the ways of its implementation in educational institutions, and to equip them to understand the purpose of action research in the context of improving the quality of educational practice and the lifelong learning of educators, teachers, and professional associates, as well as to successfully conduct such research.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - explain the fundamental characteristics of action research, - distinguish different approaches to conducting action research, - identify and formulate an action research problem, - plan, conduct, and evaluate action research, - design instruments for data collection, - collect, organize, and present research data, - critically evaluate the obtained results and the educational process as a whole, - write an action research report, - critically reflect on and evaluate their own practice.		
<i>Course content</i>		
1 action research in educational practice (definitions and characteristics) 2 new paradigms of upbringing and education – a challenge for theorists and practitioners 3 reception of action research in European countries 4 four variants of action research 5 basic characteristics of the action research model 6 analysis of the general action research plan 7 techniques in action research 8 methods of evaluation and self-evaluation 9 qualitative and quantitative research; triangulation 10 significance of action research for educational institutions 11 the educator as a reflective practitioner and action researcher 12 critique of action research		

<i>Modes of delivery (mark the appropriate boxes with an X)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work		☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)			
<i>Student obligations</i>							
Students are required to participate in lectures (80%) and seminars (80%), plan, conduct, present, and evaluate an action research project, write an action research report, pass the oral exam, and conduct themselves in accordance with ethical and scientific principles in higher education teaching.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class		Seminar paper		Experimental work	
Final exam		Oral exam	x	Essay		Research	X
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
<i>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</i>							
The final grade will be determined based on the achievement of the following components: planning, conducting, presenting, and evaluating the action research project, the action research report (70%), and the oral exam (30%). The criteria for evaluating and assessing individual components are described in the course repository.							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
McNiff, J. i Whitehead, J. (2010). <i>You and Your Action Research Project</i> (3rd Ed.). Routledge.				online		32	
ERATO (2011). Metodološki vodič za dječje vrtiće. Zagreb: Golden marketing				6		32	
<i>Supplementary readings</i>							
- Jukić, T. i Tomić Kaselj, I. (2024). Stress in the Preschool Profession: Action Research. <i>Journal of Elementary Education</i> , 17(4), 403-416. - Jukić, T., Tomić Kaselj, I. i Ružić, M. (2023). Akcijsko istraživanje u visokoškolskoj nastavi s ciljem poboljšanja kvalitete provođenja slobodnog vremena studenata u koronavirusnoj pandemiji. U A. Zovko, Vukelić, N. i Miočić, I. (eds.), <i>Prema postpandemijskom obrazovanju: kako osnažiti sustav odgoja i obrazovanja?</i> (pp. 376-394). Filozofski fakultet u Rijeci. - Kuhne, G. W. i Quigley, B. A. (1997). Understanding and using action research in practice settings. <i>New Directions for Adult & Continuing Education</i> , 73, 23-40.							
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>							
Class attendance, in-class participation, success in completing assignments, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, and peer evaluation of the implementation and quality of the teaching process.							

GENERAL INFORMATION		
Lead instructor	Goran Kardum, PhD, full professor with permanent tenure	
Course name	PSYCHOLOGY OF CONSCIOUSNESS (FFPD63)	
Study programme	Double-major graduate study programme <i>Pedagogy</i>	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
Course aims		
The aim of the course is to equip students for critical reflection on and research into states of consciousness, as well as experiences and behaviors related to altered states of consciousness.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon the completion of this course, students will be able to: - clarify the complexity of the concept of consciousness and its relationships with other related concepts used in psychological theories and research - explain and recognize altered states of consciousness and their psychological and neurophysiological definitions - recognize and distinguish altered states of consciousness induced by different techniques and substances - evaluate research related to the field of the psychology of states of consciousness		
Course content		
1 The problem of the concept of consciousness. Distinguishing the concepts of consciousness, mind, and cognition 2 Subjectivity, intersubjectivity, and "objective" science 3 Experiential phenomenology and common sense 4 Definition of the concept of altered consciousness and classification of altered states of consciousness 5 Neuroscientific findings and correlates of consciousness and different states of consciousness 6 Wakefulness and sleep. Definition of wakefulness and its stages in relation to brain activity (EEG) and the neuroendocrine system. Definition of sleep and sleep stages (NREM and REM) 7 Altered states of consciousness induced by different psychological and/or physical activities (classification of states and effects) 8 Altered states of consciousness induced by psychoactive substances (classification of states and effects)		
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

<i>Student obligations</i>							
Students are required to attend lectures, acquire knowledge from the prescribed reading, engage actively and critically with theoretical insights, and prepare a final seminar paper.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Final exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge	x	Student report		Practical work	
Portfolio							
<i>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</i>							
The final grade in the course is the result of systematic monitoring of class activities and participation (40%), the seminar paper (20%), and continuous assessment of knowledge (40%). The criteria for evaluating and assessing individual components are described in the course repository.							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Velmans, M. (2009). Understanding Consciousness. NY: Psychology Press.				1		32	
Lecture notes				-		32	
Selected articles from periodicals				-		32	
<i>Supplementary readings</i>							
Bernard J. B. (1997). In the Theater of Consciousness: The Workspace of the Mind. NY: Oxford University Press Blackmore, S. (2012). Consciousness: An Introduction. NY: Oxford University Press Blackmore, S. (2006). Conversations on Consciousness. NY: Oxford University Press St. James, J. D., Schneider, W., & Eschman, A. (2010). PsychMate Student Kit. Sharpsburg, PA: Psychology Software Tools, Inc							
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>							
Class attendance, in-class participation, success in completing assignments; student survey on the quality of teaching and instructors at the university level; passing the exam and fulfilling other syllabus-prescribed obligations; individual consultations; student self-assessment of achieved learning outcomes; peer evaluation of the implementation and quality of the teaching process.							

GENERAL INFORMATION	
<i>Lead instructor</i>	Ines Blažević, PhD, associate professor
<i>Course name</i>	PEDAGOGY AND HERITAGE (FFPD67)
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>

<i>Course status</i>	Elective	
<i>Year</i>	1	
<i>Semester</i>	2	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students to understand, study, and analyze fundamental concepts related to heritage, as well as types of heritage: cultural, historical, tangible, intangible, and natural. The course will analyze pedagogical approaches to the interpretation of heritage and its place in the system of upbringing and education. Students will also be prepared for active participation in heritage research as well as for the implementation of out-of-classroom teaching.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon the completion of this course, students will be able to: - define, interpret, and critically reflect on basic theoretical definitions and the scientific foundations of the phenomenon of heritage - analyze types of heritage: cultural, natural, tangible, intangible, historical, etc. - analyze, explain, and apply basic pedagogical approaches to the interpretation of heritage - analyze heritage in the context of the tradition of the Republic of Croatia - classify achievements of Croatian heritage in the European and global context - define the fundamental characteristics of out-of-classroom teaching - identify the pedagogical implications of the structure, content, and locations of out-of-classroom teaching - research and explain the importance of knowledge of heritage in the life of the individual - design pedagogical workshops related to heritage		
<i>Course content</i>		
1. introduction to the course 2. theoretical definitions of heritage 3. out-of-classroom teaching 4. roots of Croatian heritage 5. Croatian heritage in the European and global context 6. tangible cultural heritage 7. intangible cultural heritage 8. midterm exam 9. museum pedagogy 10. characteristics of artistic styles 11. iconology and iconography 12. pedagogical approaches to heritage interpretation 13. interpretive forms of heritage interpretation 14. heritage projects 15. end-of-term exam		
<i>Modes of delivery (mark the appropriate boxes with an X)</i>	☒ lectures	☐ independent work ☐ multimedia and network

				☒ seminars and workshops ☐ practicals ☐ remote learning ☒ field work	☐ laboratory ☐ supervision ☐ other		
<i>Student obligations</i>							
Students are required to participate in lectures/fieldwork (80%) and seminars (80%), produce and present a seminar paper, and pass a midterm and end-of-term exam (or a final exam). During the semester, students attend fieldwork during which they observe content related to the course, and upon returning to class, they analyse their experiences by comparing them with theories of pedagogy and heritage.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	X	Participation in class		Seminar paper	X	Experimental work	
Final exam	X	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
<i>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</i>							
The grade is determined based on the achievement of the following components: 1 Seminar paper – 33.4% 2 Midterm exam – 33.3% 3 End-of-term exam – 33.3% Students who do not attend the midterm and end-of-term exams are required to take a final exam. The criteria for evaluating and assessing individual components are described in the course repository.							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
Title		Number of copies		Number of students			
Belting, H. (ed.), (2007). Uvod u povijest umjetnosti. Zaprešić: Fraktura (selected chapters)		1		32			
Hrvatski običaji i druge tradicije. (2022). Zagreb: Mozaik knjiga. (selected chapters)		1		32			
Bralić, I. (2006). Hrvatski nacionalni parkovi, Zagreb: Školska knjiga. (selected chapters)		1		32			
Anđelko Badurina (ed.), (2000). Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva. Zagreb, Kršćanska sadašnjost. (selected chapters)		1		32			
Maroević, I. (1993). Uvod u muzeologiju, Zagreb. (selected chapters)		1		32			

Buvinić, J. i Majstorović, M. (2024). Organizacija izvanučionične nastave. Zagreb: Školska knjiga.	1	32
Husanović-Pejnović, D. (2011). Održivi razvoj i izvanučionična nastava u zavičaju. Zagreb: Školska knjiga.	1	32
Supplementary readings		
Stančić, H. I Zainer, K.. Heritage live : upravljanje baštinom uz pomoć informacijskih alata. Koper, Univerzitetna založba Annales Antolović, J. (2008). Očuvajmo kulturnu baštinu : vodič za pripremu i provedbu projekata očuvanja kulturnih dobara. Zagreb: Hadrian. Hall, J. (1991). Rječnik tema i simbola u umjetnosti. Zagreb, Školska knjiga. Skupina autora (2010). Hrvatska umjetnost - Povijest i spomenici, Zagreb, Školska knjiga. M. Pelc (2012). Povijest umjetnosti u Hrvatskoj. Zagreb, Naklada Ljevak. Balog, Z. (2014). Gradovi jadranske Hrvatske: stil grada: tragovima identiteta hrvatskih gradova. Križevci, Veda. Draženović M. i Smrekar, A. (2020). Priručnik za interpretaciju baštine. Ljubljana		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in completing assignments, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, and peer evaluation of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Sani Ćavar, PhD, assistant professor	
Course name	VOCATIONAL PEDAGOGY (FFPD68)	
Study programme	Double-major graduate study programme Pedagogy	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
Course aims		
The aim of the course is to equip students to understand, study, and analyze the fundamental concepts and determinants of vocational pedagogy and to enable them to critically examine the course content.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon the completion of this course, students will be able to:		
- define the fundamental concepts of vocational pedagogy		

- situate vocational education and training within the context of contemporary pedagogy - analyze and interpret models of vocational education and training - analyze teaching and learning methods in vocational education and training - define concepts related to work-based learning - analyze the specific features of lifelong learning and adult education in the context of vocational education - explain the specific characteristics of vocational teachers - highlight similarities and differences among various teaching perspectives of teachers - identify the specificities of the role of the educator in vocational schools							
Course content							
1 introduction 2 fundamental concepts of vocational pedagogy 3 vocational education and training in the context of contemporary pedagogy 4 models of vocational education and training 5 teaching and learning methods in vocational education and training 6 work-based learning 7 regional competence centers 8 lifelong learning and adult education 9 vocational teachers 10 teaching perspectives of teachers 11 educators in vocational schools 12 conclusions							
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: • participate in lectures (80%) and seminars (80%), produce and present a seminar paper, and pass the oral exam • complete 15 hours of classroom observation in secondary schools, during which they will document the characteristics of vocational secondary schools and the specific roles of educators, and prepare a personal report • actively and constructively contribute to class • complete in-class or other (individual and group) assignments on time to achieve the learning outcomes defined by the course							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Final exam		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 final grade will be determined based on the achievement of the following components: successful completion of the oral exam (40%), completion and presentation of the seminar paper (40%), successful completion of individual and group assignments and participation in class activities (10%), and completion of a personal report (10%).

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

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

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Milat, J. (2005). Pedagogija - teorija osposobljavanja. Zagreb: Školska knjiga	14	32
Mrnjauš, K. i Fabac, T. (2014). Trendovi i izazovi u strukovnom obrazovanju i osposobljavanju na Euro-mediterranskom prostoru. Napredak, 155(3), 223-236	online	32
Petričević, D. (1998). Radna pedagogija. Zagreb: Hrvatski pedagoško-književni zbor	2	32
Perin, V. (2013). Strukovno obrazovanje i tržište rada: koncept fleksigurnosti. Život i škola, 30(2), 147-155	online	32
Zrno, J. (2012). Obrazovanje strukovnih nastavnika u Hrvatskoj i europskim zemljama. Andragoški glasnik, 16(1), 43-54	online	32
Vignjević Korotaj, B. (2023). Researching Vocational Teachers' Professional Identity. Metodčki ogledi : časopis za filozofiju odgoja, 30(2), 67-90	online	32
Zakon o strukovnom obrazovanju (NN 30/09, 24/10, 22/13, 25/18, 69/22)	online	32
Nacionalni kurikulum za strukovno obrazovanje (2018). Ministarstvo znanosti i obrazovanja	online	32

Supplementary readings

1. Cedefop (2015). Vocational pedagogies and benefits for learners : practices and challenges in Europe. Luxemburg: Publications Office of the European Union
2. Cedefop (2020). Strukovno obrazovanje i osposobljavanje u Hrvatskoj: kratki pregled. Luxemburg: Publications Office of the European Union
3. Dalton J. i Smith P. (2004). Vocational Education and Training in Secondary Schools: challenging teachers' work and identity. Journal of Vocational Education and Training, 56(4), 507-521
4. ETF (2013). Work-based learning: benefits and obstacles. ETF
5. Faraday, S., Overton, C., Cooper, S. (2011). Effective teaching and learning in vocational education. London: City and Guilds: Centre for Skills Development
6. Fejes, A. i Köpsén, S. (2014). Vocational teachers' identity formation through boundary crossing. Journal of Education and Work, 27(3), 256-283
7. Grollmann, P. (2008). The quality of vocational teachers: teacher education, institutional roles and professional reality. European Educational Research Journal, 7 (4), 535-547
8. Lucas, B; Spencer, E. i Claxton, G. (2012). How to teach vocational education: A theory of vocational pedagogy. London: City & Guilds: Centre for Skills Development
9. Määttä, K., Koski-Heikkinen, A. i Uusiautti, S. (2014). Ideal Teacherhood in Vocational Education. British Journal of Education, Society & Behavioural Sciences, 5(3), 276-288
10. Petričević, D. (2006). Metodika praktične nastave. Zagreb: Pučko otvoreno učilište Zagreb
11. Pratt, D. D., Smulders, D. et al. (2016). Five Perspectives on Teaching: Mapping a Plurality of the Good. Florida: Krieger Publishing Company

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

Class attendance, in-class participation, success in completing assignments, student survey on the quality of teaching and instructors at the university level, fulfillment of syllabus-prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, and peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
<i>Lead instructor</i>	Sani Ćavar, PhD, assistant professor	
<i>Course name</i>	THE PEDAGOGUE IN EDUCATIONAL INSTITUTION (FFPD33)	
<i>Study programme</i>	Double-major graduate study programme Pedagogy	
<i>Course status</i>	Compulsory	
<i>Year</i>	2	
<i>Semester</i>	3	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+15+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students for analytical reflection on the professional competences of pedagogues in the context of their role and various tasks within educational institutions, as well as for the implementation of activities aimed at improving institutional quality and engaging in (self-)reflection on practical experiences.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - illustrate, through examples, the significance of personality traits and professional competences of pedagogues in educational institutions - explain the meaning of implicit pedagogies in the context of educational practice - indicate the roles and tasks of pedagogues in relation to various stakeholders in the educational process, as well as other characteristic tasks of pedagogues - recognize, understand, and respect the needs of institutions and participants in the educational process, and assess timely and appropriate responses to their needs - conduct and interpret simpler research tasks necessary for improving the quality of educational institutions - design and evaluate activities for working with various participants in the educational process by applying new paradigms in education - prepare pedagogical documentation required in the work of pedagogues - analyze and provide well-argued explanations of different theories and approaches in education, and critically reflect on their implications for practice - apply fundamental principles of effective communication with all participants in the educational process - carry out self-reflection, reflective dialogue, and reflection on practice		
<i>Course content</i>		
1 Introduction 2 Personality traits and professional competences of pedagogues in educational institutions (kindergartens, schools, residential institutions) 3 Implicit pedagogies in the context of educational practice 4 The role of (self-)reflection in educational work 5 The role and tasks of pedagogues in relation to: - children/students		

- preschool teachers/teachers - parents - the professional team/principal/(founder of the kindergarten) - the local community (professionals, cultural institutions, media communication) 6 Other tasks of pedagogues (characteristic duties and responsibilities): - mentoring work - documentation of one's own professional practice and institutional documentation - developmental-pedagogical activities (alignment of individual development visions and the construction of a shared vision; institutional development plan, quality assurance team) - research activities (projects, research) - self-evaluation and evaluation (personal and involving stakeholders in the process) - publication of professional papers (by the pedagogue and other stakeholders) - lifelong learning of pedagogues (formal and non-formal) 7 Course conclusions Observation (practicum) in educational institutions							
<i>Modes of delivery (mark the appropriate boxes with an X)</i>		☒ lectures ☒ seminars and workshops ☒ practicals ☐ remote learning ☒ field work		☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ online			
<i>Student obligations</i>							
Regularly attend classes (lectures 80%, seminars 80%, practicals 90%), produce a work log/portfolio, write and present a seminar paper, design and implement an activity intended for students/children, teachers/preschool teachers, or parents in the educational institution where observation is carried out, complete individual and group tasks in a timely and high-quality manner, actively and constructively participate in classes, and pass oral examination.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Final exam		Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio	x						
<i>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</i>							
In accordance with the learning outcomes of the course and the students' obligations, the final grade for the course is determined based on the achievement of the following elements: 1. completed work log/portfolio – 30% 2. oral examination – 30% 3. in-class participation and contribution to class discussions – 10% 4. implementation of the agreed activity at an educational institution – 30% The criteria for evaluating and assessing individual components are described in the course repository.							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
Title				Number of copies		Number of students	

Jurić, V. (2004). Metodika rada školskog pedagoga. Zagreb, Školska knjiga	5	32
Ledić, J., Staničić, S. i Turk, M. (2013) Kompetencije školskih pedagoga. Rijeka: Filozofski fakultet u Rijeci	2	32
Staničić, S. i Resman, M. (2020). Pedagog u vrtiću, školi i domu. Zagreb: Znamen	5	32
Nacionalni okvirni kurikulum (2010), http://www.mzos.hr	online	32
Supplementary readings		
Day, Ch. (1999). Developing Teachers, The Challenges of Lifelong Learning. London: Falmer Press Glasser, W. (1994). Kvalitetna škola. Zagreb: Educa Glasser, W. (1999). Nastavnik u kvalitetnoj školi. Zagreb: Educa Kostović-Vranješ, V. i Ljubetić, M. (2008). „Kritične točke“ pedagoške kompetencije učitelja. Život i škola: časopis za teoriju i praksu odgoja i obrazovanja, 20(2), 147-162 Stoll, L. i Fink, D. (2003). Mijenjamo naše škole. Zagreb: Educa Rađenović, A. i Smiljanić, M. (2007). Priručnik za razrednike. Zagreb: Alinea Miljević-Ridički, R., Maleš, D., i Rijavec, M. (2001). Odgoj za razvoj. Zagreb: Alinea Bičanić, J. (2009). Vježbanje životnih vještina - Priručnik za razrednike. Zagreb: Alinea Pratt, D. D., Smulders, D. et al. (2016). Five Perspectives on Teaching: Mapping a Plurality of the Good. Florida: Krieger Publishing Company ZAKONI O ODGOJU I OBRAZOVANJU REPUBLIKE HRVATSKE: Zakon o predškolskom odgoju i obrazovanju Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi Zakon o strukovnom obrazovanju Zakon o umjetničkom obrazovanju xxx. Državni pedagoški standard predškolskog odgoja i naobrazbe xxx. Državni pedagoški standard osnovnoškolskog sustava odgoja i obrazovanja xxx. Državni pedagoški standard srednjoškolskog sustava odgoja i obrazovanja		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Attendance, active in-class participation, successful completion of assigned tasks, a university-level student survey on the quality of teaching and instructors, students' self-assessment of achieved learning outcomes, and peer assessment of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
Lead instructor	Morana Koludrović, PhD, associate professor	
Course name	EVALUATION AND SELF-ASSESSMENT IN CONTEMPORARY SCHOOL (FFPD89)	
Study programme	Double-major graduate study programme <i>Pedagogy</i>	
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+30
COURSE DESCRIPTION		
Course aims		

The aim of the course is to train students for (self-)assessment in the educational process, evaluating and grading student achievement, and for the development, quality evaluation, and application of various instruments for monitoring and grading student achievement.							
<i>Course enrolment requirements</i>							
None.							
<i>Intended course learning outcomes</i>							
Upon the completion of this course, students will be able to: - define, explain, and distinguish fundamental concepts in the field of school docimology - analyze and explain the role of assessment, grading, and self-assessment in the educational process - analyze, evaluate, and develop various instruments for monitoring and assessing student progress - compare and evaluate approaches to (self-)assessment and grading in different pedagogical conceptions							
<i>Course content</i>							
1 The role of self-evaluation, evaluation, and grading in the contemporary educational context 2 Individualization in the process of evaluation and grading 3 School grades (evaluation, assessment, and grading of knowledge) 4 Metric characteristics of school grades 5 Factors influencing grading 6 The Revised Bloom's Taxonomy 7 Specificities of designing objective-type tasks and knowledge tests 8 Specificities of oral examination 9 Motivation, self-efficacy, and grading 10 Classroom and instructional climate and grading 11 The role of participants in the educational process in self-evaluation, evaluation, and grading 12 Docimological specificities of evaluation and grading with regard to individual subject areas 13 The role and possibilities of implementing self-evaluation within the curriculum-based approach 14 Specificities of self-evaluation, evaluation, and grading in selected reform pedagogical conceptions 15 Specificities of evaluation and grading for students with specific learning difficulties							
<i>Modes of delivery (mark the appropriate boxes with an X)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work		☒ independent work ☒ multimedia and network ☐ laboratory ☒ supervision ☐ e-learning (20%)			
<i>Student obligations</i>							
- participate in class: lectures 80% and seminars 80% - act in accordance with ethical and scientific principles in higher education teaching - actively and constructively participate in class - complete in-class and other (individual and group) assignments on time to achieve the course-defined learning outcomes - produce and present a seminar paper in accordance with established criteria - pass the final examination							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Final exam	x	Oral exam		Essay		Research	

Project		Continuous assessment of knowledge	x	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 learning outcomes of the course and the student's obligations, the final grade for the course is determined based on the achievement of the following elements: 1 produced and presented seminar paper compliant with the instructor's guidelines – 20% 2 success in completing individual and group tasks – 10% 3 in-class participation and contribution to class discussions during lectures and seminars – 10% 4 passed final exam – 60% The criteria for evaluating and assessing individual components 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	
Jurjević Jovanović, I.; Rukljač, I.; Viher, J. (2020). Vrednovanje u razrednoj nastavi. Zagreb: Školska knjiga.				3			
Vizek Vidović et al. (2014), Psihologija obrazovanja. Zagreb: IEP-Vern, 419-463.				5		32	
Aktualni zakonski i podzakonski akti te drugi relevantni dokumenti iz područja vrednovanja i ocjenjivanja u osnovnoj i srednjoj školi				online		32	
Gojkov, G. (2009). Dokimologija. Vršac: Visoka škola strukovnih studija za obrazovanje vaspitača “Mihailo Palov”				online			
Matijević, M. (2004). Ocjenjivanje u osnovnoj školi. Zagreb: Tipex				1		32	
				-		32	
Grgin, T. (1999), Školsko ocjenjivanje znanja. Jastrebarsko: Naklada Slap				1		32	
Supplementary readings							
Pravilnik o načinima, postupcima i elementima vrednovanja učenika u osnovnoj i srednjoj školi (2019), www.mzom.hr Markočić Dekanić, A: (2019). TALIS 2018: Učitelji, nastavnici i ravnatelji – cjeloživotni učenici: međunarodno istraživanje učenja i poučavanja. Zagreb: NCVVO: Bezinović, P. (2010). Samovrednovanje škola: Prva iskustva u osnovnim školama. Zagreb: AZOO. Nacionalni centar za vanjsko vrednovanje obrazovanja, https://www.ncvvo.hr/							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
Class attendance, in-class participation, success in completing tasks, student survey on the quality of teaching and instructors at the university level, passed examinations and fulfillment of other syllabus-prescribed obligations, individual consultations, students' self-assessment of achieved learning outcomes, and peer evaluation of the implementation and quality of the teaching process.							

GENERAL INFORMATION	
<i>Lead instructor</i>	Ivana Batarelo Kokić, PhD, full professor with permanent tenure
<i>Course name</i>	EDUCATIONAL POLICIES (FFPD72)

<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	2	
<i>Semester</i>	3	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to enable students to reflect critically on different educational policies and the implementation of educational policies in the country and worldwide.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - propose and evaluate different approaches to the design of educational policies - compare and critically reflect on different educational policies and the implementation of educational policies in the country and worldwide - analyze the implementation of educational policies in different educational systems and at various levels of educational systems - independently locate, analyze, and interpret literature in the field of educational policies		
<i>Course content</i>		
1 Introduction to the course; Introduction to seminars 2 Framework for the design and implementation of educational policies 3 Educational policies and higher education 4 Market orientation in higher education 5 Liberal and neoliberal higher education 6 Technology and educational values 7 Compulsory education and students' rights 8 Pluralism and educational systems 9 Midterm exam 10 Educational policies in intercultural societies 11 Intercultural education 12 Development of intercultural competences 13 Educational policies and inclusive education 14 Financing education 15 Human resource management in educational institutions 16 Final exam		
<i>Modes of delivery (mark the appropriate boxes with an X)</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)
<i>Student obligations</i>		

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		Midterm exam	x	Online discussions	x		

Performance will be evaluated based on participation in class activities and online discussions (20%)

Performance will be evaluated based on participation in class activities and online discussions (20%), completion of seminar obligations (30%), and performance on the midterm and end-of-term exam or final exam (50%). The criteria for evaluating and assessing individual elements are described in the course repository.

Year	1990	1995	2000	2005	2010	2015	2020
Population (millions)	1.2	1.5	1.8	2.1	2.4	2.7	3.0
GDP (billions of USD)	0.5	1.0	1.5	2.0	2.5	3.0	3.5
Urbanization (%)	30	40	50	60	70	80	90
Life expectancy (years)	55	60	65	70	75	80	85
Renewable energy share (%)	10	15	20	25	30	35	40
Renewable energy investment (billions of USD)	0.1	0.2	0.3	0.4	0.5	0.6	0.7
Renewable energy capacity (GW)	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Renewable energy jobs (millions)	0.1	0.2	0.3	0.4	0.5	0.6	0.7
Renewable energy policy index	1.0	1.5	2.0	2.5	3.0	3.5	4.0

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Batarelo Kokić, I., i Kokić, T. (2021). Obrazovno-političke postavke u Europskoj uniji: što o obrazovanju možemo naučiti od Sparte i Atene?. <i>Nova prisutnost</i> , 19(3), 541-556. https://doi.org/10.31192/np.19.3.5	-	32
Batarelo Kokić, I., Podrug, A., i Mandarić Vukušić, A. (2019). Operacionalizacija obrazovnih politika o pravima djece: analiza dokumenata Republike Hrvatske i Sjedinjenih Američkih Država. <i>Školski vjesnik</i> , 68(2), 352-369	-	32
Legrand, L. (1993). Obrazovne politike. Zagreb: Educa	3	32
Reimers, F. M. (2020). <i>Audacious education purposes: How governments transform the goals of education systems</i> . Springer Nature. https://doi.org/10.1007/978-3-030-41882-3	-	32
OECD. (2025). <i>Trends shaping education 2025</i> . OECD Publishing. https://doi.org/10.1787/ee6587fd-en	-	32

Education Policy Analysis Archives. Document no: <http://epaa.ase.edu/cis/>

Education Policy Analysis Archives. Dostupno na: <http://epaa.asu.edu/ojs/>

Fullan, M. (2016). *The new meaning of educational change*. Teachers college press.

Sahlberg, P. (2021). *Finnish lessons 3.0: What can the world learn from educational change in Finland?*. Teachers College Press.

Class attendance, in-class participation, success in completing tasks; student survey on the quality of

class attendance, in-class participation, success in completing tasks, student survey on the quality of teaching and instructors at the university level; passing the exam and fulfillment of other syllabus-prescribed obligations; individual consultations; students' self-assessment of achieved learning outcomes; and peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
Lead instructor	Anita Mandarić Vukušić, PhD, associate professor	
Course name	FEMINIST PEDAGOGY (FFPD102)	
Study programme	Double-major graduate study programme <i>Pedagogy</i>	
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)	15+0+30
COURSE DESCRIPTION		
Course aims		
The aim of the course is to enable students to engage in analytical and critical reflection on knowledge in the field of feminist pedagogy and its grounding in contemporary scientific insights, as well as to evaluate an environment conducive to the promotion of gender equality in educational practice.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of this course, students will be able to: - interpret and critically reflect on the fundamental theoretical definitions and scientific foundations of the field of feminist pedagogy - analyze and explain gender stereotypes in the educational process with regard to educational content and the institutional environment - evaluate the role of educators/teachers in promoting the development of children's/students' gender roles - evaluate one's own pedagogical role in fostering gender equality and sexual health in children - analyze various sources and content and identify gender stereotypes - design a teaching program of activities aimed at raising awareness of gender stereotypes and promoting gender equality		
Course content		
1 Foundations of feminist pedagogy 2 Basic definitions of feminist pedagogy 3 Directions of feminism 4 Cultural and psychosocial aspects of the development of gender roles and differences 5 Identifying gender inequalities and stereotypes in education 6 Feminization of the educational profession – impact on the professional role of educators/teachers 7 Culture of the educational institution and respect for the right to diversity 8 Importance of fostering personal and social health of children as future active participants in society 9 Identifying gender stereotypes in educational content 10 Designing content that promotes awareness of gender stereotypes and encourages gender equality to enhance institutional culture		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☒ seminars and workshops	☐ independent work ☐ multimedia and network ☐ laboratory

		☐ practicals ☐ remote learning ☐ field work		☐ supervision ☐ other _____	
<i>Student obligations</i>					
Regularly attend classes (lectures 80%, seminars 80%), produce and present a seminar paper according to the established criteria, and pass the final exam with a minimum score of 50%–64%.					
<i>Monitoring student work (mark the appropriate boxes with an X)</i>					
Class attendance	x	Participation in class	X	Seminar paper	
Final exam	x	Oral exam	X	Essay	
Project		Continuous assessment of knowledge		Student report	
Portfolio					
<i>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</i>					
In accordance with the learning outcomes of the course and student obligations, the final grade is determined based on the achievement of the following components: 1 final exam – 50% 2 produced and presented seminar paper compliant with the instructor's guidelines – 40% 3 class participation – 10% The criteria for the assessment and evaluation of each element are described in the course repository.					
<i>Required readings and number of copies relative to the number of students currently taking the course</i>					
Title		Number of copies		Number of students	
Courtney K. Clausen, Stephanie R. Logan.(ed.) (2020). Integrating social justice education in teacher preparation programs. Hershey : IGI Global		1		32	
Baranović, B. (2000). "Slika" žene u udžbenicima. Zagreb: Institut za društvena istraživanja u Zagrebu		1		32	
Butler, J. (2005). Raščinavanje roda. Sarajevo: Šahinpašić		1		32	
Freire, P. (2002). Pedagogija obespravljenih. Zagreb: Odras - Održivi razvoj zajednice		3		32	
Hooks, B. (2004). Feminizam je za sve: strastvena politika. Zagreb: Centar za ženske studije		1		32	
Moir, Anne i Jessel, D. (2001). Muški spol, ženski spol, Zagreb Izvor		1		32	
Mušanović, M. (1995). Spolni stereotipi učitelja i netolerantna komunikacija u razredu. U: Education for tolerance: approaches, conceptions and solutions, Rijeka, Pedagoški fakultet u Rijeci		1		32	
Vrcelj, S. i Mušanović, M. (2011). Kome još (ne)treba feministička pedagogija. Rijeka: Hrvatsko futurološko društvo		-		32	
<i>Supplementary readings</i>					
Barada, V., Janušić, J., Kašić, B., Pešut, J. (2003). Institucionalizacija ženskih studija u Hrvatskoj: akcijsko istraživanje. Zagreb: Centar za ženske studije					

Kitzinger, C. and Wilkinson, S. (1996). Deconstructing Hetero-sexuality: a Feminist Social-constructionist Perspective. In: (ed.) Charles, N. i Hughes-Freeland, F.: Practicing Feminism: Identity, Difference, Power. Routledge
Sielert, U. (2008). Uvod u seksualnu pedagogiju. Zagreb: Educa
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>
Class attendance, success in completing tasks, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, as well as students' self-assessment of achieved learning outcomes and peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
<i>Lead instructor</i>	Darko Hren, PhD, full professor	
<i>Course name</i>	INTRODUCTION TO SOCIAL PSYCHOLOGY (FFPD64)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	2	
<i>Semester</i>	3	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to enable students to understand, study, and analyze the fundamental knowledge in the field of social psychology.		
<i>Course enrolment requirements</i>		
There are no prerequisites for enrolling in the course. Entry-level competences: language and IT literacy; basic understanding of scientific methodology in social research; and the ability to read content in English.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - explain and compare automatic and controlled processes of social cognition and clarify the importance of knowledge about heuristics in everyday decision-making - explain the principles of the attribution process, compare attributions of one's own and others' behavior, and clarify the importance of understanding these differences in everyday interactions - critically evaluate the accuracy of social perception and social cognition in general - identify and explain different theoretical approaches to self-concept formation and clarify mechanisms of self-justification and self-esteem maintenance - explain the nature of attitudes and the fundamental processes and approaches to attitude change - describe and compare processes of informational and normative social influence - identify and explain the ways in which groups and group roles influence individual behavior and compare the advantages and disadvantages of group decision-making - identify and describe basic explanations of prosocial behavior		

- explain the difference between prejudice, stereotypes, and discrimination; clarify how processes of social cognition and perception contribute to the development of prejudice, and apply these insights to practical interventions in classrooms/schools aimed at reducing or preventing prejudice and discrimination - describe and explain key research associated with all covered topics							
Course content							
1. Definition and subject matter of social psychology 2. Theoretical and methodological approaches in social psychology 3. Development and socialization across childhood, adolescence, and adulthood 4. Social cognition 5. Social perception 6. Self-concept, self-esteem, and the need for self-justification 7. Attitudes and attitude change 8. Group, group influence on the individual, individual influence on the group 9. Intragroup and intergroup relations 10. Social power and social influence 11. Aggression and aggressive behavior 12. Stereotypes, prejudice, and discrimination 13. Educational implications of knowledge and approaches within social psychology							
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 lectures (80%) and seminars (80%), present a seminar paper, and pass a midterm 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	
Final exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam	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 will be determined based on the achievement of the following components: presentation of the seminar paper (20%) and passing the midterm and end-of-term exam (80%). For students who do not take these exams, they are required to sit the final exam. The criteria for evaluating and assessing individual components 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	
Aronson, E., Wilson, T. D. i Akert, R. M. (2025). Socijalna psihologija. Mate. Zagreb				3		32	

<i>Supplementary readings</i>
Classic and recent articles from foreign periodicals.
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>
Class attendance, participation in class activities, success in completing tasks, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, individual consultations, students' self-assessment of achieved learning outcomes, and peer evaluation of the implementation and quality of the teaching process.

GENERAL INFORMATION		
<i>Lead instructor</i>	Toni Maglica, PhD, assistant professor	
<i>Course name</i>	PREVENTION OF BEHAVIOUR DISORDERS (FFPD53)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1, 2	
<i>Semester</i>	1, 3	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students with the ability to understand, study, and analyze the fundamental concepts in the field of behavioral disorder prevention (contemporary preventive research, effective prevention programs). Students will recognize and understand the etiology and phenomenology of behavioral disorders. The course will prepare students to respond appropriately and in a timely manner to the specific needs of children and adolescents who are at risk of or exhibit behavioral disorders. Students will also develop the ability to communicate successfully both orally and in writing, to present their own work, and to develop skills in using information from various sources for practical purposes.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - correctly interpret the fundamental concepts of prevention as a scientific discipline - analyze and provide well-argued explanations of various preventive research studies and practices - design effective preventive programs - demonstrate readiness for early detection of behavioral disorders - design and implement activity plans for communication with at-risk children and adolescents - conduct and interpret basic research tasks in the field of social pedagogy - competently select preventive strategies, levels of prevention, models, and prevention programs in practice		
<i>Course content</i>		
1 Prevention as a science and prevention of behavioral disorders (BD); levels of prevention. 2 Social significance of BD prevention; primary prevention, universal strategies.		

3	Ecological-systemic theory; secondary and tertiary prevention; selective and indicated strategies.						
4	Risk and protective factors as foundations of preventive programs; concept of risk and protective factors in prevention.						
5	Risk and protective factors in biopsychological traits and family characteristics; elements of preventive program planning.						
6	Risk and protective factors in schooling and peer group environment; elements of preventive program implementation.						
7	Risk and resilience concepts with focus on school environment; examples of school-based preventive programs.						
8	Risk and protective factors in the local community and broader social conditions; examples of community-based preventive programs.						
9	Risk and protective factors in leisure time, local community, and broader social context; visit to a preventive program run by an NGO.						
10	Methods and techniques for planning preventive programs; preventive programs within the state social care system.						
11	Implementation and evaluation of preventive programs for behavioral disorders; presentation of student seminar projects with discussion.						
12	Standards for preventive programs addressing behavioral disorders.						
13	National preventive programs for BD.						
14	Preventive programs as local community responses to BD.						
15	National strategy for BD prevention.						
<i>Modes of delivery (mark the appropriate boxes with an X</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☒ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other _____					
<i>Student obligations</i>							
- Participate in class (lectures 80% and seminars 80%) - Act in accordance with ethical and scientific principles in higher education teaching - Prepare a seminar paper compliant with predetermined criteria							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class	X	Seminar paper		Experimental work	
Final exam		Oral exam	X	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							
<i>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</i>							
In accordance with the learning outcomes of the course and student obligations, the final grade for the course is based on the following elements: - Produced seminar paper compliant with the instructor's guidelines – 30% - Presented seminar paper compliant with the instructor's guidelines – 20%							

- In-class participation and contribution to class discussions during lectures, seminars, and consultations – 10% - Oral exam – 40% The criteria for evaluating and assessing individual elements are described in the course repository.		
<i>Required readings and number of copies relative to the number of students currently taking the course</i>		
<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Bašić, J. (2009) Teorija prevencije. Školska knjiga. Zagreb	1	32
<i>Supplementary readings</i>		
Bašić, J., Kranželić Tavra, V. (2004): O ponašanjima učenika i njihovoj pojavnosti u školi (U) Bašić, J., Koller-Trbović, N., Uzelac, S. (ed.): Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, 107-118 Ferić, M. (2003): "Partnerstvo" programa usmjerenih obitelji i zajednice (ed.) Bašić, J. Janković, J. (ed.) Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 74-83 Kranželić Tavra, V. (2002): Rizični i zaštitni čimbenici u školskom okruženju kao temelji uspješnije prevencije poremećaja u ponašanju djece i mladih. Hrvatska revija za rehabilitacijska istraživanja, 38,1,1-12 Ferić, M. (2006): Obitelj u prevenciji poremećaja u ponašanju djece i mladih: Istarska županija - zajednica usmjerena na obitelj. Edukacijsko-rehabilitacijski fakultet Sveučilišta u zagrebu. Doktorska disertacija. (pp. 54-62, 75-82) Ferić Šlehan, M. (2008): Rizični i zaštitni čimbenici u obiteljskom okruženju: razlike u procjeni mladih i njihovih roditelja, Hrvatska revija za rehabilitacijska istraživanja, 44,1,15-26 Biglan, A., Brennean, P. A., Floster, S. L., Holder, H. D. (2004). Helping Adolescents at Risk. Prevention of Multiple Problem Behaviors. New York, London: The Guilford Press Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.I., Ramey, S.L., Shure, M.B., Long, B. (1993). The Science of Prevention: A Conceptual Framework and Some Direction for National Research Program. American Psychologist, 48, 10, 1013-1021 McWhirter, R., McWhirter, B., McWhirter, A., McWhirter, E. (1993). At-Risk Youth: A Comprehensive Response. Brooks/Cole Publishers, CA Peters, D. R., McMahon, J.R. (1992). Preventing Antisocial Behavior: Intervention from Birth through Adolescence. The Gilford Press, NY		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
Class attendance, participation in class activities, success in completing tasks, student survey on the quality of teaching and instructors at the university level, passed exams and fulfillment of other syllabus-prescribed obligations, individual consultations, students' self-assessment of achieved learning outcomes, and peer assessment of the implementation and quality of the teaching process.		

GENERAL INFORMATION	
<i>Lead instructor</i>	Tonča Jukić, PhD, associate professor
<i>Course name</i>	VALUES AND CONTEMPORARY CHALLENGES OF EDUCATION (FFPD119)
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>
<i>Course status</i>	Elective
<i>Year</i>	2
<i>Semester</i>	3

Number of credits and mode of delivery	ECTS student workload coefficient		3					
	Number of hours (L+P+S)		15+0+30					
COURSE DESCRIPTION								
<i>Course aims</i>								
The aim of the course is to equip students for analytical, critical, and creative reflection on contemporary challenges of education in the context of values.								
<i>Course enrolment requirements</i>								
None.								
<i>Intended course learning outcomes</i>								
Upon completion of this course, students will be able to: - to identify European socio-cultural and educational values in the context of Croatian society - to recognise, analyse, and evaluate contemporary challenges of education - to distinguish between traditional and contemporary values in education and society - to argue contemporary challenges of education in the context of traditional and contemporary values in education and society - to promote universal human values in education - to create responses to contemporary challenges of education - to design and implement creative workshops in which participants will become aware of their own values and relate them to values in education and society, as well as to contemporary challenges of education								
<i>Course content</i>								
1 Introduction to the course; identification of students' interests 2 The phenomenon of education: essential determinants, dilemmas, and perspectives 3 Characteristics of education in modern and postmodern society 4 Pedagogical optimism and pedagogical pessimism; pedagogical realism 5 Values in education. Values in society. The relationship between traditional and contemporary values 6 Contemporary challenges of education and values: the family, educational institutions, society. The role of pedagogues and parents Seminars: Students critically discuss contemporary challenges of education in the context of values. They design and implement creative workshops aimed at raising awareness of their own values and placing them in relation to values in education and society, as well as to contemporary challenges of education.								
<i>Modes of delivery (mark the appropriate boxes with an X)</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work		☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)					
<i>Student obligations</i>								
Students are required to attend lectures (80%) and seminars (80%), participate in practical work (design and implement creative workshops on values), and pass the final exam.								
<i>Monitoring student work (mark the appropriate boxes with an X)</i>								
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	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							
The final grade is determined based on the achievement of the following components: practical work in class (30%) and the final exam (70%). 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	
Brković, V. i Kardum, R. B. (2021). Pregled razvoja odgoja i obrazovanja za vrijednosti u okvirima povijesno–društvenoga konteksta. Obnovljeni život, 76(1), 113-124.				online		32	
Jukić, T. (2024). Moral and character education in the context of slow pedagogy. Dialogues in Education, 1, 1-15.				online		32	
Jukić, R. (2013). Moralne vrijednosti kao osnova odgoja. Nova prisutnost, 11(3), 401-417.				online		32	
Ledić, J. (1999). Škola i vrijednosti. Rijeka: Filozofski fakultet (selected chapters)				1		32	
Rakić, V. i Vukušić, S. (2010). Odgoj i obrazovanje za vrijednosti. Društvena istraživanja, 19(4-5), 771-795				online		32	
Sagiv, L. i Schwartz, S. H. (2022). Personal values across cultures. Annual review of psychology, 73(1), 517-546.				online		32	
Supplementary readings							
Schiff, D. (2022). Education for AI, not AI for education: The role of education and ethics in national AI policy strategies. International Journal of Artificial Intelligence in Education, 32(3), 527-563. Tokić Zec, R. (2022). Vrijednosti odgojno-obrazovnih djelatnika u organizacijskoj kulturi odgojno-obrazovne ustanove. Nova prisutnost: časopis za intelektualna i duhovna pitanja, 20(1), 117-130.							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
Class attendance, in-class participation, success in completing assignments, the student survey on the quality of teaching and instructors at the university level, a passed examination and the fulfilment of other obligations prescribed by the syllabus, individual consultations, students' self-assessment of achieved learning outcomes, and collaborative evaluation of the implementation and quality of the teaching process.							

GENERAL INFORMATION	
<i>Lead instructor</i>	All teaching staff with a scientific-teaching title
<i>Course name</i>	WORK-BASED LEARNING AT A PARTNER INSTITUTION (HZX009)
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>
<i>Course status</i>	Elective
<i>Year</i>	2

Semester	3, 4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S+F ¹)	0+40+30+80
COURSE DESCRIPTION		
<i>Course aims</i>		
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.		
<i>Course enrolment requirements</i>		
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.		
<i>Intended course learning outcomes</i>		
Learning outcomes: 1 Apply the knowledge and skills acquired during undergraduate and graduate studies necessary for the independent identification and resolution of more complex, concrete problems in a real working environment. 2 Prepare a Professional Practice Report and, within it, explain and critically evaluate the tasks performed, with the inclusion of relevant documentation. Individual learning outcomes - upon the completion of the internship, students will be able to: 1 Explain the organizational structure of the selected training base. 2 Identify and illustrate the challenges posed by the working environment and design processes for addressing specific challenges. 3 Analyze and evaluate concrete practical situations based on recent scientific sources. 4 (Co-)organize, monitor, document, and evaluate processes within the training base. 5 Analyze problems arising from specific work tasks in the training base and propose processes for their resolution. 6 Document personal practice and critically evaluate it through reflective analysis.		
<i>Course content</i>		
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).		
<i>Modes of delivery (mark the appropriate boxes with an X)</i>	☐ lectures ☒ seminars and workshops ☒ practicals ☐ remote learning ☒ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☒ supervision ☒ e-learning (20%)
<i>Student obligations</i>		
- 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.		

¹ Field work

- 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							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class		Seminar paper		Experimental work	
Final exam		Oral exam		Essay		Research	x
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio		Continuous observation	x				
<i>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</i>							
The internship is assessed descriptively by the supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The supervisor from the partner institution continually monitors whether the student participates in the internship regularly and whether he/she is diligent and successful in solving the assigned tasks. At the end of the internship, the supervisor assigns one of the following two descriptive grades: - The student has successfully completed the internship - The student has not successfully completed the internship. In case the student did not successfully complete the internship, the supervisor from the partner institution must provide a written explanation for the grade, and the supervisor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course. If the grade given by the supervisor from the partner institution is "The student has successfully completed the internship", the supervisor from the Faculty of Humanities and Social Sciences in Split analyses the internship report, discusses the work assignments with the student and assigns one of the following two descriptive grades: - The student has successfully written and defended the internship report. - The student has not successfully written and defended the internship report. If the grade given by the supervisor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the internship report", the grade must be explained in writing. The internship is considered to have been passed if the descriptive grades given by both supervisors have confirmed the successful completion of the internship/internship report. If the descriptive grades by both supervisors are positive, the supervisor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: 1. Practical work - 60% 2. Prepared and presented report in accordance with the instructions of supervisors - 20% 3. Consultations with the mentor and independent research – 20%							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	

Specialist literature is defined by the partner institution supervisor.		32
<i>Supplementary readings</i>		
Specialist literature is defined by the partner institution supervisor.		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
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.		

GENERAL INFORMATION		
<i>Lead instructor</i>	Ivana Batarelo Kokić, PhD, full professor with permanent tenure	
<i>Course name</i>	DISTANCE LEARNING (FFPD86)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	2	
<i>Semester</i>	4	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to enable students to understand, study, and analyze the basic premises and theoretical frameworks of distance education, as well as to provide insight into fundamental knowledge of different types of communication in an online environment and various computer applications for conducting online courses.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of this course, students will be able to: - provide an overview of the basic premises of distance education - critically reflect on theoretical concepts of distance education - compare different technologies used in distance education - compare different types of online communication - critically reflect on various approaches to teaching in a virtual environment - determine the level of accessibility of online materials - independently review literature on distance education, as well as virtual learning and teaching		
<i>Course content</i>		

1 Introduction to the course; Introduction to seminars 2 Theories of distance education 3 Historical development of distance education 4 Learning in a computer-based environment 5 Education 1.0 / 2.0 / 3.0 6 Open educational resources and intellectual property 7 Virtual primary and secondary schools 8 Virtual universities 9 Massive Open Online Courses (MOOCs) 10 Midterm examination 11 Accessibility of online materials 12 Learner characteristics in an online environment 13 “Serious games” and virtual worlds 14 Collaborative learning in a virtual environment 15 Final exam							
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							
In addition to attending at least 80% of lectures and 80% of seminars, students will present selected course content through a seminar paper and online discussions. Students are required to pass the final exam and achieve a minimum score of 65% on the 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		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam	x	Online discussions	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							
Performance is assessed on the basis of participation in in-class activities and online discussions (20%), seminar completion and presentation (30%), and performance on the midterm and end-of-term exam or the final exam (50%).							
Required readings and number of copies relative to the number of students currently taking the course							
Title				Number of copies		Number of students	
Haber, E., Jemielniak, D., Kurasiński, A., i Przeglasińska, A. (2025). <i>Using AI in academic writing and research: A complete guide to effective and ethical academic AI</i> . Palgrave Macmillan. https://doi.org/10.1007/978-3-031-91705-9				-		32	
Pruden, W. H., III. (2025). <i>Remote learning and distance education: A reference handbook</i> . Bloomsbury Academic.				-		32	

Strugar, V., Kolak, A., Markić, I. (ed.) (2020). Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19. Zagreb: HAZU, HPD, Element	6	32
<i>Supplementary readings</i>		
Batarelo Kokić, Poljak, P., Kokić, T., i Bušelić, A. (2023). Relation between self-regulated learning and distance education attitudes among higher education students. U: <i>EdMedia+ Innovate Learning</i> (pp. 1381-1389). Association for the Advancement of Computing in Education (AACE). Koren, P., Batarelo Kokić, I. (2021). The self-reported academic dishonesty of students in the digital age: A pilot study using exploratory factor analysis. U: Gómez Chova, L., López Martínez, A., Candel Torres, I. (ed.). <i>EDULEARN21 Proceedings</i> , (pp. 11387-11394). IATED. Moore, M. G. (2019). The theory of transactional distance. U M. G. Moore, Diehl, W. C. (ed.), <i>Handbook of distance education</i> , (pp. 1-15). Routledge		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
Class attendance, in-class participation, success in completing assigned tasks; the university-level student survey on the quality of teaching and instructors; a passed examination and fulfillment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of achieved learning outcomes; and collaborative assessment of the implementation and quality of the teaching process.		

GENERAL INFORMATION		
<i>Lead instructor</i>	Tonča Jukuć, PhD, associate professor	
<i>Course name</i>	CRITICAL THEORIES IN PEDAGOGY (FFPD88)	
<i>Study programme</i>	Double-major graduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	2	
<i>Semester</i>	4	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	2
	Number of hours (L+P+S)	15+0+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The aim of the course is to equip students in critical reflection and reasoned discussion of pedagogical topics, and to foster an understanding of the fundamental premises and objectives of critical theories in pedagogy and their contribution to pedagogical theory and pedagogical practice.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: - define and analyse the fundamental premises of critical theories in pedagogy - identify the most significant representatives of critical theories in pedagogy and provide reasoned arguments for their ideas and premises - compare and critically examine different aims of education - argue for the critical approach as a point of departure for the improvement of upbringing and education		

- explain the importance of emancipation - critically analyse pedagogical texts - engage in reasoned discussion of pedagogical topics							
<i>Course content</i>							
Contents: 1. Introduction to the course; selection of seminar topics 2. Critical thinking 3. Educational objectives 4. The Frankfurt School 5. Freire and the pedagogy of liberation 6. John Dewey and progressive pedagogy 7. Apple and Giroux and critical pedagogy 8. Conclusions							
<i>Modes of delivery (mark the appropriate boxes with an X)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work			☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning (20%)		
<i>Student obligations</i>							
Students are required to attend and participate in lectures (80%) and seminars (80%), produce and present a seminar paper, and pass the written exam.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
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							
<i>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</i>							
The final grade is formed based on the achievement of the following elements: producing and presenting a seminar paper (50%) and passing the written exam (50%).							
<i>Required readings and number of copies relative to the number of students currently taking the course</i>							
<i>Title</i>				<i>Number of copies</i>		<i>Number of students</i>	
Apple, M. W. Away with all teachers: the cultural politics of home schooling. Dostupno: http://www.asu.edu/educ/epsil/EPRU/resources/Apple.Away.Tchrs/Apple.Away.rtf				online		32	
Burbules, N. C. i Berk, R. (1999). Critical Thinking and Critical Pedagogy: Relations, Differences, and Limits. U: Popkewitz, T. S. I Fendler, L. (ed.): <i>Critical Theories in Education</i> . New York: Routledge				online		32	
Freire, P. (2002). <i>Pedagogija obespravljenih</i> . Zagreb: Odras.				5		32	

Garlitz, D. i Zompetti, J. (2023). Critical Theory as post-marxism: The Frankfurt school and beyond. <i>Educational Philosophy and Theory</i> , 55(2), 141-148.	online	32
Giroux, H. A. (2003). Public Pedagogy and the Politics of Resistance: Notes on a critical theory of educational struggle. <i>Educational Philosophy and Theory</i> , 35 (1), 5-16	online	32
Marples, R. (ed.) (2005). <i>The Aims of Education</i> . London i New York: Routledge (selected chapters)	1	32
Masschelein, J. i Ricken, N. (2005). „Bildung“ and Critique. U: Gur-Ze'ev, I. (ed.): <i>Critical Theory and Critical Pedagogy today. Toward a New Critical Language in Education</i> . Haifa: University Press Haifa, pp. 208-225	online	32
Westbrook, R. B. (1993). John Dewey. Prospects: the quarterly review of comparative education (Paris, UNESCO: International Bureau of Education), 23 (1/2), 277-291	online	32
Supplementary readings		
Cohen, L., Manion, L, Morrison, K. (2007). <i>Metode istraživanja u obrazovanju</i> . Zagreb: Naklada Slap (odabrana poglavlja) Corradetti, C. The Frankfurt School and Critical Theory. Dostupno: http://www.iep.utm.edu/frankfur DeLeon, A. P. i Ross, E. Wayne (ed.) (2010). <i>Critical Theories, Radical Pedagogies, and Social Education: New Perspectives for Social Studies Education</i> . Rotterdam/Boston/Taipei: Sense Publishers Jessop, S. (2012). <i>Critical Theory and Education</i> (dostupno: https://www.philosophy-of-education.org/uploads/papers2012/Jessop_S.pdf) Mac Naughton, G. (2005). <i>Doing Foucault in Early Childhood Studies: Applying poststructural ideas</i> . London i New York: Routledge		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, participation in class, performance in completing assigned tasks, a university-level student survey on the quality of teaching and instructors, a passed examination and the fulfillment of other obligations prescribed by the syllabus, individual consultations, students' self-assessment of achieved learning outcomes, and collaborative evaluation of the implementation and quality of the teaching process.		

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	Independently identify, analyze, and interpret scholarly and professional literature in the field of pedagogy, that is, education and upbringing in a broader sense.
LO 2	Analyze and provide a reasoned explanation of different theories and approaches in education, and critically reflect on their implications for pedagogical practice.
LO 3	Apply reflective and critical methods in forming one's own assumptions about education and upbringing.
LO 4	Design and evaluate activities involving various participants in the educational process by applying new paradigms in education and upbringing.
LO 5	Discuss key issues in the field of education and upbringing at the local, national, and international levels.
LO 6	Compare and critically reflect on different educational policies and the ways they are implemented nationally and internationally.
LO 7	Propose and evaluate different approaches to shaping educational policies.
LO 8	Analyze, compare, and evaluate the characteristics of curriculum structuring in Croatia and in selected European Union countries within the education system.
LO 9	Design and develop a curriculum using relevant legal regulations and educational foundations for the construction of contemporary curricula.
LO 10	Apply the fundamental principles of effective communication with all participants in the educational process.
LO 11	Recognize, understand, and respect the needs of the institution and participants in the educational process, and assess the timeliness and appropriateness of responses to those needs.

LO 12	Explain the specific characteristics of working with students with special educational needs.
LO 13	Compare and critically reflect on theoretical concepts of distance education and on different approaches to teaching in a virtual environment.
LO 14	Conduct self-reflection, reflective dialogue, and reflection on pedagogical practice.
LO 15	Independently conduct scientific research and interpret the results of various studies in education and upbringing.
LO 16	Apply basic statistical methods in scientific research within the field of pedagogy.
LO 17	Prepare a Master's Thesis in the field of pedagogy.

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	LO 14	LO 15	LO 16	LO 17
Total number of courses for each LO	24	13	10	17	10	1	3	6	2	10	8	3	1	13	8	8	6
Family Pedagogy	+	+		+	+					+	+	+					+
Methodology of Pedagogical Research	+		+		+										+	+	+
Psychology of Motivation and Socialization in the Classroom	+			+											+		
Sociology of Education	+			+											+		
Psychology of Religiosity	+			+										+			
Free Time Pedagogy	+	+	+	+						+	+			+	+	+	+
Developmental Psychopathology	+													+			

Statistics in Pedagogy															+	+	
Partnership Between Family and Education Institutions	+	+	+	+	+					+	+	+		+			+
Comparative Pedagogy	+			+												+	
Methodology of Creating a Curriculum	+	+					+	+	+							+	
Action Research in Early and Pre-school education	+	+		+	+											+	
Psychology of Consciousness	+			+										+			
Pedagogy and Heritage	+	+	+	+	+			+	+	+	+			+	+	+	+
Vocational Pedagogy	+	+		+	+		+	+						+		+	
The Pedagogue in Educational Institution	+	+	+	+	+					+	+			+			
Evaluation and Self-Assessment in Contemporary School	+	+	+	+				+		+	+						
Educational Policies	+	+	+		+	+	+	+		+		+			+		+
Feminist Pedagogy	+	+	+	+	+					+	+				+		
Introduction to Social Psychology	+			+										+			
Prevention of Behaviour Disorders	+													+			

Values and Contemporary Challenges of Education	+			+	+			+						+			
Critical Theories in Pedagogy	+	+	+							+				+			
Distance Learning	+	+	+	+						+	+		+				
Work-based Learning at a Partner Institution	+													+			

3.2. Instructors in the study programme

	Ines Blažević	Darko Hren	Ivan Buljan	Tonča Jukić	Katija Kalebić Jakupčević
<i>CROSBİ link</i>	https://croris.hr/osobe/profil/30051	https://www.croris.hr/osobe/profil/1933	https://www.croris.hr/crosbi/searchByContext/2/37245	https://www.croris.hr/osobe/profil/25336	https://www.croris.hr/osobe/profil/32109
<i>Title</i>	associate professor	full professor	assistant professor	associate professor	assistant professor
<i>Field</i>	social sciences	Interdisciplinary sciences	social sciences	social sciences	social sciences

<i>Discipline</i>	pedagogy	educational sciences	psychology	pedagogy	psychology
<i>Primary institution</i>	Faculty of Humanities and Social Sciences, University of Split	<i>Faculty of Humanities and Social Sciences, University of Split</i>	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
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%	100%
<i>Teaching load at the primary institution</i>	1543,8 WH	1243,3 WH	1585,6 WH	1558,3 WH	1727,9 WH
<i>Teaching load at external institutions</i>	162 WH	0	10 WH	0	0
<i>Estimated load in the new study programme</i>	0	0	0	0	0
<i>Estimated load at the primary institution</i>	1543,8 WH	1243,3 WH	1585,6 WH	1558,3 WH	1727,9 WH
<i>Estimated load at external institutions</i>	162 WH	0	10	0	0

<i>Scientific and review papers published in the last 5 years (total)</i>	23	23	59	18	9
<i>Professional papers published in the last 5 years (total)</i>	2	0	0	0	0
<i>Total number of citations (Scopus database only)</i>	32	1390	772	2	38
<i>Total h-index (Scopus database only)</i>	3	21	16	1	2
<i>Competitive project leader and/or team member (total)</i>	1	1	8	1	0
<i>Leader and/or team member in other projects (total)</i>	6	3	0	1	5

<i>List of courses taught in the programme</i>	1 Free Time Pedagogy 2 Pedagogy and Heritage	1 Psychology of Motivation and Socialization in the Classroom 2 Introduction to Social Psychology	1 Statistics in Pedagogy	1 Methodology of Pedagogical Research 2 Critical Theories in Pedagogy 3 Action Research in Early and Pre-school Education 4 Values and Contemporary Challenges of Education	1 Developmental Psychopathology
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<i>List of completed teacher training courses</i>	Teacher Training College in Split. Čitanje i pisanje za kritičko mišljenje (en. Reading and Writing for Critical Thinking) Kritičko mišljenje u visokoškolskom nastavi (en. Critical thinking in higher education teaching) Usklađivanje ishoda učenja s metodama podučavanja, obvezama studenata i vrednovanjem ishoda učenja (en. Aligning learning outcomes with teaching methods, student responsibilities, and assessment of learning outcomes) Nastavničkim kompetencijama prema kompetencijama		Completed graduate study programme <i>Psychology</i>	Faculty of Science and Teacher Education, University of Split (Master of Primary Teaching); Master's study programme <i>Pedagogy</i> Doctoral study programme <i>Pedagogy</i>; Čitanje i pisanje za kritičko mišljenje (en. Reading and Writing for Critical Thinking)	Undergraduate study programme Psychology (University of Zadar) Usklađivanje ishoda učenja s metodama podučavanja, obvezama studenata i vrednovanjem ishoda učenja (FFST, 2020) (en. Aligning learning outcomes with teaching methods, student responsibilities, and assessment of learning outcomes) Nastavničkim kompetencijama prema kompetencijama studenata (FFST, 2023) (en. Teaching competences)
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	studenata (en. Teaching competences toward student competences)				toward student competences)
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	Ivana Batarelo Kokić	Toni Maglica	Morana Koludrović	Goran Kardum	Anita Mandarić Vukušić
<i>CROSB link</i>	https://www.croris.hr/osobe/profil/22690	https://www.croris.hr/osobe/profil/34072	https://www.croris.hr/osobe/profil/28449	https://www.croris.hr/osobe/profil/7040	https://www.croris.hr/osobe/profil/2992
<i>Title</i>	full professor with permanent tenure	assistant professor	associate professor	full professor with permanent tenure	associate professor
<i>Field</i>	social sciences	social sciences	social sciences	social sciences	social sciences
<i>Discipline</i>	pedagogy	educational-rehabilitation sciences	pedagogy	psychology	pedagogy

<i>Primary institution</i>	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract	employment contract
<i>Percentage of employment at the higher education institution</i>	100%	100%	100%	100%	100 %
<i>Teaching load at the primary institution</i>	1543,8 WH	1536,8 WH	1027,2 WH	1490,4 WH	610 WH
<i>Teaching load at external institutions</i>	10,8 WH	81 WH	0	0	0
<i>Estimated load in the new study programme</i>	0	0	0	0	0
<i>Estimated load at the primary institution</i>	1543,8 WH	1536,8 WH	1027,2 WH	1490,4 WH	610 WH
<i>Estimated load at external institutions</i>	10,8 WH	108 WH	0	0	0

<i>Science and review papers published in the last 5 years (total)</i>	29	22	19	17	13
<i>Professional papers published in the last 5 years (total)</i>	6	1	1	2	0
<i>Total number of citations (Scopus database only)</i>	95	51	84	800	11
<i>Total h-index (Scopus database only)</i>	5	5	4	16	2
<i>Competitive project leader and/or associate (total)</i>	5	1	2	0	3
<i>Leader and/or associate in other projects (total)</i>	4	3	11	5	3

<i>List of courses taught in the programme</i>	1 Comparative Pedagogy 2 Educational Policies 3 Distance Learning	1 Prevention of Behaviour Disorders	1 Methodology of Creating a Curriculum 2 Evaluation and Self-assessment in Contemporary school	1 Psychology of Religiosity 2 Psychology of Consciousness	1 Family Pedagogy 2 Partnership between Family and Education Institutions
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<i>List of completed teacher training courses</i>	Completed graduate study programme <i>Pedagogy</i>, Master's study programme <i>Educational Media and Computers</i> and Doctoral study programme <i>Curriculum and Instruction</i>	-	Completed graduate study programme <i>Teacher Education</i> at the Teacher Training College in Split. Completed Master's study programme <i>Pedagogy</i> 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	-	Completed a study programme in early and preschool education and graduate study programmes <i>Pedagogy</i> and <i>Sociology</i>. Completed doctoral study programme <i>Pedagogy</i>.
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			teachers in higher education.		
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	Joško Barbir	Toni Popović	Sani Čavar	Petra Poljak
<i>CROSBİ link</i>	https://www.croris.hr/osobe/profil/34186	https://www.croris.hr/osobe/profil/33375	https://www.croris.hr/crosbi/searchByContext/2/32847	https://www.croris.hr/osobe/profil/40504
<i>Title</i>	postdoctoral researcher	assistant professor	assistant professor	teaching assistant
<i>Field</i>	social sciences	social sciences	social sciences	social sciences
<i>Discipline</i>	pedagogy	sociology	pedagogy	pedagogy
<i>Primary institution</i>	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
<i>Type of employment</i>	employment contract	employment contract	employment contract	employment contract

<i>Percentage of employment at the higher education institution</i>		102%	100%	100%
<i>Teaching load at the primary institution</i>	731,7 WH	1206 WH	1408 WH	456 WH
<i>Teaching load at external institutions</i>			168 WH	0
<i>Estimated load in the new study programme</i>	0	0	0	0
<i>Estimated load at the primary institution</i>	731,7 WH	1206 WH	1408 WH	456 WH
<i>Estimated load at external institutions</i>	0	0	168	0
<i>Science and review papers published in the last 5 years (total)</i>	14	13	2	2
<i>Professional papers published in the last 5 years (total)</i>	0	0	0	0

<i>Total number of citations (Scopus database only)</i>	0	40	0	44
<i>Total h-index (Scopus database only)</i>	0	4	0	3
<i>Competitive project leader and/or associate (total)</i>		1	1	1
<i>Leader and/or associate in other projects (total)</i>		1	1	0
<i>List of courses taught in the programme</i>	1 Critical Theories in Pedagogy	1 Sociology of Education	1 The Pedagogue in Educational Institution 2 Vocational Pedagogy	1 Comparative Pedagogy

<i>List of completed teacher training courses</i>	Completed graduate study programme <i>Pedagogy</i> at the Faculty of Humanities and Social Sciences in Rijeka; Master's study programme <i>Pedagogy</i> at the Faculty of Humanities and Social Sciences in Rijeka.		Completed graduate study programme <i>Pedagogy</i> and <i>Croatian Language and Literature</i> at the Faculty of Humanities and Social Sciences in Split. Completed doctoral study programme <i>Pedagogy</i> at the Faculty of Humanities and Social Sciences in Rijeka.	
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