



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**UNIVERSITY UNDERGRADUATE STUDY
PROGRAMME**

Pedagogy (double-major)

SPLIT, November 2025.

BASIC INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences, University of Split
Address	Poljička cesta 35, 21000 Split
PIN	98004523293
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GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

Name of the study programme	University Undergraduate Study Programme <i>Pedagogy</i> (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		
Executor/s of the study programme	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☒	Graduate ☐	Integrated ☐
	Doctoral ☐	Specialist ☐	
CroQF/EQF/QF-EHEA level	CroQF 6.sv EQF 6		
Scientific or artistic field and area of study programme	Social sciences; Pedagogy		
ISCED FoET classification			

<i>Programme duration (semesters, years)</i>	6 semesters; 3 years
<i>Number of ECTS points acquired on completion of study programme</i>	90
<i>Academic or professional title, i.e. academic degree</i>	Bachelor (baccalaureus/baccalaurea) of Arts (BA) in Pedagogy (univ. bacc. 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>	30 – regular status; 2 – Croatian emigrants

1. INTRODUCTION

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

The university undergraduate study programme *Pedagogy* is based on the acquisition and application of competencies in the field of educational and scientific excellence in pedagogy. During their undergraduate studies in Pedagogy, students acquire the competencies necessary for contemporary humanistic, individual-centered planning, organisation, implementation, and evaluation of pedagogical work. Students also acquire competencies for recognising, analysing, and evaluating the quality of the pedagogical process necessary for conducting educational work with persons of different age groups and for implementing adapted programmes, including the historical and contemporary context of the development of pedagogy. During the undergraduate study programme *Pedagogy*, through compulsory and elective courses, which include lectures, seminars, and/or practicals (both at the Faculty and in the field), students acquire competencies necessary for high-quality pedagogical work in institutions of early and preschool education, primary and secondary education, and are trained for lifelong learning, as well as for directing professional development and pedagogical management of educational institutions' programmes. Such an approach is aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split, given it is directed toward the acquisition of pedagogical competencies that promote fundamental social and humanistic values and contributes to the advancement of knowledge, promotion of ethical conduct, tolerance, cooperation, inclusivity and responsibility, as well as the overall well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*). The university undergraduate study programme *Pedagogy* is also aligned with other strategic documents of the Faculty of Humanities and Social Sciences in Split, including *the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2021–2025 period* and *the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027)*, as well as *the Strategy of the University of Split 2021–2025* (<https://arhiva.unist.hr/sveuciliste/dokumenti/propisi?EntryId=56>). In accordance with this, the programme ensures the acquisition of fundamental competencies necessary for the profession of a pedagogue. Furthermore, by offering courses for incoming and outgoing student and teacher mobility, greater visibility of the undergraduate study programme is ensured within the broader European context. These competencies are aligned with the objectives of the strategic area of *the Study Programme, Teaching and Students of the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*.

Through this study programme, the quality of the work of all participants in the teaching process, namely students, instructors, and practitioners, is continuously evaluated and improved. Lifelong learning, joint research work of teachers and students, and the professional development of teachers in the teaching and scientific research domain are encouraged (*Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences of the University of Split 2021–2025*; *Strategy of the University of Split 2021–2025*). Cooperation with the local as well as the broader community is enhanced in all educational aspects, and external partners are involved in research and teaching activities.

Since its establishment, the Department of Pedagogy has collaborated with a wide range of institutions connected to education, which are key for preparing future pedagogues and their future employment. These include municipal, private, and alternative early childhood and preschool education institutions, primary and secondary schools, as well as children's and student homes. Collaboration with sports

associations, health and social care institutions, economic entities, the Agency for Education, the Agency for Mobility and EU Programmes, and the Ministry of Science and Education is also important for practical training and recognising the roles of future pedagogues. Students are additionally encouraged to engage in humanitarian and volunteer work within the community.

In the Republic of Croatia, several professional associations operate, such as the Croatian Pedagogical-Literary Society (HPKZ) and the Croatian Pedagogical Society (HPD), which, through their professional activities, promote the importance of improving the educational system on the basis of a scientific research approach to solving socially relevant problems and reflecting on appropriate pedagogical-psychological-didactic-methodological procedures in the educational process. The study programme *Pedagogy* is aligned with the recommendations of professional associations operating in the Republic of Croatia. Furthermore, in designing the study programme *Pedagogy*, we were also guided by the recommendations of European professional associations such as the European Educational Research Association (EERA), the European Association for Research on Learning and Instruction (EARLI), and the Association for Teacher Education in Europe (ATEE), as well as other national and international professional associations. Faculty members teaching in the study programme *Pedagogy* are members of some of the aforementioned professional associations in Croatia (HPD, HPKZ Split Branch) and European professional associations (EERA; EARLI; ATEE), and similar organisations

The justification for establishing and implementing the study programme *Pedagogy* at the Faculty of Humanities and Social Sciences in Split, is reflected in the shortage of professional associates-pedagogues in the Republic of Croatia and in the belief that the organisation and implementation of the study programme *Pedagogy* will significantly contribute to improving the quality of the work of professional associate pedagogues and enable progression to graduate-level studies. The programme is structured in accordance with the European Credit Transfer and Accumulation System (ECTS), which enables students to transfer to other related study programmes.

Since its establishment in 2007, the study programme *Pedagogy* has been attracting an ever higher number of applicants. The quality of the study programme is also demonstrated by data on the continuous and successful achievement of learning outcomes prescribed by the study programme *Pedagogy*, the high level of interest among Bachelors of Pedagogy in enrolling in the graduate study programme *Pedagogy* at the same Faculty, as well as the high evaluations in the assessment of the quality of teachers and the study programme conducted within the framework of the Quality Assurance Centre of the University of Split.

Over the years, the Programme has been critically reviewed, consideration has been given to the alignment of the envisaged workload and all forms of teaching, and necessary changes and improvements have been introduced in accordance with staffing conditions, teacher self-evaluation, and student feedback. Student reflections during and after the completion of the study programme *Pedagogy* have helped teachers shape individual courses as well as conceptualise and improve the study programme as a whole. The contemporariness, dynamism, and flexibility of the study programme, as well as its adaptability to the real needs of the labour market and contemporary pedagogical paradigms, are the fundamental characteristics of the study programme *Pedagogy* at the Faculty of Humanities and Social Sciences in Split.

As presented in the document Self-evaluation of the Faculty of Humanities and Social Sciences in Split (2021), there is continuously high interest in enrolment in the undergraduate study programme *Pedagogy*, and it is also necessary to emphasise the continuity in students' regular fulfilment of all academic obligations, as well as their success and evaluation of the quality of the acquired competencies. Based on all of the above, it may be concluded that the providers of the study programme possess 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

The undergraduate study programme *Pedagogy* meets the institutional requirements for comparability with related accredited study programmes in the Republic of Croatia and the countries of the European Union in accordance with the legal regulations (Act on Higher Education and Scientific Activity, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html;; Act on Quality Assurance in Higher Education and Science, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html), as well as with university (<https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538>) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

The study programme *Pedagogy* is aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. Since obtaining the initial licence in 2007, the Programme document has been improved, modified, and supplemented in line with the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant during that period (*Development Strategy of the Faculty of Humanities and Social Sciences 2014–2018*, *Development Strategy of the Faculty of Humanities and Social Sciences 2015–2020*, *Self-evaluation of the Faculty of Humanities and Social Sciences 2014*, *Action Plan for Quality Improvement following the Re-accreditation of the Faculty of Humanities and Social Sciences in Split 2014*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2019*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2020*), while new revisions and supplements have been introduced in line with current and relevant documents (*Development Strategy of the Faculty of Humanities and Social Sciences 2021–2025*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027*, *Action Plan of the Faculty of Humanities and Social Sciences in Split 2023*) (all listed documents are available at: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/strategije).

The study programme *Pedagogy* is, in terms of content and organisation, comparable to the competency sets for the occupational standard pedagogue (<https://web.hko.srce.hr/hkostatic/>), as well as to the programmes of existing university double-major undergraduate studies *Pedagogy* in the Republic of Croatia (e.g., Faculty of Humanities and Social Sciences, University of Zagreb, <http://www.ffzg.hr/> and Faculty of Humanities and Social Sciences, University of Rijeka, <http://www.ffri.hr/>) and to programmes in the European Union based on similar pedagogical principles (e.g., Faculty of Arts, University of Maribor, <http://www.ff.uni-mb.si>). Given the +structure of the study programme, the study dynamics, the possibilities of student mobility, and the ECTS credits that students are required to obtain during their studies, the Programme can be compared with similar programmes within the European Union, as confirmed by frequent student exchanges within the Erasmus programme and their high achievements.

In addition to the similarities noted, the undergraduate study programme *Pedagogy* also demonstrates several distinctive features in comparison with other related programmes in the Republic of Croatia. While sharing common characteristics with comparable programmes, it places particular emphasis on the practical dimension of pedagogical work through introducing students to the methodologies of individual curricular educational areas, pedagogical practice in educational institutions, familiarisation with the management of educational institutions across the entire educational vertical, and human resource development. In this way, students are equipped to apply and critically evaluate pedagogical theory in practice. This orientation is promoted both at the theoretical level – through lectures, seminars, and practicals– and through direct pedagogical engagement in kindergartens, primary and secondary schools, specialised schools, sports clubs, and dormitories, in accordance with the study level prescribed by the Croatian Qualifications Framework. Furthermore, within the proposed Programme, students may enrol in the elective course *Work-based Learning at a Partner Institution* during the third year of study and earn an additional 5 ECTS credits. The aim of the internship is to familiarise students with concrete practical conditions in a partner institution and to prepare them for the independent identification and resolution of practical problems in a real working environment in accordance with the learning outcomes of the study programme. By involving students at partner institutions, the Programme

enables connections with the labour market, as confirmed by previous experience (https://www.ffst.unist.hr/download/repository/Pravilnik_o_nastavnim_bazama_FF_u_Splitu%5B2%5D.pdf; https://www.ffst.unist.hr/studiji/nastavne_baze).

Within the undergraduate study programme *Pedagogy*, the standards and regulations for the assessment of acquired learning outcomes are regularly defined, published, and revised. These standards and regulations are specified in the syllabus of each course in the undergraduate study programme *Pedagogy* under the sections: *Student obligations*, *Monitoring student work*, *Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course*, and *Methods of quality monitoring that ensure the acquisition of knowledge, skills, and competencies*. A more detailed elaboration of each assessment element, as well as additional instructions and guidelines for students, is provided in each course repository.

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

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (<https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf>),
- Quality Policy of the University of Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf),
- Quality Policy of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf>)
- Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf>),
- Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902),
- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf>),
- Study Rulebook of the University of Split (<https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf>),
- Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split (<https://www.ffst.unist.hr/download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf>),
- Recognition of foreign professional qualifications falls within the competence of the Ministry of Science and Education, and the recognition procedure is available at <https://mzom.gov.hr/odgoj-i-obrazovanje/priznavanje-inozemnih-strucnih-kvalifikacija-regulirane-profesije/priznavanje-inozemnih-strucnih-kvalifikacija-za-obavljanje-reguliranih-profesija-u-republici-hrvatskoj/3196>

and other key documents posted on the website of the Faculty of Humanities and Social Sciences in Split

(https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Furthermore, revisions of the entire undergraduate study programme *Pedagogy* are regularly published on the website of the Department of Pedagogy (<https://www.ffst.unist.hr/odsjeci/pedagogija>). The undergraduate study programme *Pedagogy* is fully outlined and implemented within the Higher Education Institutions Information System (hr. ISVU), which enables the collection, management, and processing of statistical data related to the organisation and implementation of study programmes, and reporting on such data.

The undergraduate study programme *Pedagogy* ensures impartiality and transparency in all procedural actions and defines mechanisms for handling complaints and other relevant issues. These mechanisms are based on the Ethical Code and other documents that ensure ethical conduct in the planning and

implementation of the study programme and in the achievement of learning outcomes, including mechanisms for the internal reporting of irregularities and the appointment of a confidential individual, as well as mechanisms for protection against discrimination and harassment. These documents are available on the Faculty website:
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks,
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti,
https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf,
https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

Students of the undergraduate study programme *Pedagogy* participate in all quality assurance processes and in the work of all bodies, committees, departments, and centers designated for that purpose, in the manner prescribed by national, university, and faculty acts, regulations, and procedures. At the beginning of their studies and the academic year, the Head of Department familiarises students with their obligations and responsibilities, standards, and regulations regarding the protection of student rights. In the case of other student needs, such as resolving student complaints or protecting their rights, students may contact the Head of Department, the Vice Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the Faculty of Humanities and Social Sciences and the Student Ombudsperson of the University of Split.

The welfare of students and their specific needs is further supported by *the Student Counselling Centre*, which provides free educational and advisory activities, including individual and/or group counselling while respecting confidentiality and privacy, with the aim of assisting and supporting students in addressing personal difficulties, achieving academic success, increasing study efficiency, and improving quality of life (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), which aims to foster the development of students' potential and their skills in career planning and management, and to connect students with potential employers; and the Office for Student Affairs, which provides students with timely information about their obligations and supports them throughout their studies by ensuring access to the necessary procedures and forms (https://www.ffst.unist.hr/za_studente/studentska_sluzba).

Students participate in all quality assurance processes, working with relevant bodies, boards, departments, and centres, in accordance with national, university, and faculty regulations, rulebooks, and procedures. At the beginning of the academic year, the Head of the Department informs students of their obligations and responsibilities, standards, and regulations regarding student rights protection. Students can consult the Head of the Department, Vice-Dean for Teaching and Student Affairs, the Ethics Committee, or the Student Ombudsman (Faculty and University levels) regarding complaints and protection of rights.

Instructors teaching in the undergraduate study programme *Pedagogy* regularly participate in scientific conferences and various forms of lifelong professional development in general areas (e.g., systematic pedagogy, preschool pedagogy, school pedagogy, inclusive pedagogy, pedagogy of gifted students, didactics, multimedia didactics, andragogy, media pedagogy, pedagogy of sport and recreation, etc.), as well as in specific aspects of their professional activity (e.g., specific approaches based on the principles of Montessori and Waldorf pedagogy, etc.). At the same time, they improve their teaching competencies 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, etc.). Records of professional development activities in the field of teaching competencies provided by the Faculty are available in the Faculty documentation, while other forms of professional development are evidenced by certificates of active participation in scientific conferences and professional development programmes, as well as collaborative scientific research projects.

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

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

Based on vertical mobility, upon completion of the undergraduate study programme *Pedagogy*, students may continue their studies in the graduate study programme *Pedagogy* at the Faculty of Humanities and Social Sciences in Split, or 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

Applications for enrolment in the university undergraduate study programme *Pedagogy* (double-major) are submitted via the website www.postani-student.hr. Information on the points achieved relating to the evaluation of success in previous secondary education, passed State Matura examinations, special achievements, and other information concerning enrolment in the aforementioned programme is published on the website www.postani-student.hr and on the official website of the Faculty of Humanities and Social Sciences in Split, www.ffst.unist.hr, as part of the Admission Call for each academic year. The conditions for enrolment in a higher year of study are defined by a Decision of the Faculty Council adopted for each academic year.

Special requirements for enrolment in individual courses are specified in the syllabi of those courses. The study programme *Pedagogy* lasts three years, with two semesters per year (six semesters in total). Upon completion of the study programme *Pedagogy* (double-major), students acquire a minimum of 90 ECTS credits out of the total minimum of 180 ECTS credits required for undergraduate studies.

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

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

1. develop, in their mother tongue and in one foreign language, the skills of speaking and writing on a specific topic in the field of education
2. locate, study, evaluate and use various sources of scientific information, and write literature reviews in accordance with the scientific, stylistic and ethical principles of particular scientific paradigms in the field of pedagogy

3. critically discuss the development of pedagogical science, the emergence and development of pedagogical theories, and the influence of social and cultural circumstances on education
4. recognise philosophical assumptions in pedagogical scientific orientations and in a specific pedagogical system
5. critically reflect on and discuss basic pedagogical concepts and alternative pedagogical theories, and identify their advantages and disadvantages
6. relate the basic characteristics of cognitive development in childhood and adolescence to appropriate methods of learning and teaching in the educational process
7. identify didactics as a pedagogical discipline and explain its relationship with other scientific disciplines
8. list and distinguish didactic principles, methods, social forms and media used in the processes of teaching and learning, and prepare and analyse detailed lesson plans for teaching or other forms of educational work
9. define and explain specific issues related to the study of school pedagogy within pedagogical science
10. define, explain, analyse and evaluate the relationship and interaction between socio-economic and cultural-ideological phenomena and individual schools
11. analyse and explain different theories of early childhood education and care, and analyse and evaluate the pedagogical importance of various approaches and concepts in early childhood education and care
12. document and evaluate experiences gained through pedagogical practice and apply contemporary knowledge in education for the purpose of improvement
13. correctly interpret key concepts and theoretical approaches to the explanation of citizenship education, and analyse and evaluate existing educational programmes aimed at the promotion of human rights and active citizenship
14. recognise, analyse and didactically design teaching media
15. explain the fundamental principles of major learning theories and evaluate their applicability in the context of learning different content areas and the specificities of the teaching process
16. identify the specific characteristics of school subjects in different curriculum areas
17. analyse and evaluate the preparation, organisation and management of learning and teaching processes in different curriculum areas
18. compare and critically reflect on different approaches in the field of adult education, and plan and evaluate adult education programmes
19. explain basic socio-pedagogical interventions, and plan and implement them.

1.6. Structure and form of delivery

The university undergraduate study programme *Pedagogy* lasts three years, with two semesters per year (six semesters in total). In each semester, students take at least three compulsory courses and choose one elective course from those offered. In the final year of study, students may choose the elective course *Work-based Learning in a Partner Institution*, through which they acquire an additional 5 ECTS credits.

Teaching within the programme is delivered through lectures, seminars and practicals (at the Faculty, in practice classrooms and in business partner institutions, while visits to relevant labour market stakeholders are organised in accordance with students' specific interests and learning outcomes). The syllabus of each course defines the forms of teaching delivery in accordance with the ECTS workload at the course level, course learning outcomes, course content, student obligations, assessment and grading procedures and methods, as well as required examination literature. All forms of teaching ensure an interactive teaching process focused on the student and the achievement of learning outcomes.

1.7. Manner of completing the study programme

<i>Method of completing the study programme</i>	Final thesis ☒ Diploma thesis ☐	Final exam ☐ Diploma exam ☐
<i>Requirements for final/diploma thesis and/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/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf), students, in agreement with their supervisor, choose and register the topic of their final thesis in the final year of study, and no later than the end of classes in the winter semester. The Department Council approves the student's thesis topic and supervisor. The conditions for applying for their final thesis defense are: completion of the written part of the final thesis approved by the final thesis defense 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 the final/diploma thesis</i>	At the Department of Pedagogy, the final thesis is either a review or a research paper, which, after approval by the supervisor and registration for the defence procedure, must be approved by two additional members of the Committee, who must also give a positive evaluation of the written part of the thesis. The oral part of the final thesis defense is conducted before a three-member committee. The procedure for assessment and defence of the final thesis is prescribed by 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/Pravilnik%20o%20zavr%C5%A1nom%20i%20diplomskom%20radu.pdf).	

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
History of Pedagogy	Ines Blažević, PhD, associate professor	30	0	30	5	C
Philosophy of Education	Bruno Ćurko, PhD, associate professor	30	0	15	4	C
Language Culture	Eni Buljubašić, PhD, assistant professor	15	0	30	3	C
Attachement Across the Life-span	Ina Reić Ercegovac, PhD, full professor	15	0	30	3	E
Creativity as a Pedagogical Challenge	Tonča Jukić, PhD, associate professor	15	0	30	3	E
Residential Care Pedagogy	Ines Blažević, PhD, associate professor	15	0	30	3	E

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Systematic Pedagogy	Tonča Jukić, PhD, associate professor	30	0	30	5	C
Developmental Psychology	Ina Reić Ercegovac, PhD, full professor	30	0	30	5	C
Foreign Language for Special Purposes	Ilonka Peršić, MSc, lecturer	15	30	0	2	C
Violence in Close Ties	Katija Kalebić Jakupčević, PhD, assistant professor	15	15	15	3	E
Pedagogical Communication	Sonja Kovačević, PhD, full professor	15	0	30	3	E

LIST OF COURSES						
Year of study: 2						
Semester: 3						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS

Introduction to Scientific Literacy	Sani Ćavar, PhD, assistant professor	15	0	30	3	C
School Pedagogy	Ines Blažević, PhD, associate professor	30	0	15	4	C
Inclusive Pedagogy	Ivana Batarelo Kokić, PhD, full professor	30	0	15	3	C
Preschool Pedagogy	Sani Ćavar, PhD, assistant professor	30		15	4	C
Introduction to Media Pedagogy	Ivana Batarelo Kokić, PhD, full professor	15	0	30	3	E
Pedagogy of the Gifted	Ivana Batarelo Kokić, PhD, full professor	15	0	30	3	E

LIST OF COURSES						
Year of study: 2						
Semester: 4.						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Didactics	Sonja Kovačević, PhD, full professor	30	15	15	5	C
Introduction to Pedagogical Practice	Sani Ćavar, PhD, assistant professor	15	15	0	2	C
Educational Leadership	Morana Koludrović, PhD, associate professor	30	0	15	3	C
Pedagogy and Childhood	Anita Mandarić Vukušić, PhD, associate professor	15	0	30	3	E
Media Socialization	Ivana Batarelo Kokić, PhD, full professor	15	0	30	3	E
Pedagogy of Sport and Recreation	Tonča Jukić, PhD, associate professor	15	15	15	3	E

LIST OF COURSES							
Year of Study: 3							
Semester: 5							
COURSE	LEAD INSTRUCTOR	L	P	S	T	ECTS	STATUS
Multimedia Didactics	Ines Blažević, PhD, associate professor	30	0	15		4	C
Educational Psychology	Goran Kardum, PhD, full professor	30	0	30		4	C
Andragogy	Ivana Batarelo Kokić, PhD, full professor	30	0	15		4	C
Alternative Approaches to Education	Morana Koludrović, PhD, associate professor	15	0	15	15	3	E

Work-Based Learning in a Partner Institution*		0	40	30	80	5	E
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* An elective course that may be taken in the winter or summer semester, Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a work-based learning and obtain an additional 5 ECTS credits after completing the course.

LIST OF COURSES							
Year of Study: 3							
Holidays: 6							
COURSE	LEAD INSTRUCTOR	L	P	S	T	ECTS	STATUS
School Pedagogue and Methodics of Teaching	Ines Blažević, PhD, associate professor	30	45	0	0	5	C
Pedagogy and the Development of Human Potential	Anita Mandarić Vukušić, PhD, associate professor	15	0	15	0	2	C
Social Pedagogy	Toni Maglica, PhD, assistant professor	30	0	15	0	3	C
Final Thesis		0	0	0	0	5	C
Work-Based Learning in a Partner Institution*		0	40	30	80	5	E

* An elective course that may be taken in the winter or summer semester, Does not enter the ECTS credits for electives and is not compulsory. Students can apply for a work-based learning and obtain an additional 5 ECTS credits after completing the course.

2.2. Course description

GENERAL INFORMATION		
Lead instructor	Ines Blažević, PhD, associate professor	
Course name	HISTORY OF PEDAGOGY (FFPD22)	
Study programme	Double-major undergraduate study programme <i>Pedagogy</i>	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		

<i>Course aims</i>							
The course aims to enable students to understand, study, and analyse the history of pedagogy (general and national), to examine its influence on contemporary developments, and to monitor current trends in the field.							
<i>Course enrolment requirements</i>							
None.							
<i>Intended course learning outcomes</i>							
Upon completion of the course, students will be able to: - identify the subject matter, tasks and research areas of the history of pedagogy - explain the emergence and development of pedagogical science - compare the characteristics of different periods in the history of pedagogy - explain the influence of historical pedagogical ideas and developments on contemporary pedagogy - critically reflect on the past, present and future of pedagogy - define key pedagogues from different periods and explain their contribution to the development of pedagogy							
<i>Course content</i>							
1. Introduction to the course 2. Subject matter, tasks and methods of systemic pedagogy 3. Education in Antiquity 4. Education in the Middle Ages 5. Education in the Modern Period 6. The pedagogical system of John Amos Comenius 7. Classical German pedagogues of the 19th century 8. Russian pedagogues of the 19th century 9. Educational reform movements in Europe up to the First World War 10. Changes in schooling and pedagogy during and after the Second World War 11. Schooling in the Republic of Croatia up to the first Croatian school acts 12. Schooling in the Republic of Croatia from the introduction of legal regulation to the end of the Second World War 13. Schooling in the Republic of Croatia after the Second World War 14. The development of pedagogical thought in the Republic of Croatia 15. Prominent Croatian pedagogues							
<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 at least 80% of lectures and seminars, prepare and present a seminar paper, and pass either two mid-term exams or a final written exam.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
		Oral exam		Essay		Research	

Written exam							
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							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: 1. seminar paper – 33.4% 2. mid- term exam 1 – 33.3% 3. mid- term exam 2 – 33.3% Students who do not take the midterm exams are required to take a written exam. The criteria for the evaluation and grading of 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	
Zaninović, M. (1988). Opća povijest pedagogije. Zagreb: Školska knjiga				1		32	
Munjiza, E. (2009). Povijest školstva i pedagogije u Hrvatskoj Josip Juraj Strossmayer University of Osijek, Faculty of Humanities and Social Sciences, and Hrvatski pedagoško-književni zbor				5		32	
Munjiza, E., Dubovicki, S. (2025). Praksa stare škole u Hrvatskoj. Faculty of Education, University of Osijek.				online			
Supplementary literature							
Franković, D. (ed.) (1958). Povijest školstva i pedagogije u Hrvatskoj. Zagreb: Pedagoško-književni Zbor Lascardies, V. C., Hinitz, B. F. (2000). History of Early Childhood Education, New York & London: Falmer press Zaninović, M. (1985). Pedagoška hrestomatija. Zagreb: Školska knjiga							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process							

GENERAL INFORMATION	
Lead instructor	Bruno Ćurko, PhD, associate professor

<i>Course name</i>	PHILOSOPHY OF EDUCATION (FFPD01)	
<i>Study programme</i>	Double-major undergraduate 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+0+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to understand, study, analyse, and apply philosophical concepts and methods in an educational context, and to foster reflection, critical thinking, and higher-order thinking as essential foundations for the study of pedagogy and the professional work of a pedagogue.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -recognise the philosophical assumptions underlying pedagogical theories and specific pedagogical perspectives -explain the main trends of contemporary philosophy and their relationship to approaches within the science of education -compare hermeneutic, empirical, and critical approaches to the foundations of pedagogy -conduct a philosophical and logical analysis of a scientific text and critically evaluate its arguments		
<i>Course content</i>		
Lectures 1. Introduction to the course aims, content, teaching methods, and requirements 2. The concept of the philosophy of education and its position within philosophical and pedagogical disciplines. Philosophy of education and educational philosophies 3. An overview of trends in contemporary philosophy and their influence on theoretical orientations in the science of education. Historicism and Dilthey's distinction between types of sciences 4. Phenomenology and intentionality. Basic characteristics of existentialia 5. Basic characteristics of existentialia. Care and education: Heidegger and Noddings 6. The influence of existentialism on the humanities and social sciences and on educational philosophies 7. Gadamer, hermeneutics, and the principles of interpretation. The hermeneutic orientation in the science of education 8. Wittgenstein: language and the world. The problem of value statements in the <i>Tractatus</i> 9. The Vienna Circle and the philosophy of science: meaningfulness. K. R. Popper: falsificationism, creativity, and knowledge 10. The empirical orientation in the science of education. Critical theory of society: general characteristics 11. Habermas: interests and forms of knowledge. Critical science of education and the interest of emancipation 12. Characteristics of postmodern philosophy		

13. Lyotard: knowledge and society. Theoretical influences on postmodernism: theory of the unconscious, structuralism, post-positivist epistemology 14. The development of the idea of natural development: from Rousseau to Piaget. Developmental epistemology and constructivism in the philosophy of education 15. Kohlberg and the development of moral reasoning. Final remarks.							
Seminars							
1. The concept of philosophy: an analysis of different perspectives 2. Analysis of examples of educational philosophies 3. Overview of basic logical concepts: concept and judgement 4. Overview of basic logical concepts: inference 5. Text analysis: Noddings on care as a relationship 6. The concept of education in spiritual-scientific pedagogy 7. Text analysis: language, the world, and the picture theory in the <i>Tractatus</i> 8. Text analysis: types of meaningful statements in the <i>Tractatus</i> 9. The concept of education in empirical pedagogy 10. Comparison of research methods in hermeneutic and empirical approaches to the science of education through an analysis of selected excerpts from F. Heyting, D. Lenzen and J. White (eds.), <i>Methods in Philosophy of Education</i> 11. Analysis of a selected example of a critical approach in the philosophy of education 12. Written assessment of knowledge 13. Instructions for essay writing and topic selection 14. Analysis of a selected postmodernist text 15. Text analysis (J. Piaget)							
Modes of delivery (mark the appropriate boxes with an x)		☒lectures ☒seminars and workshops ☐practicals ☐remote learning ☐fieldwork			☒independent work ☐multimedia and network ☐laboratory ☐supervision ☒other: blended e-learning 20%		
Student obligations							
Students are required to participate in and complete course-related and extracurricular activities (both individual and group) designed to support the achievement of the course learning outcomes. They must prepare a seminar paper in accordance with the prescribed criteria, present it following the established guidelines, and pass an oral exam.							
Monitoring student work (mark the appropriate boxes with an X)							
Class Attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam		Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam					

<i>Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course</i>		
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - active participation in classes and engagement in discussions during lectures and seminars (10%); - preparation and presentation of a seminar paper in accordance with the instructor's guidelines (30%); - successful completion of the oral exam (60%). The criteria for evaluation and grading of 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>
Anzenbacher, A. (1992), <i>Filozofija: uvod u filozofiju</i> . Zagreb: Školska knjiga	1	32
König, E., Zedler, P. (2001), <i>Teorije znanosti o odgoju</i> . Zagreb: Educa	10	32
Krznar, T., Filipović, N. I. (2015). <i>Vrč i šalice: Vrč i šalice [electronic resource] : filozofijska vivisekcija problemâ odgoja i obrazovanja</i> . Zagreb: Faculty of Teacher Education, University of Zagreb..	1	32
Otvoreno znanje: <i>Filozofija odgoja</i> (teaching materials and other learning resources). http://marul.ffst.hr/~logika/nastava	2	32
Polić, M. (1997). <i>Čovjek - odgoj - svijet: Čovjek - odgoj - svijet : mala filozofijskoodgojna razložba</i> . Zagreb: KruZak.	1	32
Žarnić, B. (2001), <i>Epistemološki paradoks obrazovanja. Metodčki ogledi</i> , 13,17–26	-	32
Žarnić, B. (1996), <i>Pedagogija: duhovna, empirijska ili kritička znanost</i> , In: <i>Pedagogija i hrvatsko školstvo</i> , ed. H. Vrgoč, Zagreb: Hrvatski pedagoško-književni zbor	2	32
<i>Supplementary literature</i>		
Noddings, N. (1998), <i>Philosophy of Education</i>. Oxford: Westview Press Peters, M: A., Ghiraldelli Jr., P., Žarnić, B., Gibbons, A., Besley, T. (ed.) <i>Encyclopaedia of Educational Philosophy and Theory</i>. http://eepat.net Heyting, F., Lenzen, D., White, J. (ed.) (2001), <i>Methods in Philosophy of Education</i>. London, Routledge: Routledge International Studies in the Philosophy of Education. Lipman, M. (2003), <i>Thinking in Education</i>. Cambridge: Cambridge University Press. <i>Filozofija odgoja: izbor tekstova hrvatskih pisaca</i> (1997) edited by Ivan Čehok. Zagreb: Školska knjiga [Supplementary reading, seminar materials, teaching materials, interactive content, and multimedia resources are available on the course website.]		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
<i>Lead Instructor</i>	Eni Buljubašić, PhD, assistant professor	
<i>Course name</i>	LANGUAGE CULTURE (FFPD00)	
<i>Study programme</i>	Double-major undergraduate 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	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to communicate professionally in standard Croatian language within an educational context by applying different forms of linguistic stratification, while respecting the characteristics and functions of the standard language variety (normativity, autonomy and functional stratification) as well as the features and status of non-standard language varieties (vernacular idioms). Special attention is given to the concepts of stylistic norms and stylistic errors, as well as to the characteristics of the functional styles of the Croatian standard language.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -communicate professionally in standard Croatian -define language culture in both its narrower and broader senses, as well as the Croatian standard language -identify and explain the differences between standard and non-standard idioms -recognise and describe the characteristics of individual functional styles -identify the interactions between standard and non-standard language varieties and their subgroups within an educational context - apply basic linguistic and sociolinguistic concepts in practice -recognise and interpret the most important features of contemporary linguistic phenomena and forms -explain the status of the Croatian (standard) language in both the Croatian and global contexts		
<i>Course content</i>		
Lectures 1. The Croatian language – definition and position within the South Slavic language group 2. Standardisation of the Croatian language: the South Slavic diasystem and the dialectal basis of Croatian language standardisation 3. The Croatian language and vernacular varieties: the dynamics of Croatian language varieties. Concepts of language, dialect group, dialect, and local speech		

4. Language as a system and a standard. The communicative definition of language and Jakobson's functions of language 5. Characteristics of the standard language. The concept of language culture 6. Language stratification: social, territorial, functional, and individual. Sociolect, regiolect, functional style, idiolect 7. Functional stratification of language: a comparison of different classifications 8. Scientific style I 9. Scientific style II: writing a seminar paper and a research paper 10. Administrative style 11. Journalistic and publicistic style 12. Conversational style and the literary-artistic superstyle 13. Multimedia style – the example of advertising 14. The Croatian language today: pressures on the norm I 15. The Croatian language today: pressures on the norm II 16. The Croatian language today: pressures on the norm III							
Seminars Introductory exercise and preparation for seminar presentations, and <i>Language Advice</i> (seminar presentations).							
<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminar and workshops ☐ practicals ☐ remote learning ☐ fieldwork		☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other			
Student obligations							
Students are required to: -participate actively, regularly, and constructively in classes (students must attend at least 80% of lectures and 80% of seminars) -comply with ethical and academic standards of the higher education institution -pass the written exam and, if they wish to obtain a higher grade, the oral exam -obtain information about missed classes from fellow students or during consultations with the instructor							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam					
Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course							

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

- written exam – 70%
- research and seminar paper – 30%

The criteria for evaluation and grading of individual components are described in the course repository.

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

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Frančić A., Hudeček L., Mihaljević M. (2006). Normativnost i višefunkcionalnost u hrvatskom standardnom jeziku. Zagreb	1	32
Katnić-Bakaršić, M. (2001). Stilistika. Sarajevo: Ljiljan. pp: 15-20; 57-69	0	32
Kovačević, M., Badurina, L. (2001). Raslojavanje jezične stvarnosti. Rijeka: Izdavački centar Rijeka (1. poglavlje)	0	32
Mićanović, K. (2006). Hrvatski s naglaskom: Standard i jezični varijeteti. Zagreb: Disput. Chapters: Uvod (5-8), Jezik kao poprište: jezična kultura, purizam (31-49), Jezik i dijalekt: štokavski, kajkavski, čakavski (77-90)	1	32
Silić, J. (2006). Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput	5	32
Težak, S. (1991). Hrvatski naš svagda(š)nji. Zagreb: Školske novine. pp 26-30	1	32

Supplementary literature

Anić, V. (1991). Rječnik hrvatskoga jezika. Zagreb: Novi Liber. (and subsequent editions)

Anić, V., Silić, J. (2001). Pravopis hrvatskoga jezika. Zagreb

Babić, S., Finka, B., Moguš, M. (1996). Hrvatski pravopis. Zagreb: Školska knjiga

Badurina, L., Marković, I., Mićanović, K. (2007). Hrvatski pravopis. Zagreb: Matica hrvatska

Bagić, K. (2006). Figurativnost reklamnog diskurza in J. Granić (ed.) *Jezik i medij: Zbornik radova* Zagreb-Split: The Croatian Applied Linguistics Society. 43-52 (or)

Barić, E. (1987). Mocijski parnjaci i njihova upotreba. *Journal of the Institute of Croatian Language and Linguistics*, 13 (1), 9.-18

Barić, E. (1989). Ženski mocijski parnjak kao funkcionalna komunikacijska kategorija“. *Jezik: Časopis za kulturu hrvatskoga književnog jezika*, 37, pp. 12-21

Barić, E. et. al. Hrvatska gramatika. Zagreb: Školska knjiga (all editions)

Belaj, B. (2009). Leksik i identitet. in: Lada Badurina, Ivo Pranjković, Josip Silić (ed). *Zbornik o standardnim novoštokavštinama. Jezični varijeteti i nacionalni identiteti - Prilozi proučavanju standardnih jezika utemeljenih na štokavštini*. Zagreb: Disput

Brdar, I. (2010). Engleske riječi u jeziku hrvatskih medija, LAHOR10, pp. 217–232

Brozović, D. (1998). Organska podloga hrvatskoga jezika. In *Hrvatski jezik* (monograph), Institute of Croatian Language and Linguistics, Opole

Dulčić, M. (ed.) (1997). Govorimo hrvatski: Jezični savjeti. Zagreb: Naprijed, Hrvatski radio

Gjuran-Coha, A., Pavlović, Lj. (2009). Elementi reklamne retorike u hrvatskim reklamnim porukama. *Fluminiensia*, 21(1), 41-54. (ili)

Hudeček, L. Mihaljević, M (2009), *Jezik medija, publicistički funkcionalni stil*. Zagreb: Hrvatska sveučilišna naklada

Jezični savjetnik s gramatikom (1971). Zagreb: Matica Hrvatska

Kapović, M. (2004). Jezični utjecaj velikih gradova. In: *Rasprave Instituta za hrvatski jezik i jezikoslovlje* 30, pp. 97-105

Omazić, M., Pecman, M. (2006). Jezik reklamnih poruka u modernim medijima, in: J. Granić (ed.) *Jezik i medij: Zbornik radova* Zagreb-Split: The Croatian Applied Linguistics Society. 509-519

Opačić, N. (2007). Prodor engleskih riječi u hrvatski jezik. *Jezik: časopis za kulturu hrvatskoga književnog jezika*, 54:1, pp. 22-27

Opačić, N. (2009). Reci mi to kratko i jasno: Hrvatski za normalne ljude. Zagreb: Novi liber

Opačić, N.; Nikić-Ivanišević, J.; Zlatar, Z. (2006). Jezikomjer: vodič za izbjegavanje najčešćih pogrešaka u hrvatskom standardnom jeziku. Stobreč: Croma

Pranjeković, I. (2006). Hrvatski jezik i biblijski stil, Raslojavanje jezika i književnosti. *Proceedings of the 34th Seminar of the Zagreb School of Slavic Studies, Zagreb*, pp. 23-32

Težak, S. (1995). Hrvatski naš osebujni, Zagreb: Školske novine

Težak, S., Babić, S. (1992). Gramatika hrvatskoga jezika. Priručnik za osnovno jezično obrazovanje. Zagreb: Školska knjiga. (and subsequent editions)

Žanić, I. (2009). Kako bi trebali govoriti hrvatski magarci? O sociolingvistici animiranih filmova. Zagreb: Algoritam. (Introduction and a chapter of the student's choice)

Žanić, I. (2010). Hrvatski jezik danas: od povijesne tronarječnosti do trokuta standard - Zagreb – Dalmacija. In: Mićanović, K. (ed.). *Povijest hrvatskoga jezika / Književne prakse sedamdesetih. Proceedings of the 38th Seminar of the Zagreb School of Slavic Studies*. Zagreb: Faculty of Humanities and Social Sciences, University of Zagreb / Zagreb School of Slavic Studies, pp. 103–122.

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

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
Lead instructor	Ina Reić Ercegovac, PhD, full professor	
Course name	ATTACHMENT ACROSS THE LIFESPAN (FFPD58)	
Study programme	Double-major undergraduate study programme <i>Pedagogy</i>	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
Course aims		
The course aims to enable students to understand the concept of attachment, the role of early childhood attachment in close relationships throughout the lifespan, the methodological aspects of attachment research, and the findings of key studies on attachment across different stages of life.		
Course enrolment requirements		

None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: - distinguish between the developmental perspective on attachment and the perspectives of personality theory and social psychology - explain the role of early attachment in lifespan development - describe the experimental paradigms used in attachment research - identify different attachment patterns in child-caregiver relationships - list and describe attachment patterns in adulthood - relate early attachment experiences to attachment relationships in adulthood - explain the factors involved in the development of attachment relationships - analyse theoretical approaches to the stability of attachment across the lifespan - compare different methodological approaches in attachment research		
<i>Course content</i>		
Lectures 1. Introduction to the course 2. Foundations of attachment theory: the early work of J. Bowlby and M. Ainsworth 3. The developmental perspective – attachment in early childhood, attachment patterns, assessment using the Strange Situation 4. Family influences on attachment 5. Attachment in adulthood, adult attachment patterns 6. Stability of attachment across the lifespan; intergenerational transmission of attachment 7. Romantic relationships as attachment relationships; partner/marital relationships, quality and stability of marital relationships from an attachment perspective 8. Attachment and psychopathology Seminars as part of the seminars, students will present and discuss relevant research on attachment and its various correlates: 1. The role of attachment in peer and romantic relationships 2. The role of attachment in child–parent relationships across different stages of childhood and adolescence 3. The role of attachment in delinquent behaviour; attachment and sexuality; attachment to school		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other
<i>Student obligations</i>		
Students are required to attend all forms of teaching, participate actively in class, prepare and present a seminar paper, and pass either two midterm exams or the final 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	
Written exam		Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam					
Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - continuous assessment of students` activities and participation during classes (50%), - the seminar paper (20%), - the oral exam (30%). The criteria for evaluation and grading of 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	
Ljubetić, M., Reić Ercegovac, I. (2024). <i>Roditeljstvo kroz život: perspektiva potreba</i> . Split: Faculty of Humanities and Social Sciences, University of Split. Chapter IV.				10		32	
Reić Ercegovac, I. (2016). <i>Obrasci privrženosti u ranoj dobi</i> . Online lecture available on the Faculty website (open access)				-		32	
Reić Ercegovac, I. (2016). <i>Privrženost tijekom tranzicije u roditeljstvo</i> . Online lecture available on the Faculty website (open access)				-		32	
Supplementary literature							
Lacković Grgin, K., Čubela Adorić, V. (2006). <i>Odabrane teme iz psihologije odraslih</i> . Jastrebarsko: Naklada Slap (pp. 161-250)							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process							

GENERAL INFORMATION	
Lead instructor	Tonča Jukić, PhD, associate professor
Course name	CREATIVITY AS A PEDAGOGICAL CHALLENGE (FFPD100)

<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1, 2, 3	
<i>Semester</i>	1, 3, 5	
<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 course aims to enable students to identify and foster their own creative potential as well as that of their students, and to promote creative thinking.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
After successful completion of the course, students will be able to: - compare different explicit and implicit theories of creativity - distinguish between different approaches to the study of creativity - analyse, synthesise, and evaluate theories and findings related to the phenomenon of creativity - identify their own creative potential and that of others - explain why creativity constitutes a pedagogical challenge - apply knowledge of creativity and Gardner's theory of multiple intelligences in the planning of creative workshops - Reflect positively on the importance of fostering creativity		
<i>Course content</i>		
1. Introduction: course expectations and structure 2. The phenomenon of creativity: conceptual definition, research approaches, types of creativity 3. Areas of creativity research: creativity in different fields, the four aspects of creativity (creative person, creative process, creative environment, creative product); explicit and implicit theories of creativity 4. Levels and styles of creativity, cognitive style and creativity, adaptive and innovative styles of creativity 5. Divergent thinking and creativity, intelligence and creativity, imagination, play, and creativity 6. Creativity as a pedagogical challenge, leisure time and creativity 7. The environment that fosters creativity 8. Possibilities for developing and fostering creativity, learning activities that encourage creativity 9. Gardner's theory of multiple intelligences and creativity 10. Designing and conducting creative workshops for students		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminars and workshops ☐ practicals	☒ independent work ☒ multimedia and network ☐ laboratory

		☐ remote learning ☐ fieldwork		☐ supervision ☒ other: blended e-learning 20%	
<i>Student obligations</i>					
Students are required to attend at least 80% of lectures and seminars, actively participate in practical class activities (including the design and delivery of a creative workshop), and pass the written exam.					
<i>Monitoring student work (mark the appropriate boxes with an X)</i>					
Class attendance	x	Participation in class		Seminar paper	
Written exam	x	Oral exam		Essay	
Project		Continuous assessment of knowledge		Student report	
Portfolio		Midterm exam			
<i>Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course</i>					
In accordance with the course learning outcomes and student requirements, the final grade is based on the following components: - practical work in class - 30% - the written exam – 70% The criteria for evaluation and grading of 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	
Arar, Lj., Rački, Ž. (2003). Priroda kreativnosti. Psihologijske teme, 12 (1), 3-22		online		32	
Beghetto, R. A. (2021). Creative Identity Development in Classrooms. In J. C. Kaufman, J. D. Hoffmann, S. W. Russ (ed.), <i>The Cambridge Handbook of Lifespan Development of Creativity</i> (pp. 395-414). Cambridge University Press.		online		32	
Beghetto, R. A., Kaufman, J. C. (2014). Classroom contexts for creativity. <i>High ability studies</i> , 25(1), 53-69.		online		32	
Cvetković-Lay, J. (2022). Darovitost i kreativnost u razvojnoj dobi djetinjstva. <i>Napredak</i> , 163(3-4), 305-323.		online		32	
Kaufman, J. C., Glăveanu, V. P. (2021). An overview of creativity theories. In: J. C. Kaufman, R. J. Sternberg (ed.), <i>Creativity: An introduction</i> (pp. 17-30). Cambridge University Press.		online		32	
Jukić, T. (2021). Styles of creativity in education. In: R. Duev (ed.) <i>Science and society: contribution of humanities and social sciences. Proceedings of the International Conference on the</i>		online		32	

occasion of the centennial anniversary of the Faculty of Philosophy (pp. 383-394). Faculty of philosophy in Skopje.		
Morgan, H. (2021). Howard Gardner's Multiple Intelligences Theory and his Ideas on Promoting Creativity. In: F. Reisman (ed.), Celebrating Giants and Trailblazers: A-Z of Who's Who in Creativity Research and Related Fields (pp.124-141). KIE Publications. https://files.eric.ed.gov/fulltext/ED618540.pdf	online	32
<i>Supplementary literature</i>		
Armstrong, T. (2006). Višestruke inteligencije u razredu. Educa. Beghetto, R. A., Kaufman, J. C. (2014). Classroom contexts for creativity. High ability studies, 25 (1), 53-69. Jukić, T. (2011). Implicit theories of creativity in early education / Implicitne teorije kreativnosti u ranom odgoju i obrazovanju. Hrvatski časopis za odgoj i obrazovanje, 13 (2), 38-65. Pahljina-Reinić, R., Rončević Zubković, B. i Močibob, I. (2023). Poticanje kreativnosti u nastavi: trijarhično poučavanje s primjerom dobre prakse. Acta Iadertina, 20 (1), 75-99. Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V. (2003) Psihologija obrazovanja. IEP, VERN selected chapters) Selected journal articles and books.		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - 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>	RESIDENTIAL CARE PEDAGOGY (FFPD121)	
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1, 2, 3	
<i>Semester</i>	1, 3, 5	
<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 course aims to enable students to understand, examine, and analyse the field of residential pedagogy and its underlying principles, to define key concepts, and to keep abreast of developments in the field.		

<i>Course enrolment requirements</i>							
None.							
<i>Intended course learning outcomes</i>							
Upon completion of the course, students will be able to: - define the subject matter, objectives, and areas of research of residential pedagogy - compare the distinctive features of residential education, the fundamental knowledge, skills, and competencies required of residential educators, and the characteristics of different types of residential institutions - classify different types of residential institutions according to various criteria - analyse the forms, content, and methods of educational work in residential institutions - critically evaluate and justify the role, competencies, and areas of work of educators in residential institutions							
<i>Course content</i>							
1. Introduction to the course; Introduction to the seminars 2. Residential pedagogy: subject matter and areas of research 3. Foundations of residential education, historical and contemporary definitions 4. Conceptual definitions and the place within the educational system 5. Types and functions of residential institutions 6. Types of residential institutions – student residence halls 7. Types of residential institutions – children's homes 8. Midterm exam 9. Forms and content of educational work in residential institutions 10. Organization, management, and administration of residential institutions 11. Observation, monitoring, and evaluation of educational work in residential institutions 12. The role of the educator and the methodology of educational work 13. The residential curriculum 14. The work of professional support staff in residential institutions 15. Midterm exam							
<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☒ fieldwork		☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ Other: blended e-learning 20%			
<i>Student obligations</i>							
Students are required to attend at least 80% of lectures and seminars, present selected course content through seminar work and online discussions, pass the midterm exams or the final written exam with a minimum of 65% correct answers, and observe educational processes in residential institutions. Upon returning to the Faculty, students are expected to critically discuss their observations and experiences in relation to the theory of residential pedagogy.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	

Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam	x				
Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in class activities and online discussions (20%) - completion of seminar assignments (30%) - performance on the midterm and written final exam (50%). The criteria for evaluation and grading of 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	
Ćuk, M. (2012). Odgojni rad odgajatelja i ponašanja učenika u učeničkim domovima. <i>Pedagoška istraživanja</i> , 9(1/2), 223-236. https://hrcak.srce.hr/file/167704				-		32	
Birošević, V. (2014). Povijesni osvrt na pojavu i razvoj učeničkih domova. <i>Napredak</i> , 154(3), 323-332. https://hrcak.srce.hr/file/204681				-		32	
Mehringner, A. (2003). Mala specijalna pedagogija. Zagreb: Educa				5		32	
Rosić, V. (2001). <i>Domski odgoj</i> , Rijeka: Graftrade				1		32	
Supplementary literature							
1. Bertolino, B. (2015). Working with children and adolescents in residential care: A strengths-based approach. Routledge 2. Hrvatić, N. (2002), Domska pedagogija: od teorije do odgojne prakse, In: Rosić, V. (ed.) Zbornik radova: odnos pedagoške teorije i pedagoške prakse, Rijeka: Faculty of Humanities and Social Sciences, University of Rijeka 3. Vukasović, A. (2001). Pedagogija, (Chapter VI-Odgoj u domovima). Zagreb: HKZ "MI"							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - 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>	SYSTEMATIC PEDAGOGY (FFPD21)	
<i>Study programme</i>	Double-major undergraduate 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	5
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to critically and scientifically study pedagogy as a discipline and to effectively organise and professionally manage pedagogical activities in educational and training processes.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: - explain the epistemological characteristics of pedagogy - critically analyse and compare traditional and contemporary definitions of key pedagogical concepts and different understandings of pedagogy as a discipline - justify the fundamental principles of pedagogy as a theory of education and training - identify the strengths and weaknesses of pedagogical theories of personality development; - distinguish between different levels of individual development and the teacher's role in achieving them - explain the aspects and methods of pedagogical action in the educational process - relate pedagogy to andragogy - explain the need for theoretical and practical preparation for intercultural relations - critically reflect on and discuss fundamental pedagogical concepts and reform pedagogical theories, identifying their advantages and disadvantages - take a position on the importance of respecting the rights, needs, interests, and individuality of each person		
<i>Course content</i>		
1. Introduction to the course 2. Scientific definition – epistemological characteristics of pedagogy. Pedagogy within the system of sciences and the scientific system of pedagogy 3. Socio-historical dimension and development of pedagogy. Fundamental assumptions of pedagogy as a theory of education and training 4. Different pedagogical paradigms 5. Reform pedagogies 6. Main characteristics of the school system 7. Curriculum development as a pedagogical issue		

8. Pedagogical theories of personality development. Competency-based approach in pedagogy. Qualitative levels of development 9. Aspects and methods of pedagogical action in the educational process 10. The relationship between pedagogy and andragogy in the lifelong learning system 11. Education for sustainable development and life in a pluralistic society 12. Final remarks 13. Midterm exam							
<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork		☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ Other: e-learning 20%			
<i>Student obligations</i>							
Students are required to attend at least 80% of lectures and seminars, prepare and present a seminar paper, and pass two midterm exams.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Written exam		Oral exam	x	Essay		Research	
Project		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>							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - preparation and presentation of a seminar paper: 25% - two midterm exams: 75% Students who do not attend the two midterm exams will take an oral exam instead. The criteria for evaluation and grading of 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>	
König E. in Zedler, P.(2000). Teorije znanosti o odgoju. Educa (selected chapters)				10		32	
Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi. Educa (selected chapters)				5		32	

Milat, J. (2005). Pedagogija – teorija osposobljavanja. Školska knjiga.	6	32
Milat, J. (2005). Pedagoške paradigme izrade kurikulumu. Pedagogijska istraživanja, 2 (2), 199-208.	online	32
Milat, J. (2007). Epistemologija pedagogije: dileme, pitanja, moguća rješenja. Pedagogijska istraživanja, 4 (2), 189-199.	online	32
<i>Supplementary literature</i>		
Aljabreen, H. (2020). Montessori, Waldorf, and Reggio Emilia: A Comparative Analysis of Alternative Models of Early Childhood Education, International Journal of Early Childhood, 52(3), 337–353		
Hercigonja, Z. (2017). Interkulturalni odgoj i obrazovanje kao imperativ razvoja interkulturalnih kompetencija, Socijalne teme, 1(4), 104–104		
Jukić, T. (2022). Slow Pedagogy and Contemporary Teaching Strategies, in N. Angeloska Galevska et al. (eds.), International Scientific Conference “75th Anniversary of the Institute of Pedagogy – Educational Challenges and Future Prospects”, pp. 23–30, Ars Lamina Publications, Faculty of Philosophy		
Jukić, T. (2024). Moral and Character Development in the Context of Slow Pedagogy, Dialogues in Education, 1(1), 1–15		
Palekčić, M. (2014). Competencies and Teaching: Educational-Political and Pedagogical Theoretical Perspective, Pedagogijska istraživanja, 11(1), 7–24		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
<i>Lead instructor</i>	Ina Reić Ercegovac, PhD, full professor	
<i>Course name</i>	DEVELOPMENTAL PSYCHOLOGY (FFPD91)	
<i>Study programme</i>	Double-major undergraduate 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	5
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to understand the fundamental concepts of human development (cognitive, social, emotional, and moral) within the context of lifelong development, with a particular emphasis on childhood and adolescence.		

<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: - define the main issues in developmental psychology - list and explain different types of developmental research - compare different research approaches in developmental psychology - design a basic plan for a developmental study - analyse different theoretical approaches in developmental psychology - explain the contributions of key authors in the field (e.g., Hall, Gesell, Piaget, Erikson, Bandura) - identify the main features of cognitive, socio-emotional, and moral developmental stages - relate the main features of cognitive development in childhood and adolescence to appropriate learning and teaching methods - explain the role of developmental psychopathology in the study of child development - describe common features of mental health disorders in childhood and adolescence		
<i>Course content</i>		
1. Definition and objectives of developmental psychology; main issues in developmental psychology. Introduction to seminars 2. Research methodology in developmental psychology (types of research, limitations, ethical issues) 3. Early theorists of developmental psychology 4. Theories of child development (cognitive-developmental models, theories of environmental and learning influences, psychodynamic, ethological, and ecological approaches). Biological foundations of development; basics of genetics 5. Prenatal development and teratology 6. Birth, physical growth, and development. Sensory development and the development of attention and perception. Language development (preverbal stage, semantics, grammar) 7. Cognitive development (Piaget's and Vygotsky's theories; information processing and intelligence testing). Midterm exam I 8. Affective development, temperament, attachment 9. Moral development – theories of moral development, prosocial behavior, and aggression; theories of gender role development; gender differences; preschool and school as developmental contexts; peer relationships – friendship, popularity, sociometry 10. Specifics of adolescent development; relationship with parents 11. Developmental tasks of early adulthood – marriage and parenthood 12. Parenthood, parenting styles, challenges of contemporary parenting; cognitive development in adulthood; personality development in adulthood; subjective well-being across the lifespan; old age (factors contributing to adaptation, widowhood) 13. Basics of developmental psychopathology 14. Mental disorders in childhood and adolescence (anxiety and depressive disorders, behavioral disorders, eating disorders) 15. Midterm exam II		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ Other: e-learning 20%

GENERAL INFORMATION		
<i>Lead instructor</i>	Ilonka Peršić, M.Sc., lecturer	
<i>Course name</i>	FOREIGN LANGUAGE FOR SPECIAL PURPOSES (FFPD02)	
<i>Study programme</i>	Double-major undergraduate 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
	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to understand, study, and analyse the basic principles of translating specialised texts in English as a foreign language, with a particular focus on texts in the field of pedagogy. The course develops students' skills in reading and comprehending specialised and academic texts in English related to pedagogy, acquiring vocabulary and idiomatic expressions relevant to the field, reviewing and systematically expanding their knowledge of English grammar, particularly structures typical of specialised texts, and using English effectively in specialised pedagogical contexts, in both spoken and written communication.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -read and comprehend specialised texts in English and translate them into Croatian - analyse specialised texts in English from both linguistic and contextual perspectives -deliver an oral presentation in English on a given professional topic -take notes in English while listening to oral presentations on specialised topics. -write short texts in English on pedagogical topics (e.g., summaries, short reviews, opinions, arguments and counterarguments) -use the acquired specialised vocabulary in English to effectively search for relevant online resources -identify and explain various grammatical structures in English, particularly those typical of specialised texts (e.g., passive constructions, indefinite pronouns, compound words)		
<i>Course content</i>		
1.Course objectives and content; introduction to the linguistic features and characteristics of specialised texts in English 2. Introductory review of language material related to introducing oneself and others (lead-in exercise), interactive speaking activities 3. Analysis of a specialised text: <i>Extending the Curriculum into the Home</i>. 4. Verb tenses, the imperative. 5. Analysis of a specialised text: <i>Plants in the Classroom</i> 6. The passive voice; student oral presentations on selected pedagogical topics 7. Analysis of a specialised text: <i>Language Arts</i>		

8. Conditional sentences; skimming and scanning techniques for reading specialised texts; student oral presentations on selected pedagogical topics 9. Analysis of a specialised text: <i>Myself and Other People</i> 10. Direct and indirect speech; identifying keywords; inferring meaning from context; assigning paragraph titles; student oral presentations on selected pedagogical topics 11. Analysis of a specialised text: <i>Colours in Education</i> 12. Paraphrasing; note-taking based on oral presentations; student oral presentations on selected pedagogical topics; expressing opinions and constructing arguments 13. Analysis of a specialised text: <i>Shape and Form in Education</i> 14. Adjectives and pronouns; applying specialised pedagogical terminology to search for relevant online resources 15. Writing summaries of specialised and academic texts in pedagogy; formulating arguments and counterarguments; writing short reviews 16. Midterm exam 17. Analysis of midterm exam results and final remarks							
<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork		☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☐ other			
<i>Student obligations</i>							
Students are required to attend all forms of teaching, participate actively in class, deliver oral presentations and short written assignments in English on assigned specialised topics, and pass two midterm exams or 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	
Written exam		Oral exam		Essay		Research	
Project		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>							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in class activities and oral presentation – 75% - performance on two midterm exams or the final exam – 25% The criteria for evaluation and grading of 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>
Marasović-Alujević, M. (2003). English for Educators, texts and language points. Split: Faculty of Teacher Education, University of Split, (course reader)	20	32
<i>Supplementary literature</i>		
Graver, B. D. (2003). Advanced English Practice. Oxford: OUP. Thornbury, S. (2004). Natural Grammar. Oxford: OUP. Walter, C., & Swan, M. (1997). How English Works. Oxford: OUP. Bujas, Ž. (1999). Large Croatian-English Dictionary. Zagreb: Globus.		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - 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>	VIOLENCE IN CLOSE TIES (FFPD57)	
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1, 2	
<i>Semester</i>	2, 4	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+15+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to provide students with the knowledge and skills necessary to understand, examine, and analyse theoretical explanations, causes, prevalence (forms and frequency), and methods of preventing violence in close relationships. The course also aims to develop the professional attitudes and competencies required for the design and implementation of prevention programmes, with particular emphasis on the prevention of violence in intimate relationships. Special attention is given to understanding the importance of preventing violent behaviour in adolescent relationships, as adolescents represent a population group that students are likely to encounter in their future professional practice. This enables the direct application of the knowledge and skills acquired during the course. Students will be trained to design and deliver preventive workshops addressing violence in adolescent relationships.		
<i>Course enrolment requirements</i>		

None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: - identify the causes, prevalence, forms, and indicators of violence in close relationships, with particular emphasis on adolescent dating violence - explain the risk factors associated with violence in close relationships - describe the psychological foundations of violence in intimate relationships - explain the principles of preventive work within the local community - select appropriate strategies for the prevention of violence in close relationships - design an interactive workshop for adolescents - deliver a preventive workshop for adolescents		
<i>Course content</i>		
1. Characteristics of healthy close relationships; expectations, beliefs, and stereotypes about close relationships 2. Beliefs and attitudes concerning love and violence. Interpersonal attraction, attachment, and close relationships 3. Forms of violence in close relationships. Recognising violent behaviour. Prevalence of violence across different types of close relationships 4. Explanations and models of the causes of violence in close relationships: cultural patterns, inequality and structural violence, modelling and social learning, individual characteristics, social incompetence, and relational and developmental contexts 5. Violence in adolescent relationships: gender socialisation and patterns of violent behaviour. Gender-based double standards, norms, expectations, and risk factors for violence 6. Recognising violent behaviour; the role of self-concept and emotions in the tolerance of violent behaviour. Issues of boundary-setting and maintaining closeness in relationships 7. Family violence: recognition and response; consequences of direct and indirect exposure to violence within the family environment; Croatian and European legal frameworks for combating domestic violence. The role of different systems in addressing domestic violence and the challenges of interagency cooperation. Professional and ethical obligations to report violence and dilemmas in working with victims 8. Violence in intimate relationships: the dynamics of the emergence and maintenance of violent relationships; the role of values and attitudes in sustaining violent relationships; the role of self-concept, emotions, and traumatic experiences in the acceptance of violent behaviour 9. Psychological profiles of perpetrators of violence in intimate relationships 10. Principles of preventive and intervention programmes in the community As part of the seminars, students will prepare for the delivery of violence-prevention education in secondary schools through simulated workshop activities. Within the practicals, they will deliver a workshop in a secondary school.		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminars and workshops ☒ practicals ☐ remote learning ☐ fieldwork	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ Other: e-learning (20%)
<i>Student obligations</i>		

Students are required to attend classes, actively participate in class activities, successfully complete individual and group tasks, and prepare and present a seminar paper.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio		Midterm exam					
Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in class (50%) - practical work (20%) - seminar paper (30%). The criteria for evaluation and grading of 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	
Ajduković, D. (2001) (ed.) Priručnik za provedbu Protokola o postupanju u slučaju nasilja u obitelji. Zagreb: The Society for Psychological Assistance				-		32	
Ajduković, D., Ajduković, M., Cesar, S., Kamenov, Ž., Löw A., Sušac, N. (2010). Prevencija nasilja u mladenačkim vezama – Priručnik za voditelje programa. Zagreb: The Society for Psychological Assistance				-		32	
Ajduković, M., Pavleković, G. (2004) (ed.) Nasilje nad ženom u obitelji. Zagreb: The Society for Psychological Assistance				-		32	
Cesar, S., Bijelić, N., Hodžić, A., Kobaš, V. (2006). Bolje spriječiti nego liječiti – prevencija nasilja u adolescentskim vezama. Zagreb: Cesi				-		32	
Supplementary literature							
Collin-Vezina, D., Hébert, M., Manseau, H., Blais, M., & Fernet, M. (2006). Self-concept and dating violence in adolescent girls in the child protective system. <i>Child & Youth Care Forum</i>, 35, 319–326. Espelage, D. L., & Holt, M. K. (2007). Dating violence and sexual harassment across the bully–victim continuum. <i>Journal of Youth and Adolescence</i>, 36, 799–811. Foshee, V. A., et al. (2004). Assessing the long-term effects of the Safe Dates program. <i>American Journal of Public Health</i>, 94(4), 619–624. Hall Smith, P., White, J., & Holland, L. L. (2003). Dating violence among adolescent and college-age women. <i>American Journal of Public Health</i>, 93(7), 1104–1109.							

Howard, D. E., & Wang, M. Q. (2003). Psychosocial factors associated with boys' reports of dating violence. *Adolescence*, 38(151), 519–533.

Nowakowski Sims, E., Noland Dodd, V. J., & Tejeda, M. J. (2008). Violence in the home and dating violence. *Journal of Forensic Nursing*, 4, 166–173.

Rapoza, K. A., & Baker, A. T. (2008). Attachment styles and dating violence. *Violence and Victims*, 23(1), 52–65.

Schnurr, M. P., & Lohman, B. J. (2008). Adolescent dating violence perpetration. *Journal of Youth and Adolescence*, 37, 266–283.

Teten, A. L., et al. (2009). Dating violence victimization among adolescent girls. *Journal of Women's Health*, 18(7), 923–927.

Theriot, M. T. (2008). Assessment and prevention of adolescent dating violence. *Children & Schools*, 30(4), 223–233.

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

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
<i>Lead instructor</i>	Sonja Kovačević, PhD, full professor	
<i>Course name</i>	PEDAGOGICAL COMMUNICATION (FFPD46)	
<i>Study programme</i>	Double-major undergraduate 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 course aims to prepare students to understand, study, analyse, and apply education as a communicative process and as learning in group settings. The course introduces models of communication and instructional communication, develops basic communication skills, and fosters a critical perspective on educational practice in group contexts.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		

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

- develop general communication skills
- analyse and understand the complexity of education in group settings
- apply theoretical concepts in the analysis of educational practice
- describe, define, understand, and explain communication as an educational process in group contexts
- use basic conversational techniques
- develop communication skills
- resolve conflicts among children
- reflect on their personal theories of teaching
- develop leadership communication skills

Course content

1. Models of educational communication.
2. Education as communication.
3. Education in small groups.
4. High-quality verbal and non-verbal communication; recognizing non-verbal cues.
5. Development of social skills and their role in communication (self-presentation, greeting, interviews).
6. Conflicts and non-violent conflict resolution.
7. Interpersonal communication and communication models (Schramm's model and Glasser's model of "total communication").
8. Axioms of communication.
9. Basic characteristics of educational communication.

During the seminars, students prepare for the delivery of workshops (topic selection, design, and simulation). Within the practicals, students conduct five workshops and analyse each one based on audiovisual recordings.

Modes of delivery (mark the appropriate boxes with an x)

☒lectures

☒seminars and workshops

☐practicals

☐remote learning

☐fieldwork

☐independent work

☒multimedia and network

☐laboratory

☐supervision

☒Other: e-learning (20%)

Student obligations

Students are required to attend all forms of instruction and actively participate in classes, including completing independent tasks, developing an e-portfolio, reading assigned literature as recommended by the course instructor, and successfully completing the final exam.

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

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

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>							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in workshops (30%) - performance on the final written exam (70%). The criteria for evaluation and grading of 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>	
Brajša, P. (1994). Pedagoška komunikologija, Zagreb: Školska knjiga				1		32	
Pease, A. (1991). Govor tijela. Ljubljana-Zagreb: Mladinska knjiga				1		32	
<i>Supplementary literature</i>							
Brajša, P. (1996). Umijeće razgovora. Pula: C.A.S.H. Ajduković.M., Pečnik,N. (1994). Nenasilno rješavanje sukoba. Zagreb: Alinea Šagud, M. (2006). Odgajatelj kao reflektivni praktičar. Petrinja: Faculty of Teacher Education University of Zagreb. Janković, J. (1994). Sukob ili suradnja. Zagreb: Alinea Pearsons,J.C., Spitzberg, B.H. (1990). Interpersonal communication – Concepts, Components, And Context, WM.C: Brovn publishers USA							
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>							
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - 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>	INTRODUCTION TO SCIENTIFIC LITERACY (FFPD11)	
<i>Study programme</i>	Double-major undergraduate 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	3

	Number of hours (L+P+S)	15+0+30
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to provide students with the knowledge and skills to use various information services and to search for relevant information and literature in the field of pedagogy, as well as to engage in systematic and transparent academic writing and to evaluate scientific papers and reports in accordance with methodological principles within specific scientific paradigms.		
<i>Course enrolment requirements</i>		
none		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -describe and explain the historical development and main paradigms within pedagogy and the social sciences -explain how different values and perspectives influence knowledge production -describe and compare quantitative and qualitative research approaches and select appropriate methodological approaches for different research questions -effectively search for and critically evaluate information from various sources -analyse, evaluate, and use different sources of scientific information -write a literature review in accordance with the scientific and stylistic principles of specific paradigms -use scientific content responsibly and ethically.		
<i>Course content</i>		
1.Introduction to the course – knowledge, scientific information, and publication 2.Development of science and scientific thinking 3.Searching for information in printed and digital sources 4.Paradigms in pedagogy and the social sciences 5.Fundamentals of the quantitative research approach 6.Fundamentals of the qualitative research approach 7.Midterm exam I 8.Stylistic principles of scientific writing and organization of scientific information 9.Major national and international databases in the field of pedagogy 10.Strategies for searching pedagogical information 11.Critical evaluation and selection of valid scientific information 12.Writing a literature review 13.Writing aimed at testing scientific hypotheses 14.Ethical principles of scientific research and publishing 15.Midterm exam II		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ Other: blended e-learning (20%)
<i>Student obligations</i>		

GENERAL INFORMATION		
<i>Lead instructor</i>	Ines Blažević, PhD, associate professor	
<i>Course name</i>	SCHOOL PEDAGOGY (FFPD31)	
<i>Study programme</i>	Double-major undergraduate 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 course aims to provide students with the knowledge and skills to understand, study, and analyse school pedagogy, become familiar with contemporary theoretical perspectives, and develop the competence to design new and more effective solutions for improving existing educational practice.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon successful completion of the course, students will be able to: -explain specific issues related to the study of school pedagogy within pedagogical science -analyse dominant theories of schooling -explain the relationship between contemporary schools and society -define curricular and competence-based foundations for the development of a modern school -analyse national education policy documents.		
<i>Course content</i>		
1. Introduction to the course 2. School pedagogy within pedagogical science 3. Dominant theories of schooling 4. Types of schools 5. Historical development of schools 6. School systems 7. School and the social environment 8. Educational potential of the contemporary school 9. School-related factors 10. Alternative schools 11. School management 12. School effectiveness 13. National education policy documents 14. Curricular and competence-based foundations for the development of the contemporary school 15. Self-evaluation and evaluation in the institutional context		

<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork		☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ Other			
<i>Student obligations</i>							
Students are required to attend lectures and seminars (minimum 80% attendance), prepare and present a seminar paper, and pass two midterm exams (or take the final written exam).							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		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>							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - seminar paper – 33.4% - midterm exam I – 33.3% - midterm exam II – 33.3% Students who do not take the midterm exams are required to take the final written exam. The criteria for evaluation and grading of 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>	
Vrcelj, S. (2000). Školska pedagogija. Rijeka: Faculty of Humanities and Social Sciences, University of Rijeka				1		32	
<i>Supplementary literature</i>							
- Blažević, I. (2014). Rukovodeća uloga ravnatelja u školi. <i>Školski vjesnik</i> , 63 (1-2):7-23 - Blažević, I. (2015). Suvremeni kurikulum i kompetencijski profil učitelja. In: Ivon, H., Tomaš, S. (ed.): <i>Sveučilište u profesionalnom usavršavanju učitelja u osnovnoj školi</i> . Proceedings of an international scientific conference. Split: Faculty of Humanities and Social Sciences, University of Split, 31–41. - Buljubašić-Kuzmanović, V. i Blažević, I. (2015). Školski kurikulum u funkciji razvoja socijalnih vještina učenika. <i>Pedagoški istraživanja</i> , 12 (1-2), 71 – 84 - Buljubašić – Kuzmanović, V. (2016). Socijalna kultura škole i nastave. Osijek: Faculty of Humanities and Social Sciences, University of Osijek - Day, Ch. (1999). Developing Teachers: The Challenges of Lifelong Learning. London: Falmer Press - Glasser, W. (1994). Kvalitetna škola. Zagreb: Educa							

- Henting, H. (1997). *Humana Škola*. Zagreb: Educa
- Jurić, V. (2004). *Metodika rada školskoga pedagoga*. Zagreb: Školska knjiga
- Matijević, M. (2001). *Alternativne škole: didaktičke i pedagoške koncepcije*. Zagreb: Tipex d.o.o.
- Matijević, M., Bilić, V., Opić, S. (2016). *Pedagogija – za učitelje i nastavnike*. Zagreb: Školska knjiga
- Pivac, J. (2008). *Izazovi školi*. Zagreb: Školska knjiga
- Previšić, V. (2007). *Kurikulum-teorije, metodologija, sadržaj, struktura*. Zagreb, Školska knjiga
- Sablić, M., Blažević, I. (2015). Stavovi učitelja prema vrijednostima kao temeljnim sastavnicama nacionalnog okvirnog kurikuluma. *Školski vjesnik*, 64 (2):250-264
- Stoll, L.; Fink, D. (2003). *Mijenjamo naše škole*. Zagreb: Educa
- Vrcelj, S. (2018). *Što školu čini školom*. Rijeka: Faculty of Humanities and Social Sciences, University of Rijeka

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

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
<i>Lead instructor</i>	Ivana Batarelo Kokić, PhD, full professor	
<i>Course name</i>	INCLUSIVE PEDAGOGY (FFPD37)	
<i>Study programme</i>	Double-major undergraduate 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	3
	Number of hours (L+P+S)	30+0+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to understand, study and analyse the field of inclusive pedagogy, become familiar with the characteristics of students with special educational needs, and develop appropriate teaching strategies for this group of learners.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -explain paradigms within the inclusive education curriculum -distinguish between authoritarian-hierarchical and democratic-pluralistic paradigms of education -apply adapted pedagogical approaches for children with special educational needs -analyse approaches to working with parents of children with special educational needs and their rights		

-identify the characteristics of children with different developmental difficulties							
Course content							
1. Introduction to the course 2. Pedagogy of children with special educational needs and its place within the system of pedagogical disciplines 3. Inclusive education 4. Theoretical and legal framework of inclusion in the Republic of Croatia 5. Visual impairment; hearing impairment; speech and language communication disorders 6. Specific learning difficulties 7. Reduced intellectual abilities 8. Midterm exam I 9. Behavioural disorders 10. Autism spectrum disorders 11. Physical disabilities and chronic illnesses / Multiple types and degrees of psychophysical development difficulties 12. Giftedness 13. Teaching strategies / Planning methods for students with special educational needs 14. Cooperation and partnership with parents/guardians of children with special educational needs and persons with disabilities 15. Midterm exam II							
Modes of delivery (mark the appropriate boxes with an x)			☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork			☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ other: blended e-learning 20%	
Student obligations							
Students are required to attend at least 80% of lectures and seminars, present selected course topics as part of seminar assignments and online discussions, and pass the written exam with a minimum score of 65%.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm 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>		
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in class activities and online discussions (20%) - seminar paper (30%), - performance on the midterm exams or the final written exam (50%). The criteria for evaluation and grading of 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>
George, D. (2005). <i>Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike</i> . Educa	9	32
Hudson, D. (2018). <i>Specifične teškoće u učenju – Što učitelji i nastavnici trebaju znati</i> . Educa	7	32
Jensen, E. (2004). <i>Različiti učenici, različiti mozgovi</i> . Educa	21	32
MZO (2021). <i>Smjernice za rad s učenicima s teškoćama</i> . Ministry of Science, Education and Youth. https://mzom.gov.hr/UserDocsImages/dokumenti/Obrazovanje/Smjernice%20za%20rad%20s%20ucenicima%20s%20teskocama.pdf	-	32
Radeka, I. (ed.) (2018). <i>Odgoj i obrazovanje darovitih učenika: Suvremene pedagoške implikacije</i> . University of Zadar. https://morepress.unizd.hr/books/index.php/press/catalog/view/25/21/359	-	32
Thompson, J. (2016). <i>Vodič za rad s djecom i učenicima s posebnim odgojno-obrazovnim potrebama</i> . Educa	10	32
<i>Supplementary literature</i>		
Batarelo Kokić, I., Čuk, M., & Poljak, P. (2025). Uloga osjećaja, stavova i zabrinutosti nastavnika i studenata nastavničkih studija u namjeri korištenja inkluzivnih praksi. <i>Bogoslovska smotra</i>, 95(1), 211–232. Collins, K. H., Roberson, J. J., & Piske, F. H. R. (2024). <i>Underachievement in Gifted Education</i>. Routledge. Gordon, D., Meyer, A., & Rose, D. H. (2016). <i>Universal Design for Learning: Theory and Practice</i>. CAST Professional Publishing.		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - 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>	PRESCHOOL PEDAGOGY (FFPD32)	
<i>Study programme</i>	Double-major undergraduate 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+15+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to understand the fundamental concepts and issues of early childhood education and care and its foundations in contemporary scientific knowledge, as well as to analyse and evaluate new insights from related disciplines and assess their pedagogical relevance. The course also aims to develop students' ability to engage in self-reflection, reflective dialogue, and reflection on practice.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -correctly interpret fundamental concepts in the field of preschool pedagogy -analyse and explain different theories of early childhood education and care -analyse and evaluate the pedagogical relevance of different approaches and concepts in early childhood education and care -prepare pedagogical documentation required in the work of a pedagogue -document and evaluate practical experiences and apply contemporary educational knowledge to improve practice -engage in self-reflection, reflective dialogue and reflection on practice		
<i>Course content</i>		
The course covers the following topics: - Pedagogy of early childhood education and care (scientific foundations, research theories and methods; early childhood education and care as a factor in child development) - Early childhood education and care in non-family contexts (social and cultural determinants, values, beliefs, and attitudes); legal regulation of ECEC - The child and childhood - Historical overview of early childhood education and care in the family and in institutions - Waldorf, Montessori, and Reggio Emilia pedagogies - Learning theories in the context of early childhood and preschool education and care - Play in early childhood; pedagogy of children's play - Contemporary paradigms in ECEC - Contemporary curricula in early childhood education and care; humanistic approaches to curriculum development; integrated curriculum - Monitoring and evaluation in ECEC - The role of the educator and developmental activities in early childhood education institutions		

In addition, students are required to complete 15 hours of classroom observation in early childhood and preschool education institutions.							
Modes of delivery (mark the appropriate boxes with an x)		☒ lectures ☒ seminars and workshops ☒ practicals ☐ remote learning ☐ fieldwork		☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other			
Student obligations							
Students are required to attend classes regularly (minimum 80% attendance in lectures and seminars) and actively participate in teaching activities. This includes completing independent assignments, engaging with relevant literature as recommended by the course instructor, and successfully passing the midterm exams or the final written exam.							
During the semester, students complete 15 hours of classroom observation in early childhood and preschool education institutions, during which they observe and document the educational process and prepare an individual report. Upon returning to the Faculty, they present and critically reflect on their experiences, comparing them with theories of early childhood and preschool education and care.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio		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							
Student work is monitored and evaluated throughout the semester. In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - two midterm exams or the final written exam (50%) - seminar paper (30%), - individual report (20%). The criteria for evaluation and grading of 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	
Višnjić-Jevtić, A. (ed.) (2024). Pedagogija ranog i predškolskog odgoja i obrazovanja. Alfa.				20		32	

Mlinarević, V. , Vekić-Kljaić, V. (2025). Perspektive suvremenog kurikulumu ranoga i predškolskog odgoja i obrazovanja. Zagreb: Golden marketing-Tehnička knjiga.	20	32
Mendeš, B., Marić, Lj., Goran, Lj. (2020) Dijete u svijetu igre: teorijska polazišta i odgojno-obrazovna praksa. Zagreb, Golden Marketing-Tehnička knjiga.	20	32
Ljubetić, M. (2009). Vrtić po mjeri djeteta. Priručnik za odgojitelje i roditelje. Zagreb: Školske novine	20	32
Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje (NN 05/2015)	online	32
Slunjski, E. (2011). Kurikulum ranog odgoja - istraživanje i konstrukcija. Zagreb: Školska knjiga	5	32
Slunjski E. (2012). Tragovima dječjih stopa. Zagreb: Profil International	5	32
Šagud, M. (2006). Odgajatelj kao reflektivni praktičar. Petrinja: Faculty of Teacher Education, University of Zagreb	4	32
Vujičić, L. (2011). Istraživanje kulture odgojno-obrazovne ustanove. Zagreb, Mali profesor.	9	32
<i>Supplementary literature</i>		
Bašić, S. (2011). (Nova) slika djeteta u pedagogiji djetinjstva. In: D. Maleš (ed.), Nove paradigme ranog odgoja. Zagreb: Faculty of Humanities and Social Sciences, University of Zagreb-Department of Pedagogy, pp. 19-38.		
Manning,A.; Cullen, J.; Fleer, M. (ed., 2004). Early Childhood Education: Society and Culture.London: Sage Publications		
Bruce, T. (2006) (ed.). Early Childhood - a guide for students. London: Sage Publications		
Jurčević-Lozančić, A. (2011). Socijalne kompetencije i rani odgoj. U: D. Maleš (ed.), Nove paradigme ranog odgoja. Zagreb: Faculty of Humanities and Social Sciences, University of Zagreb-Department of Pedagogy, pp.153-176		
Katz, L. G.; McCllan, D. E. (1999). Poticanje razvoja dječje socijalne kompetencije. Zagreb: Educa		
Ljubetić, Maja (2012). The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindertgartens. Saarbrücken: LAP LAMBERT Academic Publishing GmbH & Co. KG		
Miljak, A. (1996). Humanistički pristup teoriji i praksi predškolskog odgoja. Persona: Velika Gorica-Zagreb.		
Miljak, A. (2009). Življenje djece u vrtiću - Novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima. Zagreb: SM Naklada d.o.o.		
Petrović-Sočo, B. (2011). Nova paradigma shvaćanja konteksta ustanova ranog odgoja. In: D. Maleš (ed.), Nove paradigme ranog odgoja. Zagreb: Faculty of Humanities and Social Sciences, University of Zagreb-Department of Pedagogy, pp. 237-264		
Pilić, Š., Stankov, S., Tomaš, S. (edr.) (2008). Izabrani radovi Ane Tomaš. Split, Hrvatski pedagoško-književni zbor, Split branch: Biblioteka Školskog vjesnika (Book II)		
Vujičić, L. (2007). Razvoj praktične kompetencije učitelja - put ka istraživanju i unapređivanju vlastite prakse. In: N. Babić (ed.), Kompetencije i kompetentnost učitelja. Osijek: Faculty of Teacher Education, University of Osijek, pp. 157 - 163		
Vujičić, L. (2007). Kultura odgojno-obrazovne ustanove i kvaliteta odgojno-obrazovne prakse. In: V. Previšić at al. (ed.), Pedagogija prema cjeloživotnom obrazovanju i društvu znanja (Volume II.). Zagreb: Hrvatsko pedagojsko društvo, pp. 753 – 761		
Prijedlog koncepcije razvoja predškolskog odgoja, Programsko usmjerenje odgoja i obrazovanja predškolske djece, Gazette of the Ministry of Education and Culture, vol. 7/8, 1991, Zagreb.		
Slunjski, E. (2006). Stvaranje predškolskog kurikulumu u vrtiću organizaciji koja uči. Zagreb: Mali profesor; Faculty of Teacher Education, Čakovec. (selected chapters)		

Slunjski E. (2008). Dječji vrtić zajednica koja uči - mjesto dijaloga, suradnje i zajedničkog učenja. Zagreb: Spektra Media (selected chapters)

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

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
<i>Lead instructor</i>	Ivana Batarelo Kokić, PhD, full professor	
<i>Course name</i>	INTRODUCTION TO MEDIA PEDAGOGY (FFPD59)	
<i>Study programme</i>	Double-major undergraduate 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 course aims to enable students to understand, study, and analyse the field of media pedagogy and to develop the theoretical and methodological skills necessary for understanding analogue and digital media in different cultural contexts. Students will develop a critical approach to the use of media in educational contexts. Through practical assignments, they will analyse contemporary cultural patterns in the production of media and media messages.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -define basic concepts of media pedagogy -analyse the contemporary media environment with regard to the influence of media on children and young people -understand the foundations of media literacy and the development of critical thinking -analyse and evaluate media content -appropriately use new media in different contexts -discuss the ways in which media and technology are analysed from different theoretical perspectives		
<i>Course content</i>		
1.Introduction to the course 2.Media education in Croatia 3.Media education worldwide		

4. Media competences 5. Key principles of media literacy 6. Development of critical thinking through media literacy 7. Media in the leisure time of children and young people 8. Media in the leisure time of adults 9. Midterm exam I 10. Media culture 11. Media manipulation 12. Media influence in contemporary digital society 13. Digital divide and opportunities for media education 14. Contemporary media in the school environment 15. Midterm exam II							
<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork			☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ other: blended e-learning 20%		
<i>Student obligations</i>							
Students are required to attend at least 80% of lectures and seminars, present selected course topics as part of seminar assignments, and participate in online discussions. They are also required to pass two midterm exams or the final written exam with a minimum score of 65%.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam	x	Online discussions	x		
<i>Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes</i>							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in class activities and online discussions (20%) - seminar paper (30%) - performance on two midterm exams or the final written exam (50%). The criteria for evaluation and grading of 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		Number of	

	<i>copies</i>	<i>students</i>
Rodek, S. (2011). Novi mediji i nova kultura učenja. <i>Napredak: časopis za pedagoškijsku teoriju i praksu</i> , 152(1), 9-28	-	32
Car, V., Osmančević, L. (2024). <i>Digitalne medijske publike i generacije – teorije, trendovi i izazovi. Društvene i humanističke studije</i> , 9(1), 919–938. https://doi.org/10.51558/2490-3647.2024.9.1.919	-	32
Rotar, N. Z. (2005). Mediji - medijska pismenost, medijski sadržaji i medijski utjecaji. Nada Zgrabljic Rotar ed.) <i>Medijska pismenost i civilno društvo</i> , Sarajevo: MediaCentar	-	32
Supplementary literature		
Boellstorff, T. (2008). <i>Coming of age in Second Life: An anthropologist explores the virtually human</i> . Princeton University Press		
Ayinla, A. (2023). The importance of teaching media literacy skills [Video]. TEDxDixwell. YouTube. https://www.youtube.com/watch?v=g3vbdE9STVik		
Wong, K. (2025). What is media literacy? [Video]. TEDxYouth@SWA. YouTube. https://www.youtube.com/watch?v=AWf964m-mgc		
Cutter, L. (2020). Media literacy – The power (and responsibility) of information [Video]. TEDxCherryCreekWomen. YouTube. https://www.youtube.com/watch?v=sX7EMTjMf6k		
McKenzie, H. (2025). Is this the future of media? [Video]. TED. YouTube. https://www.youtube.com/watch?v=WB0tQvqWpcg		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
<i>Lead instructor</i>	Ivana Batarelo Kokić, PhD, full professor	
<i>Course name</i>	PEDAGOGY OF THE GIFTED (FFPD52)	
<i>Study programme</i>	Double-major undergraduate 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 course aims to enable students to gain insight into current and historical issues in the field of gifted education in order to consider appropriate educational opportunities for gifted students.		
<i>Course enrolment requirements</i>		

None.							
<i>Intended course learning outcomes</i>							
Upon completion of the course, students will be able to: -compare and critically reflect on different approaches to the education of gifted students -critically discuss programmes for gifted education -collaborate in the identification of giftedness -collaborate in the design of programmes for gifted programmes							
<i>Course content</i>							
1. Introduction to the course 2. Theoretical approaches to giftedness I 3. Theoretical approaches to giftedness II 4. Key concepts of giftedness 5. Identification of gifted students 6. Educational policies and gifted education 7. Teaching gifted students: differentiated instruction 8. Teaching gifted students: development of research competence 9. Midterm exam I 10. Planning in gifted education: programme development 11. Cooperation between parents and schools in the education of gifted students 12. Educational technologies in teaching the gifted 13. Students with dual exceptionality 14. Giftedness and gifted education in different cultures 15. Midterm exam II							
<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork			☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ other: blended e-learning 20%		
<i>Student obligations</i>							
Students are required to attend at least 80% of lectures and seminars, present selected course topics as part of seminar assignments, and participate in online discussions. They are also required to pass two midterm exams or the final written exam with a minimum score of 65%.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm 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							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in class activities and online discussions (20%) - seminar paper (30%) - performance on two midterm exams or the final written exam (50%) The criteria for evaluation and grading of 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	
Collins, K. H., Roberson, J. J., Piske, F. H. R. (2024). <i>Underachievement in Gifted Education</i> . Routledge.				0		32	
George, D. (2005). <i>Obrazovanje darovitih: Kako identificirati i obrazovati darovite i talentirane učenike</i> . Zagreb: Educa.				1		32	
MZOM, (2025). <i>Pravilnik o odgoju i obrazovanju darovite djece i učenika</i> (NN 71/2025). https://www.zakon.hr/c/podzakonski-propis/540764/nn-71-2025-18-4-2025-pravilnik-o-odgoju-i-obrazovanju-darovite-djece-i-ucenika				-		32	
Radeka, I. (ed.) (2018). <i>Odgoj i obrazovanje darovitih učenika: Suvremene pedagoške implikacije</i> . University of Zadar. https://morepress.unizd.hr/books/index.php/press/catalog/view/25/21/359				2		32	
Supplementary literature							
Cvetković Lay, J. (2010). <i>Darovito je, što ću sa sobom?</i> Alinea.							
Cvetković Lay, J., & Sekulić Majurec, A. (2008). <i>Darovito je, što ću s njim</i> . Alinea.							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process							

GENERAL INFORMATION	
<i>Lead instructor</i>	Sonja Kovačević, PhD, full professor
<i>Course name</i>	DIDACTICS (FFPD80)
<i>Study programme</i>	Double-major undergraduate 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	5
	Number of hours (L+P+S)	30+15+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to introduce students to didactic theories and the foundations of contemporary didactics in a way that enables them to apply the acquired competences in their own teaching practice, with particular emphasis on competence-based and constructivist approaches to planning, organising, implementing and evaluating the teaching and learning process.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -explain fundamental didactic concepts and cause-and-effect relationships between didactic phenomena -identify different didactic theories, approaches, models and systems -list and describe the elements of the teaching process and formulate appropriate aims and learning outcomes -describe the phases, approaches and aspects of planning, organising, implementing and evaluating the teaching process -design and analyse an implementation programme/curriculum for a single school subject -list and distinguish didactic principles, methods, social forms and media in the teaching and learning process -design and analyse a detailed lesson plan or other form of educational practice -analyse the concept of educational ecology		
<i>Course content</i>		
1. Subject-matter and methodological–epistemological foundations of didactics 2. Fundamental didactic concepts and the didactic system 3. Didactic theories, approaches, models and systems 4. Types of teachers 5. Education and teaching (aims, tasks/learning outcomes and content; laws and regularities, lawful tendencies) 6. Educational and teaching situations 7. Curriculum, syllabus and programme 8. Planning and programming of teaching (curriculum structuring) 9. Theories of selecting and structuring teaching content 10. Macro- and micro-organisation of education and teaching 11. The didactic cycle and its phases (preparation, implementation and evaluation of teaching and education) 12. Articulation of learning and teaching situations 13. Didactic principles in the teaching and learning process 14. Didactic methods of teaching and learning 15. Social forms of work in teaching and learning 16. Technology and media of education and teaching		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminars and workshops	☒ independent work ☒ multimedia and network

		☒ practicals ☐ remote learning ☐ fieldwork		☐ laboratory ☐ supervision ☒ other: blended e-learning 20%	
<i>Student obligations</i>					
Students are required to attend classes regularly and actively participate in all forms of teaching and learning; complete a set of didactic exercises (including an implementation programme, a detailed lesson plan, or preparation for another form of educational practice); attend individual consultations; and pass both the written and oral exams.					
<i>Monitoring student work (mark the appropriate boxes with an X)</i>					
Class attendance	x	Participation in class	x	Seminar paper	
Written exam	x	Oral exam	x	Essay	
Project		Continuous assessment of knowledge		Student report	
Portfolio		Midterm exam		Didactic exercises	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>					
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in class activities and completion of didactic exercises (50%), - performance on the final written and oral exam (50%). The criteria for evaluation and grading of 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	
Bognar, L., Matijević, M. (2002), Didaktika. Zagreb: Školska knjiga. (selected chapters)		3		32	
Mušanović, M., Vasilj, M. Kovačević, S. (2010). Vježbe iz didaktike. Rijeka:HFD		-		32	
Previšić, V. (ur.) (2007), Kurikulum: Teorije – Metodologija – Sadržaj – Struktura. Faculty of Humanities and Social Sciences, Department of Pedagogy, University of Zagreb, Školska knjiga		2		32	
<i>Supplementary literature</i>					
Kovačević, S., & Mušanović, L. (2013). Od transmisije do majeutike – modeli nastave. HFD. Bežen, A., Jelavić, F., Kujundžić, N., & Pletenac, V. (1991). Osnove didaktike. Školske novine. Jelavić, F. (1994). Didaktičke osnove nastave. Slap. Jensen, E. (2003). Super-nastava. Educa. Kramar, M. (1993). Načrtovanje in priprava izobraževalno-vzgojnega dela v šoli. Educa.					

Kyriacou, C. (1995). Temeljna nastavna umijeća. Educa.
 Marentič-Požarnik, B., Strmčnik, F., Cencič, M., & Blažič, M. (1991). Izabrana poglavlja iz didaktike. Pedagoška obzorja.
 Marsh, J. C. (1994). Kurikulum: temeljni pojmovi. Educa.
 Meyer, H. (2002). Didaktika razredne kvake: Rasprave o didaktici, metodici i razvoju škole. Educa.

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

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- 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>	INTRODUCTION TO PEDAGOGICAL PRACTICE (FFPD122)	
<i>Study programme</i>	Double-major undergraduate 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+15+0
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to understand the role and responsibilities of a pedagogue in an educational institution, with particular emphasis on pedagogical documentation, and to prepare them to recognise, understand and respect the needs of educational institutions and their stakeholders through active participation in practical activities, as well as to document and evaluate practical experiences.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -explain the role of a pedagogue in an educational institution -list and explain the legal regulations governing educational institutions -analyse the areas of work of a pedagogue -distinguish types of pedagogical documentation used in institutions and explain their purpose and application -document and evaluate practical experiences and apply contemporary educational insights to improve educational practice -explain the role of a pedagogue in a learning community		

Course content							
1.Introduction 2.The role of the pedagogue in educational institutions (kindergartens, schools, residential institutions) 3.Legal regulations (kindergartens, schools, residential institutions) 4.Areas of work of the pedagogue 5.Documentation of pedagogical practice 6.The role of the pedagogue in a learning community 7.Final remarks Classroom observation in educational institutions (20 hours)							
Modes of delivery (mark the appropriate boxes with an x)			☒ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☒ fieldwork			☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ other: blended e-learning 20%	
Student obligations							
Students are required to attend classes regularly (minimum 80% of lectures and 90% of exercises), keep a practicum diary/portfolio, present a practicum report, complete individual and group assignments in a timely and high-quality manner, and actively and constructively participate in classes.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report	x	Practical work	
Portfolio	x	Midterm exam					
Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - practicum diary/portfolio – 60% - presented practicum report – 30% - class activity and participation in discussions – 10% The criteria for evaluation and grading of 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	

Jurić, V. (2004). Metodika rada školskog pedagoga. Zagreb: Školska knjiga	5	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
Education and education-related laws of the Republic of Croatia: Zakon o predškolskom odgoju i obrazovanju (en. Preschool Education Act) Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi (en. Act on Education in Primary and Secondary Schools) Zakon o strukovnom obrazovanju (en. Vocational Education and Training Act) Zakon o umjetničkom obrazovanju (en. Arts Education Act) National pedagogical standards: xxx. Državni pedagoški standard predškolskog odgoja i naobrazbe (en. National Pedagogical Standard for Preschool Education) xxx. Državni pedagoški standard osnovnoškolskog sustava odgoja i obrazovanja (en. National Pedagogical Standard for Primary Education) xxx. Državni pedagoški standard srednjoškolskog sustava odgoja i obrazovanja (en. National Pedagogical Standard for Secondary Education)	online	32
<i>Supplementary literature</i>		
Day, C. (1999). Developing Teachers: The Challenges of Lifelong Learning. Falmer Press. Glasser, W. (1994). Kvalitetna škola. Educa. Glasser, W. (1999). Nastavnik u kvalitetnoj školi. Educa. Kostović-Vranješ, V., & Ljubetić, M. (2008). "Critical points of teachers' pedagogical competence." Život i škola, 20(2), 147–162. Ledić, J., Staničić, S., & Turk, M. (2013). Kompetencije školskih pedagoga. Faculty of Humanities and Social Sciences, University of Rijeka. Stoll, L., & Fink, D. (2003). Mijenjamo naše škole. Educa. Rađenović, A., & Smiljanić, M. (2007). Priručnik za razrednike. Alinea. Miljević-Ridički, R., Maleš, D., & Rijavec, M. (2001). Odgoj za razvoj. Alinea. Bičanić, J. (2009). Vježbanje životnih vještina – Priručnik za razrednike. Alinea.		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION	
Lead instructor	Morana Koludrović, PhD, associate professor
Course name	EDUCATIONAL LEADERSHIP (FFPD116)

<i>Study programme</i>	Double-major undergraduate 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)	30+0+15
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to introduce students to the theoretical foundations and practical examples of management of educational institutions. Students will analyse and critically evaluate practical guidelines and the roles of relevant stakeholders in management processes within educational contexts, as well as assess their effectiveness in relation to the needs of participants in the educational process and the specific characteristics and organisational structures of educational institutions.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -explain the key determinants and approaches to contemporary management of educational institutions -analyse the specific characteristics of management in relation to the type and particularities of educational institutions -analyse and evaluate aspects of management in educational institutions with regard to the roles of participants in the educational process -analyse models of management in educational institutions and, from the perspective of a pedagogue, identify possibilities for improving institutional quality and strategic planning		
<i>Course content</i>		
1. Definition and historical development of pedagogical management 2. Levels and subsystems of management in educational institutions (governance, management, leadership) 3. The role of contemporary social and educational determinants (knowledge society, democracy, decentralisation of education, constructivist paradigm) in the management of educational institutions 4. Approaches and management styles in institutions and the educational process 5. Specific characteristics of management in early childhood and preschool education institutions 6. Specific characteristics of management in primary and secondary education institutions 7. Specific characteristics of management in higher education institutions and adult education institutions 8. The role of staff, local community, parents and learners in the management of educational institutions 9. The role of the pedagogue in improving the quality of the educational process 10. The impact of different management approaches and styles on students' academic achievement, quality of communication among participants, school satisfaction, discipline and motivation 11. The role of school boards in school governance 12. Possibilities for improving school management in relation to existing practice and legal regulations		

13. The role of self-evaluation in educational institutions

14. Institutional culture (house rules, curriculum)

Seminars are organised as active workshops in which students reflectively and critically examine, describe, interpret and evaluate the listed topics relevant to effective management of educational institutions, and analyse possibilities for improving management practices. Active participation and group work are expected, and seminars are conducted through problem-based, project-based and collaborative learning strategies.

Modes of delivery (mark the appropriate boxes with an x)

☒lectures
☒seminar and workshops
☐practicals
☐remote learning
☐fieldwork

☒independent work
☒multimedia and network
☐laboratory
☐supervision
☒other: blended e-learning 20%

Student obligations

Students are required to:

- attend lectures and seminars (minimum 80%)
- adhere to ethical and scientific principles in higher education
- actively and constructively participate in classes
- complete class and extracurricular activities (individual and group) in a timely manner in order to achieve the intended learning outcomes
- prepare and present a seminar paper in accordance with the prescribed criteria
- pass the written exam

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

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

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

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

- seminar paper prepared in accordance with the course instructor's guidelines – 20%
- individual and group assignments – 10%
- .class activity and participation in discussions during lectures and seminars – 10%
- written exam – 60%

The criteria for evaluation and grading of individual components are described in the course repository.

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

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Slunjski, E. (2018). Izvan okvira 3. Vođenje: prema kulturi promjene. Zagreb: Element.	3	
Alfirević, N., Burušić, J., Pavičić, J., Relja, R. (ed.) (2016). School Effectiveness and Educational Management: Towards a South-Eastern Europe Research and Public Policy Agenda. New York: Palgrave Macmillan	-	32
Backman, E.; Traffort, B. (2007). Demokratsko upravljanje školama. Zagreb: Ministry of Science, Education and Sports	-	32
<i>Supplementary literature</i>		
Rajić, V., Diković, M., & Koludrović, M. (2021). Do we equip teachers to deal with the global crisis? The case of initial teacher education in the Republic of Croatia. In: L. Daniela (Ed.), Human, Technologies and Quality of Education (pp. 794–802). University of Latvia. Alfirević, N.; Pavičić, J. i Koludrović, M. (2015). Model vrednovanja djelovanja školskog odbora u sukonstruktivističkom pristupu izgradnji škole. Istraživanja paradigmi djetinjstva, odgoja i obrazovanja. In: S. Opić, M. Matijević ed.), Nastava i škola za net-generacije: Unutarnja reforma nastave u osnovnoj i srednjoj školi. Zagreb: University of Zagreb, Faculty of Teacher Education, pp. 573-582 Bush, T. (2003). Theories of Educational Leadership and Management. London: SAGE Publications. Ljubetić, M., Reić Ercegovac, I., Koludrović, M. (2016). Quality partnership as a contextual prerequisite of successful learning of young and preschool-aged children. Journal of Education and Learning, 5(1), 78–87. Reić Ercegovac, I., Alfirević, N., & Koludrović, M. (2016). School principals' communication and co-operation assessment: The Croatian experience. In V. Potočan, M. Ungan & Z. Nedelko (Eds.), Handbook of Research on Managerial Solutions in Non-Profit Organizations (pp. 276–297). IGI Global.		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - 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>	PEDAGOGY AND CHILDHOOD (FFPD105)	
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1, 2, 3	
<i>Semester</i>	2, 4, 6	
<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							
Course aims							
The course aims to enable students to locate, study, and use different sources of scientific literature in the field of childhood, and to analyse and evaluate factors affecting the quality of childhood (parents, teachers, pedagogues, society, and media).							
Course enrolment requirements							
None.							
Intended course learning outcomes							
Upon completion of the course, students will be able to: -interpret and critically reflect on the basic theoretical definitions and scientific foundations of the phenomenon of childhood -analyse and explain various aspects of childhood with special emphasis on the pedagogical perspective -evaluate the role of adults in constructing the quality of childhood (family, institutional, and social contexts) -analyse childhood in the context of the traditions of the Republic of Croatia							
Course content							
1. Different approaches to studying childhood 2. Childhood through various historical periods 3. History and traditions of childhood in selected countries and in the Republic of Croatia 4. Children's rights as a factor influencing the understanding of childhood 5. Socio-cultural construction of childhood 6. Changes in family structure, priorities, and parenting as factors shaping contemporary childhood 7. Quality of free time and children's play as key determinants of childhood 8. Promotion of desirable images of children in different cultures (Western countries, developing countries, and the Republic of Croatia) 9. Typical and atypical behaviour of children (stereotypes, expectations, wishes, and real needs)							
Modes of delivery (mark the appropriate boxes with an x)			☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork		☐ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☒ other: blended e-learning 10%		
Student obligations							
Students are required to attend at least 80% of lectures and seminars, prepare and present a seminar paper according to pre-established criteria, and pass the written exam with a minimum score of 50–64%.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	

Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam					
<i>Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course</i> In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - written exam – 50% - seminar paper prepared and presented in accordance with the instructor`s guidelines – 40% - class activity – 10% The criteria for evaluation and grading of 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	
Babić, N. (2014). Suvremeno djetinjstvo: teorijski pristupi, prakse i istraživanja. Faculty of Humanities and Social Sciences, University of Osijek				1		32	
Hameršak, M. (2004). Desetljeća Arièsove povijesti djetinjstva. Časopis za suvremenu povijest, 36 (3), 1061-1078. Retrieved from https://hrcak.srce.hr/8400				on line		32	
Kopić, Ž. i Korajac, V. (2010). Djeca i djetinjstvo u dokumentima o pravima djece. Život i škola, LVI (24), 45-54. Retrieved from https://hrcak.srce.hr/63277				on line		32	
D. Maleš (ed). (2011). Nove paradigme ranog odgoja. Faculty of Humanities and Social Sciences, Department of Pedagogy, University of Zagreb				10		32	
Spajić-Vrkaš, V., Stričević, I., Maleš, D., Matijević, M. (2004). Poučavati prava i slobode: Priručnik za učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb: FFPress				2		32	
<i>Supplementary literature</i> Ajduković, M. & Keresteš, G. (2020). Etički kodeks istraživanja s djecom. Parenta, I. & Pavišić, B. (2016). Zbirka propisa o djeci. Rijeka: Paradox Kušević, B. (2011). Socijalna konstrukcija roditeljstva – implikacije za obiteljsku pedagogiju. Pedagogijska istraživanja, 8(2), 297-310 Prout, A. (2005). The Future of Childhood: Toward the Interdisciplinary Study of Childhood. London, New York: RoutledgeFalmer Nenadić, M. (Ed.) (2011). Sociologija detinjstva (reader). Sombor: Faculty of Teacher Education, Sombor Ilišin, V., Radin, F. (2002). Mladi uoči trećeg milenija. Zagreb: IDIZ & State Institute for the Protection of Family, Motherhood and Youth Vasta, R., Haith, M.M., & Miller, S.A. (1998). Dječja psihologija: Moderna znanost. Jastrebarsko: Naklada Slap (selected chapters)							
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i> - class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level							

- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
<i>Lead instructor</i>	Ivana Batarelo Kokić, PhD, full professor	
<i>Course name</i>	MEDIA SOCIALISATION (FFPD60)	
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	1, 2	
<i>Semester</i>	2, 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 course aims to enable students to understand, study, and analyse the impact of media on the cognitive, emotional, and social development of children and young people through an overview of relevant literature. Through theoretical and research-based content, students are encouraged to critically reflect on the influence of media on children and youth. Discussions include controversial topics, such as the impact of media on violent behaviour, as well as its positive effects.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -explain how the development of media technology affects ways of understanding society -identify social and institutional frameworks influencing children's awareness of media impact -recognise the role of media in shaping the status of persons with disabilities in contemporary society -describe the role of information and communication technologies in the socialisation of persons with disabilities -develop a framework for evaluating media used in education -recognise the occurrence of violence in social media and reflect on ways to prevent it		
<i>Course content</i>		
1. Introduction to the course 2. Impact of media on social, economic, and political development 3. Media and educational policies 4. Media in an inclusive society 5. Media messages and stereotypes 6. Role of cartoons in the socialisation of preschool children 7. Role of digital media in the socialisation of young people		

8. Television programmes and their impact on children's and young people(s perception 9. Midterm exam I 10. Evaluation of media used in education 11. Contemporary social media 12. Violence in social media 13. Midterm exam II							
Modes of delivery (mark the appropriate boxes with an x)		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☒ fieldwork			☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ other: blended e-learning 10%		
Student obligations							
Students are required to attend at least 80% of lectures and seminars, present selected teaching content as part of seminar work and online discussions, and pass the written exam with a minimum score of 65%. During the semester, students complete work-based learning in media-related institutions, during which they observe and document the educational process. Upon returning to the Faculty, they discuss and critically compare their experiences with theories of media socialisation.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm 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							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: - participation in class and online discussions (20%) - completion of seminar obligations (30%) - performance on the midterm exams or final written exam (50%). The criteria for evaluation and grading of 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	

Batarelo Kokić, I., Kisovar-Ivanda, T. (2015). Utjecaj komunikacijsko-informacijske tehnologije na obrazovanje odraslih s invaliditetom. <i>Školski vjesnik</i> , 63(4), 501-514,	-	32
Christakis, D. A., Hale, L. (2025). <i>Handbook of children and screens: Digital media, development, and well-being from birth through adolescence</i> (p. 657). Springer Nature.	-	32
Ivakić, M., Mandarić Vukušić, A. (2023). <i>Representation of young children and preschoolers on their parents' Instagram profiles. Medijske studije</i> , 14(27), 105–125. https://doi.org/10.20901/ms.14.27.6	-	32
Batarelo Kokić, I., Kisovar-Ivanda, T. (2015). Utjecaj komunikacijsko-informacijske tehnologije na obrazovanje odraslih s invaliditetom. <i>Školski vjesnik</i> , 63(4), 501-514	-	32
Supplementary literature		
Strasburger, V. C., Wilson, B. J., & Jordan, A. B. (2009). <i>Children, Adolescents, and the Media</i> . Sage Jensen, K. B. (Ed.) (2013). <i>A Handbook of Media and Communication Research: Qualitative and Quantitative Methodologies</i> . Routledge		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead Instructor	Tonća Jukić, PhD, associate professor	
Course name	PEDAGOGY OF SPORT AND RECREATION (FFPD114)	
Study programme	Double-major undergraduate study programme <i>Pedagogy</i>	
Course status	Elective	
Year	1, 2	
Semester	2, 4	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+15+15
COURSE DESCRIPTION		
Course aims		
The course aims to enable students to perform pedagogical work with children engaged in sport and recreation, as well as with their parents and coaches.		
Course enrolment requirements		
None.		
Intended course learning outcomes		

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

- explain factors influencing individual development in the context of sport and recreation
- explain the communication and interaction aspects of training young athletes with a special emphasis on education
- apply contemporary learning theories in the context of sport pedagogy
- describe the role of the pedagogue, parents, and coaches in training young athletes with a special emphasis on education
- prepare pedagogical documentation necessary for the work of the pedagogue with young athletes, their parents, and coaches
- solve specific problem situations in the work of the pedagogue with young athletes, their parents, and coaches
- document and evaluate practical experiences
- engage in self-reflection and reflection on practice

Course content

Lectures:

1. Introduction to the course; aims and tasks of sport and recreation pedagogy; relation of sport and recreation pedagogy to other sciences; definition of key concepts; factors influencing personality development; theories of personality development
2. Developmental characteristics of children in the context of sport and recreation; psychological preparation of young athletes from a pedagogical perspective; creating a positive motivational climate for children engaged in sport and recreation
3. Learning theories and pedagogy of sport; role of the pedagogue in training parents and coaches for a contemporary pedagogical and didactic approach to children in sport and recreation
4. Theory of training and communication and interaction aspects of training; preparation of pedagogical documentation necessary for the work of the pedagogue with young athletes, their parents, and coaches

Seminars:

1. Application of knowledge from psychology, pedagogy, and didactics in planning the work of the pedagogue with young athletes, their parents, and coaches through practical examples
2. Presentation of seminar paper: preparation of pedagogical documentation and solving specific problem situations

Practicals:

1. Introduction to field observation
2. Observation in a sports club under the mentorship of the club pedagogue, including documentation and evaluation of practical experiences
3. Analysis of observation experiences: self-reflection and reflection on practice

Modes of delivery (mark the appropriate boxes with an x)

- ☒lectures
- ☒seminars and workshops
- ☐practicals
- ☐remote learning
- ☐fieldwork

- ☒independent work
- ☐multimedia and network
- ☐laboratory
- ☐supervision
- ☒other: blended e-learning 20%

Student obligations

Students are required to attend lectures and seminars (minimum 80%), and practicals (90%), prepare and present a seminar paper, and analyse their practical experiences during observations in both written (self-reflection and reflection on practice) and oral forms.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Written exam		Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	x
Portfolio		Midterm exam					
Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course							
In accordance with the course learning outcomes and student obligations, the final grade is based on the following components: - seminar paper - 40% - written analysis of practical experiences during field observation (self-reflection and reflection on practice) - 30% - oral exam - 30% The criteria for evaluation and grading of 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	
Armour, K. (ed.) (2013). Sport Pedagogy: An Introduction for Teaching and Coaching. Routledge. (selected chapters)				online		32	
Miljković, D. (2009). Pedagogija za sportske trenere. KIF.				1		32	
Tinning, R. (2008). Pedagogy, Sport Pedagogy, and the Field of Kinesiology. Quest, 60 (3), 405-424				online		32	
Course reader				online		32	
Supplementary literature							
Balent, B., Kobilšek, A., & Sašek, H. (2017). Psihološka znanja i alati u sportskoj praksi: Priručnik za trenere. Sportski savez Grada Zagreba (selected chapters)							
Čović, B. (2021). On Contemporary Sport as a Humanistic Value Through a Bioethical Approach. Pannoniana: Časopis za humanističke znanosti, 5(1), 9–30							
Lukić, M. (2004). Elementi pedagogije športa i rekreacije. HPKZ							
Schipper van Veldhoven, N. (2017). Sports and Physical Education from a Pedagogical Perspective: a Golden Opportunity. daM Publishers							
Whitley, M. A., Collison-Randall, H., Wright, P. M., Darnell, S. C., Schulenkorf, N., Knee, E., ... & Richards, J. (2022). Moving Beyond Disciplinary Silos: The Potential for Transdisciplinary Research in Sport for Development. Journal of Sport for Development, 10(2), 1–22							
Zhao, K. (2022). The Value Connotation and Practice Strategy of Children's Sports Interest. Frontiers in Sport Research, 4(6), 24–28							

Selected scientific articles and books.
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - 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>	MULTIMEDIA DIDACTICS (FFPD101)	
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	3	
<i>Semester</i>	5	
<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 course aims to enable students to understand, study, and analyse the field of multimedia didactics, become familiar with contemporary didactic knowledge, and acquire an understanding of the principles for organising multimedia teaching and learning using digital media.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -define theoretical concepts and terminology of multimedia didactics -explain the role of digital media in the teaching and learning process -apply didactic and psychological criteria when selecting media for teaching -design and effectively use visual presentation media in teaching -organise teaching and learning using digital media -participate in the organisation of e-learning and distance learning -initiate research in the field of media and multimedia didactics -critically evaluate multimedia teaching and the role of digital media		
<i>Course content</i>		
1. Introduction to the course 2. Theoretical and conceptual foundations of multimedia didactics 3. Multimedia didactics and curriculum theories 4. Classification of knowledge sources and teaching media 5. Multimedia teaching		

6. Digital textbooks in teaching 7. Digital and communication tools in teaching 8. Interactive whiteboard in the classroom: possibilities and didactic principles of use 9. Self-directed learning using digital media 10. Didactic strategies in multimedia learning environments 11. Informal learning of children and adults in the new (multi)media environment 12. Computer games and simulations 13. Distance learning and mobile learning 14. Didactic evaluation of teaching media 15. Research in the field of media and multimedia didactics							
<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork			☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ blended e-learning 20%		
<i>Student obligations</i>							
Students are required to attend lectures and seminars (minimum 80%), prepare and present a seminar paper, and pass two midterm exams or, alternatively, the final written exam.							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Written exam		Oral exam		Essay		Research	
Project		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>							
In accordance with the course learning outcomes and student obligations, the final grade is based on the following components: - seminar paper – 33.4% - midterm exam I – 33.3% - midterm exam II – 33.3% Students who do not take the midterms are required to take the final written exam. The criteria for evaluation and grading of 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>	

Matijević, M. i Topolovčan, T. (2017). <i>Multimedijska didaktika</i> . Zagreb: Školska knjiga	6	32
<i>Supplementary literature</i>		
Bulić, M. & Blažević, I. (2020). The impact of online learning on student motivation in science and biology classes. <i>Revija za elementarno izobraževanje</i>, 13(1), 73–87 Matijević, M. (2007). Internet, osobna računala i nova obrazovna sredina. In: <i>Pedagogija: prema cjeloživotnom obrazovanju i društvu znanja</i>. Zagreb: Hrvatsko pedagoško društvo, 159–172 Matijević, M. (2008). How to enhance classes by using PCs, the internet, and mobile phones. <i>Contemporary Intentions in Education: Proceedings</i> (Tomovski, V., ed.), Ohrid: University of Skopje, 43–53 Matijević, M., Radovanović, D. (2011). <i>Nastava usmjerena na učenika</i>. Zagreb: Školske novine Matijević, M. (2013). Uvjetovanost izbora i didaktičkog oblikovanja medija u nastavnom procesu i učenju. <i>Školski vjesnik</i>, 62(2-3), 303–325 Matijević, M. (2018). <i>Nastava i škola za net generacije</i>. Zagreb: Faculty of Teacher Education, University of Zagreb Milat, J. (ed.) (2011). <i>Digital Technologies and New Forms of Learning</i>. Split: Faculty of Humanities and Social Sciences, University of Split Strugar, V., Kolak, A. & Markić, I. (2020). <i>Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19</i>. Zagreb – Bjelovar: HAZU, HPD & ELEMENT Topolovčan, T., Rajić, V., Matijević, M. (2017). <i>Konstruktivistička nastava: teorija i empirijska istraživanja</i>. Zagreb: Faculty of Teacher Education, University of Zagreb		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Goran Kardum, PhD, full professor	
Course name	EDUCATIONAL PSYCHOLOGY (FFPD92)	
Study programme	Double-major undergraduate study programme <i>Pedagogy</i>	
Course status	Compulsory	
Year	3	
Semester	5	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+30
COURSE DESCRIPTION		
Course aims		

The course aims to enable students to understand, study, and analyse the fundamental principles of educational psychology, with particular emphasis on the processes, principles and theories of learning and teaching.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -define the concepts of education and teaching -explain memory and learning processes -explain the fundamental assumptions of major learning theories -critically evaluate the limitations of major learning theories -assess the applicability of learning theories in the context of learning different subjects -plan strategies to increase learning effectiveness -plan the use of different teaching methods in the classroom -recognise the significance of individual differences in the educational context -compare different forms of achievement assessment		
<i>Course content</i>		
1. Introduction to educational psychology. Research methods in educational psychology 2. Implications of developmental psychology findings for contemporary educational theories 3. Behaviourist theories of learning: Classical conditioning 4. Behaviourist theories of learning: Instrumental conditioning 5. Social learning theory 6. Cognitive approaches to learning and memory 7. Knowledge. Higher cognitive processes. Metacognition 8. Constructivism. Self-regulated learning 9. Individual differences in the classroom: Abilities 10. Individual differences in the classroom: Personality and learning styles 11. Planning and selecting teaching methods 12. Fundamental teaching methods 13. Evaluation of student achievement		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminar and workshops ☐ practicals ☐ remote learning ☐ fieldwork	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ blended e-learning 20%
<i>Student obligations</i>		
Students are required to: -attend lectures (minimum 70%) and seminars (minimum 75%) -adhere to ethical and scientific principles in higher education -participate in and complete class and extracurricular activities (individual and group) that support the achievement of the learning outcomes prescribed by the course -prepare and present a seminar paper in accordance with the prescribed criteria -pass two midterm exams or, alternatively, the final written exam with a minimum score of 50% -adhere to deadlines for all course activities		

-complete individual and group assignment in a timely and satisfactory manner							
-actively and constructively participate in class							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class		Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam					
Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:							
1. two midterm exams or, alternatively, the final written exam – 50%							
2. seminar paper prepared and presented in accordance with the instructor's guidelines – 30%							
3. individual and group assignments and participation in discussions during lectures and seminars – 20%							
The criteria for evaluation and grading of 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	
Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. and VERN, d.o.o.				5		32	
Supplementary literature							
Grgin, T. (2001). Edukacijska psihologija. Jastrebarsko: Naklada Slap							
Slavin, R. (2006). Educational psychology: Theory and practice. New York: Pearson							
Zarevski, P. (1995). Psihologija učenja i pamćenja. Jastrebarsko: Naklada Slap							
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences							
- class attendance and participation, and performance in assigned tasks							
- student questionnaires on the quality of teaching conducted at the university level							
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus							
- individual teacher-student consultations							
- student self-assessment							
- peer evaluation of the implementation and quality of the teaching process							

GENERAL INFORMATION	
Lead instructor	Ivana Batarelo Kokić, PhD, full professor

<i>Course name</i>	ANDRAGOGY (FFPD61)	
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	3	
<i>Semester</i>	5	
<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 course aims to enable students to understand, study, and analyse the field of andragogy, become familiar with its foundational determinants, and key concepts, and keep abreast of contemporary developments and innovations in adult education.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -compare and critically reflect on different approaches to adult education -critically discuss institutions and organisations providing adult education programmes -provide an overview of the main foundations of adult education in the past and present -discuss adult education in a global context -plan and evaluate adult education programmes -independently review literature on adult education		
<i>Course content</i>		
1.Introduction to the course; Introduction to seminars 2.Introduction to andragogy 3.Theorists of adult education I 4.Theorists of adult education II 5.Lifelong learning 6.Modern technologies and lifelong learning 7.Financing adult education 8.Croatian Qualifications Framework 9.Midterm exam I 10.Contemporary trends IN andragogY in Europe and Croatia 11.Adult learning 12.Workplace learning and education 13.The learning society and the learning organisation 14.Social changes and adult education 15.Education in the third age 16.Midterm exam II		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminar and workshops ☐ practicals	☐ Independent work ☐ multimedia and network ☐ laboratory

		☐ remote learning ☐ fieldwork		☐ supervision ☒ Other: blended e-learning 20%			
<i>Student obligations</i>							
Students are required to: -attend lectures and seminars (minimum 80%) -present selected course topics as part of the seminar paper and online discussions -pass the written exam with a minimum score of 65%							
<i>Monitoring student work (mark the appropriate boxes with an X)</i>							
Class attendance	x	Participation in class	x	Seminar paper	x	Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm 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>							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: -participation in class activities and online discussions – 20% - seminar paper – 30% -the midterm exams/ final written exam – 50% The criteria for evaluation and grading of 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>	
Batarello Kokić, I. B., Buzov, I., Mandarić Vukušić, A. (2024). Work-based learning in higher education: thematic analysis of strategic documents and syllabuses. <i>Teorija in praksa</i> , 61(4), 873-888. https://doi.org/10.51936/tip.61.4.873				-		32	
Batarello Kokić, I., Kokić, T. (2024). Service Learning as a Means of Education for Sustainability. In: <i>Lifelong Learning for Green Skills and Sustainable Development: Southern European Perspectives</i> (pp. 45-56). Cham: Springer Nature Switzerland. https://doi.org/10.1007/978-3-031-66947-7_5				-		32	
Gajardo Jiménez, L. M. (Ed.). (2025). <i>The making of Pedagogy of the Oppressed: Paulo Freire's approach to literacy, training and adult education</i> . Brill. https://doi.org/10.1163/9789004711495				-		32	
Freire, P. (2002). <i>Pedagogija obespravljenih</i> . Zagreb: Odras - Održivi razvoj zajednice				2		32	
Liessmann, K. P. (2008). <i>Teorija neobrazovanosti</i> . Jesenski i Turk				2		32	

Ministry of Science, Education and Youth. (2024). <i>Smjernice za priznavanje prethodnog učenja u sustavu visokog obrazovanja</i> . https://www.kvalifikacije.hr/sites/default/files/documents-publications/2024-02/Smjernice-za-priznavanje-prethodnog-učenja-u-sustavu-visokog-obrazovanja	-	32
Batarelo Kokić, I. B., Buzov, I., Mandarić Vukušić, A. (2024). Work-based learning in higher education: thematic analysis of strategic documents and syllabuses. <i>Teorija in praksa</i> , 61(4), 873-888. https://doi.org/10.51936/tip.61.4.873	-	32
<i>Supplementary literature</i>		
Balajić, J., Batarelo Kokić, I. (2022). Povezanost motivacije za obrazovanje i zadovoljstva nastavom polaznika programa obrazovanja odraslih. In: T. Žiljak, i sur. (ed.), <i>Post-krizno obrazovanje odraslih: Proceeding of the Scientific and Professional Conference</i> (pp. 9–16). Agency for Vocational and Adult Education. https://www.cjelozivotno-ucenje.hr/wp-content/uploads/2023/04/ASOO_P2.pdf		
Merriam, S. B., & Baumgartner, L. M. (2020). <i>Learning in adulthood: A comprehensive guide</i> . John Wiley & Sons.		
Slattery, M. (2024). <i>Education Strategy in a Changing Society: Personalised, Smarter, Lifelong Learning in the 21st Century</i> . Taylor & Francis.		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION		
Lead instructor	Morana Koludrović, PhD, associate professor	
Course name	ALTERNATIVE APPROACHES TO EDUCATION (FFPD74)	
Study programme	Double-major undergraduate study programme <i>Pedagogy</i>	
Course status	Elective	
Year	1, 2, 3	
Semester	1, 3, 5	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S+F ¹)	15+0+15+15
COURSE DESCRIPTION		
Course aims		

¹ Fieldwork

The course aims to introduce students to the various streams of reform pedagogy, the foundations of pedagogical pluralism, scientific explanations of teaching and learning processes in various reform pedagogy models, and the main alternative theories of education and teaching. Based on the theoretical knowledge acquired and direct observation of selected alternative educational institutions, students will be able to describe, analyse, and evaluate different pedagogical theories, examine examples of alternative schools and kindergartens in Croatia, and participate in projects aimed at developing models of alternative schools.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -define and explain the concept of pedagogical pluralism in Croatia and Europe -distinguish between and explain the concepts of alternative schools, reform pedagogy, and anti-pedagogy -explain the influence of socio-economic and cultural-ideological factors on the emergence of specific reform pedagogical approaches -evaluate the main methodological, pedagogical, and didactic characteristics of individual alternative pedagogical approaches -research, analyse, and evaluate the current state and possibilities for implementing reform pedagogical concepts within the Croatian educational system -design and propose possibilities for implementing alternative pedagogical concepts in Croatia		
<i>Course content</i>		
1. Pedagogical and school pluralism: basic concepts 2. Selected topics from the history of preschool and school pedagogy 3. The reform pedagogy movement of the early twentieth century 4. The Montessori approach to education (Maria Montessori) 5. The Steiner/ Waldorf approach to education (Rudolf Steiner) 6. The Jenaplan approach to education (Peter Petersen) 7. The Freinet approach to education (Celestin Freinet) 8. The Reggio Emilia approach to education (Loris Malaguzzi) 9. The educational philosophy of John Dewey 10. The Step-by-Step educational model 11. The Agazzi approach to education 12. Democratic and free schools 13. Other alternative pedagogical approaches and educational movements (e.g., the Don Bosco educational approach and Sathya Sai education) 14. Pedagogical pluralism in preschool, general and compulsory education systems in Croatia 15. The political and legal framework for establishing alternative schools and possibilities for their implementation Seminars are organised as interactive workshops in which students critically reflect on, examine, describe, and evaluate various alternative pedagogical theories. Students also design, plan, and participate in projects aimed at developing models of alternative educational institutions. Practicals are conducted through problem-based and project-based learning activities.		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminars and workshops ☐ practicals	☒ independent work ☒ multimedia and network ☐ laboratory

	☐ remote learning ☒ fieldwork		☐ supervision ☒ Other: blended e-learning 20%				
<i>Student obligations</i>							
Students are required to: -attend lectures and seminars (minimum 80%), and fieldwork (100%) -adhere to ethical and academic principles in higher education -actively and constructively participate in teaching and learning activities -complete individual and group assignments on time -prepare and present a seminar paper in accordance with the prescribed criteria -participate in fieldwork activities -pass the oral 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	
Written exam		Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam					
<i>Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course</i>							
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: 1. Preparation and presentation of the seminar paper in accordance with the instructor's guidelines – 10% 2. Successful completion of individual and group assignments – 10% 3. Active participation in classes and contribution to discussions during lectures and seminars – 10% 4. Oral exam – 70% The criteria for evaluation and grading of 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>	
Montessori, M. (2023). Otkriće djeteta. Zagreb: Salesiana.				2			
Batinić, Š.; Radeka, I. (2017). Od reformne do alternativne pedagogije: pokušaji drugačije škole u Hrvatskoj u 20. stoljeću. Acta Iadertina, 14(1), 41-60.				online			
Matijević, M., (2001). Alternativne škole: didaktičke i pedagoške koncepcije, Zagreb: Tipex – selected chapters				1		32	
Seitz, M., Hallwachs, U., (1997). Montessori ili Waldorf, Zagreb: Educa				1		32	
<i>Supplementary literature</i>							

Neil, A. S. (1988). *Slobodna djeca Summerhilla*. Beograd: BIGZ. Carlger, F. (1969). *Odgoj ka slobodi*. Zagreb: Waldorf Pedagogy Society.
 Montessori, M. (2003). *Dijete: tajna djetinjstva*. Jastrebarsko: Naklada Slap
 Philipps, S. (1999). *Montessori priprema za život*. Jastrebarsko: Naklada Slap

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

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer evaluation of the implementation and quality of the teaching process

GENERAL INFORMATION		
<i>Lead instructor</i>	All teaching instructors with a scientific-teaching title involved in delivering the course	
<i>Course name</i>	WORK-BASED LEARNING IN A PARTNER INSTITUTION	
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Elective	
<i>Year</i>	3	
<i>Semester</i>	5, 6	
<i>Number of credits and mode of delivery</i>	ECTS student workload coefficient	5
	Number of hours (L+P+S+F)	0+40+30+80
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to expose students to work-based learning conditions at a partner institution and to enable them to independently identify and solve straightforward practical problems in a real working environment.		
<i>Course enrolment requirements</i>		
Students are eligible to apply for the competition for an internship before the start of the third year of the undergraduate study programme. In cases where the number of applicants exceeds the number of available placements at the partner institution, a selection procedure is conducted in accordance with the Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences.		
<i>Intended course learning outcomes</i>		
Course learning outcomes: Upon completion of this course, students will be able to: - apply the knowledge and skills acquired during the undergraduate studies to independently identify and solve straightforward, concrete problems in a real working environment. - prepare an internship report that clearly explains the tasks performed and includes relevant supporting documentation. Individual learning outcomes: Upon completion of this course, students will be able to: - describe the organizational structure of the selected partner institution		

The internship is assessed descriptively by supervisors from the partner institution and the Faculty of Humanities and Social Sciences in Split. The partner institution mentor continuously monitors the student's attendance, diligence, and performance in completing assigned tasks.

At the end of the internship, the mentor assigns one of the following two descriptive grades:

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

If the internship is not completed, the partner institution mentor must provide a written explanation, and the Faculty supervisor records a failing grade for the course.

If the mentor's grade confirms successful completion, the Faculty supervisor reviews the internship report, discusses the student's assignments, and assigns one of the following two grades:

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

A negative grade must be justified in writing.

The internship is considered passed if both supervisors confirm successful completion of the internship and the internship report. When both grades are positive, the Faculty supervisor records the descriptive grade "Passed" in the student transcript book.

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

1. Practical work - 60%
2. Preparation and presentation of the report in accordance with the supervisors' instructions - 20%
3. consultations with supervisors and independent research - 20%

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

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Specialist literature is defined by the partner institution mentor.		32

Supplementary literature

Determined by the teaching base mentor

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

Before the internship at the partner institution, the Faculty supervisor/teacher provides instructions on conducting the internship, documenting activities, and preparing the internship report.

During the internship, the Faculty supervisor/teacher, the partner institution mentor, and the student regularly review the process, while records of the student's attendance and performance are kept. Continuous monitoring is ensured through discussion, (self-) analysis, and (self-) evaluation. Upon completion of the internship, the student completes the survey on the quality of the internship in accordance with the applicable Rulebook.

GENERAL INFORMATION	
<i>Lead instructor</i>	Ines Blažević, PhD, associate professor
<i>Course name</i>	SCHOOL PEDAGOGUE AND METHODICS OF TEACHING (FFPD117)
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>
<i>Course status</i>	Compulsory
<i>Year</i>	3
<i>Semester</i>	6

Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	30+45+0
COURSE DESCRIPTION		
<i>Course aims</i>		
The course aims to enable students to understand, examine, and analyse the foundations of teaching methodology and the specific characteristics of various curriculum areas, as well as the possibilities for their integration. Based on the theoretical knowledge acquired and practical experience gained through lesson observations, students will develop the skills required for the critical observation of lessons as school pedagogues, with particular emphasis on teachers' pedagogical practices.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -define and explain the principles of methodological lesson planning -define and explain the specific characteristics of different curriculum areas -explain and analyse the integration of various curriculum areas -identify, analyse, and observe the key elements of a lesson -observe model lessons across different curriculum areas -analyse model lessons across different curriculum areas		
<i>Course content</i>		
1. Methodological lesson planning 2. Specific characteristics of the language and communication curriculum area 3. Specific characteristics of the mathematics curriculum area 4. Specific characteristics of the natural sciences curriculum area 5. Specific characteristics of the technical and ICT curriculum area 6. Specific characteristics of the social sciences and humanities curriculum area 7. Specific characteristics of the arts curriculum area 8. Specific characteristics of the physical education and health curriculum area 9. Integration of different curriculum areas 10. Lesson observation 11. Model lessons in different curriculum areas (primary and secondary education: class teaching and subject teaching) 12. Lesson analysis and overall evaluation 13. Preparation of a lesson plan and lesson delivery		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☐ seminars and workshops ☒ practicals ☐ remote learning ☒ fieldwork	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ model lesson analysis
<i>Student obligations</i>		
Students are required to: - attend lectures and practicals (minimum 80%) - analyse model lessons - prepare and deliver a lesson		

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

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- 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>	PEDAGOGY AND THE DEVELOPMENT OF HUMAN POTENTIAL (FFPD118)	
<i>Study programme</i>	Double-major undergraduate study programme <i>Pedagogy</i>	
<i>Course status</i>	Compulsory	
<i>Year</i>	3	
<i>Semester</i>	6	
<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 course aims to prepare students for pedagogical work with children and educational professionals (educators, teachers, and instructors) in direct pedagogical practice and counselling, as well as for analysing, organising, and implementing human potential development initiatives and student career guidance programmes.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: - explain major theoretical paradigms of human potential development - apply appropriate approaches, methods, and techniques to design and implement human potential development plans		
<i>Course content</i>		
Lectures: 1. Introduction to human potential management 2. Key concepts in human potential management: knowledge and human potential management in learning and development-oriented organisations; scientific perspectives on human potential development 3. The human potential management process 4. The pedagogue's professional development and coordination roles		

5. Human potential planning and the role of the pedagogue
6. Professional development planning
7. Objectives and methods of job analysis, employee and workplace selection, employee orientation, and the promotion of staff development
8. Organisation of employee education and the promotion of lifelong learning
9. Job satisfaction, work-life balance, and social networks
10. The importance of networking and collaboration with various centres and the Employment Service

Seminars:

Students will design and analyse topics related to human potential development in the public and private sectors, examine the pedagogue's role in professional development and coordination activities, and identify opportunities for implementing selected human potential development initiatives.

<i>Modes of delivery (mark the appropriate boxes with an x)</i>		☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ fieldwork		☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning 10%	
<i>Student obligations</i>					
Students are required to: - attend at least 80% of lectures and 80% of seminars - prepare a personal and professional development plan - pass two midterm exams or the final written exam by achieving 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	Experimental work
Written exam	x	Oral exam		Essay	Research
Project		Continuous assessment of knowledge		Student report	Practical work
Portfolio		Midterm exam			
<i>Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course</i>					
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components: 1. two midterm exams or the final written exam – 90% 2. class participation – 10% The criteria for evaluation and grading of 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>

Strugar, V., Čorak, T. (2016). <i>Odgojem do profesionalne zrelosti</i> . Zagreb: Alfa.	2 (University of Split Library)	32
Stančić, S. (2006). Upravljanje ljudskim potencijalom u školstvu. <i>Odgojne znanosti</i> , 8(2/12), 515-533	1	32
Alibabić, Š., Ovesni, K. (2007). Andragozi – menadžeri znanjem. In: Klapan, A. i Matijević, M. (ed.) <i>Book of Proceedings of the 3rd International Conference: Adult Education for the Knowledge Economy</i> , Šibenik (9–16). Zagreb: Croatian Andragogy Society	2	32
Marušić, S. (1994). Upravljanje i razvoj ljudskih potencijala. Zagreb: The Institute of Economics, Zagreb	1 (University of Split Library)	32
HAZU (2004). <i>Deklaracija o znanju - Hrvatska temeljena na znanju i primjeni znanja</i> , Zagreb. The Croatian Academy of Sciences and Arts, 2004. <i>The Declaration on Knowledge – Croatia Based on Knowledge and the Application of Knowledge, Zagreb</i>	-	32
Noe, R.A; Hollenbeck, J.R; Gerhart, B; Wright, P.M (2006). <i>Menadžment ljudskih potencijala</i> . Zagreb: Mate d.o.o.	1 (University of Split Library)	32
Baketa, N. (2012). Europeizacija obrazovanja odraslih u Hrvatskoj. <i>Andragoški glasnik</i> , 16(1): 55-67. Europeanisation of Adult Education in Croatia. <i>Andragogic Gazette</i> , 16(1): 55-67	-	32
<i>Supplementary literature</i>		
Cook, M., Cripps, B. (2009). <i>Psihološko procjenjivanje na radnome mjestu</i> . Zagreb: Školska knjiga Ivanković, D. i Romić, D. (2013). <i>Razvoj ljudskih potencijala kroz cjeloživotno učenje</i> . (Human Resources Development Through Lifelong Learning). M. Matijević, T. Žiljak (ed.), <i>Key Competences in Adult Learning</i> . Book of Proceedings of the 6th International Conference on Adult Education. Vodice- Zagreb: Croatian Andragogy Society, pp.49-60 Marušić, S. (1977). <i>Crteži zanimanja u profesionalnom informiranju</i> . Zagreb: Školska knjiga Marušić, S. (1986). <i>Profesionalni razvoj</i> . Zagreb: Školske novine Ministarstvo socijalne politike i mladih (MSPM, 2015). <i>Nacionalni program za mlade za razdoblje od 2014. do 2017. godine</i> . Zagreb		
<i>Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences</i>		
- class attendance and participation, and performance in assigned tasks - student questionnaires on the quality of teaching conducted at the university level - successful completion of the exam and fulfilment of other obligations prescribed by the syllabus - individual teacher-student consultations - student self-assessment - peer evaluation of the implementation and quality of the teaching process		

GENERAL INFORMATION	
Lead instructor	Toni Maglica, PhD, assistant professor
Course name	SOCIAL PEDAGOGY (FFPD41)
Study programme	Double-major undergraduate study programme <i>Pedagogy</i>
Course status	Compulsory
Year	3

<i>Semester</i>	6	
<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 course aims to provide students with a fundamental understanding of the field of social pedagogy, enabling them to recognise and comprehend the aetiology and phenomenology of behavioural disorders. Students will develop the knowledge and competencies required to respond appropriately and promptly to the specific needs of children and young people at risk of, or exhibiting behavioural disorders. In addition, they will enhance their oral and written communication skills, develop the ability to present their work effectively, and learn to use information from a variety of sources for practical and professional purposes.		
<i>Course enrolment requirements</i>		
None.		
<i>Intended course learning outcomes</i>		
Upon completion of the course, students will be able to: -correctly interpret key concepts in social pedagogy -analyse and critically explain various theories and approaches to understanding social pedagogy and behavioural disorders -design appropriate and timely responses to the needs of children and young people at risk -demonstrate readiness for the early detection of behavioural disorders -design and implement communication plans for working with children and young people at risk -develop educational materials suitable for parents of children at risk -conduct and interpret basic research tasks in the field of social pedagogy		
<i>Course content</i>		
1. Definitions, subject matter, and tasks of contemporary social pedagogy; the development of social pedagogy in Europe and Croatia; the positioning of social pedagogy in relation to other disciplines 2. Behavioural disorders: concepts, forms, definitions, classifications 3. The phenomenology of behavioural disorders 4. Behavioural disorders in the school environment 5. The multicausal aetiology of behavioural disorders 6. Social-pedagogical interventions: needs assessment, planning, and implementation 7. Preventive sciences, the prevention of behavioural disorders, and the promotion of mental health among children and young people 8. The broader societal significance of social pedagogy and its relationship to juvenile delinquency		
<i>Modes of delivery (mark the appropriate boxes with an x)</i>	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☒ fieldwork	☐ Independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other
<i>Student obligations</i>		
Students are required to: - attend at least 80% of lectures and seminars		

- adhere to ethical and academic principles in higher education
- prepare a seminar paper in accordance with the prescribed criteria
- present a seminar paper in accordance with the prescribed criteria
- participate in individual and group assignments
- 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	
Written exam		Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam					

Assessment and evaluation of student work during classes and the final exam / Methods of assessing the acquired learning outcomes for each course

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

1. seminar paper prepared in accordance with the instructor's guidelines– 30%
2. seminar paper presented in accordance with the instructor's guidelines– 20%
3. class participation, engagement in discussions during lectures and seminars, and attendance at consultations – 10%
4. oral exam – 40%

The criteria for evaluation and grading of individual components are described in the course repository.

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

<i>Title</i>	<i>Number of copies</i>	<i>Number of students</i>
Bouillet, D., Maglica T. (2024). Socijalna pedagogije u odgojno-obrazovnom kontekstu: prilike i izazovi. Zagreb: Alfa	10	32
Poldugač, Z., Bouillet, D., Ricijaš, N. (2011), Socijalna pedagogija- znanost, profesija i praksa. Faculty of Education and Rehabilitation Sciences, University of Zagreb	-	32
Bouillet, D., Uzelac, S. (2007), Osnove socijalne pedagogije. Zagreb: Školska knjiga	11	32
Žižak, A. (2010), Teorijske osnove intervencija- socijalno pedagoška perspektiva. Faculty of Education and Rehabilitation Sciences, University of Zagreb	-	32

Supplementary literature

Bašić, J. (2009), Teorija prevencije. Zagreb: Školska knjiga
 Lebedina Manzoni, M. (2007), Psihološke osnove poremećaja u ponašanju. Zagreb: Naklada Slap
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Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences

- class attendance and participation, and performance in assigned tasks
- student questionnaires on the quality of teaching conducted at the university level
- successful completion of the exam and fulfilment of other obligations prescribed by the syllabus
- individual teacher-student consultations
- student self-assessment
- peer 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
LO1	develop the ability to communicate orally and in writing on topics in the field of education in the mother tongue and one foreign language
LO2	locate, review, evaluate, and use various sources of scientific information and prepare literature reviews in accordance with the scientific, stylistic, and ethical principles of relevant pedagogical paradigms
LO3	critically discuss the development of pedagogical science, the emergence and evolution of pedagogical theories, and the influence of social and cultural contexts on education
LO4	identify philosophical assumptions underlying pedagogical scientific orientations and specific pedagogical systems
LO5	critically reflect on and discuss fundamental pedagogical concepts and alternative pedagogical theories, and evaluate their advantages and limitations
LO6	relate key features of cognitive development in childhood and adolescence to appropriate approaches to learning and teaching
LO7	identify didactics as a pedagogical discipline and explain its relationship to other scientific disciplines
LO8	distinguish among didactic principles, methods, social forms, and media used in teaching and learning, and develop and analyse detailed lesson plans and other forms of educational work
LO9	define and explain specific issues related to the study of school pedagogy within the broader field of pedagogical science
LO10	define, explain, analyse, and evaluate the relationship between socio-economic and cultural-ideological factors and individual schools
LO11	analyse and explain different theories of early childhood education, and evaluate the pedagogical significance of various approaches and concepts in early childhood education.

LO12	document and evaluate experiences gained through pedagogical practice, and apply contemporary educational knowledge to improve practice
LO13	correctly interpret key concepts and theoretical approaches to citizenship education, and analyse and evaluate existing programmes aimed at promoting human rights and active citizenship
LO14	identify, analyse, and design teaching media for educational purposes
LO15	explain the fundamental assumptions of major learning theories and evaluate their applicability to different learning contents and teaching contexts.
LO16	identify the specific characteristics of teaching subjects across different curriculum areas
LO17	analyse and evaluate the preparation, organisation, and management of teaching and learning processes across different curriculum areas
LO18	compare and critically reflect on different approaches to adult education and plan and evaluate adult education programmes
LO19	Explain, plan and implement basic socio-pedagogical interventions

Learning outcomes of the study program	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	LO 18	LO 19
Total number of courses for each LO	25	27	14	4	6	5	5	4	7	5	8	12	5	5	7	3	5	2	8
History of Pedagogy	+	+	+									+							
Philosophy of Education				+															
Language Culture	+	+	+																
Attachment across the Life-span	+	+				+													+
Creativity as a Pedagogical Challenge	+	+													+				
Residential Care Pedagogy	+	+										+							

Systematic Pedagogy			+		+														
Developmental psychology						+					+				+				
Foreign Language for Special Purposes	+	+	+				+												
Violence in Close Ties	+	+				+													
Pedagogical Communication	+	+												+					+
Introduction to Scientific Literacy	+	+	+																
School Pedagogy	+	+	+		+			+	+	+		+	+	+	+	+	+	+	+
Inclusive Pedagogy	+	+	+		+				+		+	+							
Preschool Pedagogy	+	+	+	+	+	+					+	+							
Introduction to Media Pedagogy	+	+																	
Pedagogy of the Gifted	+	+													+				+
Didactics							+	+											
Introduction to Pedagogical Practice	+	+							+	+		+	+						+
Educational Leadership		+	+	+						+		+	+						
Pedagogy and Childhood		+								+									
Media Socialization	+	+				+								+					
Pedagogy of Sport and Recreation	+	+																	
Multimedia Didactics	+	+	+				+	+	+		+	+		+	+	+	+		+
Educational Psychology	+	+							+		+	+			+		+		
Andragogy	+	+	+	+	+		+			+		+						+	

Alternative Approaches to Education	+	+			+				+		+								
Work-Based Learning in a Partner Institution	+	+									+								
School Pedagogue and Methodics of Teaching	+	+	+				+	+	+		+	+	+	+	+	+	+		+
Pedagogy and the Development of Human Potential	+	+	+									+					+		
Social Pedagogy	+	+	+										+						+

3.2. Instructors in the study programme

	Ines Blažević	Bruno Ćurko	Eni Buljubašić	Tonča Jukić	Ina Reić Ercegović	Ilonka Peršić
<i>CROSB link</i>	https://croris.hr/osobe/profil/30051	https://www.croris.hr/Rooms/profile/1112	https://www.croris.hr/osobe/profil/30743	https://www.croris.hr/osobe/profil/25336	https://www.croris.hr/osobe/profil/3479	https://www.croris.hr/osobe/profil/7636
<i>Calling</i>	Associate Professor	Associate Professor	Assistant Professor	Associate Professor	Full Professor	Lecturer
<i>Area</i>	Social Sciences	Humanities	Humanities	Social Sciences	Social Sciences	Humanities
<i>Field</i>	Pedagogy	Philosophy	Philology	Pedagogy	Psychology	Philology
<i>Parent institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment relationship</i>	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract
<i>Percentage of employment at a higher education institution</i>	100%	100%	100%	100%	100%	100%

<i>Teaching workload at the home institution</i>	1543,8	1770,8	1086	1558,3	1080,3	737
<i>Burden on external institutions</i>	162	or	0	0	0	30
<i>Anticipated workload in the new study program</i>	0	0	0	0	0	0
<i>Estimated workload at the home institution</i>	1543,8	1770,8	1086	1558,3	1080,3	737
<i>Projected burden on external institutions</i>	162	0	0	0	0	30
<i>Scientific and review papers in the last 5 years (total)</i>	23	12	10	18	27	0
<i>Professional papers in the last 5 years (total)</i>	2	1	4	0	0	0
<i>Total number of citations (Scopus database)</i>	32	7	7	2	312	0
<i>Total h-index (Scopus base)</i>	3	1	1	1	9	0
<i>Manager and/or associate on</i>	1	0	0	1	3	0

<i>competitive projects (total)</i>						
<i>Leader and/or associate on other projects (total)</i>	6	3	0	1	7	0
<i>List of courses taught in the program</i>	History of pedagogy; Home pedagogy; School pedagogy; Multimedia didactics; School Pedagogue and Teaching Methodologies	Philosophy of upbringing	Language culture	General Pedagogy, Creativity as a Pedagogical Challenge, Pedagogy of Sport and Recreation	Developmental psychology; Commitment in a lifelong perspective	Foreign Language in the Profession
<i>List of trainings for the acquisition of teaching competencies</i>	Teacher Training College in Split; Reading and writing for critical thinking; Critical thinking in higher education; Harmonization of learning outcomes with teaching methods, student obligations and evaluation of learning outcomes: Teaching competencies according to students' competencies	Graduate Studies in Philosophy, Latin Language and Roman Literature at the Faculty of Humanities and Social Sciences in Zadar, University of Split	Croatian Language for Foreigners C1 Croatian Language for Foreigners C2 Croatian Culture and Civilization 1 Croatian Culture and Civilization 2	Faculty of Natural Sciences and Mathematics and Education, University of Split (graduate teacher); Master's Degree in Pedagogy; Doctoral study of pedagogy; Reading and Writing for Critical Thinking (3 Levels)	Undergraduate Study of Psychology UNIZD Education for Equal Opportunities at Croatian Universities (UNIZG) Adult Education (ASOO, 2016) Aligning Learning Outcomes with Teaching Methods, Student Obligations, and Learning Outcomes	Teacher Training - University Study of English and Italian Language and Literature at the University of Zagreb

<i>Percentage of employment at a higher education institution</i>	100%	100%	100%	100%	100 %	100 %
<i>Teaching workload at the home institution</i>	1505,8	1093,7	1027,2	1490,4	610	456
<i>Burden on external institutions</i>	10,8	648	0	0	0	0
<i>Anticipated workload in the new study program</i>	0	0	0	0	0	0
<i>Estimated workload at the home institution</i>	1505,8	1093,7	1027,2	1490,4	610	456
<i>Projected burden on external institutions</i>	10,8	600	0	0	0	0
<i>Scientific and review papers in the last 5 years (total)</i>	29	14	19	17	12	2
<i>Professional papers in the last 5 years (total)</i>	6	12	1	2	0	0
<i>Total number of citations (Scopus database)</i>	95	14	84	580	6	44

<i>Total h-index (Scopus base)</i>	5	3	4	15	2	3
<i>Manager and/or associate on competitive projects (total)</i>	5	2	2	0	3	1
<i>Leader and/or associate on other projects (total)</i>	4	1	11	5	3	-
<i>List of courses taught in the program</i>	Inclusive pedagogy; Andragogy; Pedagogy of the gifted; Media socialization; Introduction to Media Pedagogy	Didactics, Pedagogical communication	Alternative Concepts of Education, Leadership of Educational Institutions	Psychology of Education	Pedagogy and Childhood; Pedagogy and Human Resources Development;	History of Pedagogy, Preschool Pedagogy, Introduction to Scientific Literacy

<i>List of trainings for the acquisition of teaching competencies</i>	Graduate Study of Pedagogy; Master's Degree (Educational Media and Computers; Doctoral Study (Curriculum and Instruction)	Reading and Writing for Critical Thinking	Teacher Training College (B.Sc. Teacher); Master's Degree in Pedagogy; Doctoral study of pedagogy; Reading and writing for critical thinking; Religious Education According to Montessori Pedagogy	Undergraduate Study of Psychology , Faculty of Humanities and Social Sciences Aligning Learning Outcomes with Teaching Methods, Student Obligations, and Learning Outcomes Validation (FFST, 2020) Teaching Competencies According to Student Competencies (FFST, 2023)	Study of Preschool Education; Graduate Study of Pedagogy and Sociology; Doctoral Study of Pedagogy	
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	Toni Maglica	Katija Kalebić Jakupčević	Josip Guć	Sani Čavar	Joško Barbir
<i>CROSBİ link</i>	https://www.croris.hr/osobe/profil/34072	https://www.croris.hr/osobe/profil/32109	https://www.croris.hr/osobe/profil/34161	https://www.croris.hr/osobe/profil/32847	https://www.croris.hr/osobe/profil/34186
<i>Calling</i>	Assistant Professor	Assistant Professor	Senior Assistant	Assistant Professor	Senior Assistant
<i>Area</i>	Social Sciences	Social Sciences	Humanities	Social Sciences	Social Sciences
<i>Field</i>	educational and rehabilitation sciences	Psychology	Philosophy	Pedagogy	Pedagogy
<i>Parent institution</i>	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split	Faculty of Humanities and Social Sciences in Split
<i>Type of employment relationship</i>	Employment contract	Employment contract	Employment contract	Employment contract	Employment contract
<i>Percentage of employment at a higher education institution</i>	100%	100%	100%	100%	100%
<i>Teaching workload at the home institution</i>	1389	1192,9	420	1333,2	596,1

<i>Burden on external institutions</i>	0	0	0	168	0
<i>Anticipated workload in the new study program</i>	0	0	0	0	0
<i>Estimated workload at the home institution</i>	1389	1192,9	420	1333,2	596,1
<i>Projected burden on external institutions</i>	0	0	0	168	0
<i>Scientific and review papers in the last 5 years (total)</i>	0	9	12	2	14
<i>Professional papers in the last 5 years (total)</i>	1	0	0	0	0
<i>Total number of citations (Scopus database)</i>	51	33	0	0	0
<i>Total h-index (Scopus base)</i>	5	3	0	0	0
<i>Manager and/or associate on competitive projects (total)</i>	1	-	3	1	0

<i>Leader and/or associate on other projects (total)</i>	0	5		1	1
<i>List of courses taught in the program</i>	Social pedagogy	Violence in close relationships Developmental psychology	Philosophy of upbringing	Preschool Pedagogy, Introduction to Scientific Literacy, Pedagogical Practicum	Didactics
<i>List of trainings for the acquisition of teaching competencies</i>		Undergraduate Study of Psychology UNIZD Aligning Learning Outcomes with Teaching Methods, Student Obligations, and Learning Outcomes Validation (FFST, 2020) Teaching Competencies According to Student Competencies (FFST, 2023)	Graduate Study of History and Philosophy (Teaching Major; Faculty of Humanities and Social Sciences in Split)	Graduate Study of Pedagogy and Croatian Language and Literature (teaching major; Faculty of Humanities and Social Sciences in Split)	Graduate Study of Pedagogy, Faculty of Humanities and Social Sciences Rijeka, Master's Degree in Pedagogy, Faculty of Humanities and Social Sciences Rijeka