UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

UNIVERSITY GRADUATE STUDY PROGRAMME

PHILOSOPHY (double-major); Teacher Education Specialisation

SPLIT, November 2025

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split
PIN	98004523293
E-mail	dekanat@ffst.hr
Internet address	https://www.ffst.unist.hr

GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of study programme	University Graduate Programme *Philosophy* (double-major); Teacher Education Specialisation		
Leader of the study programme	Faculty of Humanities and Social Sciences in Split		
Executor/s of the study programme	Faculty of Humanities and Social Sciences in Split		
Type of study programme	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☐	Graduate ☒	Integrated ☐
	Doctoral ☐	Specialist ☐	
CroQF/EQF/QF-EHEA level	CroQF 7.1. sv EQF 7		
Scientific or artistic field and area of study programme	Humanities; Philosophy		
ISCED FoET classification			

Programme duration (semesters, years)	4 semesters, 2 years
Number of ECTS points acquired on completion of study programme	60
Academic or professional title, i.e. academic degree	*Master of Education (MEdu) in Philosophy* (double-major specializing in teacher education) mag.educ.phil.
Language of delivery	Croatian
Place of delivery	Faculty of Humanities and Social Sciences in Split
Type of delivery (in-person, hybrid, online)	Classroom-based
Enrolment quota (for students in regular and special status)	20 – regular status + 3 for international students (non-EU)

1. INTRODUCTION

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

The university graduate study programme *Philosophy* (double-major): teacher education specialisation (hereinafter: graduate study programme *Philosophy*) is aligned with the strategic documents of the Faculty of Humanities and Social Sciences in Split, the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*, the *Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2021–2025 period*, and *the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027)*. The study programme is fully aligned with the mission and vision of the Faculty of Humanities and Social Sciences in Split, given that it is directed towards the acquisition of philosophical competences that promote fundamental social and humanistic values, contributes to the improvement of knowledge, the promotion of ethical conduct, tolerance, cooperation, inclusivity, responsibility, and the overall well-being of society (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*), and prepares students for the competent integration into the labour market.

During the graduate study programme *Philosophy*, students gain the competences necessary for the independent and professional performance of philosophical work through compulsory and elective courses, delivered in the form of lectures, seminars, and/or exercises. In comparison with the undergraduate study programme *Philosophy*, previously acquired knowledge, skills, and competences are further expanded both qualitatively and substantively. Students are guided toward critical and reflective thinking, creative and educational issues, and scientific research work. It is evident that the further development of this segment of the scientific and teaching activities of the University of Split largely depends on the quality and appropriateness of the study programme offered by the Department of Philosophy. Therefore, the graduate study programme *Philosophy* must be continuously improved. Incoming and outgoing mobility of students and teaching staff aims to enhance the visibility of the graduate study programme *Philosophy* within the broader European context. The competences acquired are aligned with the objectives of the strategic field of the Study Programme, teaching, and students within the *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025*. According to assessments by the international academic community, the University of Split is well ranked in comparison with other Croatian universities. Consequently, the Department of Philosophy faces the demanding task of improving scientific and teaching activities at the University to the highest possible standard. This task must also be developed to a significant extent in relation to the international, and particularly the European, academic community. The teaching and research staff of the Department of Philosophy currently publish in internationally recognized journals, participate in international symposia and workshops, and actively contribute to student mobility through the CEEPUS and ERASMUS programmes.

Cooperation with the local and wider community is continuously being enhanced across all educational aspects, and external partners are involved in scientific and teaching activities. Since its establishment, the Department of Philosophy has cooperated with a large number of institutions connected with education and teaching. Particular emphasis is placed on developing ways to introduce younger generations to the philosophical aspects of ideas related to democratic society and civic relations appropriate to the European civilizational context. Therefore, this form of cooperation with educational institutions should be further strengthened. Philosophy, as a scientific discipline, primarily examines ideas across a very broad spectrum, from ideas that constitute the philosophical aspects of specific scientific disciplines to diverse conceptions of social organization. This aspect of cooperation with the

local community is of exceptional importance. Equally significant is cooperation with the Croatian Philosophy Society, the Agency for Education, the Agency for Mobility and EU Programmes, the Ministry of Science and Education, and other relevant institutions. The proposed graduate study programme *Philosophy* is aligned with the recommendations of professional associations operating in the Republic of Croatia, whose members include teaching staff of the Department (Croatian Philosophical Society, Croatian Society for Analytic Philosophy, Croatian Society for the Advancement of Philosophy, Croatian Logic Association).

Upon completion of the graduate study programme *Philosophy*, students acquire a wide range of competences that enable successful continuation of studies at the postgraduate level, thus educating experts in philosophy and related humanistic disciplines. This opens opportunities for the further education of future researchers in various social sciences and humanities. These competences also enable graduates to compete for a wide range of employment opportunities, including education, culture, publishing, media organizations, and social institutions.

There has been a consistently high level of interest in the philosophy programme among prospective students since its establishment. The quality of the existing graduate study programme Philosophy at the Faculty of Humanities and Social Sciences in Split is shown by the successful achievement of learning outcomes prescribed by the study programme, the high level of interest among philosophy undergraduates in enrolling in the graduate programme, and consistently high evaluations of teaching staff and the study programme conducted by the Quality Assurance Centre of the University of Split.

Since its establishment in 2005, the programme has been continuously and critically reviewed, aligned with the prescribed workload of various forms of teaching, and improved through the introduction of necessary changes. Modernity and adaptability to contemporary societal demands are fundamental characteristics of the study programme *Philosophy*. Therefore, it can be concluded that the proposed programme is purposeful and socially justified.

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

Institutional prerequisites for the comparability of the graduate study programme *Philosophy* to related accredited study programmes in the Republic of Croatia and in European Union member states have been fulfilled in accordance with legal regulations (*Act on Higher Education and Scientific Activity*, https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html), *Act on Quality Assurance in Higher Education and Science*, (https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html), as well as university (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta). Since its establishment in 2008, the graduate study programme *Philosophy* has been aligned with the general development strategy, action plans, and other documents of the Faculty of Humanities and Social Sciences in Split. The improvements, supplements, and revisions to the programme documentation are based on the development documents of the Faculty of Humanities and Social Sciences in Split that were current and relevant during the period in which these improvements and supplements were made. (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2014–2018*, *Development Strategy of the Faculty of Humanities and Social Sciences in Split 2015–2020,* Self-evaluation of the Faculty of Humanities and Social Sciences in Split of 2014, Action Plan for Quality Enhancement following the Re-accreditation of the Faculty of Humanities and Social Sciences in Split of 2014*, Action Plan of the Faculty of Humanities and Social Sciences in Split of 2019, Action Plan of the Faculty of Humanities and Social Sciences in Split of 2020*), which are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije. New revisions and supplements are made in accordance with current and relevant documents (*Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025, Action Plan of the Faculty of Humanities and Social Sciences in Split 2022–2027, Action Plan of the Faculty of Humanities and Social Sciences in Split of*

2023), which are available on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/stratgije.

The proposed programme is comparable to various double-major university graduate studies in Philosophy in the Republic of Croatia, as well as in other EU member states. Comparability is achieved at the level of the programme's structure and conceptual framework, the organization and pace of study, the ECTS workload throughout the duration of the programme, and the overall curriculum content. As an example of a comparable accredited programme in the Republic of Croatia, the graduate study programme in Philosophy at the Faculty of Humanities and Social Sciences in Rijeka may be highlighted (details available at the provided link): https://ffri.uniri.hr/studiranje/programi/diplomski/fil-nast/). As an example of a comparable accredited programme in other European Union countries, we highlight the graduate programme in Philosophy at the Faculty of Arts, University of Ljubljana (details available at the provided link): https://www.ff.uni-lj.si/en/study/second-cycle-master-study-programmes/presentation-master-study-programmes-second-cycle). The distinctiveness of the graduate study programme *Philosophy* at the Faculty of Humanities and Social Sciences in Split lies in its emphasis on preparing students for independent research work (including an understanding of and the ability to apply scientific methodology) and for the independent delivery of the teaching process in secondary-school institutions. This includes an understanding of teaching procedures and techniques, the ability to select appropriate teaching strategies, to prepare lesson plans, and to conduct classes in philosophy, ethics, and logic, as well as the ability to apply student assessment methods. At the same time, the programme ensures the acquisition of specialized knowledge in the core philosophical disciplines through compulsory and elective courses.

Standards and regulations for assessing acquired learning outcomes are regularly defined, published, and revised in the syllabus of each course in the graduate study programme *Philosophy*, in the following 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.*). A more detailed elaboration of each assessment element, as well as additional instructions and guidelines for students, is available in each course repository. (e.g., guidelines for preparing student papers, instructions on academic integrity, etc.)

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

- Standards and Guidelines for Quality Assurance in the European Higher Education Area (https://www.ffst.unist.hr/images/50023366/Standardi%20i%20smjernice%20za%20osiguravanje%20kvalitete%20u%20europskom%20prostoru%20visokog%20obrazovanja.pdf),
- Quality Policy of the University of Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete_svibanj%202023..pdf),
- Quality Policy of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Politika%20kvalitete%203.5.2024..pdf),
- Rulebook on the Quality Control System of the University of Split (https://www.ffst.unist.hr/images/50023323/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete_svibanj%202023..pdf),
- Rulebook on the Quality Control System of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20kvaliteti-%20za%20objavu.pdf),
- Quality Control Handbook of the University of Split (https://marjan.unist.hr/UserDocsImages/Kvaliteta/Prirucnik%20osiguravanja%20kvalitete%20Sveucilista%20u%20Splitu_4.%20izdanje_travanj%202024..pdf?vel=1492902),
- Quality Control Handbook of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/images/50023323/Prijedlog%20Prirucnika%20kvalitete%20FFST%202021.pdf),
- Study Rulebook of the University of Split (https://www.ffst.unist.hr/images/50023366/Pravilnik%20o%20studiranju%20Sveucilista%20u%20Splitu.pdf),

- Rulebook on Business Partner Institutions of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf)
- and other key documents posted on the website of the Faculty of Humanities and Social Sciences in Split (https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalitete; https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

Students of the graduate programme *Philosophy* are involved in all quality assurance processes and in the work of all designated bodies and committees, including the Council of the Department of Philosophy and faculty centres, in accordance with national, university, and faculty regulations, rules, and procedures.

Students of the university graduate study programme *Philosophy* are familiar with the standards, mechanisms, and regulations in the field of student rights protection. At the first meeting, the Head of the Department of Philosophy provides students with detailed information on their rights, obligations, and responsibilities. Special attention is devoted to informing students about the right to information, mechanisms for the protection of student rights, and procedures for receiving and resolving student complaints. Students are informed that, in the event of any complaints or the need to protect their rights, they may contact the Head of the Department of Philosophy, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, and the Student Ombudsperson of the University of Split.
Students are also familiarised with the work of:

- the Office for Student Affairs, which provides support to students during their studies, ensures the availability of the necessary forms, familiarises students with procedures, and informs them of their obligations.
- the Student Counselling Centre, which offers a range of counselling and other activities and provides support in cases of personal difficulties, low academic performance, low study efficiency, and hardship;
- the Career Planning and Development Centre, which offers a range of targeted workshops and other activities aimed at developing and enhancing skills and assists in connecting students with labour market stakeholders.

Support for students in their academic and professional development is provided by the teaching staff of the Department of Philosophy through informing students about open calls for student conferences, project collaborations, mobility opportunities, and other activities that may enrich them academically and support their further professional development. As part of the compulsory curriculum, students also gain experience working in secondary school institutions (within the Practicum and school practice), while through optional activities they have the opportunity to undertake professional practice at a partner institution, as well as to participate in mobility programmes and project activities.

At the graduate study programme *Philosophy*, impartiality and transparency are ensured in all aspects of work, and the highest ethical standards are followed in the planning and implementation of the study programme. In the event of any irregularities or violations of rights, the mechanisms defined in the following documents are applied:

- The Rulebook on the Procedure for Internal Reporting of Irregularities and the Appointment of a Confidential Person, and other related Faculty documents (available at: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti).
- *The Code of Ethics* (available at: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/eticki_kodeks)
- Documents related to protection against discrimination and harassment (available at: https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja).

Instructors teaching in the graduate study programme *Philosophy* regularly participate in scientific conferences and in various forms of continuing professional development. They also participate in teacher training organised by the Faculty of Humanities and Social Sciences in Split and other institutions. Records of teacher training and scientific work are available in Faculty documents.

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

Standards and regulations on the periodic review of study programmes, which include external experts, are regularly published in accordance with Faculty's regulations. Reviews of the study programme are regularly published on the website of the Department of Philosophy (https://www.ffst.unist.hr/odsjeci/filozofija).

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

In accordance with the principles of the Bologna Process, the graduate study programme *Philosophy* 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 graduate study programme *Philosophy.*

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

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

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

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

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

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

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

1. Understand the nature of the teaching process and be familiar with procedures and techniques for teaching philosophy, ethics, and logic, and be able to select appropriate teaching strategies;
2. Prepare a methodological lesson plan for a selected teaching unit in philosophy, logic, and ethics;
3. Plan and deliver a lesson in philosophy, logic, and ethics using appropriate teaching methods;
4. Apply scientific methodology and explain the main guidelines of the study and conceptual approaches in the study of philosophy;
5. Prepare and analyse an implementation (teaching) syllabus for philosophy, ethics, and logic;
6. Distinguish ethical theories and schools of thought, as well as the solutions to moral issues they propose;
7. Define a broader range of fundamental ethical concepts and problems;
8. Determine learning objectives in the teaching of philosophy, logic, and ethics;
9. Analyse and apply techniques for assessing and evaluating students' learning outcomes in the teaching of philosophy, logic, and ethics;
10. Apply philosophical thinking to foster the development of critical and independent thinking;
11. Explain arguments in support of significant philosophical theses;
12. Identify and explicate the differences between philosophy and other fields of science;
13. Evaluate the influence of philosophy on the formation of worldviews across historical periods;
14. Apply reflective and critical methods in forming one's own assumptions about philosophical concepts;
15. Deliver a public lecture on a selected philosophical topic;
16. Lead student projects in the field of philosophy (preparation of panels, exhibitions, etc.);
17. Distinguish philosophical disciplines according to their subject matter;
18. Clearly and argumentatively present philosophical issues in the essay genre;
19. Engage in reasoned debate on philosophical problems and topics;
20. Describe and evaluate the role of logical inquiry in contemporary philosophy and science;
21. Promote the role of critical thinking in educational processes.

1.6. Structure and form of delivery

The double-major graduate study programme *Philosophy* with a teacher education specialisation lasts for two years or four semesters. In each semester, students have at least two compulsory courses and choose one elective course from those offered. In the final year of the programme, students may choose the elective course Work-based Learning at a Partner Institution, thereby earning an additional 5 ECTS credits.

The study programme is delivered through lectures, seminars, and practicals (at the Faculty, in laboratories, and at a partner institution, with visits to relevant stakeholders in the labour market organized according to students' specific interests and learning outcomes). The syllabus of each course defines the forms of instruction, which are aligned with the ECTS workload at the course level, the learning outcomes of the course, the course content, student obligations, procedures and methods for assessment and evaluation of student work, as well as the required reading. All forms of instruction ensure an interactive teaching process focused on the student and the achievement of learning outcomes.

1.7. Manner of completing the study programme

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

2. LIST AND DESCRIPTION OF COURSES

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1						
Semester: 1						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Contemporary Philosophy I	Marko Jakić, PhD, assistant professor	30	0	15	4	C
Logic III	Gabriela Bašić Hanžek, PhD, assistant professor	30	0	0	3	C
Psychology of Education*	Goran Kardum, PhD, full professor with permanent tenure	30	0	30	2,5	C

Sociology of Education*	Toni Popović, PhD, assistant professor	30	0	30	2,5	C
Intentionality	Ljudevit Hanžek, PhD, assistant professor	30	0	0	3	E
Philosophy and Postmodernism	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	E
Ethics in Education	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	E
Philosophy with Children	Bruno Ćurko, PhD, associate professor	30	0	0	3	E

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

LIST OF COURSES						
Year of study: 1						
Semester: 2						
COURSE	LEAD INSTRUCTOR	L	P	S	ECTS	STATUS
Contemporary Philosophy II	Ljudevit Hanžek, PhD, assistant professor	30	0	0	3	C
Philosophy of Science	Tonći Kokić, PhD, full professor	30	0	15	4	C
Fundamentals of Pedagogy*	Sani Ćavar, PhD, assistant professor	30	0	30	2,5	C
Didactics*	Morana Koludrović, PhD, associate professor	30	0	30	2,5	C
Bioethics	Bruno Ćurko, PhD, associate professor	30	0	0	3	E
Introduction to Oriental Philosophies	Tonći Kokić, PhD, full professor	30	0	0	3	E
Existentialist Philosophy	Tonći Kokić, PhD, full professor	30	0	0	3	E
Consciousness	Dario Škarica, PhD, full professor	30	0	0	3	E
Philosophy of Law	Marita Brčić Kuljiš, PhD, full professor	30	0	0	3	E

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

LIST OF COURSES
Year of study: 2
Semester: 3

COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Didactics of Philosophy	Bruno Ćurko, PhD, associate professor	15	0	15		3	C
Philosophy of Politics	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	C
Philosophy of Mind	Dario Škarica, PhD, full professor	30	0	0		3	C
Philosophy of Education	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	C
Intentionality	Ljudevit Hanžek, PhD, assistant professor	30	0	0		3	E
Philosophy and Postmodernism	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	E
Ethics in Education	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	E
Philosophy with Children	Bruno Ćurko, PhD, associate professor	30	0	0		3	E
Work-based Learning at a Partner Institution *		0	40	30	80	5	E

POPIS KOLEGIJA							
Year of study: 2.							
Semester: 4.							
COURSE	LEAD INSTRUCTOR	L	P	S	F	ECTS	STATUS
Practicum and Teaching practice	Marko Jakić, PhD, assistant professor	0	35	25		5	C
Master's Thesis		0	0	0		10	C
Bioethics	Bruno Ćurko, PhD, associate professor	30	0	0		3	E
Introduction to Oriental Philosophies	Tonći Kokić, PhD, full professor	30	0	0		3	E
Existentialist Philosophy	Tonći Kokić, PhD, full professor	30	0	0		3	E
Consciousness	Dario Škarica, PhD, full professor	30	0	0		3	E
Philosophy of Law	Marita Brčić Kuljiš, PhD, full professor	30	0	0		3	E
Work-based Learning at a Partner Institution *		0	40	30	80	5	E

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

2.2. Course description

GENERAL INFORMATION		
Lead instructor	Marko Jakić, PhD, assistant professor	
Course name	**CONTEMPORARY PHILOSOPHY I** (7SU30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION
Course aims
The main aim of the course *Contemporary Philosophy I* is to introduce students to the general purpose of the historical study and presentation of philosophy, and to equip them with the ability to understand the fundamental concepts, meanings, sources, and major currents and philosophers of the late nineteenth and early twentieth centuries.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, the student will be able to: - explain the significance of the major philosophical movements and philosophers of the late nineteenth and early twentieth centuries; - identify philosophical problems and solutions in original texts by philosophers of the late nineteenth and early twentieth centuries; - compare individual positions and arguments of philosophers and philosophical movements of the late nineteenth and early twentieth centuries; - critically discuss the main philosophical problems and schools of thought of the late nineteenth and early twentieth centuries; - prepare an academic paper/article/text on philosophical issues of the late nineteenth and early twentieth centuries; - deliver a public lecture on philosophical issues of the late nineteenth and early twentieth centuries; - engage in reasoned and well-argued discussion of philosophical issues of the late nineteenth and early twentieth centuries; - teach topics and content related to the course, as well as related systems and disciplines.
Course content
Course (15X2) 1. Introduction to Contemporary Philosophy 2. Wilhelm Dilthey 3. Pragmatism: Charles Peirce, William James 4. John Dewey 5. Phenomenology: Edmund Husserl

6. Phenomenology: Edmund Husserl, Max Scheler
7. Martin Heidegger
8. Martin Heidegger
9. Existentialism: Jean-Paul Sartre
10. Existentialism: Karl Jaspers, Albert Camus
11. The Frankfurt School: Adorno, Marcuse
12. The Frankfurt School: Adorno, Marcuse
13. The Frankfurt School: Horkheimer, Habermas
14. The Frankfurt School: Horkheimer, Habermas
15. Final lesson

1. Introductory lesson
2. Wilhelm Dilthey, *Izgradnja istorijskog svijeta u duhovnim naukama,* Beogradski izdavačko-grafički zavod, Beograd 1980.
3. John Dewey, *Logika*, section „Problem logičkog subjekta“ , Nolit, Beograd, 1962.
4. Edmund Husserl, *Kriza evropskih znanosti i transcendentalna fenomenologija : uvod u fenomenološku filozofiju,* Globus, Zagreb, 1992.
5. Martin Heidegger, *Uvođenje u metafiziku*, section „Uz gramatiku i etimologiju riječi 'bitak'“, AGM, Zagreb, 2012.
6. Martin Heidegger, *Bitak i vrijeme,* poglavlje 65. Vremenitost kao ontologijski smisao brige, Naprijed, Zagreb, 1985.
7. Karl Jaspers, *Duhovna situacija vremena*, Matica hrvatska, Zagreb 1988.
8. Albert Camus , Mit o Sizifu, Zora, Zagreb, 1071.
9. Erich Fromm, *Bekstvo od slobode*, Naprijed, Zagreb, 1984.
10. Jean-Paul Sartre, *Egzistencijalizam je humanizam,* , Veselin Masleša, Sarajeva 1964.
11. T. W. Adorno i M. Horkheimer: *Dijalektika prosvjetiteljstva*, Veselin Masleša, Sarajevo, 1974.
12. Jürgen Habermas, *Filozofski diskurs moderne*, Globus, Zagreb 1988.
13. Theodor W. Adorno, *Negativna dijalektika*, Beogradski izdavačko-grafički zavod, Beograd 1979.
14. Herbert Marcuse, *Kraj utopije*, Stvarnost, Zagreb 1978.
15. Nikolaj Nikolaj Berdjajev, *Sudbina čovjeka u suvremenom svijetu : za razumijevanje naše epohe,* Verbum, Split, 2007.

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

Student obligations

In addition to attending at least 60% of lectures, students will acquire specific course content through reading primary literature and keeping a reading log, as well as identifying and studying open questions arising from the topics covered.

Monitoring student work

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		Reading journal: notes on the reading of primary literature	X				

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

The criteria for evaluating and assessing individual elements are described in the course repository. The student’s overall performance is assessed throughout the course, including in-class participation

and participation in discussions during lectures and seminars. Examination is conducted orally. Active in-class participation (10%), oral exam (60%), and seminar paper (30%).		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Pejović, D. (1999). *Suvremena filozofija Zapada*, Matica hrvatska, Zagreb.	*1*	*20*
Galović, M. (1996). *Suvremena filozofija I i II*, Školska knjiga, Zagreb.	*1*	*20*
Katunarić, V. (1990). *Teorija društva u Frakfurtskoj školi*, Naprijed, Zagreb.	*1*	*20*
Adorno, T. W. i Horkheimer, M. (1974) *Dijalektika prosvjetiteljstva*, Veselin Masleša, Sarajevo.	*1*	*20*
Lyotard, J.F. (1980) *Fenomenologija* Beogradski izdavačko-grafički zavod, Beograd.	*1*	*20*
Heidegger, M. (1996). *Kraj filozofije i zadaća mišljenja?* Naprijed, Zagreb.	*1*	*20*
Supplementary readings		
1. Dilthey, W. (1980). Izgradnja istorijskog svijeta u duhovnim naukama, Beogradski izdavačko-grafički zavod, Beograd. 2. James,W. (2001) Pragmatizam, Ibis grafika, Zagreb. 3. Dewey, J. (1962.) Logika, Nolit, Beograd. 4. Husserl, E. (1992) Kriza evropskih znanosti i transcendentalna fenomenologija: uvod u fenomenološku filozofiju, Globus, Zagreb.Heidegger, M. (2012). Uvođenje u metafiziku, AGM, Zagreb. 5. Habermas, J. (1988) Filozofski diskurs moderne, Globus, Zagreb 6. Adorno, T. W. (1979) Negativna dijalektika, Beogradski izdavačko-grafički zavod, Beograd. 7. Jaspers, K. (1988). Duhovna situacija vremena, Matica hrvatska, Zagreb. 8. Fromm, E. (1984). Bekstvo od slobode, Naprijed, Zagreb. 9. Camus, A. (1971)., Mit o Sizifu, Zora, Zagreb. 10. Sartre, J.-P. (1964). Egzistencijalizam je humanizam, Veselin Masleša, Sarajeva. 11. Marx, W. (2005). Fenomenologija Edmunda Husserla, Naklada Breza, Zagreb.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in carrying out set tasks. Student survey on the quality of teaching and instructors at the university level. Student success on the exam and in fulfilling other course-defined requirements.		

GENERAL INFORMATION		
Lead instructor	Gabriela Bašić Hanžek, PhD, assistant professor	
Course name	**LOGIC III** (7ML30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to familiarise students with the main results of research into the properties of first-order logic and their implications for other branches of philosophy and the sciences, as well as to examine the main lines of development in philosophical logic in the study of the logic of philosophical language.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, the student will be able to: - define the basic semantic concepts of first-order logic using the language of set theory; - distinguish between the syntax and semantics of a formal language and state the main theorems concerning their relationship in first-order logic; - describe and evaluate the role of logical research in contemporary philosophy and science; - argue for the philosophical implications of metatheoretical results in logic; - teach logic in accordance with the topics and content of the course.		
Course content		
Lectures (15 x 2) 1. Introductory lesson on the contemporary role of logical research, with reference to selected examples in philosophy (speech act logic), social sciences (Arrow's impossibility theorem), and natural sciences (quantum logic). 2. Knowledge axiomatization project in historical perspective and the logical discovery of its limitations. 3. Set theory as a theory of concepts: axioms of naïve set theory and the discovery of its inconsistency. 4. Set theory as a foundational theory for the semantics of first-order logic. 5. Ways of resolving paradoxes in naïve set theory and the question of fundamental ontological intuitions. 6. Semantics of first-order logic: its foundational ideas (interpretation as a first-order structure) and its main concepts. Philosophical significance of Tarski's definition of truth in interpretation. 7. Properties of the logical consequence relation in first-order logic compared to non-classical logics. 8. The relationship between semantics and syntax in first-order logic and its epistemological significance. The soundness theorem for natural deduction in first-order logic and its proof. 9. Completeness theorem for natural deduction in first-order logic: main ideas in Henkin's proof. 10. Expressive power of the language in light of the Löwenheim-Skolem theorem and Skolem's paradox. Discussion on the relationship between language and knowledge given the limited expressive power of first-order logic. 11. Written knowledge exam. 12. Basic elements of the proof of Gödel's incompleteness theorem (encoding, parallel interpretations, recursive functions, representation, self-reference lemma). Limited possibilities for proving consistency. Epistemological implications of Gödel's results. 13. Computability and non-computability: Church's thesis, Turing machines, the Halting Problem. The undecidability theorem of first-order logic. 14. Philosophical logic and the language of philosophy. Basic ideas of modal logic: Kanger-Kripke semantics of possible worlds, properties of frames and their characterization, natural deduction rules for selected systems. 15. Application of different theoretical approaches in the logic of normativity.		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures	☐ independent work

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

Student obligations

In addition to attending at least 80% of lectures and actively participating in class (completing assignments and contributing to discussions), students are required to study the prescribed reading and pass the written exam. Taking the midterm exam is not mandatory.

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	
Portfolio							

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

The student's overall performance is assessed throughout the course, including in-class participation and written examination. The criteria for evaluating and assessing individual elements are described in the course repository.

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

Title	*Number of copies*	*Number of students*
1. Jon Barwise i John Etchemendy (1999) *Language, Proof and Logic*. (III. Application and Metatheory). Stanford: CSLI Publications [translated and didactically adapted in point 3.]	2	20
2. George Boolos, John P. Burgess i Richard C. Jeffrey (2002) Computability and Logic. (sections 3, 5, 10). Cambridge University Press [translated and didactically adapted in point 3.]	online	20
3. Berislav Žarnić (2004) *Simbolička logika: Priručnik (didaktička kompilacija komentiranih prijevoda i originalnih radova).* pp.. 149-322, http://marul.ffst.hr/~logika/pilot/skripta.pdf	online	20

Supplementary readings

1. Otvoreno znanje: Logika 3 (nastavni tekstovi i drugi izvori učenja). http://marul.ffst.hr/~logika/nastava
2. George Boolos (1998) *Logic, Logic, and Logic*. Harvard University Press
3. Willard Van Orman Quine (1963) *From a Logical Point of View: 9 Logico-- Philosophical Essays*. Harvard University Press.
4. Johan van Benthem (2011) *Modal Logic for Open Minds*. Stanford: CSLI.
5. Srećko Kovač (2013) *Svojstva klasične logike*: skripta. Zagreb: Hrvatski studiji. https://www.hrstud.unizg.hr/images/50014183/Svojstva_klasicne_logike.pdf
6. Susan Haack (2005) *Filozofija logikâ*. Zagreb: Hrvatski studiji.

7. Dov Gabbay i John Woods (2006) *Logic and the Modalities in the Twentieth Century. Handbook of the History of Logic* : Vol. 7. Elsevier. [The majority of the supplementary literature is available on the course website or on the Otvoreno znanje portal.]
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, in-class participation, success in carrying out set tasks; student survey on the quality of teaching and instructors at the university level; student success on the exam and in fulfilling other course-defined requirements; individual teacher-student consultations; student self-assessment of achieved learning outcomes; cooperative assessment of teacher and students on the implementation and quality of teaching processes.

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

COURSE DESCRIPTION
Course aims
The course aims to prepare students to critically reflect on cognitive processes, intelligence, motivation, emotions, memory, and learning, as well as on the possibilities and limitations of their application in the educational process. In addition to these topics, students will become familiar with the determinants of the psychology of atypical perception and behaviour, as well as family factors and parenting styles, which are indispensable in the educational process.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of this course, the student will be able to: 1 Distinguish between scientific and non-scientific approaches and methods in the psychology of education 2 Understand the significance of certain elements in developmental psychology and the differences in theoretical approaches and research 3 Explain basic concepts and perspectives on development from the psychodynamic perspective 4 Operationalise and understand the concepts of classical and instrumental conditioning in learning processes, memorising, and adopting various forms of behaviour 5 Analyse differences between the assumptions of the psychodynamic approach and classical behaviourism from the perspective of social and cognitive approaches to learning, development, and teaching 6 Understand and analyse self-control, motivation, initiative, and self-perception in childhood and adolescence 7 Analyse factors of parental and family influence in the context of education, with an emphasis on parenting styles, motives for marriage and parenthood, the development of parenting, and parental competencies

8 Differentiate and describe the basics of the most common internalising and externalising disorders in childhood and adolescence
Course content
Lecture, seminar, and practical topics by week: 1 Psychology as a science and profession; the subject of psychology and the history of its development 2 Scientific methods and research in the field of education 3 Psychoanalysis, psychosexual Development 4 Behaviourism, classical and instrumental conditioning 5 Social cognitive theories; theory of mind and cognitive psychology 6 Psychology and neuroscience of learning and memory; states of consciousness; role of neurotransmitters 7 Intelligence, decision-making 8 Emotions and their development; their role in education 9 Sense of control, self-control, attribution theories; motivation 10 Temperament; formation and manifestation of behaviour: relation between nature and nurture; behavioural genetics and epigenetics 11 Self-perception, personality theories 12 Parenting styles and family; motives and factors in family dynamics 13 Psychology of atypical perception and behaviour in childhood and adolescence

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

Student obligations
Regular class attendance, active participation in in-class activities, successful completion of individual and group tasks, producing and presenting a seminar paper, passing the final exam or a mid-term and end-of-term exam.
Monitoring student work (mark the appropriate boxes with an X)

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

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
The final grade for the course is the result of systematic monitoring of class activity and participation (40%), the seminar paper (20%), and written exams (40%). The criteria for the assessment and evaluation of each element are described in the course repository.
Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
	1	24
Selected works from relevant online databases	0	24

Lecture notes – summarised lectures	0	24

Supplementary readings

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

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

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

GENERAL INFORMATION		
Lead instructor	Toni Popović, PhD, assistant professor	
Course name	**SOCIOLOGY OF EDUCATION** (HZX004)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	1	
Number of credits and mode of delivery	ECTS student workload coefficient	2,5 (5)
	Number of hours (L+P+S)	30+0+30

COURSE DESCRIPTION

Course aims

The course aims to enable students to acquire competences within the basic concepts of the sociology of education, with particular emphasis on the relationship between the educational subsystem and the global societal system. Furthermore, within the course, students will become familiar with the main sociological theories of education, contemporary perspectives in the sociology of education, insights into the social foundations of the teaching profession, and the processes through which educational institutions operate in contemporary society.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, students will be able to:
1 Describe and define the basic concepts of the sociology of education
2 Explain the social context of education
3 Recognise sociological theoretical perspectives on education
4 Identify the influence of social and technological changes on the development of education

5 Link the system of educational institutions with the social significance of the teacher's role (characteristics of the profession)
Course content
1 Introduction to the course (course guide: topics, modes of delivery, reading, methods, deadlines, exams); clarifying basic concepts 2 Emergence and development of the sociology of education; subject and methods of the sociology of education; relationship to other disciplines 3 Sociological approach and relevant theoretical concepts of education, part I 4 Sociological approach and relevant theoretical concepts of education, part II 5 Social nature of education: inequalities in education; inequalities in educational opportunities 6 Sociology of education in the primary and secondary school context 7 Midterm exam; service learning 8 Central European and Scandinavian educational structures (PISA project) / Bologna Process in higher education 9 Transition problems in education; education and globalisation 10 Education and European Integration 11 Contemporary perspectives in the sociology of education – education for democracy and human rights, environmental education, intercultural education 12 Entrepreneurial education 13 Curriculum sociology 14 Professional sociology; status, role, and teacher prestige 15 End-of-term exam; course evaluation

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

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

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

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
In accordance with the course learning outcomes and student obligations, the final grade is formed based on the achievement of the following elements: passing the written exam, that is midterm and end-of-term exam (70%) as well as producing and presenting a seminar paper (30%). The criteria for evaluating and assessing individual elements are described in the course repository.
Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
1 Haralambos, M., Holborn, M. (2002). *Sociologija: Teme i perspektive*. Zagreb: Golden marketing. (pp. 773-882)	10	24
2 Pilić, Š. (ur.) (2008). *Obrazovanje u kontekstu tranzicije*. Split: HPKZ. (pp. 45-57; 59-66; 129-145; 149-162; 165-174; 239-244)	10	24
3 Duffour, B., Curtis. W. (2012). Sudij odgojno-obrazovnih znanosti. Zagreb: Educa. (pp. 41-70; 123-152)	2	24
4 Gevirc, Š, Krib, A. (2012). *Razumevanje obrazovanja: sociološka perspektiva*. Beograd: Edicija Reč.	-	24
5 Baranović, B. (ur.) (2015). *Školski kurikulum: teorijski i praktični aspekti*. Zagreb: Institut za društvena istraživanja u Zagrebu. (pp. 15-62)	-	24
6 Ledić, J., Miočić, I., Turk, M. (2016). *Europska dimenzija u obrazovanju: Pristupi i izazovi*: Rijeka: Filozofski fakultet. (pp. 10-49)	1	24
7 Mehta, J. Davies, S. (ur.) (2018). *Education in a new society: renewing the sociology of education*. Chicago, London: The University of Chicago Press.	1	24
8 Boronski, T., Hassan, N. (2020). *Sociology of Education*. London, Thousand Oaks, New Delhi, Singapore: SAGE.	-	24
Supplementary readings		
1 Alfirević, N., Relja, R., Popović, T. (2016). Razvojne perspektive društva i školstvo. U: Krce Miočić, B., Pavičić, J., Alfirević, N., Najev Čačija, Lj. (ur). *Upravljanje odgojno-obrazovnom ustanovom: menadžment i marketing u školama*. Sveučilište u Zadru. (str. 11-35) 2 Ballantine, J. H. (1993). *The Sociology of Education*. Englewood Cliffs: Prentice Hall. 3 Baranović, B. (ur.) (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. *Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog* razvoja, 44(2/3): 181-200. 4 Bernstein, B. (1994). *Jezik i društvene klase*. Beograd: BIGZ. 5 Bourdieu, P., Passeron, J. C. (2000). *Reproduction in Education, Society and Culture*. London: Sage Publications. 6 Buzov, I. (2009).Obrazovanje za okoliš: kratak pregled razvoja koncepta, *Godišnjak TITIUS*, 1(1): 303-315. 7 Durkheim, E. (1996). *Obrazovanje i sociologija*. Zagreb: Societas. 8 Farnell, T. (ur.) (2022). *Obrazovne nejednakosti u Hrvatskoj: izazovi i potrebe iz perspektive dionika sustava obrazovanja*. Zagreb: Institut za razvoj obrazovanja. 9 Giddens, A. (2007). *Sociologija*. Zagreb: Nakladni zavod Globus. (16. poglavlje: Obrazovanje, str. 494-536) 10 Georgievski, P. (2009). Društveni kontekst krize škole i oblici školskog nasilja. *Sociologija*, 51(1): 1-22. 11 Hagège, H. (2019). *Education for Responsibility*. London and New York: ISTE Ltd & John Willey and Sons. 12 Huđek, I., Širec, K. (2019). Razvoj poduzetničkog potencijala kroz obrazovanje za poduzetništvo u EU. *Ekonomska misao i praksa*, 28(1): 53-78. 13 Hussain, B., Zafar Sheikh, A., Fatima, T. (2022). Learning social entrepreneurship: Experiences of sociology students. *Cogent Business & Management*, 9(1): 1-20.		

14 Lesourne, J. (1993). *Obrazovanje i društvo: izazovi 2000.godine*. Zagreb: Educa. (str. 79-104)
15 Liessmann, K. P. (2006). *Teorija neobrazovanosti: zablude društva znanja*. Zagreb: Naklada Jesenski i Turk.
16 Markočić Dekanić, A. (ur.) (2023). *PISA 2022: rezultati, odrednice i implikacije. Međunarodno istraživanje znanja i vještina učenika*. Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja. (str. 10-22, 190-202)
17 Meighan, R., Harber, C. (2014). *A Sociology of Educating*. London, Oxford, New York, New Delhi, Sydney: Bloomsbury.
18 Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju: Drugi kao polazište. *Nova prisutnost*, 7(1): 59-84.
19 Pastuović, N. (2013). Kvaliteta predtercijarnog obrazovanja u Hrvatskoj s posebnim osvrtom na strukturu obveznog obrazovanja kao čimbenika njegove kvalitete. *Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog razvoja,* 97(3): 449-470.
20 Pastuović, N. (2012). *Obrazovanje i razvoj*. Zagreb: Institut za društvena istraživanja, Učiteljski fakultet.
21 Pastuović, N. (1999). *Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja*. Zagreb: Znamen. (5. poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371)
22 Pilić, Š. (2008). *Knjiga o nastavnicima*. Split: Filozofski fakultet.
23 Popović, T. (2016). Sociological Contents and Learning Outcomes in Adult Education. U: Koludrović, M., Brčić Kuljiš, M. (ur.). *Contribution to the Development of the Curricula Aimed at Adult Education Professionals*. Zagreb: Croatian Andragogy Society. (str. 321-339)
24 Popović, T., Relja, R., Alfirević, N. (2019). Selection and Education of School Principals: A Comparative Overview of Policies. U: Ingþórsson, A. H., Alfirević, N., Pavičić, J., Vican, D. (ur.). *Educational Leadership in Policy. Challenges and Implementation Within Europe*. Cham: Palgrave Macmillan. (str. 59-78)
25 Popović, T., Relja, R., Gutović, T. (2017). The Role of Non-Formal Qualifications in the Flexibility of Education and Labor Market. U: Radic, Z., Roncevic, A., Yongqiang, L. (ur.). *22nd International Scientific Conference on Economic and Social Development – "The Legal Challenges of Modern World".* Split: Varazdin Development and Entrepreneurship Agency, Faculty of Law – University of Split, Faculty of Law – University of Sarajevo, University North, Faculty of Management – University of Warsaw. (str. 677-689)
26 Raditya-Ležaić, A., Boromisa, A., Tišma, S. (2018). Komparativni pregled obrazovanja za održivi razvoj i istraživanje potreba za stručnjacima u Hrvatskoj. *Socijalna ekologija*: *časopis za ekološku misao i sociologijska istraživanja okoline*, 27(2): 165-180.
27 Relja, R., Popović, T., Gutović, T. (2019). Analysis of elements and process of school principals' professionalization in Croatia. *Management: Journal of Contemporary Management Issues*, 24 (sp.iss.): 55-71.
28 Rogošić, S., Baranović, B., Šabić, J. (2021). Primjena IKT-a u procesu učenja, poučavanja i vrednovanja u srednjim strukovnim školama: Kvalitativna analiza. *Metodički ogledi*, 28(1): 63-88.
29 Selwyn, N., Facer, K. (2014). The sociology of education and digital technology: past, present and future. *Oxford Review of Education*, 40(4): 482-496.
30 Sjøberg, S., Jenkins, E. (2020). PISA: a political project and a research agenda. *Studies in Science Education*, 58(1): 1–14.
31 Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. U: Alfirević N., Burušić J., Pavičić J., Relja R. (ur.) *School Effectiveness and Educational Management.* Palgrave Macmillan.
32 Štulhofer, A. (1992). Mitologija obrazovnih šansi. *Theleme*, 38(2): 61-72.
33 Tomlinson, S. (2017). *A Sociology of Special and Inclusive Education: Exploring the Manufacture of Disability*. London, New York: Routledge.
34 Vujčić, V. (1990). Obrazovne šanse. Zagreb: Školske novine.
35 Vujčić, V. (1989). Obrazovanje i društvo. Zagreb: CDD.

NOTE: The supplementary reading also serves as the basis for the students' seminar papers, which is supplemented with more relevant bibliographic sources from the sociology of education.

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

- Class attendance, in-class participation, and success in carrying out set tasks
- Student questionnaires on quality of teaching carried out at university level
- Student success on the exam and in fulfilling other course-defined requirements

- Student self-assessment of achieved learning outcomes
- Individual teacher-student consultations
- Cooperative assessment of teacher and students on the implementation and quality of teaching processes

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**PHILOSOPHY OF SCIENCE** (9FZ30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	4
	Number of hours (L+P+S)	30+0+15

COURSE DESCRIPTION
Course aims
The course aims to familiarize students with the main theoretical approaches in the philosophy of science, key concepts, the succession of scientific theories, and the relationship between philosophy and science.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, the student will be able to: - Demonstrate general knowledge and understanding of the relationship between philosophy and all major scientific disciplines, - List the theories of scientific progress, - Understand key concepts in the philosophy of science (hypothesis, theory, natural law), - Comprehend important historical examples of revolutionary shifts in scientific paradigms (the theory of relativity, quantum theory), - Distinguish between scientific and non-scientific statements, hypotheses, and theories, - Teach courses in the philosophy of science.
Course content
1. Introduction 2. Philosophy of science and its importance 3. The relationship between philosophy and science 4. History of science 5. Scientific explanation 6. Scientific theory 7. Natural laws 8. Logical empiricism and positivism

9. Induction, confirmation and falsification, subordination of theory to data
10. Theories of scientific progress
11. Naturalism and scientific realism
12. Theory of relativity and quantum theory
13. The relationship between science and religion
14. Science as religion and ideology, limits of science
15. Final discussion

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

Student obligations

Students are required to attend at least 70% of lectures and 70% of seminars, study the prescribed literature, prepare a seminar paper on an agreed topic, and pass the oral exam.

Monitoring student work

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	x	Practical work	
Portfolio		Midterm exam	x				

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

Active in-class participation (15%), presentation (10%), seminar paper (25%), midterm exam (25%), and oral exam (25%) are assessed.

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

Title	*Number of copies*	*Number of students*
Jasmina Lelas. 2000. *Teorije razvoja znanosti*. Zagreb, ArtTresor naklada.	*1*	*20*
Anthony O'Hear. 2007. Uvod u filozofiju znanosti. Zagreb, Hrvatski studiji.	*online*	*20*
Werner Heisenberg. 1997. *Fizika i filozofija*. Zagreb, Kruzak.	*1*	*20*
Thomas Kuhn. 2013. *Struktura znanstvenih revolucija*. Zagreb, Naklada Jesenski i Turk.	*1*	*20*
Tomislav Petković. 2001. *Uvod u modernu kozmologiju i filozofiju*. Zagreb, Element.	*1*	*20*
Mirko Jakić. 1989. *Filozofija o znanosti.* Zagreb, Hrvatsko filozofsko društvo.	*1*	*20*

Supplementary readings

- Srđan Lelas. 1990. *Promišljanje znanosti*. Zagreb, Hrvatsko filozofsko društvo.
- Werner Heisenberg. 1998. *Promjene u osnovama prirodne znanosti*. Zagreb, Kruzak.
- Steven Weinberg. 2015. *To Explain the World. The Discovery of Modern Science*. New York, Harper Perennial.
- Martin Curd, J. A. Cover and Christoper Pincock (ur.). 2013. *Philosophy of Science. The Central Issues*. New York, W. W. Norton & Company.
- Stanley L. Jaki. 2000. *The Limits of a Limitless Science and Other Essays*. Wilmongton, Delaware, ISI Books.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, in-class participation, success in carrying out set tasks; student survey on the quality of teaching and instructors at the university level; student success on the exam and in fulfilling other course-defined requirements; individual teacher-student consultations; student self-assessment of achieved learning outcomes; cooperative assessment of teacher and students on the implementation and quality of teaching processes.

GENERAL INFORMATION		
Lead instructor	Ljudevit Hanžek, PhD, assistant professor	
Course name	**CONTEMPORARY PHILOSOPHY II** (8SU30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The main aim of the course *Contemporary Philosophy II* is to familiarize students with the key philosophers and philosophical movements of the 20th century that address questions of language, truth, knowledge, meaning, and analysis.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, the student will be able to: - Explain the significance of the main movements and philosophers of the 20th and 21st centuries; - Recognize philosophical problems and solutions in the original texts of philosophers of the 20th and 21st centuries; - Compare individual positions and arguments of philosophers and philosophical movements of the 20th and 21st centuries; - Critically discuss the main contemporary philosophical problems and schools of the 20th and 21st centuries; - Produce a paper/article/text on philosophical issues of the 20th and 21st centuries; - Deliver a public lecture on philosophical issues of the 20th and 21st centuries; - Engage in reasoned discussion on philosophical issues of the 20th and 21st centuries; - Teach courses in contemporary philosophy according to the course content and related topics.
Course content
Course (15 x 2) 1. Introduction to contemporary philosophy 2. Language, structure, history: F. de Saussure

3. C. Levi-Strauss
4. M. Foucault
5. M. Foucault
6. John Rawls
7. Bertrand Russell
8. Ludwig Wittgenstein
9. Hans-Georg Gadamer
10. Hans-Georg Gadamer
11. Postmodernism: Gianni Vattimo, Jacques Derrida
12. Feminist philosophy
13. Feminist philosophy
14. Final lesson

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

Student obligations

The student is required to attend classes regularly, pass the midterm exam, and pass the oral exam.

Monitoring student work

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

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

The midterm exam and oral exam are assessed. The criteria for evaluating and assessing individual elements are described in the course repository.

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

Title	*Number of copies*	*Number of students*
Pejović, D. (1999). Suvremena filozofija Zapada, Matica hrvatska, Zagreb..	*1*	*20*
Galović, M. (1996). *Suvremena filozofija I i II*, Školska knjiga, Zagreb.	*1*	*20*
Foucault, M. (1994).*Znanje i moć* , Globus, Zagreb.	*1*	*20*
Russell, B. (1961). *Ljudsko znanje; njegov obim i granice,* Nolit, Beograd.	*1*	*20*
Wittgenstein, L. (2009). *Plava i smeđa knjiga*, Nakladni zavod Globus, Zagreb.	*1*	*20*
Gadamer, H-G. (2002). *Čitanka* Matica hrvatska, Zagreb.	*1*	*20*

Supplementary readings

1. Arendt, H. (1991). *Vita activa,* August Cesarac, Zagreb.
2. Pateman*, C. (1998). Ženski nered : demokracija, feminizam i politička teorija*, Ženska infoteka, Zagreb.
3. M. Foucault (1978)., *Istorija seksualnosti,* Prosveta, Beograd.
4. Rawls,J. (2000). *Politički liberalizam,* Kruzak, Zagreb.

5. Vattimo, G. (2008). *Transparentno društvo,* Algoritam, Zagreb.
6. Strauss, C.L. (2013). *Antropologija i moderni svijet*, TIM Press, Zagreb.
7. Derrida, J. (2002). *Sablasti Marxa*, Hrvatska sveučilišna naknada, Zagreb.
8. Popper, K. R. (1996). *Bijeda historicizma*, Kruzak, Zagreb.
9. Žižek,S. (2012). *Živjeti na kraju vremena*, Fraktura, Zaprešić.

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

Consultations, attendance records for lectures, review of notes, active participation in discussions, course and instructor evaluation at the end of the semester.

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

COURSE DESCRIPTION

Course aims

To enable students to engage in the critical scientific study of pedagogy as a theory and practice of preparing individuals for life, and to ensure the successful organisation and satisfactory professional and scientific execution of pedagogical activities in the processes of education.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- explain the epistemological characteristics of pedagogy.
- critically analyse and compare traditional and contemporary definitions of the fundamental concepts of pedagogy and the various understandings of pedagogy as a science.
- explain the fundamental principles of pedagogy as a theory of training.
- identify the advantages and limitations of pedagogical theories of personality development.
- distinguish the qualitative levels of individual development and how tasks are implemented by the teacher.
- explain the aspects and methods of pedagogical action in the training process.
- relate pedagogy to andragogy.
- justify the need for theoretical and practical training for intercultural interactions.

- justify why curriculum design constitutes a pedagogical problem. - critically reflect on and discuss basic pedagogical concepts and reform pedagogical theories, as well as identify their advantages and limitations. - advocate an opinion on the necessity of respecting the rights, needs, interests, and uniqueness of each individual.
Course content
1. Introduction to the course 2. Scientific determination – epistemological characteristics of pedagogy 3. Pedagogy within the science system and the scientific system of pedagogy 4. Socio-historical dimension and development of pedagogy 5. Fundamental principles of pedagogy as a theory of training 6. Different pedagogical paradigms 7. Reform pedagogies 8. Basic characteristics of the school system 9. Curriculum design as a pedagogical problem 10. Pedagogical theories of personality development 11. Competency-based approach in pedagogy 12. Qualitative levels of development 13. Aspects and methods of pedagogical action in the training process 14. Relationship between pedagogy and andragogy within the system of lifelong learning 15. Training for sustainable development and life in a pluralistic society 16. Course conclusions

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

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

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

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

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

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

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

Supplementary readings

Babić, N. (2007). Konstruktivizam i pedagogija. *Pedagogijska istraživanja, 4*(2), 217–227.
Bašić, S. (2009). Dijete (učenik) kao partner u odgoju: kritičko razmatranje. *Odgojne znanosti, 11*(2), 27–44.
Ćatić, I. (2012). Kompetencije i kompetencijski pristup obrazovanju. *Pedagogijska istraživanja, 9*(1/2), 175–187.
Delors, J. (1998). *Učenje – blago u nama* (selected chapters). Educa.
Giesecke, H. (1993). *Uvod u pedagogiju*. Educa.
Glasser, W. (2005). *Kvalitetna škola*. Educa.
Gudjons, H. (1994). *Pedagogija – temeljna znanja* (selected chapters). Educa.
von Hentig, H. (2007). *Kakav odgoj želimo?* Educa.
von Hentig, H. (2008). *Što je obrazovanje?* Educa.
Jukić, T. (2010). Odnos kurikuluma i nastavnog plana i programa. *Pedagogijska istraživanja, 7*(1), 55–64.
Kunac, S. (2015). Kreativnost i pedagogija. *Napredak, 156*(4), 423–446.
Kunac, S. (2020). Odgojno-obrazovne filozofije – ključ razumijevanja nastavnikovih uvjerenja u odgojno-obrazovnoj praksi. *Školski vjesnik: časopis za pedagogijsku teoriju i praksu, 69*(2), 533–552.
Kušić, S., & Vrcelj, S. (2017). In search for the pedagogy (studies) identity: The Croatian context. *Sodobna pedagogika, 68*(134), 126–142.
Malić, J., & Mužić, V. (1981). *Pedagogija*. Školska knjiga.
Mijatović, A. (Ed.). (1999). *Osnove suvremene pedagogije*. Hrvatski pedagoško-književni zbor.

Morin, E. (2002). *Odgoj za budućnost*. Educa.
Palekčić, M. (2015). *Pedagogijska teorijska perspektiva: značenje teorije za pedagogiju kao disciplinu i profesiju*. Erudita.
Vukasović, A. (1990). *Pedagogija*. HKZ "Mi".

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

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

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

COURSE DESCRIPTION

Course aims

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

Course enrolment requirements

None.

Intended course learning outcomes

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

Course content		
1. Determinants of contemporary didactics grounded in the competency-based and curriculum-based approach to education: the educational, social, and economic context 2. The role of the teacher in contemporary teaching. 3. Classroom climate and environment; guidance in the educational process 4. Learner characteristics and individualisation in contemporary teaching and didactics 5. National, subject-specific, and school curriculum 6. The theory of constructive alignment 7. Planning and structuring the teaching process 8. Teaching strategies, methods, and patterns of interaction 9. Media in teaching 10. Implementing the teaching process 11. (Self-)evaluation of the quality of the teaching process 12. Evaluation of student achievement: types, modes, approaches 13. Techniques and methods of (self-)evaluation 14. Parent–teacher meetings and individual parent conferences 15. The educational role of teaching and the teacher (homeroom duties; cooperation with the local community) 16. Reform pedagogies and pedagogical pluralism Seminars are organised as thematic workshops in which students reflectively and critically examine, describe, interpret, and evaluate relevant, learning-outcome-based topics in the field of didactics. Active participation and group work are expected from students during seminars.		
Modes of delivery	☒ lectures ☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☒ multimedia and network ☐ laboratory ☐ supervision ☐ other _____
Student obligations		
- Regular class attendance: 80% for lectures and 80% for seminars. - Conduct in accordance with the ethical and scientific principles of higher education. - Plan, structure, and present a lesson plan. - Active and constructive in-class contribution. - Complete in-class and other individual and group activities, as well as research tasks in a timely manner to achieve the learning outcomes outlined by the course. - Produce and present a seminar paper compliant with the established criteria. - Pass the written exam, or a midterm and end-of-term exam.		

Monitoring student work

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

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

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

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

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

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

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

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

Supplementary readings

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

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

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

GENERAL INFORMATION	
Lead instructor	Bruno Ćurko, PhD, associate professor

Course name	**DIDACTICS OF PHILOSOPHY** (9MN30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	15+0+15

COURSE DESCRIPTION

Course aims

The aim of the course is to equip students to analyse certain philosophical doctrines and their influence on pedagogical orientations, which will enable the student to perform logical analysis and critical reflection on teaching practice.

Course enrolment requirements

Enrolment in the 3rd semester of the graduate study programme *Philosophy*.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- Correctly interpret the fundamental concepts of philosophy teaching methodology;
- Describe and explain various contemporary theories of education;
- Describe and explain the assumptions underlying specific pedagogical choices;
- Describe and explain the basic formal characteristics of the learning process;
- Apply the principles of cooperative communication in the analysis of teaching communication;
- Write and analyse a lesson plan.

Course content

1. Introductory lesson: familiarizing students with the objectives, content, and teaching methods, as well as the requirements of the course
2. Determining the position of the philosophy of education and philosophy teaching methodology within the whole of philosophical disciplines
3. The influence of understanding fundamental concepts (“human,” “language,” “knowledge”) on the choice of theoretical orientation in the science of education
4. Phenomenological approach and hermeneutically oriented science of education
5. Analytical approach and empirical orientation in education
6. Critical theory of society and critical orientation in the science of education
7. Basic ideas of postmodern philosophy and its reception within the science of education
8. Constructivist philosophy of education and its didactic consequences
9. The question of the educational subject: theories of intellectual and moral development – J. Piaget
10. The question of the educational subject: theory of moral development – L. Kohlberg
11. The question of the goal of education: classical view – intellectual and moral virtues (J.F. Herbart, S. Basariček)
12. Differentiation of levels and types of educational objectives (B. Bloom, L. Resnick)
13. Dilemma: problem-based or historical approach in philosophy teaching
14. The role of philosophy in education: contemporary trends in education
15. Synthesis

Modes of delivery	☒ lectures	☒ independent work

	☒ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning 10%

Student obligations

Conduct in accordance with the ethical and scientific principles of higher education. Participate in and complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course (80%). Participate in discussions during lectures (in-person/online). Prepare a lesson plan, write an essay, and pass the oral exam.

Monitoring student work

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

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

The criteria for evaluating and assessing individual elements are described in the course repository. The student's overall performance is assessed throughout the course. In-class participation; participation in discussions during lectures. Examination is conducted orally. Student participation in class (attendance, participation in discussions, individual tasks) - 20%; essay - 20%; lesson plan - 20%; and passing the oral exam - 40%.

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

Title	*Number of copies*	*Number of students*
König, Eckard i Zedler, Peter (2001.) Teorije znanosti o odgoju, Zagreb:Educa	*1*	20
Marinković, Josip (2008.) Metodika nastave filozofije, Zagreb:Školska knjiga	*1*	20
Glasersfeld, Ernest von (1989.)Cognition, construction of knowledge, and teaching, Synthese 80: 121-140	*Online*	20
Kohlberg, Lawrence(1976.) The claim to moral adequacy of a Highest Stage of Moral Judgment, Journal of Philosophy 40: 630-646	*Online*	20
Suppes,Patrick (1995.) The Aims of Education. U: A. Neiman (ed.) Philosophy of Education pp. 110-126 Urbana, Illinois:Philosophy of Education Society, University of Illinois	*Online*	20

Supplementary readings

1. Odobreni udžbenici, priručnici i zbirke zadataka za filozofiju, logiku i etiku 2. Obrazovni software za nastavu filozofije, logike i etike 3. Novi kurikulumi za filozofiju, logiku i etiku 4. Bruner, Jerome (2000.) Kultura obrazovanja, Zagreb: Educa 5. Ekkehard E. Martens(1983.): Einführungen in die Didaktik der Philosophie Wissenschaftliche Buchgesellschaft, Darmastadt
Active participation in lectures and seminars, consultations, evaluation of the course and the instructor's work.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, in-class participation, success in carrying out set tasks. Student survey on the quality of teaching and instructors at the university level. Written essay, prepared lesson plan, as well as success on the exam and in fulfilling other course-defined requirements.

Commented [k1]: Prevedeno, ali mi se čini da je greška.

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**PHILOSOPHY OF POLITICS** (9PL30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to familiarize students with the basic concepts of political philosophy and the development of political thought, with an emphasis on various forms of political community from the polis and the republic to the modern state and parliamentary democracy, and to equip students for critical reflection on politics.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, students will be able to: - Take a position for or against specific theses in political philosophy; - Scientifically address the basic questions and problems of political philosophy; - Define key philosophical-political concepts; - Interpret leading theories and directions in political philosophy; - Compare individual positions and arguments; - Critically consider and evaluate theses and viewpoints; - Teach courses in political philosophy.		
Course content		
Lectures (15 x 2) 1. Basic themes and questions of political philosophy		

2. Definition, development of the word and of the concept of politics
3. Plato's foundation of political philosophy
4. Aristotle's practical philosophy and the characteristics of politics
5. The relationship between ethics and politics
6. Machiavellianism and anti-Machiavellianism, appearance and reality in politics
7. Introduction to the idea of sovereignty
8. General will and the idea of sovereignty
9. Political theology of C. Schmitt
10. Man and the state - J. Maritain
11. Homo sacer: sovereign power and bare life
12. Globalization and the concept of sovereignty (Negri and Hardt)
13. Biopolitics
14. The relationship between philosophy and politics (H. Arendt, J. Rancière)
15. Final lesson

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

Student obligations

Conduct in accordance with the ethical and scientific principles of higher education. Complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course (80%). Pass the oral exam. If a student chooses to take the exam by producing and presenting a seminar paper, the student is required to produce and present the seminar paper in compliance with the established criteria.

Monitoring student work

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

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

The criteria for evaluating and assessing individual elements are described in the course repository. Student performance is assessed throughout the course. In-class participation (in-person or online), participation in class discussions (10%). The student may take the oral exam (90%) or produce and present a seminar paper in compliance with the instructor's guidelines (90%).

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

Title	*Number of copies*	*Number of students*
Aristotel, *Politika*, Globus, Zagreb, 1988.	*1*	20
Machiavelli, *Vladar*, Sveučilišna naklada Liber, Zagreb, 1975.	*1 / online*	20

Jean-Jacques Rousseau, *Društveni ugovor*, Prosveta, Beograd, 1949.	*1 / online*	20
Carl Schmitt, *Politička teologija*, Naklada Breza, Zagreb, 2019.	*1*	20
Jacques Maritain, *Čovjek i država*, Školska knjiga, Zagreb 1992.	*1*	20
Hardt, Michael; Negri, Antonio, *Imperij*, Multimedijalni institut, Zagreb, 2010.	*1*	20
G. Agamben, *Homo sacer : suverena moć i goli život*, Multimedijalni institut, Zagreb, 2006.	*1*	20
Jacques Rancière - *Nesuglasnost : politika i filozofija*, Fakultet političkih znanosti, Zagreb 2015.	*1*	20

Supplementary readings

Works of choice (in addition to the required literature, reading and interpretation of at least one more work is required)

1. Platon, *Država,*Naklada Jurčić, Zagreb,2004.; *Državnik* Sveučilišna naklada Liber, Zagreb, 1977.
2. Thomas Hobbes, *Levijatan*, Naklada Jesenski i Turk,Zagreb, 2004.
3. John Locke, *Dvije rasprave o vladi*, Filozofska biblioteka, Zagreb 2013.
4. Charles Montesquieu, *O duhu zakona*, Demetra, Zagreb, 2003.
5. Immanuel Kant, *Pravno-politički spisi*, Politička kultura, Zagreb, 2000.
6. Hannah Arendt, *Što je politika? Disput,* Zagreb 2013.
7. Joachim Ritter, *Metafizika i politika*
8. John Rawls, *Politički liberalizam,* Kruzak, Zagreb, 2000.
9. Friedrich August Hayek, *Put u ropstvo*, Kruzak, Zagreb, 2001.
10. Michel Foucault, *Rođenje biopolitike* Sandorf - Obrt za nakladništvo i posredništvo, Zagreb, 2016.
11. Robert Nozick, *Anarhija,država i utopija*, Naklada Jesenski i Turk, Zagreb 2003.
12. Plant, R., *Suvremena politička misao,* Naklada Jesenski i Turk, Zagreb, 2002.
13. Leo Strauss, Joseph Cropsey (ur.), *Povijest političke filozofije*, GM, Zagreb, 2006.

Secondary literature

1. Ante Pažanin, *Etika i politika,* Hrvatsko filozofsko društvo, Zagreb 2001.
2. Karl-Heinz Volkmann-Schluck, *Politička filozofija,* Naprijed, Zagreb 1974.
3. Hans Maier, Heinz Rausch, Horst Denzer, *Klasici političkog mišljenja*, GM, Zagreb 1998.
4. Pavo Barišić (ur.), *Demokracija i etika*, Hrvatsko filozofsko društvo, Zagreb 2005.

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

Class attendance, in-class participation, success in carrying out set tasks.
Student questionnaires on quality of teaching carried out at university level.
Student success on the exam and in fulfilling other course-defined requirements.

GENERAL INFORMATION	
Lead instructor	Dario Škarica, PhD, full professor
Course name	**PHILOSOPHY OF MIND** (9FU30)
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation
Course status	Compulsory
Year	2
Semester	3

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

COURSE DESCRIPTION

Course aims

The course aims to familiarize students with the philosophy of mind, focusing on its main themes and problems: the mind-body problem, supervenience, mental content, mental causation, computational theory of mind, connectionism, and consciousness. special emphasis is placed on precise exposition of concepts and positions, detailed presentation of individual arguments and counterarguments, and familiarizing students with the broader interdisciplinary context.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, the student will be able to:
- precisely analyse the mind-body problem: individual positions (dualism, behaviourism, identity theory, functionalism, eliminativism, and fictionalism) as well as arguments for and against each position.
- clearly define the concepts of supervenience and content, as well as the issues related to these concepts.
- precisely explain the problem of mental causation.
- explain the endeavour of artificial intelligence, especially its relevance to the philosophical problem of mind, with particular detail on explaining the computational theory of mind and connectionism.
- explain in detail the philosophical problem of consciousness, with particular emphasis on the explanatory gap problem and the knowledge argument.

Course content

1. Introductory lesson
2. Dualism
3. Behaviourism, identity theory
4. Functionalism
5. Eliminativism, fictionalism
6. Supervenience
7. Mental content
8. Mental causation
9. Artificial intelligence
10. Computational theory of mind
11. Chinese room argument
12. Connectionism
13. Consciousness
14. Explanatory gap
15. Knowledge argument

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

Student obligations

Regular class attendance, active participation in class activities, successful completion of individual and group tasks, producing and presenting a seminar paper, passing the final exam or a mid-term and end-of-term exam.							
Monitoring student work (mark the appropriate boxes with an X)							
Class attendance	x	Participation in class	x	Seminar paper		Experimental work	
Written exam		Oral exam	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Midterm exam	x				

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

Assessment includes:
1. Oral midterm exam
2. Oral exam
3. Participation in discussions

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

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

Title	*Number of copies*	*Number of students*
Berčić, B. (2012) Filozofija – volume two, Ibis grafika	*Available upon request from the course instructor*	20
Block, N., O. Flanagan, G. Guzeldere (eds.)(1997)		20
The Nature of Consciousness, Cambridge, Mass., MIT Press		20
Chalmers, D.; (ed.) (2002) Philosophy of Mind: Classical and Contemporary Readings, Oxford University Press		20
Crane, T. (2001), *Elements of Mind*, Oxford, Oxford University Press		20
Heil, J. (2012) *Philosophy of Mind: A Contemporary Introduction* (3rd ed.), Routledge		20
Hudoletnjak Grgić, M.; Pećnjak, D.; Grgić, F. (ur.) (2011) *Aspekti uma*, Institut za filozofiju, Zagreb (Godišnjak za filozofiju)		20
Prijić, S.; Miščević, N. (ur.) (1993) *Filozofija psihologije: zbornik tekstova*, Hrvatski kulturni dom		20
Ravenscroft, I. (2005) *Philosophy of Mind. A Beginner's Guide*. Oxford University Press		20
Russel, S. J.; Norvig, P. (2003) *Artificial Intelligence. A Modern Approach*. (Second edition) Prentice Hall		20

Available upon request from the course instructor		

Supplementary readings

- Armstrong, D. (1968) *A Materialist Theory of Mind*, Routledge
- Baars, B. (1988) *A Cognitive Theory of Consciousness*. Cambridge University Press
- Bechtel, W.; Abrahamsen, A. (1991) *Connectionism and the Mind*, Blackwell
- Campbell, K. (1984) *Body and Mind*, University of Notre Dame Press
- Carruthers, P. (2000) *Phenomenal Consciousness*. Cambridge University Press
- Chalmers, D. (1996) *The Conscious Mind*, Oxford University Press
- Dennett, D. (1991) *Consciousness Explained*, Boston: Little and Brown
- Fodor, J. (1975) *The Language of Thought*, Thomas Y. Crowell Company
- Hart, W. D. (1988) *Engines of the Soul*, Cambridge University Press
- Hill, C. (1991) *Sensations: A Defense of Type Materialism*, Cambridge University Press
- Kim, J. (1998) *Mind in a Physical World*, Bradford
- Kripke, S. (1980) *Naming and Necessity*, Harvard University Press
- Mackenzie, B. (1977) *Behaviorism and the Limits of Scientific Method*, Routledge & Kegan Paul.
- Robinson, H. (2016) *From Knowledge Argument to Mental Substance: Resurrecting the Mind*, Cambridge University Press

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

Consultations, attendance records for lectures, active participation in discussions, course and instructor evaluation at the end of the semester.

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**PHILOSOPHY OF EDUCATION** (9FO30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The course aims to acquaint students with the philosophical mode of thinking in the field of pedagogy. Through the analysis of philosophical approaches to education, students will acquire appropriate philosophical knowledge that can be applied in educational and teaching processes.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of the course, students will be able to:
- Interpret the relationship between philosophy and orientations in the science of education.
- Explain the problem of educational values.
- Compare different educational practices.
- Critically examine educational practices.
- Develop philosophical reflection on education.
- Develop awareness of creativity, entrepreneurship, and initiative.

- Analyse the components of education and their interrelation. - Promote the role of critical thinking in educational processes. - Deliver lessons on the topics and contents of the course, as well as on related systems and disciplines.
Course content
1. Introductory lesson 2. The role of education in philosophy and the role of philosophy in education; education in the spirit of humanism 3. Political aspects of education – education for community, multiculturalism, 4. Education for democracy and democratic education 5. Education for critical thinking – the role of philosophy and self-reflection 6. Philosophy of education and postmodernism 7. Philosophy through the perspective of lifelong learning 8. On the logical form of pedagogical theories. The specific character of relations, logical consequences in normative theories of education. 9. On the logical form of pedagogical theories. The specific character of relations, logical consequences in normative theories of education. 10. Philosophy of pedagogy: structure and orientations of educational theories from the emancipation of pedagogy as a philosophical discipline to the contemporary branching of the science of education in relation to fundamental philosophical assumptions. 11. Characteristics of conceptual changes in the history of ideas and in individual development, examined through the example of the concept of time with pedagogical implications: openness of knowledge and education for openness. 12. The pedagogical act as communicative action. 13. Argumentation theory and education: pragma-dialectics, communicative rationality, the classroom as a community of inquiry. 14. Argumentation theory and education: pragma-dialectics, communicative rationality, the classroom as a community of inquiry. 15. Final lesson

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

Student obligations
Conduct in accordance with the ethical and scientific principles of higher education. Completing in-class and other individual and group activities to achieve the learning outcomes outlined by the course (80%). Passing the oral exam. If the student chooses to take the exam by producing and presenting a seminar paper, they are required to produce and present a seminar paper compliant with the established criteria.
Monitoring student work

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							

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

The criteria for evaluating and assessing individual elements are described in the course repository. Student performance is assessed throughout the course. In-class participation (in-person or online), participation in class discussions (10%). The student may take the oral exam (90%) or produce and present a seminar paper in compliance with the instructor's guidelines (90%).

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

Title	*Number of copies*	*Number of students*
Dewey, J.,Democracy and Education: An Introduction to the Philosophy of Education, The Macmillan Company, New York, 1941.	*online*	20
Hufnagel, E.,Filozofija pedagogike, Demetra, Zagreb 2002.	*1*	20
Lyotard, J. F.,Postmoderno stanje: Izvještaj o znanju, Ibis, Zagreb 2005.	*1*	20
Kant, I. Što je to prosvjetiteljstvo? U Pravno-politički spisi, Politička kultura, Zagreb 2000.	*1*	20
Kant, Schelling, Nietzsche, Ideja univerziteta (ur. Despot, B.), Globus, Zagreb 1991.	*1*	20
Polić, M., *K filozofiji odgoja*, Zagreb 1993.	*online*	20
Marinkovic, J., Utemeljenost odgoja u filozofiji	*1*	20
König, E. i Zedler, P. Teorije znanosti o odgoju. Zagreb: Educa, 2001.	*0*	20
Noddings, N. (1998) Philosophy of Education. Oxford: Westview Press.	*online*	20
Konrad Paul Liessmanna (2008), Teorija neobrazovanosti : zablude društva znanja, Jesenski i Turk, Zagreb	*1*	20
Lipman, M., Thinking in Education. Cambridge: Cambridge University Press, 2003.	*online*	20

Supplementary readings

- Platon, Protagora, u: Platon, Protagora/Sofist. Naprijed, Zagreb 1975.
- Aristotel, Nikomahova etika, Hrvatska sveučilišna naklada, Zagreb 1992.
- Dieter Lenzen, Vodič za studij znanosti o odgoju - što može, što želi, Zagreb, Educa 2002.
- Nietzsche, F., Schopenhauer kao odgajatelj, Matica hrvatska, Zagreb 2003.
- Canivez, P., Odgojiti građanina?, Durieux, Zagreb 1999.
- Lyotard, J. F.,Postmoderno stanje: Izvještaj o znanju, Ibis, Zagreb 2005.
- Morin, E., Odgoj za budućnost, Educa, Zagreb 2002.
- Legrand, L., Moralna izobrazba danas: Ima li to smisla?, Educa, Zagreb 1995.
- Vuk-Pavlović, P., Filozofija odgoja, Hrvatska sveučilišna naklada, Zagreb 1996.
- Gutmann, A.,*Democratic Education*, Princeton University Press, Princeton 1999
- Filozofija odgoja:obrazovni portal (uređuje B.Žarnić) (http://www.ffst.hr/~berislav/phed Milan Polić (1997.)
- Čovjek,odgoj svijet: mala filozofijsko-odgojna razložba. Hrvatski Leskovac: Kruzak

- Encyclopaedia of Philosophy of Education , Michael A. Peters, Paulo Ghiradelli Jr., Paul Standish i Berislav Žarnić (ured.) (199X)http://www.ffst.hr./ENCYCLOPAEDIA - Peters, M., B. Žarnić, T. Besley i A. Gibbons. Encyclopaedia of - Educational Philosophy and Theory. http://eepat.net - Metodički ogledi: časopis za filozofiju odgoja. Hrvatsko filozofsko društvo.
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, in-class participation, success in carrying out set tasks. Student questionnaires on quality of teaching carried out at university level. Student success on the exam and in fulfilling other course-defined requirements.

GENERAL INFORMATION		
Lead instructor	Marko Jakić, PhD, assistant professor	
Course name	**PRACTICUM AND TEACHING PRACTICE** (10PSP)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S)	0+35+25

COURSE DESCRIPTION
Course aims
The course aims to train the student for independent designing, planning, and teaching lessons in philosophy, logic, and ethics, based on contemporary methodological approaches.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, the student will be able to: - independently define the teaching objective and learning outcomes, - independently write and analyse a lesson plan, - design and deliver a lesson using appropriate teaching methods, - analyse the implementation of a lesson, - analyse and apply techniques for assessing and evaluating student achievement, - apply philosophical thinking to foster critical and independent thinking in students, - analyse and apply methods for introducing philosophical thinking.
Course content
1. Introductory lesson: introducing students to the course and their obligations 2. The philosopher-teacher - the teacher in education and upbringing 3. Defining teaching objectives in teaching philosophy, logic, and ethics 4. Contemporary teaching versus traditional teaching 5. Planning and preparation in teaching philosophy, logic, and ethics 6. Ways of structuring content in teaching the philosophical group of subjects 7. Methods of introducing philosophical thinking 8. Forms of work in teaching the philosophical group of subjects

9. The concept and classification of methods in teaching the philosophical group of subjects
10. The role of text in teaching the philosophical group of subjects
11. Philosophical dialogue and discussion
12. The method of demonstration and written assignments in teaching the philosophical group of subjects
13. The essay in teaching philosophy
14. Monitoring and assessment in teaching philosophy, logic, and ethics
15. Synthesis

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

Student obligations

Conduct in accordance with the ethical and scientific principles of higher education. Completing in-class and other individual and group activities to achieve the learning outcomes outlined by the course (80%). Participating in discussions during lectures (in-person/online), observing lessons in secondary school, delivering a practice and demo lesson, writing a lesson plan, keeping a lesson-observation log, and passing the oral exam.

Monitoring student work

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

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

The criteria for evaluating and assessing individual elements are described in the course repository. The student's overall performance is assessed throughout the course. In-class participation, participation in class discussions. Examination is conducted orally. Student in-class participation (attendance, participation in discussions, individual tasks) - 20%; lesson-observation log - 20%; lesson plan - 20%; and passing the oral exam - 40%.

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

Title	*Number of copies*	*Number of students*
Marinković, Josip (2008.) *Metodika nastave filozofije*, Zagreb, Školska knjiga	*0*	20
Marinković, Josip (1990.) *Filozofija kao nastava*, Zagreb, HFD,	*0*	20
Marinković, Josip, (2008.), *Učiteljstvo kao poziv*, Zagreb, Kruzak	*0*	20
Kyriacou, Chris (2001.), *Temeljna nastavna umijeća*, Zagreb, Educa,	*1 / online*	20
Časopis Metodički ogledi br.8(1994),br.16(2002), br.17(2003.), Zagreb, HFD,	*0*	20
Meyer, Hilbert (2005.), *Što je dobra nastava*, Zagreb, Erudita,	*0*	20
Odobreni udžbenici i filozofije, logike i etike	*0*	20
Kalin, Boris (2003.) *Povijest filozofije*- priručnik za nastavnike, Zagreb, Šk. Knjiga	*0*	20

Miošić, Igor (2009.) *Priručnik za nastavu filozofije*, Zagreb, Profil	*0*	20
Kalin, Boris (2003.) Priručnik za nastavnike uz udžbenik G. Petrovića	0	20
Kovač, Srećko(2004.) Priručnik uz Logiku	0	20
Marinković, Josip (2008.) *Metodika nastave filozofije*, Zagreb, Školska knjiga	*0*	20
Supplementary readings		
1. Marinković, Josip (1987.) Ogledi iz filozofije odgoja, Zagreb ,Školske novine, 2. Jensen, Eric, (2003.) Super-nastava: nastavne strategije za kvalitetnu školu i uspješno učenje, Zagreb, Educa 3. Gudjons(1994.): Pedagogija-temeljna znanja, Zagreb,Educa, 4. Journal *Metodički ogledi*, Zagreb,HFD		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, and success in carrying out set tasks. Student questionnaires on quality of teaching carried out at university level. Properly kept lesson-observation log. Delivered practice and demo lesson, written lesson plan, success on the exam and in fulfilling other course-defined requirements.		

GENERAL INFORMATION		
Lead instructor		
Course name	**MASTER'S THESIS** (10IDR)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Compulsory	
Year	2	
Semester	4	
Number of credits and mode of delivery	ECTS student workload coefficient	10
	Number of hours (L+P+S)	0+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to train the student in producing their master's thesis.		
Course enrolment requirements		
Submission of the master's thesis is possible only after passing all exams.		
Intended course learning outcomes		
- Upon completion of the course, the student will be able to: - Independently study the literature on a specific academic topic - Distinguish relevant content in a philosophical text from irrelevant content - Clearly present the argumentative structure of a philosophical text - Critically reflect on the theses presented in a philosophical text		
Course content		

/

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

Student obligations
Researching and studying relevant literature, analysing texts, as well as shaping arguments and presenting them in essay form.
Monitoring student work

Class attendance		Participation in class		Seminar paper		Experimental work	
Written exam		Oral exam		Essay	x	Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		Reading journal: notes on the reading of primary literature					

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
A committee composed of members of the Department assesses the MA thesis.
Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
/	/	/

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

GENERAL INFORMATION		
Lead instructor	Ljudevit Hanžek, PhD, assistant professor	
Course name	**INTENTIONALITY** (IEP15)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	1 and 2	
Semester	1 and 3	
	ECTS student workload coefficient	3

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

COURSE DESCRIPTION

Course aims

The course aims to train the student in understanding fundamental philosophical problems related to the concepts of intentionality and mental representation and developing deeper insight into a range of philosophically relevant issues, primarily in the areas of metaphysics, philosophy of mind, epistemology, and philosophy of language.

Course enrolment requirements

None.

Intended course learning outcomes

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

- Define the concept of an intentional state and closely related concepts (propositional attitude, - propositional content, etc.)
- Present the historical foundations of the contemporary understanding of intentionality
- Explain the key philosophical problems associated with the concept of intentionality (e.g., the unclear ontological status of intentional objects)
- Recognize the importance of the concept of intentionality in the definitions of other significant philosophical concepts (e.g., meaning and action)
- Present and compare different theories of intentionality in contemporary philosophy of mind
- Evaluate different theories of intentionality in terms of their explanatory power and scope
- Apply the fundamental theses of various theories of intentionality to specific examples of intentional states

Course content

Course (15 x 2)

1. Intentionality. History of the concept. Aristotle: forms that “enter the soul.” Thomas Aquinas and esse intentionale. Brentano on intentionality as the “mark of the mental.”
2. Ontological status of intentional objects. Problems arising from Brentano’s theory of intentionality. The problem of inexistence and the distinction between content/object (Twardowski). The problem of thinking about non-existent objects (Meinong and the theory of objects).
3. Contemporary understanding of intentionality. Intentionality in contemporary philosophy. Mental representation. Propositional content of intentional states. Original and derived intentionality. Dependence of content on the environment. Naturalization of intentionality.
4. Semantics of intentional states. Semantic properties of propositional attitude attributions. The distinction between intensional and extensional context. Intentionality of propositional attitude attributions. De re and de dicto attributions of propositional attitudes.
5. Externalist theories of mental content. Externalism about propositional attitude content. Putnam’s Twin Earth example. Burge’s arthritis example (social externalism). Externalism and subjective indistinguishability (Katalin Farkas).
6. Teleosemantics I: Dretske. Dretske’s indicator semantics. Dretske’s understanding of information (truthfulness, transitivity, nomological grounding). Representation as a function of indicating. Explanation of the possibility of error.
7. Teleosemantics II: Millikan. Millikan’s user semantics. The concept of Proper function. Normal explanation and Normal condition. Content of representation as the Normal condition of performing the Proper function of the representation’s user.
8. Teleosemantics III: problems. Problem of indeterminacy of function. Teleosemantic response: the distinction between evolutionarily relevant and evolutionarily irrelevant properties. Swampman.

Teleosemantic response: historical grounding of function. Question of scientific relevance of historically grounded classifications.

9. Fodor's theory of asymmetric dependence. The possibility of error as a key virtue of the theory. Theory of asymmetric causal dependence. Synchronic dependence of the causal relation of Y and representation X on the causal relation of X and representation X. Problem of causal relation of objects subjectively indistinguishable from X and representation X. Problem of uninstantiated properties (fictional entities).
10. Methodological individualism and explanatory significance of intentional content. Fodor's thesis on the irrelevance of environmentally individuated content for explaining behavior. Dependence of scientific classification of objects on their causal powers. Causal inertness of relational properties of intentional states. "Broad computationalism" (Robert Wilson).
11. "Narrow" mental content. Distinction between "broad" and "narrow" mental content. Argument from the exclusivity of intrinsic properties of mental states in causing behavior. Argument from the subject's epistemically privileged access to the content of their own mental states. Descriptiveness of "narrow" content.
12. Arguments against externalism. Segal's critique of externalism. Externalism in Segal's interpretation: possessing a certain concept depends on the relational properties of the subject. Limiting the debate to nomologically possible scenarios; critique of classical examples based on their nomological impossibility/unconvincingness. Possessing a concept as extensionally independent. Critique of social externalism: idiosyncratic concept possession.
13. Intentionality of perception I: content of perceptual experience. Content of perceptual experience as conditions of accuracy or veridicality. Argument from persistence of illusion. Intentionalism: supervenience of the phenomenal character of experience on the intentional content of experience.
14. Intentionality of perception II: arguments for intentionalism. Byrne's argument; change in the phenomenal character of experience is a change in how the world appears to the subject. Change in how the world appears to the subject implies a change in the intentional content of experience. Block's counterexample to strong intentionalism: Inverted Earth. Change in the intentional content of experience without change in the phenomenal character of experience.
15. Intentionality of emotions and bodily sensations. Intentionalism about emotions and pain. Perceptual/affective content of pain experience. Emotions as representations of externally located objects to the subject with evaluative properties and causally connected to bodily changes.

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

Student obligations

The student is required to regularly attend classes and pass the oral exam.

Monitoring student work

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

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met		
The oral exam is assessed. The criteria for evaluating and assessing individual elements are described in the course repository.		
Required readings and number of copies relative to the number of students currently taking the course		
Title	*Number of copies*	*Number of students*
Miščević, N. (1990) *Uvod u filozofiju psihologije*, Zagreb: Grafički zavod Hrvatske.	*1*	15
Miščević, N. i Prijić-Samaržija, S. (ur.) (1993) *Filozofija psihologije*, Rijeka: Hrvatski kulturni dom.	*1*	15
Lycan, W. (2011) *Filozofija jezika: suvremeni uvod*, Hrvatski studiji Sveučilišta u Zagrebu.	*1*	15
Zahavi, D. (2011) *Husserlova fenomenologija*, Zagreb: AGM.	*1*	15
Supplementary readings		
1. Dretske, F. (1991) *Explaining Behavior*. Cambridge, MA: Bradford, MIT. 2. Dretske, F. (1995) *Naturalizing the Mind.* Cambridge, MA: MIT Press. 3. Dreyfus, H. L. i Hall, H. (ed.) (1982) *Husserl, Intentionality and Cognitive Science*. Cambridge, MA: MIT Press. 4. Fodor, J. A. (1990) *A Theory of Content and Other Essays*. Cambridge, MA: MIT Press. 5. Fodor, J.A. (1981) *Representations*. Cambridge, MA: MIT Press. 6. Fodor, J.A. (1987). *Psychosemantics*. Cambridge, MA: MIT Press. 7. Gallagher, S. i Zahavi, D. (2008) *The Phenomenological Mind: An Introduction to Philosophy of Mind and Cognitive Science*. Routledge: New York. 8. Jacob, P. (1997) *What Minds Can Do*. Cambridge: Cambridge University Press. 9. Millikan, R. (1984) *Language, Thought and Other Biological categories*. Cambridge, MA: MIT Press. 10. Rorty, R. (1979) *Philosophy and the Mirror of Nature*. Princeton University Press. 11. Searle, J. (1983) *Intentionality: An Essay in the Philosophy of Mind*. Cambridge University Press. 12. Searle, J. (1992) *The Rediscovery of Mind*. MIT Press.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Attendance records for lectures, course and instructor evaluation at the end of the semester, consultations.		

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**PHILOSOPHY AND POSTMODERNISM** (IPM30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	1 and 2	
Semester	1 and 3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		

The course aims to introduce students to the key theoretical and conceptual frameworks of postmodern philosophy, fostering critical discussion on the relationship between modernity and postmodernity, cultural aspects of postmodern thought, postmodern politics, and related issues.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, the student will be able to: - Critically examine the idea of postmodernity - Compare postmodern conceptions - Analyse original works of postmodernism - Critically reflect on ideas of identity and culture - Compare different perspectives of postmodern authors - Connect philosophical insights with other scientific disciplines and fields
Course content
1. Introductory lesson 2. Friedrich Nietzsche, *The Will to Power: An Attempt at a Revaluation of All Values* 3. Jean-François Lyotard, *Postmodernism Explained to Children* 4. Richard Rorty, *Contingency, Irony, and Solidarity* 5. Emmanuel Lévinas, *Totality and Infinity: An Essay on Exteriority* 6. Jean Baudrillard, *Simulation and Simulacra* 7. Jacques Derrida, *Positions* 8. Gianni Vattimo, *The End of Modernity* 9. Elizabeth Wright, *Lacan and Postfeminism* 10. Jean-François Lyotard, *The Postmodern Condition: A Report on Knowledge* 11. Slavoj Žižek, *On Belief: Merciless Love* 12. Zygmunt Bauman, *Liquid Modernity* 13. Terry Eagleton, *The Idea of Culture* 14. Christopher Butler, *Postmodernism* 15. Final lesson

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

Student obligations
Conduct in accordance with the ethical and scientific principles of higher education. Complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course (80%). Pass the oral exam. If a student chooses to take the exam by producing and presenting a seminar paper, the student is required to produce and present the seminar paper in compliance with the established criteria.
Monitoring student work

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	x	Practical work	
Portfolio							

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

The criteria for evaluating and assessing individual elements are described in the course repository. Student performance is assessed throughout the course. In-class participation (in-person or online), participation in class discussions (10%). The student may take the oral exam (90%) or produce and present a seminar paper in compliance with the instructor's guidelines (90%).

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

Title	*Number of copies*	*Number of students*
Lyotard, J. F, Postmoderna protumačena djeci, A. Cesarec, Zagreb, 1990.	*1*	15
G. Vattimo, Kraj moderne, Zagreb : Matica hrvatska, 2000. (Zagreb : Targa)	*1*	15
Elizabeth Wright, Lacan i postfeminizam, Zagreb : Naklada Jesenski i Turk, 2001.	*online*	15
S. Žižek, O vjerovanju : nemilosrdna ljubav, Zagreb : Algoritam, 2007 ([Zagreb] : Grafički zavod Hrvatske)	*1*	15
Jacques Derrida, *Drugi smjer* Zagreb : Institut društvenih znanosti Ivo Pilar, 1999.	*1*	15
Jean-Francois Lyotard , Postmoderno stanje : izvještaj o znanju, Zagreb : Ibis-grafika, 2005. (Zagreb : Ibis-grafika)	*1*	15
Jean Baudrillard, Simulacija i zbilja, Zagreb : Naklada Jesenski i Turk : Hrvatsko sociološko društvo, 2013	*1*	15
Zygmunt Bauman, Tekuća modernost, Zagreb : Pelago, 2011	*1*	15

Supplementary readings

1. Marijan Krivak, Filozofijsko tematiziranje postmoderne, Zagreb : Hrvatsko filozofsko društvo, 2000.
2. Transparentno društvo / Gianni Vattimo, Zagreb : Algoritam, 2008 (Zagreb : Grafički zavod Hrvatske)
3. Teorija i nakon nje / Terry Eagleton Zagreb : Algoritam, 2005. ([Zagreb] : Zagraf ZT)
4. Postmodernizam / Christopher Butler ; [prijevod Dušan Janić Sarajevo : Šahinpašić, 2007 (Sarajevo : Bemust
5. Ideja kulture / Terry Eagleton ; translated from English by Gordana V. Popović Zagreb : Naklada Jesenski i Turk, 2014
6. Kritika moderne : socijalna filozofija, filozofija znanosti, teorija racionalnosti: otvoreno društvo : Hans Lenk, Carl Friedrich von Weizsaecker, Juergen Habermas, Paul Feyerabend, Richard Rorty, Peter Sloterdijk, Kostas Axelos, Gianni Vattimo, Will Kymlicka / Abdulah Šarčević, Sarajevo : Svjetlost : Bemust, 2005.
7. Richard Rorty, Kontingencija, ironija i solidarnost, Zagreb : Naprijed, 1995 ([Zagreb] : Tipotisak)
8. Emmanuel Lévinas, *Totalitet i beskonačno : ogled o izvanjskost*, Sarajevo : „Veselin Masleša", 1976

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Class attendance, in-class participation, success in carrying out set tasks. Student questionnaires on quality of teaching carried out at university level. Student success on the exam and in fulfilling other course-defined requirements.

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**ETHICS IN EDUCATION** (IEO30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	1 and 2	
Semester	1 and 3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to equip students with the skills to analyse, discuss, and critically address social ideals, values, and ethical theories that play a key role in educational processes. In addition, the course will examine the relationship between teachers and students in terms of authority and autonomy, respect for personal integrity, impartiality, and equality, as a foundation for achieving high-quality educational processes and outcomes.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, the student will be able to: - Explain the role of ethics in education - Analyse the pluralism of moral values - Explore social ideals and institutional values - Compare ethical theories in education - Explain the role of intellectual freedom and censorship		
Course content		
1. Introductory lesson 2. General Concepts in Ethics and Ethical Theories 3. The Role of Ethics in Education 4. Critical Thinking and Ethics in Education 5. Rights, Freedoms, and the Democratic Environment 6. Pluralism of Moral Values and Educational Processes 7. Pluralism of Moral Values and Educational Processes 8. Autonomy, Integrity, and Impartiality 9. The Relationship Between Personal Autonomy and Authority in Educational Processes 10. Ethical Code of the Committee for Ethics in Science and Higher Education 11. University Ethical Code		

12. Conflict Situations in Education 13. The Relationship Between Cooperation and Competition 14. Intellectual Freedom and Censorship 15. Final lesson		
Modes of delivery	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☐ other

Student obligations

Conduct in accordance with the ethical and scientific principles of higher education. Complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course (80%). Pass the oral exam. If a student chooses to take the exam by producing and presenting a seminar paper, the student is required to produce and present the seminar paper in compliance with the established criteria.

Monitoring student work

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							

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

The criteria for evaluating and assessing individual elements are described in the course repository. Student performance is assessed throughout the course. In-class participation (in-person or online), participation in class discussions (10%). The student may take the oral exam (90%) or produce and present a seminar paper in compliance with the instructor's guidelines (90%).

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

Title	*Number of copies*	*Number of students*
Dewey, J.,*Democracy and Education: An Introduction to the Philosophy of Education*, The Macmillan Company, New York 1941.	*online*	15
Gutmann, A.,*Democratic Education*, Princeton University Press, Princeton 1999	*online*	15
Clark, J., „The Ethics of Teaching and the Teaching of Ethics", New Zealand Journal of Teachers' Work, Volume 1, Issue 2, 80-84, 2004.	*online*	15
Gluchmanova, M., „The importance of ethics in the teaching profession" *Procedia - Social and Behavioral Sciences* 176 (2015) 509 – 513	*online*	15

Ethics and educational policy, ur. Kenneth A.Strike & Kieran Egan, Routledge & Kegan Paul, 1978.	*online*	15
Etički kodeks Odbora za etiku u znanosti i visokom obrazovanju file:///C:/Users/korisnik/Downloads/Eticki_kodeks.pdf	*online*	15
Etički kodeks Sveučilišta u Splitu http://www.unist.hr/Portals/0/docs/sveuciliste/Eticki-kodeks-nacrt-24072009.pdf	*online*	15
Supplementary readings		
1. Bruce Moghtader, *Foucault and Educational Ethics*. Palgrave Pivot, 2016. 2. Gert J.J. Biesta, *Good Education in an Age of Measurement: Ethics, Politics, Democracy*, Paradigm Publishers 2010. 3. Les Brown, *Justice, Morality And Education. A New Focus in Ethics in Education*, Leslie Melville Brown 1985. *4. Ethics for researchers http://ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers_en.pdf*		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in carrying out set tasks. Student questionnaires on quality of teaching carried out at university level. Student success on the exam and in fulfilling other course-defined requirements.		

GENERAL INFORMATION		
Lead instructor	Bruno Ćurko, PhD, associate professor	
Course name	**PHILOSOPHY WITH CHILDREN** (IFD30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	1 and 2	
Semester	1 and 3	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0
COURSE DESCRIPTION		
Course aims		
The course aims to equip students with an understanding of the development, usefulness, and significance of philosophy with children, including its theoretical foundations and practical applications. The course also aims to introduce students to the understanding of philosophy as a discipline with relevance and value for everyday life.		
Course enrolment requirements		
None.		
Intended course learning outcomes		

Upon completion of the course, students will be able to:
- Explain what philosophy with children is and which skills it develops in children
- Compare different philosophy with children programs around the world
- Analyse various philosophy with children programs
- Develop the ability to conduct lessons within philosophy with children programs
- Become familiar with all relevant contemporary philosophy with children programs
- Raise awareness of the connections and differences between critical, caring, and creative thinking
- Foster an understanding of the usefulness of philosophy with children in contemporary society

Course content

1. From the theory of critical thinking to philosophy with children
2. John Dewey – reflective thinking
3. John Dewey – learning for thinking
4. Edward Glaser, Robert Ennis, Richard Paul, Matthew Lipman, and other followers of Dewey
5. Matthew Lipman and the development of philosophy with children
6. Lipman's theory of multidimensional thinking
7. Philosophical inquiry/community of philosophical researchers
8. Creative thinking and philosophy with children
9. What is caring thinking? Is it a key component of philosophy with children programs?
10. Methods of philosophy with children in Francophone countries
11. The "Socratic method" of Oscar Brenifier
12. Neo-Socratic method – Petit Philosophy
13. Other philosophy with children methods worldwide
14. Philosophy with children and early ethics education
15. The usefulness of philosophy with children

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

Student obligations

Conduct in accordance with the ethical and scientific principles of higher education. Complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course (80%). Participate in class discussions (in-person/online). Pass the oral exam.

Monitoring student work

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

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

The criteria for evaluating and assessing individual elements are described in the course repository. The student's overall performance is assessed throughout the course. In-class participation, participation in class discussions. Examination is conducted orally. Student in-class participation (attendance, participation in discussions, individual tasks) - 20%; passing the oral exam - 80%.

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

Title	*Number of copies*	*Number of students*
Fisher, R. (2005) *Teaching Children to Think*. Cheltenham: Nelson Thornes	*online*	15
Polić, M. (1991) »Autentičnost filozofskog mišljenja u nastavi filozofije«, *Metodički ogledi*, vol. 2), 1, pp. 15–2	*online*	15
Wartenberg, T.E. (2009) „Big Ideas for Little Kids: Teaching Philosophy through Children's Literature“New York: Rowman & Littlefield Publishers, Inc.	*online*	15
Brenifier, O. (2004) *Što je dobro i zlo?* Zagreb: Profil International.	*online*	15
Lipman, M. (2003) Thinking *in Education*. Cambridge: Cambridge University Press.	*online*	15
Dewey, J. (1997) *How We Think*. New York: Courier, Dover Publications.	*online*	15
Lipman, M.; Sharp, A. M.; Oscanyan, F. S. (1980) *Philosophy in the Classroom*. Philadelphia: Temple University Press.	*0*	15
Bruno Ćurko (2017) *Kritičko mišljenje u nastavi filozofije, logike i etike*, Zagreb: Hrvatsko filozofsko društvo.	*1*	15
Supplementary readings		
1. Halpern, Diane F. (1996) *Thought and Knowledge: An Introduction to Critical Thinking*. New Jersey: Lawrence Erlbaum. 2. Haynes, Joana. (2003) *Children as Philosophers: Learning through Enquiry and Dialogue in the Primary Classroom*. Oxon: Routledge. 3. Vaughn, Lewis. (2008) *The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims*. New York: Oxford University Press. 4. Sprod, Tim. (2001) *Philosophical Discussion in Moral Education: The Community of Ethical Inquiry*. London: Routledge. 5. Ćurko, Bruno. (2014) „Can 'Philosophy with children' motivate students for quality thinking? “ u *Challenges in Building Child Friendly Communities Proceedings of International Conference Zadar 2014*, Croatia. Berbić Kolar, Emina. Bognar, Branko. Sablić, Marija. Sedlić, Božica (ur.). Slavonski Brod : Europe House Slavonski Brod, 2014. Str. 117-123. 6. Ćurko, Bruno; Kragić, Ivana. (2009) „Igra – put k multidimenzioniranom mišljenju. Na tragu filozofije za djecu“, *Filozofska istraživanja*, vol. 29 (2009), 2, pp. 303–310. 7. Gregory, Maughn. (2011) „Philosophy for Children and Its Critics: A Mendham Dialogue “, u: *Philosophy for Children in Transition: Problems and Prospects*, Vansieleghem, Nancy; Kennedy, David (ur.), London: Wiley-Blackwell, 2011. 8. Ćurko, Bruno; Kragić, Ivana. (2008) „Filozofija za djecu – primjer Male filozofije“, *Život i škola – časopis za teoriju i praksu odgoja i obrazovanja*, vol. 56 (2008), 20, pp. 61–68. 9. Mongin, Jean Paul. (2011) *Ludi dan profesora Kanta*. Zagreb: Školska knjiga. *10. Philosophy a school of freedom - Teaching philosophy and learning to philosophize: Status and prospects*“Unesco, 2007.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Class attendance, in-class participation, success in carrying out set tasks. Student questionnaires on quality of teaching carried out at university level.		

Student success on the exam and in fulfilling other course-defined requirements.

GENERAL INFORMATION		
Lead instructor	Bruno Ćurko, PhD, associate professor	
Course name	**BIOETHICS** (IBE30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	1	
Semester	2	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims to familiarize students with the achievements of bioethical thought, based on the interdisciplinary study of bioethical phenomena through various perspectives of observation and analysis, as well as to develop the ability to approach bioethically relevant problems critically, providing a foundation for forming informed and conscientious positions.
Course enrolment requirements
An undergraduate degree in philosophy or sociology.
Intended course learning outcomes
Upon completion of the course, students will be able to: - Explain the specificity and importance of bioethics as a discipline - Clarify the difference and relationship between ethics and bioethics - Define the main issues in contemporary bioethical debates - Critically discuss major bioethical problems, approaches, and schools - Be familiar with key authors and their main works, bioethical concepts, issues, and schools - Relate these concepts and issues to everyday experience
Course content
1. Course plan and syllabus, required literature 2. Introduction to the discipline: history, influences, and discoveries 3. Methodological distinction between bioethics and other disciplines (primarily ethics) 4. Overview of dominant approaches in bioethics, including analysis of representative texts 5. Lectures and discussions on concrete problems – applying previously learned approaches in analysis and argumentation 6. Integrative bioethics as a specific way of thinking about bioethical problems (and bioethics itself), with roots in Croatia 7. Concluding reflections and discussions based on concrete analysis of texts and phenomena, and review of the current state of the discipline 8. Presentation of the expansive potential of bioethics today and in the future

Modes of delivery	☒ lectures	☒ independent work ☐ multimedia and network

	☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ laboratory ☐ supervision ☐ other

Student obligations

In-class participation and completion of activities that enable the achievement of the intended learning outcomes. Producing and presenting a report in compliance with established guidelines (provided in the course repository). Passing the oral exam.

Monitoring student work

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

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

The assessment is based on the student's overall performance during the semester. Presenting the report is a prerequisite for taking the oral exam. The final mark is formed based on the student's success in completing independent assignments (15%), active participation (15%), and the oral exam (70%).

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

Title	*Number of copies*	*Number of students*
Čović, A. (2004). Etika i bioetika, Pergamena, Zagreb,	*online*	15
Mislav Kukoč (ur.), Društvena istraživanja (23-24), Institut za primijenjena društvena istraživanja, Zagreb, 1996.	*online*	15

Supplementary readings

1. Nada Gosić, *Bioetika in vivo*, Pergamena, Zagreb, 2005.
2. Iva Rinčić Legra, *Bioetika i odgovornost u genetici*, Pergamena, Zagreb, 2007.
3. Ante Čović, Nada Gosić, Luka Tomašević (ur.), *Od nove medicinske etike do integrativne bioetike*, Pergamena, Zagreb, 2009.
4. Lidija Gajski, *Lijekovi ili priča o obmani*, Pergamena, Zagreb, 2009.
5. Valerije Vrček, *GMO između prisile i otpora*, Pergamena, Zagreb, 2010.
6. Aleksandra Frković, *Medicina i bioetika*, Pergamena, Zagreb, 2010.
7. Nada Gosić, *Bioetičke perspektive*, Pergamena, Zagreb, 2011.
8. Iva Rinčić, Amir Muzur, *Fritz Jahr i rađanje europske bioetike*, Pergamena, Zagreb, 2012.
9. Van Rensselaer Potter, *Bioetika – most prema budućnosti*, MFRI/HBD/ISCB, Rijeka, 2007.
10. Van Rensselaer Potter, *Global Bioethics*, Michigan State University Press, Michigan, 1988.
11. Peter Singer, *Oslobođenje životinja*, Kruzak, Zagreb, 2003.
12. Peter Singer, A. M. Viens (ed.), *The Cambridge Textbook of Bioethics*, Cambridge University Press, New York, 2008.
13. Bonnie Steinbock, *The Oxford Handbook of Bioethics*, Oxford University Press, New York, 2007.
14. Tonći Matulić, *Bioetika*, Glas Koncila, Zagreb, 2001.
15. Velimir Valjan, *Bioetika*, Svjetlo riječi, Sarajevo – Zagreb, 2004.
16. Velimir Valjan (ed.), *Integrativna bioetika i izazovi suvremene civilizacije*, Bioetičko društvo u BiH, Sarajevo, 2007.
17. Tomislav Krznar, *Znanje i destrukcija*, Pergamena, Zagreb, 2011.
18. Tomislav Krznar, *Čovjek i priroda – prilog određivanju odnosa*, Pergamena, Zagreb, 2013.

19. Marko Tokić, *Život, zdravlje i liječništvo u Platonovoj filozofiji*, Pergamena, Zagreb, 2013.
20. Friedrich Nietzsche, *Uz genealogiju morala*, AGM, Zagreb, 2004.
21. Jacob Dahl Rendtorff, Peter Kemp (ed.), *Basic Ethical Principles in European Bioethics and Biolaw*, Vol. I – Autonomy, Dignity, Integrity and Vulnerability, Center for Ethics and Law & Institut Borja de Bioetica, Barcelona, 2000.
22. Jacob Dahl Rendtorff, Peter Kemp (ed.), *Basic Ethical Principles in European Bioethics and Biolaw*, Vol. II – Partner's Research, Center for Ethics and Law & Institut Borja de Bioetica, Barcelona, 2000.
23. Amir Muzur, Hans-Martin Sass (ed.), *Fritz Jahr and the Foundations of Global Bioethics, The Future of Integrative Bioethics*, LIT, Berlin, 2012.
24. Max Horkheimer, Theodor Adorno, *Dijalektika prosvjetiteljstva*, Veselin Masleša, Sarajevo, 1974.
25. Hans Küng, *Projekt svjetski etos*, Lito-karton, Osijek, 2003.
26. Søren Kierkegaard, *Bolest na smrt*, Mladost, Beograd, 1974.

Literary works:
1. J. M. Coetzee, *Život životinja*, AGM, Zagreb, 2004.
2. Jean-Dominique Bauby, *Skafander i leptir*, Pergamena, Zagreb, 1997.
3. George Orwell, *1984*, Školska knjiga, 2001.
4. Aldous Huxley, *Divni novi svijet*, August Cesarec, Zagreb, 1980.
5. Joseph Conrad, *Srce tame*, Školska knjiga, Zagreb, 1999.
6. Milan Kundera, *Nepodnošljiva lakoća postojanja*, MeandarMedia, Zagreb, 2012.
7. Herman Melville, *Moby Dick*, Školska knjiga, 1999.
8. Franz Kafka, *Preobražaj*, Školska knjiga, 1985.
9. Fjodor Dostojevski, *Braća Karamazovi*, Naprijed, Zagreb, 1965.
10. Jean-Paul Sartre, *Mučnina*, Matica hrvatska, Zagreb, 1980. (prijevod Tina Ujevića)
11. Gabriel Garcia Marquez, *Zla kob*, Globus, Zagreb, 1985.
12. Ernest Hemingway, *Starac i more*, Globus, Zagreb, 2004.
13. Albert Camus, *Mit o Sizifu*, Matica hrvatska, 1998.
14. Vladimir Nabokov, *Lolita*, Globus, Zagreb, 2004.
15. Bertolt Brecht, „Kavkaski krug kredom“, u: *Dramski tekstovi*, 3. svezak, Omladinski kulturni centar, Zagreb, 1989.

Movies:
1. *Metropolis*, F. Lang, 1927.
2. *An Andalusian Dog*, L. Bunuel, S. Dali, 1929.
3. *The Seventh Seal*, I. Bergman, 1957.
4. *The Bad Sleep Well*, A. Kurosawa, 1960.
5. *The Birds*, A. Hitchcock, 1963.
6. *Dr. Strangelove*, S. Kubrick, 1964.
7. *Alphaville*, J. Godart, 1965.
8. *Persona*, I. Bergman, 1966.
9. *Soylent Green*, R. Fleischer, 1973.
10. *Eraserhead*, D. Lynch, 1977.
11. *Blade Runner*, R. Scott, 1982.
12. *The Draughtsman's Contract*, P. Greenaway, 1982.
13. *Dekalog (I-X)*, K. Kieslowski, 1988.
14. *12 Monkeys*, T. Gilliam, 1995.
15. *Gattaca*, A. Nicol, 1997.
16. *A.I., Artificial Intelligence*, S. Spielberg, 2001.
17. *Dogville & Manderlay*, L. von Trier, 2003. & 2005.
18. *The Sea Inside*, A. Amenabar, 2004.
19. *Eternal Sunshine of the Spotless Mind*, M. Gondry, 2004.
20. *The Diving Bell and the Butterfly*, J. Schnabel, 2007.
21. *4 Months, 3 Weeks and 2 Days*, C. Mungiu, 2007.
22. *My Sister's Keeper*, N. Cassavetes, 2009.
23. *Love*, M. Haneke, 2012.
24. *The Sleeping Beauty*, M. Bellochio, 2012.

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

Class attendance, in-class participation, success in carrying out set tasks.

Consultations. Student questionnaires on quality of teaching carried out at university level. Student success on the exam and in fulfilling other course-defined requirements.

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**INTRODUCTION TO ORIENTAL PHILOSOPHIES** (IOF30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	1 and 2	
Semester	2 and 4	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course *Introduction to Oriental Philosophies* aims to familiarize students with non-European philosophical and intellectual traditions. The goal of the course is to provide students with fundamental knowledge of philosophy developed in the Arabic language, as well as its main representatives, whose work was crucial for the development of medieval philosophy in Europe. The course also introduces students to Indian thought and philosophy, one of the richest and most developed philosophical traditions in the world. Role of the course in the overall curriculum: Indian philosophy represents one of the greatest philosophical traditions of humanity and thus makes a significant contribution to the study of philosophy.
Course enrolment requirements
None.
Intended course learning outcomes
Upon completion of the course, the student will be able to: - Clearly articulate the influence of Arabic and Indian philosophy on the development of philosophy in Europe - Understand the main themes of Arabic and Indian philosophy - Identify the key ideas of the most significant medieval thinkers in Arabic and Sanskrit - Recognize, through the lens of another language and culture, the universality of Greek philosophical thought - Present the specificity of the so-called "Eastern philosophy" that developed in the eastern medieval - Arabic empire and in India - Discuss Islamic mysticism and Indian schools of philosophy
Course content
Course (15x2) 1. How philosophy “spoke” Arabic 2. The relationship between philosophy and religion: the problem of the First Cause, the created/uncreated nature of the world, and the relationship between God and the world

3. The problem of causality – the First Cause as intellect or will
4. “Eastern philosophy”: Islamic mysticism
5. Al-Kindī, Al-Fārābī, Avicenna, Al-Ġazālī, Averroes, Maimonides
6. Echoes and influence of Arabic philosophy in Europe
7. Introduction: the concept of philosophy in India, nature of sources for the history of philosophy, periods in the history of Indian philosophy
8. Time, place of crystallization, and structure of the Vedic corpus; beginnings of Indian thought in the Vedic collections; examples; Upanishads of the first three Vedas: Aitareya, Chāndogya, Bṛhadāraṇyaka; major teachers: Uddālaka Āruṇi, Yājṅavalkya Vājasaneya; sample texts; key concepts: prajāpati, ātman, brahman, sat, prāṇa, prajñā, bhūta, karma, etc.
9. Foundations of Buddhist and Jain philosophy: context, time, and historical circumstances; Buddha’s Four Noble Truths and the Eightfold Path (ethics, knowledge, meditation); the five skandhas of attachment; causality: dependent origination; logic: four types of judgments; key concepts: saṃsāra, nirvāṇa, dharma, saṃskāra, vijñāna, prajñā, śīla, dhyāna, etc.; Jain categories jīva and ajīva, their fivefold division, understanding of karma and liberation, cosmology, ethics, logic: seven types of judgments, eschatology
10. Philosophy in Sanskrit epics, dharmaśāstras, and purāṇas; Bhagavadgītā: jñāna, karmayoga, and bhakti; sample texts
11. Early Buddhist schools of philosophy: Theravāda and Sarvāstivāda (Vaibhāṣika and Sautrāntika); distinctions between saṃskṛta-dharma and asaṃskṛtadharma; later Buddhist schools of philosophy: Madhyamaka and Yogācāra; sample texts by Nāgārjuna and Vasubandhu; levels of cognition, fidelity to original Buddhist teachings, and innovations; key concepts of Madhyamaka: śūnya, dharma, prasaṅga, ucchedavāda, śāśvatavāda, upādāna, nirvāṇa, etc.; key concepts of Yogācāra: division of dharma, saṃskāras, eight citta, ālayavijñāna, yoga, cittamātra, tathatā, etc.; mature synthesis of Buddhist philosophy
12. Brahmanical schools of philosophy: Nyāya and Vaiśeṣika, Sāṃkhya and Yoga; Vedic renaissance: Pūrvamīmāṃsā and Uttaramīmāṃsā or Vedānta; key concepts of all schools; main axes of individual darśanas: epistemology, ontology, logic, ethics, eschatology; branches of Vedānta and major thinkers: Śaṃkara, Rāmānuja, Madhva
13. Overview of tantric philosophy in Śivism: Kashmir Śivism and Abhinavagupta, southern Śaiva Siddhānta; Neo-Hindu and contemporary Indian philosophy
14. Concluding reflections on the contributions and challenges of the Indian philosophical tradition

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

Student obligations

Students are required to attend at least 60% of lectures, acquire course content by studying the primary literature and keeping a reading log, as well as identify and study open questions related to the course content. Students are required to pass the oral exam.

Monitoring student work

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	x	Practical work	

Portfolio		Reading journal: notes on the reading of primary literature	x				

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

The final mark is formed based on participation in class activities (10%) and the success on the oral exam, which includes an evaluation of the reading log and primary literature (90%).

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

Title	*Number of copies*	*Number of students*
One of the works on the history of Arabic philosophy, or philosophy in Islam Henri Corbin, *Historija islamske filozofije*;	*online*	15
Fakhry, M. (2004). *A History of Islamic Philosophy*; Columbia University Press.	*online*	15
Bučan, D. (2013). *Uvod u arapsku filozofiju,* Split : Filozofski fakultet,	*1*	15
Mahadevan, T. M. P. (1974.), *Invitation to Indian Philosophy*, New Delhi.	*online*	15
Hiriyanna, M. (1917.), *Outlines of Indian Philosophy*, London. Hrv. prijev. 1980.:	*online*	15
Mysore Hiriyanna (1980). *Osnove indijske filozofije*, Naprijed, Zagreb.	*1*	15
Glasenapp, Helmuth von (1949.), *Die Philosophie der Inder,* KrönerStuttgart.	*online*	15
Tucci, Giuseppe (1977.), Storia della filosofia indiana, Bari. Srp. prijev. 1982.: Istorija indijske filozofije, Nolit, Beograd.	*online*	15

Supplementary readings

1. Croatian translations of Arabic philosophical works
2. Al-Fārābī, *Knjiga o slovima*, Demetra, Zagreb, 1999.
3. Al-Fārābī, *Uzorita država*, Demetra, Zagreb 2011.
4. Al-Ġazālī, *Nesuvislost filozofâ*, Hrvatska sveučilišna naklada, Zagreb 1993.
5. Al-Ġazālī, *Izbavljenje od zablude*, El-Kalem, Sarajevo 1989.
6. Averroës, *Nesuvislost nesuvislosti*, Naprijed, Zagreb 1988.
7. Averroës, *Knjiga prosudbene rasprave*, Demetra, Zagreb 2006.
8. Avicenna, *Knjiga naputaka i opasaka,* Demetra, Zagreb 2000.
9. Avicenna, *Metafizika I. i II.*, Demetra Zagreb 2011./2012.
10. Ibn Ṭufayl, *Živi sin Budnoga*, Veselin Masleša, Sarajevo 1985.
11. Majmonid, Moses, *Vodič za one što dvoje I. i II.-III.*, Demetra, Zagreb 2008./2009.
12. Veljačić, Čedomil (1958.), Filozofija istočnih naroda I. Indian philosophy and chosen readings, Zagreb.
13. Veljačić, Čedomil (1978.), Razmeđa azijskih filozofija I – II, Zagreb.
14. Iveković, Rada (1981.), Pregled indijske filozofije, Zagreb.
15. Ježić, Mislav (1999.), Ṛgvedske upanišadi, Zagreb.
16. Radhakrishnan, Sarvepalli (1923., 1927.), Indian Philosophy I – II, Oxford. Srp. prijev. 1964.:
17. Indijska filozofija I – II, Beograd.
18. Dasgupta, Surendranath (1922.), A History of Indian Philosophy I – V, Cambridge.
19. Sinha, Jadunath (2rev1987.), Indian Philosophy I – III, Delhi.
20. Leaman, Oliver (ur.) (2001.), Encyclopaedia of Asian Philosophy, London - New York

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

Class attendance, in-class activity, success in carrying out set tasks; student survey on the quality of teaching and instructors at the university level; student success on the exam and in fulfilling other course-defined requirements; individual teacher-student consultations; student self-assessment of

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

GENERAL INFORMATION		
Lead instructor	Tonći Kokić, PhD, full professor	
Course name	**EXISTENTIALIST PHILOSOPHY** (IEF30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	1 and 2	
Semester	2 and 4	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION		
Course aims		
The course aims to familiarize students with the origins and development of existentialism, as well as to provide mastery of the concepts and structure of existentialist philosophy. It also aims to equip students with the ability to recognize and understand existentialist authors in their historical context, and to read and interpret philosophical texts by existentialist thinkers.		
Course enrolment requirements		
None.		
Intended course learning outcomes		
Upon completion of the course, the student will be able to: - Identify the reasons for the emergence of existentialism - Describe its development and historical significance - Demonstrate the connections and influence of existentialism on 20th-century philosophy - Synthesize the thought of individual authors - Independently draw conclusions about the influence and potential application of the existentialist approach to reality		
Course content		
1. Kierkegaard – father of existentialism: the dialectic of existence, religious background, and stages on the path of life 2. F. Nietzsche – the dialectic of existence in the age of nihilism 3. M. Heidegger – existential analytics as fundamental ontology 4. J.-P. Sartre – existentialism as humanism 5. Al. Camus – the absurdity of existence 6. K. Jaspers – illumination of existence 7. N. Berdyaev – the existential subject and objectivation		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☒ independent work ☐ multimedia and network ☐ laboratory ☐ supervision

		☐ other

Student obligations

Class attendance, a written book review, group work participation, literature research, and the written exam.

Monitoring student work

Class attendance	x	Participation in class		Seminar paper		Experimental work	
Written exam	x	Oral exam		Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio		A written review of a book	x			Work in small groups	X

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

Group work participation and literature research – 20%
A written book review from the supplementary reading list or another agreed-upon work with the instructor – 30%
Written exam on the lectures and required reading – 50%

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

Title	*Number of copies*	*Number of students*
Kierkegaard, S. (2000). *Strah i drhtanje*, Verbum, Split.	*1*	15
Heidegger, M. (1985). *Bitak i vrijeme*, Naprijed, Zagreb.	*1*	15
Sartre, J. P. (1964). *Egzistencijalizam je humanizam*, Veselin Masleša, Sarajevo.	*1*	15
Camus, A. (1998). *Mit o Sizifu*, Matica hrvatska, Zagreb.	*0*	15

Supplementary readings

Golubović, A. (2008). *Recepcija Kierkegaarda u Hrvatskoj*, Filozofska istraživanja, Vol.28 No.2., pp. 253 – 270.
Jaspers, K. (2011). *Filozofska vjera*, Breza, Zagreb..
Berdjajev, N. (1984). *Ja i svijet objekata*, KS, Zagreb.

Student research on existentialism literature and its classification is planned.

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

Class attendance. Consultations during lectures. Monitoring of group work participation. Participation in research of course-related literature in Croatian and other available foreign languages. Assessment and evaluation of a review of an independently studied book (main elements, style, and judgment). Passing the written exam. Student survey on the quality of teaching and instructors at the university level.

GENERAL INFORMATION	
Lead instructor	Dario Škarica, PhD, full professor
Course name	**CONSCIOUSNESS** (ISV30)
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation

Course status	Elective	
Year	1 and 2	
Semester	2 and 4	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION

Course aims

The aim of the course in the introductory part is to familiarize students with the problem of consciousness, its history, its methodological and epistemological aspects, and with philosophical and interdisciplinary approaches to consciousness. In the main part of the course, the goal is to provide students with a more detailed understanding of what is perhaps the most influential interdisciplinary theory of consciousness today: Baars' global workspace theory. The instruction will focus on key topics within this theory: the limited capacity of consciousness, the relationship between consciousness and working memory, internal consistency, and global availability of conscious representations, the informativeness of conscious experience, and the relationship between consciousness and the unconscious context (intentions, ideomotor theory of will, attention, and the self). The concluding lecture will be devoted to the reception of Baars' global workspace theory.

Course enrolment requirements

None.

Intended course learning outcomes

Upon completion of this course, the students will be able to:
- Demonstrate detailed knowledge of Baars' theory of consciousness (global workspace theory), its key concepts, and theses
- Demonstrate good knowledge of the reception of Baars' theory of consciousness
- Demonstrate clear understanding of the methodological and epistemological problem of consciousness
- Demonstrate clear understanding of the philosophical approach to consciousness
- Demonstrate clear understanding of the interdisciplinary approach to consciousness
- Demonstrate good knowledge of the history of philosophical, psychological, and scientific research on consciousness (especially the main paradigms: introspectionism, behaviourism, and cognitivism)
- Demonstrate good knowledge of the history of philosophical, psychological, and scientific reflection and research on the unconscious, from Platonism through Leibniz to positions developed in the 19th and 20th centuries

Course content

1. Introduction: the philosophical problem of consciousness
2. Introduction: history of the problem of consciousness (introspectionism, behaviourism, cognitive psychology)
3. Introduction: history of the concept of the unconscious (Platonism, Leibniz, 19th–20th centuries)
4. Introduction: methodological and epistemological problems of consciousness (Merikle, Kihlstrom, Baars)
5. Baars' theory of consciousness: main idea and fundamental concepts
6. Baars' theory of consciousness: limited capacity of consciousness, consciousness and working memory
7. Baars' theory of consciousness: internal consistency and global availability
8. Baars' theory of consciousness: context and conscious experience
9. Baars' theory of consciousness: informativeness of conscious experience
10. Baars' theory of consciousness: intentions, spontaneous problem-solving, stream of consciousness
11. Baars' theory of consciousness: ideomotor theory of will

12. Baars' theory of consciousness: attention (control of access to consciousness) 13. Baars' theory of consciousness: the self (dominant context of experience and action) 14. Baars' theory of consciousness: functions of consciousness 15. Baars' theory of consciousness: synthesis and reception		
Modes of delivery (mark the appropriate boxes with an X)	☒ lectures ☐ seminars and workshops ☐ practicals ☐ remote learning ☐ field work	☐ independent work ☐ multimedia and network ☐ laboratory ☐ supervision ☒ e-learning 20%
Student obligations		
Regular class attendance, oral exam.		
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	x	Essay		Research	
Project		Continuous assessment of knowledge		Student report		Practical work	
Portfolio							

Assessment and evaluation of student work during classes and the final exam / methods of assessing the acquired learning outcomes for each course, i.e. methods of verifying if other student obligations have been met
Assessment is primarily based on the knowledge demonstrated on the exam. The final mark is also based on the student's understanding of the subject matter demonstrated throughout the semester during classes and consultations. The criteria for evaluating and assessing individual elements are described in the course repository.
Required readings and number of copies relative to the number of students currently taking the course

Title	*Number of copies*	*Number of students*
Baars, Bernard J., 1988, *A cognitive theory of consciousness*, Cambridge: Cambridge University Press.	*online*	15
Baars, Bernard J., 2002, The Conscious access hypothesis: origins and recent evidence, *Trends in Cognitive Sciences* 6 (1), str. 47-52.	*online*	15
Baars, Bernard J., 1986, *The Cognitive Revolution in Psychology*, New York i London: The Guilford Press.	*online*	15
Sternberg, Robert J., 2005, *Kognitivna psihologija*, Jastrebarsko: Naklada Slap.	*1*	15
Velmans, Max, 2009, *Understanding Consciousness*, London: Routledge.	*1*	15

Frith, Chris, i Rees, Geraint, 2007, A brief history of the scientific approach to the study of consciousness. U: Max Velmans i Susan Schneider (ur.), *The Blackwell Companion to Consciousness*, Blackwell.	*online*	15
Velmans, Max, 2007, An epistemology for the study of consciousness. U: Max Velmans i Susan Schneider (ur.), *The Blackwell Companion to Consciousness*, Blackwell.	*online*	15
Merikle, Philip M., Smilek, Daniel, i Eastwood, John D., 2001, Perception without awareness: perspectives from cognitive psychology, *Cognition* 79, str. 115-134.	*online*	15
Kihlstrom, John F., 1996, Perception without awareness of what is perceived, learning without awareness of what is learned. U: Max Velmans (ur.), *The Science of Consciousness*, London i New York: Routledge.	*online*	15
Tye, Michael, 2007, Philosophical problem of consciousness. U: Max Velmans i Susan Schneider (ur.), *The Blackwell Companion to Consciousness*, Blackwell.	*online*	15
Malatesti, Luka, 2011, Maryno znanstveno znanje. U: Maja Hudoletnjak Grgić, Davor Pećnjak i Filip Grgić, *Aspekti uma*, Zagreb: Institut za filozofiju.	*online*	15
Zahavi, Dan, 2006, Intencionalnost i iskustvo, *Filozofska istraživanja* 26 (2), str. 319-337.	*1*	15

Supplementary readings

1. Baars, Bernard J., 1997, *In the Theater of Consciousness. The Workspace of the Mind*, New York i Oxford: Oxford University Press.
2. Baars, Bernard J., 2007, The global workspace theory of consciousness. U: Max Velmans i Susan Schneider (ur.), *The Blackwell Companion to Consciousness*, Blackwell.
3. Baars, Bernard J., i McGovern, Katharine, 1996, Cognitive views of consciousness. U: Max Velmans (ur.), *The Science of Consciousness*, London i New York: Routledge.
4. Eysenck, Michael W., i Keane, Mark T., 2005, *Cognitive Psychology. A Student's Handbook*, Hove and New York: Psychology Press.
5. Gardiner, John M., 1996, On consciousness in relation to memory and learning. U: Max Velmans (ur.), *The Science of Consciousness*, London i New York: Routledge.
6. Hothersall, David, 2002, *Povijest psihologije*, Jastrebarsko: Naklada Slap.
7. Malatesti, Luca, 2011, Thinking about Phenomenal Concepts, *Synthesis Philosophica* 52 (2/2011), str. 391-402.
8. Merikle, Phil, 2007, Preconscious processing. U: Max Velmans i Susan Schneider (ur.), *The Blackwell Companion to Consciousness*, Blackwell.
9. Merikle, Philip M., i Daneman, Meredyth, 1998, Psychological investigations of unconscious perception, Journal of Consciousness Studies 5 (1), pp. 5-18.
10. Mladić, Damir, i Spajić, Ivan, 2011, Subjektivnost i filozofski problem svijesti. U: Maja Hudoletnjak Grgić, Davor Pećnjak i Filip Grgić, *Aspekti uma*, Zagreb: Institut za filozofiju.
11. Petz, Boris, 2003, *Uvod u psihologiju*, Jastrebarsko: Naklada Slap.

Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences
Consultations, attendance records for lectures, course and instructor evaluation at the end of the semester.

GENERAL INFORMATION		
Lead instructor	Marita Brčić Kuljiš, PhD, full professor	
Course name	**PHILOSOPHY OF LAW** (8FP30)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	1 and 2	
Semester	2 and 4	
Number of credits and mode of delivery	ECTS student workload coefficient	3
	Number of hours (L+P+S)	30+0+0

COURSE DESCRIPTION
Course aims
The course aims to introduce students to the main themes, schools of thought, and key representatives of the philosophy of law, and to equip them with the skills necessary to interpret and critically evaluate the central concepts and problems of the philosophy of law, with particular emphasis on rational philosophy of law.
Course enrolment requirements
None.
Intended course learning outcomes
- Upon completion of the course, students will be able to: - Distinguish the main schools and developments in the philosophy of law; - Analyse the theses of the principal representatives of the philosophy of law; - Explain the relationship between philosophy and law; - Compare philosophical positions and arguments; - Critically examine and evaluate philosophical theses and viewpoints; - Formulate and defend positions for or against specific philosophical theses.
Course content
Course 15X2 1. Fundamental questions and main schools of the philosophy of law. 2. The concept and development of natural law from Heraclitus to Aristotle. 3. Stoic natural law and Roman law. 4. Thomas Aquinas and Hugo Grotius on natural law. 5. John Locke and Jean-Jacques Rousseau on natural law. 6. Legal positivism, legal realism, and the historical school of law. 7. Contemporary approaches in the philosophy of law: interest jurisprudence, general theory of law, topics and the new rhetoric, the revival of natural law, and discourse theory. 8. Rational theories of law from Kant and Hegel to Dworkin and Alexy. 9. The emergence and structure of Kant's *Metaphysics of Morals*, the idea of human rights, and private law. 10. Public law in Kant, the contractual theory of society, and the constitutional state (Rechtsstaat).

11. The right to resistance and just punishment in Kant, the idea of perpetual peace, and cosmopolitan law.
12. Hegel's works and the structure of the *Elements of the Philosophy of Right*.
13. Abstract right, morality, and Hegel's concept of ethical life (*Sittlichkeit*).
14. Critique of the contractual theory and the state of nature; Hegel's theory of human rights.
15. Civil society and the state; the concept of freedom in Hegel's philosophy of law; critique of the idea of perpetual peace; and war as a driving force of world history.

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

Student obligations

Conduct in accordance with the ethical and scientific principles of higher education. Complete in-class and other individual and group activities to achieve the learning outcomes outlined by the course (80%). Pass the oral exam. If a student chooses to take the exam by producing and presenting a seminar paper, the student is required to produce and present the seminar paper in compliance with the established criteria.

Monitoring student work

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

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

The criteria for evaluating and assessing individual elements are described in the course repository. Student performance is assessed throughout the course. In-class participation (in-person or online), participation in class discussions (10%). The student may take the oral exam (90%) or produce and present a seminar paper in compliance with the instructor's guidelines (90%).

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

Title	*Number of copies*	*Number of students*
Kant, I. (1999). *Metafizička ćudoređa,* Zagreb : Matica hrvatska.	*1*	15
Hegel, G.W.F. (1964). *Osnovne crte filozofije prava.* Sarajevo : Veselin Masleša.	*1*	15
Platon (1974). *Zakoni – Nomoi*, Zagreb : Naprijed, ili Ciceron, *Zakoni – De legibus*, Demetra, Zagreb.	*1*	15
Aristotel (1948). *Ustav atenski*. Zagreb : Izdavački zavod Jugoslavenske akademije znanosti i umjetnosti.	*1*	15
Grotius,H. *O pravu rata i mira*	*1 / online*	15

Montesquieu, C. (2003).*O duhu zakona* Zagreb : Demetra.	*1*	15
Radbruch, G. (1980). *Filozofija prava*. Beograd : Nolit.	*1*	15
Kelsen, H. (2012) *Čista teorija prava*. Zagreb : Naklada Breza.	*0*	15
Dworkin, R. (2003). *Shvaćanje prava ozbiljno*. Zagreb : KruZak,.	*1*	15
Matulović, M. (1996). *Ljudska prava*. Zagreb : Hrvatsko filozofsko društvo	*1*	15

Supplementary readings

1. Perić, B. ([6]2009). *Država i pravni sustav*, Narodne novine : Pravni fakultet u Zagrebu, Zagreb.
2. Perić, B ([20]2009). *Struktura prava*, Zagreb, Narodne novine : Pravni fakultet u Zagrebu
3. Strauss, L. (1971). *Prirodno pravo i historija*. Sarajevo : "Veselin Masleša", Sarajevo.
4. Tadić, Lj. (1983). *Filozofija prava*. Zagreb : Naprijed Zagreb,Barišić, P. (1988). *Dijalektika običajnosti. Utemeljenje filozofije prava u Hegela*. Hrvatsko filozofsko društvo Zagreb.
5. Lukšić, B. (1995).*Pravo i etika*, Hrvatsko filozofsko društvo Zagreb.
6. Barišić, P. (1996). *Filozofija prava Ante Starčevića*, Hrvatsko filozofsko društvo, Zagreb.
7. Barišić, P. (1999). „Kantova filozofija prava i morala“, u: Immanuel Kant, Metafizika ćudoređa, Matica Hrvatska, Zagreb. VII-L.
8. Welzel,H. (1951). *Naturrecht und materiale Gerechtigkeit*, Vandenhoeck & Ruprecht; Auflage: 3., durchges. Aufl Göttingen
9. Coing,H. ([3]1976). *Grundzüge der Rechtsphilosophie*, De Gruyter; Auflage: 4 Berlin.
10. Hofmann, H. (2000). *Einführung in die Rechts- und Staatsphilosophie*, WBG (Wissenschaftliche Buchgesellschaft); Darmstadt.
11. Horster, D. (2014). *Rechtsphilosophie,* Reclam, Philipp, jun. GmbH, Stuttgart
12. Perelman, C./ Olbrechts Tyteca, L. (1958). *Traité de l'argumentation: La nouvelle rhétorique* Paris, 1958.
13. Hart, H. L. A. (1961) *The Concept of Law*, University of Oxford.
14. Rawls,J. (1971). *A Theory of Justice*. Belknap Press

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

Class attendance, in-class participation, success in carrying out set tasks.
Student questionnaires on quality of teaching carried out at university level.
Student success on the exam and in fulfilling other course-defined requirements.

GENERAL INFORMATION		
Lead instructor	All teaching instructors with a scientific-teaching title	
Course name	**WORK-BASED LEARNING AT A PARTNER INSTITUTION** (HZX009)	
Study programme	Double-major graduate study programme *Philosophy*; teacher education specialisation	
Course status	Elective	
Year	2	
Semester	3, 4	
Number of credits and mode of delivery	ECTS student workload coefficient	5
	Number of hours (L+P+S+F[1])	0+40+30+80
COURSE DESCRIPTION		
Course aims		

[1] Field work

The course aims to expose students to work-based learning conditions at the partner institution and enable them to independently identify and solve more complex practical problems in a real work environment.
Course enrolment requirements
Students are eligible to apply to the competition for internship before the start of the second year of the graduate study programme. Should more students apply for the internship than there are places available, the selection procedure will be conducted according to the Rulebook on Internship of the Faculty of Humanities and Social Sciences. (https://www.ffst.unist.hr/_download/repository/Pravilnik%20o%20dodatnoj%20stru%C4%8Dnoj%20praksi%20u%20nastavnim%20bazama%20FFST%20za%20objavu.pdf) .
Intended course learning outcomes
Learning outcomes: 1. applying the knowledge and skills acquired during their undergraduate and graduate studies which are required to independently identify and solve more complex concrete problems in a real work environment; 2. preparing an internship report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of the internship, students will be able to: 1. explain the structure of the selected partner institution; 2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges; 3. analyses and evaluate concrete practical situations based on recent scientific sources; 4. monitor, document, and evaluate processes at the partner institution; 5. analyse problems arising from specific work assignments at the partner institution and suggest the procedures for solving them; 6. document personal practice and evaluate it reflexively.
Course content
The internship is carried out through the performance of specific work assignments overseen by a supervisor from the partner institution. The internship lasts 80 working hours. The supervisor from the partner institution plans work assignments with the consent of the supervisor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the supervisor/teacher from the Faculty, 20 hours with the supervisor from the partner institution), literature research (10 working hours), preparation of the internship report (20 working hours), preparation and defence of the report before the supervisor from the Faculty of Humanities and Social Sciences in Split (10 working hours).

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

Student obligations
- Compliance with ethical and scientific principles in higher education and the principles of organisation/partner institution in accordance with the instructions of the supervisor. - Participation in the work of the partner institution and perform the internship-defined obligations in accordance with the professional supervisor's schedule, which enables the acquisition of learning outcomes outlined by the course. - To adhere to the time frames required to perform the internship.

- To actively and constructively act at the partner institution and report to the supervisor during the performance of this course.
- To develop and defend an Internship Report.

Monitoring student work

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

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

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

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

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

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

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

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

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

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

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

Title	*Number of copies*	*Number of students*
Specialist literature is defined by the partner institution supervisor.		
Supplementary readings		
Specialist literature is defined by the partner institution supervisor.		
Methods of quality monitoring that ensure the acquisition of knowledge, skills and competences		
Prior to the internship at the partner institution, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the internship, documenting the process and writing the internship report. During the internship, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split, the supervisor from the partner institution and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the internship is continuously monitored. After completing the internship, the student completes the survey on the quality of the internship in accordance with the Rulebook.		

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of learning outcome
LO 1	Understand the nature of the teaching–learning process and be familiar with procedures and techniques for teaching philosophy, ethics, and logic, and be able to select appropriate teaching strategies.
LO 2	Prepare a methodological lesson plan for a selected teaching unit in philosophy, logic, or ethics.
LO 3	Design and conduct a class in philosophy, logic, or ethics using appropriate teaching methods.
LO 4	Apply scientific methodology and explain the main orientations of study and conceptual frameworks in the study of philosophy.
LO 5	Develop and analyse a course syllabus for philosophy, ethics, and logic.
LO 6	Distinguish major ethical theories and schools, as well as the solutions to moral problems they propose.
LO 7	Define a broad range of fundamental ethical concepts and problems.
LO 8	Determine instructional objectives in teaching philosophy, logic, and ethics.
LO 9	Analyse and apply techniques for assessing and evaluating student achievement in philosophy, logic, and ethics.
LO 10	Apply philosophical thinking to foster students' critical and independent thinking.
LO 11	Explain arguments in support of significant philosophical theses.
LO 12	Identify and clarify the distinction between philosophy and other fields of science.
LO 13	Evaluate the influence of philosophy on the formation of worldviews in different historical periods.
LO 14	Apply reflective and critical methods in forming one's own assumptions about philosophical concepts.
LO 15	Deliver a public lecture on a selected philosophical topic.
LO 16	Lead student projects in philosophy (e.g. preparation of panels, exhibitions, and similar activities).

LO 17	Distinguish philosophical disciplines according to the subject area they study.
LO 18	Present philosophical issues clearly and with well-founded arguments in an essayistic style.
LO 19	Argue effectively on philosophical problems and topics.
LO 20	Describe and evaluate the role of logical inquiry in contemporary philosophy and science.
LO 21	Promote the role of critical thinking in educational processes.

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**
Total number of courses for each LO	**5**	**3**	**5**	**3**	**3**	**0**	**0**	**7**	**5**	**6**	**7**
Logic III				+				+	+	+	+
Contemporary Philosophy II	+	+	+	+				+	+	+	+
Didactics of Philosophy	+	+	+		+			+	+	+	+
Philosophy of Mind								+		+	+
Contemporary Philosophy I			+	+							+
Philosophy of Politics	+							+			
Philosophy of Science	+				+			+	+	+	+
Practicum and Teaching practice	+	+	+		+			+	+	+	+
Philosophy of Education			+								

Learning outcomes of the study programme	LO 12	LO 13	LO 14	LO 15	LO 16	LO 17	LO 18	LO 19	LO 20	LO 21
Total number of courses for each LO	**7**	**2**	**4**	**6**	**2**	**2**	**6**	**8**	**2**	**4**
Logic III	+		+	+			+	+	+	+
Contemporary Philosophy II	+			+			+	+		
Didactics of Philosophy	+			+	+		+	+		
Philosophy of Mind	+		+			+	+	+		+
Contemporary Philosophy I			+	+				+		
Philosophy of Politics		+		+				+		
Philosophy of Science	+	+	+			+	+	+	+	+
Practicum and Teaching Practice	+			+	+		+	+		
Philosophy of Education	+									+

3.2. Instructors in the study programme

	Gabriela Bašić Hanžek	**Marita Brčić Kuljiš**
CROSBI link	https://www.croris.hr/osobe/profil/31774	https://www.bib.irb.hr:8443/pregled/profil/31060
Title	assistant professor	full professor
Field	humanities	humanities
Discipline	philosophy	philosophy
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	permanent	permanent
Percentage of employment at the higher education institution	100 %	100 %
Teaching load at the primary institution	720,1 WH	1316 WH
Teaching load at external institutions	/	/
Estimated load in the new study programme	/	/
Estimated load at the primary institution	720,1 WH	1316 WH
Estimated load at external institutions	/	141 WH
Scientific and review papers published in the last 5 years (total)	2	10

Professional papers published in the last 5 years (total)	0	1
Total number of citations (Scopus database only)	5	3
Total h-index (Scopus database only)	1	1
Competitive project leader and/or team member (total)	2	4
Leader and/or team member in other projects (total)	2	5
List of courses taught in the programme	1. Logic 3	1. Philosophy of Democracy, 2. Philosophy of Justice, 3. Preparation for writing the final work, 4. Social Philosophy, 5. Freedom of speech, 6. Introduction to the Philosophy of Multiculturalism

Commented [MB2]: Mislim da je ovo ostalo od prijediplomske razine.

	Bruno Ćurko	**Ljudevit Hanžek**	**Marko Jakić**
CROSBI link	https://www.croris.hr/osobe/profil/1112	https://www.croris.hr/osobe/profil/31249	https://www.bib.irb.hr:8443/pretraga?operators=and|Jaki %C4 %87, %20Marko %20 %2835111 %29|text|profile
Title	associate professor	assistant professor	assistant professor
Field	humanities	humanities	humanities
Discipline	philosophy	philosophy	philosophy

Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	permanent	permanent	permanent
Percentage of employment at the higher education institution	100 %	100 %	100 %
Teaching load at the primary institution	1527,8 WH	1053 WH	962,5 WH
Teaching load at external institutions	/	/	/
Estimated load in the new study programme	/	/	/
Estimated load at the primary institution	1527,8 WH	1053 WH	962,5 WH
Estimated load at external institutions	/	/	/
Scientific and review papers published in the last 5 years (total)	12	2	3
Professional papers published in the last 5 years (total)	1	/	/
Total number of citations (Scopus database only)	5	/	/
Total h-index (Scopus database only)	1	/	/
Competitive project leader and/or team member (total)	/	3	/
Leader and/or team member in other projects (total)	/	3	/

List of courses taught in the programme	1. Methodology of Teaching Philosophy 2. Philosophy with Children 3. Bioethics	1. Philosophy of Mind 2. Intentionality 3. Contemporary Philosophy II	1. Practicum and Teaching Practice 2. Contemporary Philosophy I
List of completed teacher training courses	Courses in Pedagogy in the Regular Study Programme – University of Zadar	Completed graduate study programme *Teacher Education Specialisation* at the Faculty of Humanities and Social Sciences in Split	Courses in Pedagogy in the Regular Study Program – University of Zadar

	Tonći Kokić	**Anita Lunić**	**Dario Škarica**
CROSBI link	https://www.croris.hr/crosbi/searchByContext/2/1087	https://www.bib.irb.hr:8443/index.php/pregled/profil/33847	https://www.croris.hr/osobe/profil/10775
Title	full professor	senior assistant	full professor
Field	humanities	humanities	humanities
Discipline	philosophy	interdisciplinary humanities	philosophy
Primary institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Institute of Philosophy, Zagreb and Faculty of Humanities and Social Sciences, University of Split
Type of employment	permanent	permanent	permanent
Percentage of employment at the higher education institution	100 %	100 %	30 %
Teaching load at the primary institution	820,8 WH	763,2 WH	405 WH

Teaching load at external institutions	/	/	/
Estimated load in the new study programme	/	/	/
Estimated load at the primary institution	*820,8 WH*	763,2 WH	405 WH
Estimated load at external institutions	/	/	/
Scientific and review papers published in the last 5 years (total)	7	2	8
Professional papers published in the last 5 years (total)	/	1	3
Total number of citations (Scopus database only)	1	11	/
Total h-index (Scopus database only)	1	1	/
Competitive project leader and/or team member (total)	4	7	3
Leader and/or team member in other projects (total)	/	2	5
List of courses taught in the programme	1. Philosophy of Science	1. Bioethics 2. Existentialist Philosophy	1. Philosophy of Mind 2. Logic III 3. Consciousness

List of completed teacher training courses	Completed courses in Pedagogy during undergraduate and graduate studies, Writing and Reading for Critical Thinking	- completed courses in Pedagogy during undergraduate and graduate studies - educational conference *"Teacher Competences in Relation to Student Competences"* (Faculty of Humanities and Social Sciences, University of Split), March 2023	