

UNIVERSITY OF SPLIT

Faculty of Humanities and Social Sciences

STUDY PROGRAMME

university integrated undergraduate and graduate study programme Teacher Education

SPLIT, February 2026

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	Integrated undergraduate and graduate university study programme Teacher Education		
Leader of the study programme	University of Split		
Executor/s of the study programme	University of Split, Faculty of Humanities and Social Sciences in Split		
Type of study program	Professional study programme ☐	University study programme ☒	
Level of study programme	Undergraduate ☐	Graduate ☐	Integrated ☒
	Doktoral ☐	Specialist ☐	
CroQF/EQF/QF-EHEA level	CroQF 7.1.sv EQF 7		
Scientific or artistic field and area of study programme	Interdisciplinary scientific field, educational sciences		
ISCED FoET classification			
Programme duration	10 semesters, 5 years		

Number of ECTS points acquired on completion of study programme	300
Academic or professional title, i.e. academic degree	univ. mag. prim. educ.
Language of delivery	Croatian language
Place of delivery	Split
Type of delivery (in-person, hybrid, online)	In-person, classroom based
Enrolment quota (for students in regular and special status	45 – regular status; 2 – Croatian emigrants

1. INTRODUCTION

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

The integrated undergraduate and graduate university study programme Teacher Education (hereinafter: Teacher Education) is fully aligned with the mission, vision and strategies of the University of Split at the highest level. The programme is oriented towards the advancement of teaching and the development of science; it promotes student and staff mobility, and continuously evaluates and improves the quality of work of all participants in the teaching process. The programme fosters a culture of dialogue and cooperation, encourages lifelong learning, joint research by students and teaching staff, and supports the continuous professional development of staff in both teaching and research.

The programme 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 2026-2030, the Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the period 2026 - 2030, and the Action Plan of the Faculty of Humanities and Social Sciences in Split (2022–2027).

A strategic plan of the Department of Teacher Education for the period 2023–2026 has been developed (https://www.ffst.unist.hr/_download/repository/strateski_plan_odsjek_za_uciteljski_studij_2023-2026..pdf), which is aligned with the mission and vision of the Development Strategy of the Faculty of Humanities and Social Sciences in Split 2021–2025 https://www.ffst.unist.hr/_download/repository/Razvojna_strategija_FFST_2021._-_2025..pdf

Current trends in education are continuously monitored, and the content and learning outcomes of both compulsory and elective courses are adjusted accordingly. Particular attention is given to introducing globally relevant contemporary topics, such as raising student awareness of the impact of climate change and encouraging action towards sustainable ways of life. In line with the guidelines of the Ministry of Science and Education regarding the expansion of lifelong learning programme offerings, plans are underway to design and introduce lifelong learning programmes in the form of micro-qualifications in the areas covered by the three modules offered within the study programme. The fundamental idea is to design training programmes for teachers, as well as interested stakeholders from other professions, aimed at acquiring competencies for teaching young school-age children in English, information and communications technology for young school-age children, and promoting sustainable ways of life in the form of partial qualifications and micro-qualifications.

Student activities, the work of student associations and the Student Council are encouraged and supported within the Teacher Education programme, and efforts to improve student welfare are carried out in collaboration with students. Students actively participate in events that promote science (Festival of Science, European Researchers' Night, centres of excellence of Split-Dalmatia County), the Faculty of Humanities and Social Sciences Open Days, and the University Fair. Students complete work-based learning and develop their skills at partner institutions; they collaborate in the work of Faculty centres, participate in Faculty events such as Friendship in May and Advent at the Faculty of Humanities and Social Sciences, and organise charitable activities

such as donation drives and volunteering at associations and hospitals. Students and staff are encouraged to participate in both incoming and outgoing mobility, with the aim of increasing the visibility of the Department of Teacher Education and fostering collaboration among staff and students of different universities both in Croatia and abroad. Education is the fundamental goal of Teacher Education, and cooperation with the wider environment in all educational aspects is accordingly developed and advanced, for example, through collaboration with institutions of various profiles and the establishment of partner institutions for the professional training of students (Association for the Promotion of Croatian Sign Language – "ZNAKujmo svi" – https://znakujmo-svi.hr/, Caritas of the Split-Dalmatia Archdiocese – https://caritas-smn.hr/, SKAC – https://skac.st/, Spektar Association - https://udrugaspektar.hr/ and the Association 'Suradnici u učenju' (Partners in Learning) – https://ucitelji.hr/).

Given the interdisciplinary nature of teacher education, teaching staff conduct research not only in the fields of humanities and social sciences but also in interdisciplinary, natural and technical sciences and the arts. This approach ensures interdisciplinarity and transdisciplinarity in research in general, with a particular emphasis on research in education. Furthermore, research in lifelong learning and professional development is encouraged and conducted within the Department of Teacher Education through the organisation of various lectures, workshops and other forms of education within Faculty centres and at course level. Teaching staff involve students in research activities not only in connection with diploma theses but more broadly, with the aim of producing scientific and professional publications.

With the aim of strengthening the Faculty's scientific standing in the Croatian and European research area, teaching staff at the Department of Teacher Education publish in prestigious international journals indexed in the WoS and Scopus databases and participate in international scientific conferences. To encourage and promote research in the field of education, an international scientific and professional conference, *Days of Primary Schools: A Circle from Science to the Classroom* (https://sites.google.com/ffst.hr/danios/), has been organised every two years since 2000.

With the aim of strengthening teaching competencies, staff continuously participate in various professional development programmes organised by the home institution, the University, university constituents, the Ministry, and various projects such as SEA-EU, Erasmus+ and other international projects and programmes. Staff continuously work on the professional development of their teaching and research competencies, teaching methods, information and communications skills, and management skills. They are also trained in the preparation of project proposals such as EU projects, SEA-EU, Erasmus+ and similar. Teaching staff at the Department additionally collaborate within the framework of three existing chairs (Chair of Teaching Methodologies, Chair of Croatian Language and Literature, and Chair of the Arts).

Teaching staff at the Department of Teacher Education are members of professional groups, committees and commissions operating within the Faculty, and contribute with their expertise to the efficiency and advancement of the Faculty, thereby continuously improving the quality, organisation and efficiency of work at all Faculty levels. They also participate in the work of the Field Committee for the Interdisciplinary Area of Science and the Arts.

The Department of Teacher Education, as part of the Faculty of Humanities and Social Sciences in Split, operates in a socially responsible manner and serves all stakeholders in its environment wherever there is a need to bring scientific knowledge and competencies to bear on current social questions, in accordance with the principles of excellence, ethics, and integrity. To this end,

teaching staff at the Department and at centres operating within the Faculty organise lectures, workshops, seminars, panels and public discussions — for example, through events such as Friendship in May, Advent at the Faculty of Humanities and Social Sciences, and the international scientific and professional conference Days of Primary Schools: A Circle from Science to the Classroom. Staff and students participate in promoting the study programme, the Department and the Faculty through events such as Open Days and the University Fair. In their scientific and professional work, teaching staff promote the significance of the local and regional community in the areas of culture, arts and the preservation of the Croatian language and heritage through the publication of monographs. Events such as the Gathering of Dalmatian Klapa Ensembles are organised with the aim of preserving Dalmatian klapa singing and klapa song within the framework of Friendship in May. Through these activities in the public sphere, the Department continuously works towards recognisability of its own identity and mission.

The Department of Teacher Education educates Masters of Primary Education (lower primary teachers) who are the foundation of compulsory primary school education in the Republic of Croatia. Due to their broad education across various social, humanities and natural sciences, Masters of Primary Education are versatile and interdisciplinary experts who work both in educational institutions and in many other areas of human activity. The proposal for the organisation and implementation of the Teacher Education study programme is a result of objective social (cultural, political and economic) needs, and the approach to educating future Masters of Primary Education and the number of students enrolled in Teacher Education have been determined on the basis of an analysis of the current state of the Croatian school system and an assessment of the perspective of its development.

The Department of Teacher Education at the University of Split has a large gravitation area with regard to both students who come to study in Split and the jobs available to graduates. This area primarily covers Split-Dalmatia County, Dubrovnik-Neretva County and a larger part of Šibenik-Knin County. A significant number of students also come from the neighbouring country of Bosnia and Herzegovina, as well as from many other parts of the Republic of Croatia.

High-quality preparation of lower primary education teachers opens up numerous possibilities for their employment with regard to the labour market needs in the local community and beyond, in both the public and private sectors. The study programme is based on the official lower primary school curriculum (1st to 4th grade) and on the general competencies required of teachers by contemporary education. The programme is compatible with all the requirements of the Bologna system, which greatly facilitates studying and enables students to make continuous progress and improvements.

The programme is designed so that, in addition to the core Teacher Education courses, students choose one of three offered modules by which they acquire additional competencies. The modules have been defined in accordance with the assessed needs of contemporary education, which has incorporated a foreign language as part of compulsory early education in lower primary school, and computer science as an elective subject from the 1st grade of primary school. It is expected that in the future, the cross-curricular theme of sustainable development — which permeates all school activities and is recognised in the school curriculum — will be treated similarly.

Teacher Education educates Masters of Primary Education who meet the needs of the labour market in the local community and beyond. They are primarily employed in primary schools, where in addition to lower primary teaching, they often cover the needs of subject teaching, particularly in the areas of foreign languages and computer science, as well as other subjects in which there is a

shortage of qualified staff. Students of Teacher Education who complete the Early Foreign Language Learning module are fully prepared and competent to deliver foreign language teaching in lower primary school. Masters of Primary Education who have completed the Information and Communications Technology module are fully prepared and competent to teach computer science to lower primary school pupils. In addition to schools, lower primary school teachers are often employed in children's homes, homes for children with disabilities, playgroups, museum workshops, libraries and many other cultural and educational institutions, or collaborate with such institutions. Graduates of Teacher Education are frequently involved in the work of publishing houses, either as collaborators, authors, reviewers or employees.

1.2. Analysis of the minimal institutional prerequisites for the comparability of the proposed study programmes with related accredited study programmes in the Republic of Croatia and in the countries of the European Union

The institutional prerequisites for comparability of the study programme with related accredited study programmes in the Republic of Croatia and EU countries have been met in accordance with the applicable legislation: the Act on Higher Education and Scientific Activity (https://narodne-novine.nn.hr/clanci/sluzbeni/2022_10_119_1834.html), the Act on Quality Assurance in Higher Education and Science (https://narodne-novine.nn.hr/clanci/sluzbeni/2022_12_151_2330.html), and the relevant university (https://www.unist.hr/ustroj-sustava-osiguravanja-kvalitete/15538) and institutional documents (https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta).

The Higher Teacher Training College of the University of Split was granted a licence for the delivery of the integrated undergraduate and graduate university study programme on 16 June 2005. A licence issued on 22 October 2007 changed the holder of the study programme to the Faculty of Humanities and Social Sciences of the University of Split (https://www.ffst.unist.hr/_download/repository/Dopusnica_Integrirani_Uciteljski_studij_22102007.pdf).

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

Teacher Education is comparable with related accredited study programmes in the Republic of Croatia and EU countries in terms of the proposed concept of the study programme as well as its content and organisation. The programmes are also comparable in terms of the pace of study, student mobility and the ECTS credits that students may earn during their studies. The following comparisons have been carried out:

- University of Zagreb, Faculty of Teacher Education, Department of Teacher Education Studies (https://www.ufzg.unizg.hr/)
- University of Rijeka, Faculty of Teacher Education (https://www.ufri.uniri.hr/hr/studiji.html)
- University of Osijek, Faculty of Education (https://www.foozos.hr/studiji/opcenito/integrirani-studij)
- University of Zadar, Department of Teacher and Preschool Education (https://iuo.unizd.hr/)

- Juraj Dobrila University of Pula, Faculty of Educational Sciences, Integrated University Teacher Education Study Programme (https://fooz.unipu.hr/)
- University of Ljubljana, Faculty of Education (https://www.pef.uni-lj.si/), Primary Teacher Education (https://www.pef.uni-lj.si/studij/studijski-programi-prve-stopnje/razredni-pouk/) and (https://www.pef.uni-lj.si/studij/studijski-programi-druge-stopnje/poucevanje/poucevanje-na-razredni-stopnji/)
- University of Maribor, Primary Teacher Education (https://pef.um.si/studij/1-stopnja/razredni-pouk-un/) and (https://pef.um.si/studij/2-stopnja/razredni-pouk-mag/)

All of the above programmes in the Republic of Croatia are integrated undergraduate and graduate university study programmes that educate Masters of Primary Education over a period of five years (ten semesters) and carry 300 ECTS credits.

Programmes with notable specific features in terms of tracks and modules include the following:

- University of Zagreb, Faculty of Teacher Education, Department of Teacher Education Studies. Students may choose one of four modules (Croatian language, computer science, visual arts, educational sciences) or one of two foreign language tracks in Teacher Education (German or English). The study programmes encompass a pedagogy–psychology–didactics course group, core subject-area courses, a methodology course group, and courses within the chosen module or track.
- University of Osijek, Faculty of Education. The Osijek programme is very similar to Teacher Education in Split in terms of structure and content. Following the first semester, students choose one of the following elective modules: Module A — a developmental track which, through selected courses in pedagogy, psychology and teaching methodologies, provides students with a broader understanding of specific issues in education and child development; Module B — a computer science track, which provides students with more thorough training in the application of information technology in the educational process and in computer science education for children in the first four grades of primary school; Module C — a foreign language track (Module C1 — English or Module C2 — German), which provides students with additional preparation for early foreign language teaching to younger school-age children.
- Juraj Dobrila University of Pula, Faculty of Educational Sciences. Students choose one of two modules in the 3rd semester: the English Language module or the Computer Science module.

A comparison has also been carried out with two programmes in the European Union: the University of Ljubljana, Faculty of Education, and the University of Maribor, Primary Teacher Education. Both programmes operate on a two-cycle basis. The first cycle lasts four years (eight semesters), carries 240 ECTS credits and leads to the title of prof. raz. pouka (UN). The second cycle lasts one year (two semesters), carries 60 ECTS credits and leads to the title of mag. prof. raz. The Ljubljana programme offers two tracks at the second cycle: Teaching at Primary Level and Teaching at Primary Level with English.

The study programme is consistent with the general development strategy of the higher education institution, action plans and other documents, specifically the following:

- Development Strategy of the Faculty of Humanities and Social Sciences in Split 2026 - 2030

(https://www.ffst.unist.hr/_download/repository/RAZVOJNA%20STRATEGIJA%202026%20-%202030_ZA%20RASPRAVU_ure%C4%91ena-1%5B1%5D.pdf)

- Strategic Programme of Scientific Research of the Faculty of Humanities and Social Sciences in Split for the 2026-2030 period. (https://www.ffst.unist.hr/_download/repository/Strate%C5%A1ki%20program%20znanstvenih%20istra%C5%BEivanja%20FFST%202026-2030%5B1%5D.pdf)

- Action Plan of the Faculty of Humanities and Social Sciences in Split 2022/2027 (https://www.ffst.unist.hr/_download/repository/Akcijski_plan_na_temelju_Izvjesca_strucnog_povjerenstva_u_postupku_reakreditacije_FFST_2022%5B1%5D.pdf)

- Strategic Plan of the Department of Teacher Education 2023-2026 (https://www.ffst.unist.hr/_download/repository/strateski_plan_odsjek_za_uciteljski_studij_2023-2026..pdf)

The study programme will be continuously supplemented and improved in line with new strategic documents. Revisions of the study programme are regularly published on the Department's website (https://www.ffst.unist.hr/odsjeci/uciteljski_studij).

The study programme has defined and published standards and regulations for the assessment of achieved learning outcomes. These standards and regulations are set out in the syllabus of each course under the following headings: *Student responsibilities, Screening student work, Grading and evaluating student work in class and at the final exam / Quality assurance methods that ensure the acquisition of exit knowledge, skills and competencies*. A detailed breakdown of each assessment element, together with additional instructions and guidelines for students, is available in the repository of each course. Standards and regulations for the assessment of achieved learning outcomes are regularly published and revised.

Quality assurance at the level of the study programme and individual courses is defined under the heading Methods *for Quality assurance methods that ensure the acquisition of exit knowledge, skills and competencies,* on the basis of:

- 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 University of 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/Prirucnik%20kvalitete%20FFST%202025_22.12.(2).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)
- Other key documents published on the Faculty website: https://www.ffst.unist.hr/o_fakultetu/sustav_osiguranja_kvalitete/odbor_za_unaprjedenje_kvalite and https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta.

Students participate in all quality assurance processes and in the work of all bodies, committees, departments and centres designated for this purpose, as prescribed by national, university and Faculty acts, regulations and procedures.

The welfare and specific needs of students are attended to by the Department of Teacher Education, the Student Counselling Center (https://www.ffst.unist.hr/centri/centar_za_savjetovanje_studenata), the Career Planning and Development Center (https://www.ffst.unist.hr/centri/centar_za_planiranje_i_razvoj_karijera) and the Office for Student Affairs (https://www.ffst.unist.hr/za_studente/studentska_sluzba). These centres carry out educational and advisory activities in the form of confidential individual and/or group counselling with the aim of providing support and assistance to students in personal, academic and professional contexts (addressing personal difficulties, achieving academic success, increasing study efficiency, improving quality of life, developing student potential, developing career planning and management skills, and connecting students with potential employers). The Student Services Office informs students of their obligations in a timely manner and provides support throughout their studies by ensuring access to the necessary forms and procedures.

The Faculty, and consequently the Department of Teacher Education, ensures impartiality and transparency in all its operations and has defined mechanisms for dealing with complaints and other relevant matters. These mechanisms are grounded in the Code of Ethics (https://www.ffst.unist.hr/_download/repository/Eticki_kodeks.pdf) and other documents that ensure ethical conduct in the planning and implementation of the study programme, including mechanisms for internal reporting of irregularities, the appointment of a confidential person, and mechanisms for protection against discrimination and harassment. These documents are published on the Faculty website:

https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/unutarnje_prijavljivanje_nepravilnosti, https://www.ffst.unist.hr/_download/repository/Pravilnik_o_prijavljivanju_nepravilnosti.pdf, https://www.ffst.unist.hr/o_fakultetu/dokumenti_s_fakulteta/zastita_od_diskriminacije_i_uznemiravanja.

In the case of other student needs — such as the resolution of student complaints or the protection of student rights — students may address the Head of Department, the Vice-Dean for Teaching and Student Affairs, the Ethics Committee, the Student Ombudsperson of the Faculty of Humanities

and Social Sciences, or the Student Ombudsperson of the University of Split. At the beginning of the programme, the Head of Department familiarises students with their rights, obligations and responsibilities.

Teaching staff who teach within the study programme regularly develop their expertise in their fields of activity and in the area of teaching competencies. Records of professional development in the area of teaching competencies carried out by the Faculty are available in Faculty documentation, while other forms of professional development are substantiated by certificates of active participation in scientific conferences, professional development programmes, and collaborative research projects.

The study programme has mechanisms for connecting students with partner institutions and the labour market through professional training at partner institutions (https://www.ffst.unist.hr/studiji/nastavne_baze) and through professional–pedagogical placement in primary schools (https://www.ffst.unist.hr/studiji/vjezbaonice).

The integrated undergraduate and graduate university study programme Teacher Education is fully defined and implemented within the Higher Education Information System (ISVU), which enables the collection, management and processing of statistical data related to the organisation and delivery of the study programme, as well as reporting on such data.

1.3. Mechanisms for ensuring horizontal and vertical student mobility in the national and European higher education area

Student mobility in the context of the Bologna Process refers to the freedom of movement of students among higher education institutions within the European higher education area. The Bologna Process is an initiative aimed at creating a European higher education area, facilitating international cooperation among universities, and increasing transparency and harmonisation of higher education within Europe. Standardisation of curricula across European countries facilitates the recognition and transfer of ECTS credits between different higher education institutions, thereby promoting horizontal mobility.

The Faculty of Humanities and Social Sciences in Split, in line with the requirements of the Bologna Declaration, is committed to realising the idea of openness of studies and student mobility both within the Republic of Croatia and in the wider European higher education area. A key means of achieving this is the requirement that the organisation of the study programme comply with the recommendations of the Bologna Declaration. All of the above is legally regulated by a series of bilateral cooperation agreements with domestic and foreign institutions.

Horizontal mobility in higher education refers to the transfer from one higher education institution to another. Students are enabled to continue their studies at another university in a similar or identical study programme, or within the same university in a similar study programme. Students of the integrated undergraduate and graduate university study programme Teacher Education may achieve mobility in accordance with the following regulations:

- Regulations on the Recognition and Validation of Prior Learning of the Faculty of Humanities and Social Sciences in Split https://www.ffst.unist.hr/_download/repository/Pravilnik_o_priznavanju_prethodnog_ucenja_7-2022%5B1%5D.pdf and
- Regulations on International Mobility of the University of Split

https://arhiva.unist.hr/Portals/0/adam/Content/BU3dvIPNXUeAz6-ookiW3A/Text/Pravilnik%20o%20medjunarodnoj%20mobilnosti%20Sveucilista%20u%20Splitu_2022.pdf.

Students from other study programmes at the Faculty of Humanities and Social Sciences in Split may enrol in elective courses offered by the Department of Teacher Education.

Through international mobility, students are given the opportunity to study at foreign higher education institutions. To date, students of the integrated undergraduate and graduate university Teacher Education programme have completed international mobility at the following institutions: University of Ljubljana, University of Catania, Faculty of Education in Maribor, University of Bielefeld, University of Wrocław, Pablo de Olavide University, University of Castilla-La Mancha, Polytechnic Institute of Bragança, and Gabriele d'Annunzio University.

Vertical progression provides the opportunity for further education and the attainment of a higher level of qualification. Students who have graduated from the Department of Teacher Education at the Faculty of Humanities and Social Sciences in Split may continue their further education. The following are some of the higher education institutions in the Republic of Croatia at which students may continue their studies:

- Josip Juraj Strossmayer University, Faculty of Education, Doctoral Study Programme in Educational Sciences and Perspectives of Education (https://www.foozos.hr/obavijesti/item/1047-natjecaj-za-upis-na-doktorski-studij-obrazovne-znanosti-i-perspektive-obrazovanja-u-akademskoj-2023-2024-godini)
- University of Zagreb, Faculty of Teacher Education, Postgraduate University Doctoral Study Programme in Lifelong Education and Educational Sciences (https://www.ufzg.unizg.hr/category/upisi/upisi-poslijediplomski/)
- University of Zadar, Postgraduate Doctoral Study Programme, Quality in Education (https://www.unizd.hr/Portals/0/sluzba_pds/vodici/Vodic_doktorskog_studija_Kvaliteta_u_odgoju_i_obrazovanju.pdf)
- University of Zadar, Postgraduate Specialist Study Programme in Leadership and Management of Educational Institutions, leading to the academic title of university specialist in the leadership and management of educational institutions in the field of social sciences, sub-field of interdisciplinary social sciences (https://www.unizd.hr/Portals/0/sluzba_pds/PSSP_Vodenje_i_upravljanje_OOU_Elaborat.pdf)
- Juraj Dobrila University of Pula, Faculty of Educational Sciences, Doctoral Study Programme "New Paradigms in Education" (https://fooz.unipu.hr/fooz/studijski_programi/poslijediplomski_sveucilisni_doktorski_studij_nove_paradigme_obrazovanja)

1.4. Conditions for enrolment in the study programme, enrolment in the next semester or academic year, and enrolment in other study obligations

Admission to the programme is based on the following criteria:

a) Completed four-year secondary school — average of all final grades from secondary school (25%)

b) State Matura exam, with the following results: higher level (A) in Croatian language (impact on final score up to 30%), basic level (B) in Mathematics (impact on final score up to 25%), basic level (B) in a foreign language (impact on final score up to 20%)
c) Additional assessment of specific knowledge, skills and abilities — a Croatian language test of an eliminatory nature

Special achievements are also evaluated: one of the top three places at national or international competitions in secondary school subjects, or the status of Category I or II athlete. Each such achievement carries 5%, but the total impact on the final score is capped at 10%.

Conditions for enrolment into the next year of study are defined by a decision of the Faculty Council, which is made for each academic year and published on the Faculty website. Any special conditions required for enrolment in particular courses are specified in the syllabi of those courses.

1.5. Competencies acquired upon completion of the study programme modules and the study programme

Upon completion of the study programme, the student acquires the qualification of Master of Primary Education, who is able to:

1. analyse, select and apply pedagogical and psychological approaches underpinning the delivery of teaching in lower primary school and the overall educational process;
2. plan, organise and implement a learner-centred teaching process grounded in a competency-based, i.e. constructivist, approach to education;
3. continuously develop professionally and apply insights from the foundational sciences underpinning the subjects taught in lower primary school;
4. apply the grammatical, linguistic-stylistic and normative standards of the Croatian literary language system in order to monitor, evaluate and compare the expression (oral and written) of lower primary school pupils, independently resolve linguistic problems, and teach Croatian language in accordance with the relevant curriculum;
5. teach children's literature and literary theory concepts appropriate to lower primary school pupils;
6. communicate mathematical knowledge, ideas and results relating to mathematical concepts in arithmetic, algebra and geometry in a reasoned and effective manner, at a level appropriate to lower primary school pupils;
7. encourage pupils to develop a positive attitude towards learning and teaching mathematical concepts and ideas;
8. encourage lower primary school pupils to develop mathematical thinking skills (through the processes of conceptualisation and reasoning) and to acquire skills in solving various types of mathematical tasks in accordance with the relevant curriculum;
9. equip lower primary school pupils to solve problem tasks using the scientific method, in accordance with the relevant curriculum;
10. argue for the interconnectedness of the social, economic and ecological concepts of living without polluting or destroying the environment, and to discuss and act in an environmentally responsible manner;
11. analyse the impact of human activity on the environment and the negative consequences for the health of living beings, and propose approaches to protecting health and preserving the environment, at a level appropriate to lower primary school pupils;

12. explain the formation and developmental characteristics of particular natural and social elements on the Earth's surface, at a level appropriate to lower primary school pupils;
13. understand and interpret the geographical characteristics of the Republic of Croatia in accordance with the relevant curriculum and the cognitive development of lower primary school pupils;
14. apply the methodological specificities of teaching all subjects in primary education across the various forms of educational work in school;
15. plan, programme, implement and (self-)evaluate the teaching process;
16. formatively and summatively assess pupil achievement;
17. implement cross-curricular themes and correlate learning outcomes, content and activities across different subjects in lower primary school;
18. apply teaching aids and resources, social forms of work, teaching strategies and teaching methods in accordance with the needs and abilities of lower primary school pupils and the specific requirements of the learning outcomes and the teaching process;
19. individualise the teaching process;
20. analyse a professional text in the English language at all levels of linguistic and content complexity in accordance with the relevant curriculum;
21. plan, organise and implement the teaching of Music and Art in accordance with the relevant curricula and with the individual abilities and capacities of pupils;
22. develop musical and artistic abilities and introduce pupils to musical and artistic works from various styles and cultures, at a level appropriate to lower primary school pupils;
23. plan, organise and implement physical education teaching in accordance with the individual abilities and capacities of lower primary school pupils;
24. explain the impact of physical exercise on health and promote a healthy lifestyle, physical activity and sports culture;
25. use information and communications technology for communication, collaboration and professional development;
26. select and/or adapt existing digital resources and materials and create new ones for learning and teaching in lower primary school;
27. organise and lead educational activities in cultural and artistic societies, associations, open universities, museums, preschool institutions, primary schools (particularly in extended-day programmes) and in other institutions and organisations in the fields of culture, education and the arts;
28. engage in lifelong professional development in the areas of curriculum, the teaching process, work with lower primary school pupils, and collaboration with other stakeholders in the educational process, and;
29. collaborate with professional services and other internal and external school stakeholders with the aim of ensuring the quality of the teaching process and the well-being of pupils.

Upon enrolling in the second year of the programme, students choose one of three modules. Upon completion of the chosen module, the student is able to:

Module 1 – Early foreign language learning

1. Plan, prepare and implement foreign language teaching in primary education;
2. apply and adapt to pupils the language-teaching concepts characteristic of early school-age English as a foreign language instruction;
3. apply a range of methods, procedures and techniques for teaching English as a foreign language to younger learners;

4. evaluate components of the teaching process in an early school-age English language lesson.

Module 2 – Application of information and communications technology (ICT) in learning and teaching

1. Plan, organise and implement Computer Science teaching in primary education;
2. select and apply contemporary tools and programming environments for teaching introductory programming;
3. design, apply and evaluate teaching content within an e-learning system.

Module 3 – Education for Sustainable Development

1. Explain the concept of sustainable development and analyse and critically evaluate the complexity and importance of education for sustainable development in a manner appropriate to the age of lower primary school pupils;
2. develop teaching skills for the implementation of education for sustainable development;
3. analyse the role of democratic values in the context of sustainable development;
4. make use of high-quality educational programmes that point towards a sustainable future;
5. articulate the role of the humanities in sustainable development.

1.6. Organisation and form of teaching delivery

The integrated undergraduate and graduate university study programme Teacher Education is delivered through the core Teacher Education programme and the chosen module. The study programme in the core component pays particular attention to the general competencies that contemporary education requires of teachers. Such general competencies require continuous professional development. The individual pedagogical act relies on an understanding of the fundamental principles and ideas in each area, and depends on an understanding of the interrelationship between these problem areas.
The core programme consists of two parts: a part concerned with the area of educational and psychological sciences (A), and a part concerned with teaching areas and their methodologies (B).
The core programme (A) includes the following courses: Philosophy of Education, English Language 1 and 2, Basics of Developmental Psychology, Introduction to Computer Science, Developmental Psychology of Childhood, Computer Laboratory, Basics of Pedagogy, Sociology, Psychology of Education, Didactics, Logic, Psychology of Motivation and Socialization in the Classroom, Inclusive Pedagogy, Family Pedagogy, Methodology of Scientific Research Work, Statistics in Pedagogy, and Sociology of Education.
The core programme (B), which covers the subject areas taught in lower primary school, includes the following courses:

- preparation for the subject Croatian Language: Croatian Language 1 and 2, Media Culture, Language Culture, Literature for Youth, Croatian Children's Literature, Didactics of the Croatian Language 1, 2 and 3
- preparation for the subject Mathematics: Mathematics 1, 2 and 3, Didactics of Mathematics 1, 2 and 3
- preparation for the subject Science and Social Studies: Introduction to History, Historical Phenomenology, Geography, Natural Science, Didactics of Science and Society 1, 2 and 3

- preparation for the subject Music Culture: Musical Notation, Instrumental Practicum, Vocal-Instrumental Practicum, Music Culture, Didactics of Music 1, 2 and 3
- preparation for the subject Physical Education: Basics of Kinesiology, Teaching Methodology of Physical Education 1, 2 and 3
- preparation for the subject Visual Arts: Visual Arts, Didactics of Art 1, 2 and 3

In addition to the compulsory courses listed above, in each semester students choose one or more elective courses from the available offerings.

In the second year of the programme, students choose one of three modules in addition to the core programme:

- MODULE 1: Early foreign language learning
- MODULE 2: Application of information and communications technology (ICT) in learning and teaching
- MODULE 3: Education for sustainable development.

Additional conditions demonstrating a student's achievement in the relevant area may be prescribed for module enrolment. After the third or fourth semester, students may be permitted to change their chosen module, subject to the obligation of attending all courses in the newly chosen module.

MODULE 1: The Early Foreign Language Learning module trains students to independently and competently deliver English as a foreign language teaching in lower primary school. The course content is aligned with contemporary scientific knowledge and educational practices in the field of teaching and learning English at an early school age. The courses within this module are oriented towards the acquisition of knowledge and the development of competencies in English language and literature and in English language teaching methodology: English Phonetics and Phonology, Integrated Language Skills, English Language and Linguistics – Introduction, Language Exercises 1, 2 and 3, English Grammar – Word Classes, Interculturalism in Early English as a Foreign Language Learning, Children's Literature in English, English Language Learning at an Early School Age, Early EFL Teaching Methodology, and Practicum and School Practice. Upon completion of this module, students attain language competencies in English at the C1 level (speaking, listening and reading) and B2 level (writing), as defined by the Common European Framework of Reference for Languages (2005).

MODULE 2: The Application of Information and Communications Technology (ICT) in Learning and Teaching module trains students to independently and competently deliver Computer Science teaching in lower primary school and to make creative use of ICT in the classroom. The course content is aligned with contemporary demands regarding the necessity of digital competence across all age groups and with the principle that content should be acquired throughout the entire period of schooling, with knowledge acquired at lower levels deepened and extended at higher ones. The courses in this module are: Programming for School-Age Children 1, Programming for School-Age Children 2, E-Learning Systems, Distance Teaching Systems, Information and Communications Technology for School-Age Children, Instructional Design in E-Learning Systems, Tools for Teaching Introductory Programming, and Evaluation of E-Learning Systems.

MODULE 3: In an era of global interconnectedness, we are confronted with complex and intertwined ecological and socio-economic risks that demand a fundamental transformation of our

relationship with natural resources, public health and human dignity. Contemporary education grounds its quality in empowering pupils and students to develop, in spite of global pressures, the skills and values needed for sustainable coexistence in a globally connected community; education for sustainable development is therefore an important indicator of educational quality. The Republic of Croatia, as a signatory of Agenda 21, has integrated education for sustainable development into all teaching programmes. The Education for Sustainable Development module represents a response to global demands, equipping future teachers for critical and innovative teaching about sustainability. The module programme is grounded in key UN guidelines and encompasses a broad range of related areas: global citizenship (democracy, justice, ethics and holistic health), peace and human rights (developing a culture of dialogue and respect for dignity), environmental education (natural resource management, preservation of biodiversity and cultural heritage) and climate literacy (analysis of the impacts and consequences of global climate change). The teaching content of Module 3 enables the acquisition of a broad and complex range of knowledge, skills, values and ways of thinking. Module 3 consists of elective courses which students who opt for Module 3 are required to enrol in: Introduction to Education for Sustainable Development, Ethics, Microhistory and Cultural Heritage, Critical Thinking for Sustainable Development, Social Ecology, Intercultural Music Education, Croatian Linguistic Heritage, Prevention of Behavioural Problems in the School Environment, Philosophy and Sustainable Development, Visual Arts in the Croatian Territory, Argumentation and Philosophy of Language, Democracy in Theory and Practice, Impact of Climate Change, Environmental Protection, Man, Health and the Environment, and Outdoor Teaching in Education for Sustainable Development.

Teaching in the programme is delivered through lectures, seminars and exercises (at the Faculty, at partner training schools and in primary schools). The forms of teaching delivery for each course are defined in the course syllabus and are aligned with the ECTS load at the course level, the course learning outcomes, the course content, student obligations, assessment and evaluation procedures, and the prescribed reading. All forms of teaching ensure an interactive teaching process oriented towards students and the achievement of learning outcomes.

2. List and description of courses

2.1. List of compulsory and elective courses

LIST OF COURSES						
Year of study: 1.						
Semester: 1.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Philosophy of Education	izv. prof. dr. sc. Bruno Ćurko	45	0	15	5	C

Geography	prof. dr. sc. Nikola Glamuzina	30	0	30	5	C
English Language 1	prof. dr. sc. Gloria Vickov	30	30	0	5	C
Basics of Developmental Psychology	prof. dr. sc. Ina Reić Ercegovac	30	0	15	5	C
Introduction to History	izv. prof. dr. sc. Nikša Varezić	15	0	15	2	C
Introduction to Computer Science	doc. dr. sc. Lada Maleš	30	15	0	5	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 3 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF COURSES						
Year of study: 1.						
Semester: 2.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Croatian Language 1	izv. prof. dr. sc. Gordana Laco	30	0	30	5	C
Developmental Psychology of Childhood	doc. dr. sc. Katija Kalebić Jakupčević	30	0	15	4	C
Computer Laboratory	doc. dr. sc. Lada Maleš	15	30	15	4	C
English Language 2	prof. dr. sc. Gloria Vickov	30	30	0	4	C
Basics of Pedagogy	prof. dr. sc. Sonja Kovačević	30	0	30	5	C
Sociology	prof. dr. sc. Zorana Šuljug Vučica	30	0	0	3	C
Historical Phenomenology	izv. prof. dr. sc. Nikša Varezić	15	0	15	2	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 3 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

NOTE: From the 3rd semester, in addition to the core programme, students choose only ONE of the three modules offered. Module courses carry a certain number of ECTS credits, which are added to the ECTS credits of the core programme. Module 3 consists of elective courses that students who choose this module are required to enrol in; they are listed among the elective courses with the note (Module 3).

LIST OF COURSES						
Year of study: 2.						
Semester: 3.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS

Croatian Language 2	izv. prof. dr. sc. Gordana Laco	30	0	30	5	C
Mathematics 1	doc. dr. sc. Irena Mišurac dr. sc. Nives Baranović, v. pred.	30	0	30	5	C
Psychology of Education	prof. dr. sc. Goran Kardum	30	0	15	4	C
Musical Notation	doc. dr. sc. Marijo Krnić	15	0	15	4	C
Didactics	prof. dr. sc. Sonja Kovačević	30	0	30	5	C
English Phonetics and Phonology (Module 1)	prof. dr. sc. Gloria Vickov	30	30	0	4	C
Programming for School-Age Children 1 (Module 2)	doc. dr. sc. Lada Maleš Josipa Jurić, pred.	30	30	0	4	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 3 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF COURSES						
Year of study: 2.						
Semester: 4.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Mathematics 2	doc. dr. sc. Irena Mišurac dr. sc. Nives Baranović, v. pred.	30	0	30	5	C
Basics of Kinesiology	doc. dr. sc. Damir Jurko	30	30	15	4	C
Logic	izv. prof. dr. sc. Bruno Ćurko	45	0	15	5	C
Media Culture	izv. prof. dr. sc. Helena Dragić	30	0	15	3	C
Instrumental Practicum	doc. dr. sc. Marijo Krnić	0	30	15	2	C
Psychology of Motivation and Socialization in the Classroom	prof. dr. sc. Darko Hren	30	0	15	4	C
Didactics Practice	prof. dr. sc. Sonja Kovačević	0	15	0	1	C
Integrated Language Skills (Module 1)	prof. dr. sc. Gloria Vickov	15	45	0	4	C
Programming for School-Age Children 2 (Module 2)	doc. dr. sc. Lada Maleš	15	30	0	4	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 2 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF COURSES						
Year of study: 3.						
Semester: 5.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Literature for Youth	izv. prof. dr. sc. Helena Dragić	30	0	15	4	C
Mathematics 3	doc. dr. sc. Irena Mišurac dr. sc. Nives Baranović, v. pred.	30	0	30	5	C
Language Culture	izv. prof. dr. sc. Gordana Laco	30	0	30	5	C
Inclusive Pedagogy	prof. dr. sc. Jasna Kudek Mirošević	30	0	30	4	C
Teaching Methodology of Physical Education 1	doc. dr. sc. Bojan Babin	30	0	15	4	C
Vocal-Instrumental Practicum	doc. dr. sc. Marijo Krnić	0	30	15	2	C
English Language and Linguistics – Introduction (Module 1)	prof. dr. sc. Gloria Vickov	15	0	15	2	C
Language Exercises 1 (Module 1)	Siniša Ninčević, v. lekt.	0	30	0	2	C
E-Learning Systems (Module 2)	izv. prof. dr. sc. Suzana Tomaš	30	30	0	4	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 2 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF COURSES							
Year of study: 3.							
Semester: 6.							
COURSE	COURSE LEADER	L	E	S	F	ECTS	STATUS
Croatian Children's Literature	izv. prof. dr. sc. Helena Dragić	30	0	15	0	4	C
Teaching Methodology of Physical Education 2	doc. dr. sc. Bojan Babin	0	15	30	0	4	C
Family Pedagogy	prof. dr. sc. Jasminka Zloković	30	0	15	0	3	C

Visual Arts	izv. prof. dr. sc. Marija Brajčić	30	15	0	0	3	C
Music Culture	doc. dr. sc. Marijo Krnić	30	0	0	0	3	C
Natural Science	izv. prof. dr. sc. Ivana Restović	30	13	30	2	6	C
Methodological Practice 1	doc. dr. sc. Irena Mišurac	0	30	0	0	1	C
English Grammar – Word Classes (Module 1)	prof. dr. sc. Gloria Vickov	15	0	15	0	2	C
Language Exercises 2 (Writing Skills) (Module 1)	Siniša Ninčević, v. lekt.	0	30	0	0	2	C
Distance Teaching Systems (Module 2)	izv. prof. dr. sc. Suzana Tomaš	30	30	0	0	4	C
Elective course *							E

* Elective course – students choose one elective course carrying at least 2 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF COURSES						
Year of study: 4.						
Semester: 7.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Didactics of Mathematics 1	doc. dr. sc. Irena Mišurac	30	0	30	5	C
Methodology of Scientific Research Work	prof. dr. sc. Zorana Šuljug Vučica	30	0	15	4	C
Teaching Methodology of Physical Education 3	doc. dr. sc. Bojan Babin	0	30	15	4	C
Didactics of Art 1	izv. prof. dr. sc. Dubravka Kuščević	30	0	15	4	C
Didactics of Music 1	prof. dr. sc. Snježana Dobrota	30	0	15	4	C
Statistics in Pedagogy	doc. dr. sc. Ivana Jadrić	15	15	0	3	C
Interculturalism in Early English as a Foreign Language Learning (Module 1)	prof. dr. sc. Gloria Vickov	15	0	15	2	C
Language Exercises 3 (Module 1)	Siniša Ninčević, v. lekt.	0	30	0	2	C
Information and Communications Technology for School-Age Children (Module 2)	izv. prof. dr. sc. Suzana Tomaš Josipa Jurić, pred.	30	30	0	4	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 2 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF COURSES						
Year of study: 4.						
Semester: 8.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Didactics of Art 2	izv. prof. dr. sc. Dubravka Kuščević	0	15	30	4	C
Didactics of Music 2	prof. dr. sc. Snježana Dobrota	15	15	15	4	C
Didactics of Mathematics 2	doc. dr. sc. Irena Mišurac	0	30	30	5	C
Didactics of Science and Society 1	doc. dr. sc. Mila Bulić	30	0	30	5	C
Didactics of the Croatian Language 1	izv. prof. dr. sc. Ivana Odža	30	0	30	5	C
Methodological Practice 2	izv. prof. dr. sc. Ivana Odža	0	30	0	1	C
English Language Learning at an Early School Age (Module 1)	prof. dr. sc. Gloria Vickov	15	0	15	2	C
Children's Literature in English (Module 1)	prof. dr. sc. Gloria Vickov	15	0	15	2	C
Instructional Design in E-Learning Systems (Module 2)	izv. prof. dr. sc. Suzana Tomaš	30	30	0	4	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 2 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF COURSES						
Year of study: 5.						
Semester: 9.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Didactics of Art 3	izv. prof. dr. sc. Dubravka Kuščević	0	30	15	4	C
Didactics of Music 3	prof. dr. sc. Snježana Dobrota	0	30	15	4	C
Didactics of Mathematics 3	doc. dr. sc. Irena Mišurac	0	45	15	5	C
Didactics of the Croatian Language 2	izv. prof. dr. sc. Ivana Odža	0	30	30	5	C

Didactics of Science and Society 2	doc. dr. sc. Mila Bulić	0	30	30	5	C
Methodological Practice 3	doc. dr. sc. Irena Mišurac	0	15	0	1	C
Early EFL Teaching Methodology (Module 1)	prof. dr. sc. Gloria Vickov	30	0	30	4	C
Tools for Teaching Introductory Programming (Module 2)	doc. dr. sc. Lada Maleš izv. prof. dr. sc. Suzana Tomaš	30	30	0	4	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 2 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF COURSES						
Year of study: 5.						
Semester: 10.						
COURSE	COURSE LEADER	L	E	S	ECTS	STATUS
Sociology of Education	izv. prof. dr. sc. Vlaho Kovačević	30	0	30	4	C
Didactics of the Croatian Language 3	izv. prof. dr. sc. Ivana Odža	0	15	15	5	C
Didactics of Science and Society 3	doc. dr. sc. Mila Bulić	0	45	15	5	C
Master's Thesis		0	0	0	10	C
Practicum and School Practice (Module 1)	prof. dr. sc. Gloria Vickov	0	30	30	4	C
Evaluation of E-Learning Systems (Module 2)	izv. prof. dr. sc. Suzana Tomaš	30	30	0	4	C
Elective course *						E

* Elective course – students choose one elective course carrying at least 2 ECTS credits. The enrolment requirements for the elective course are stated in the course syllabus. The list of elective courses is given in the table following the list of all compulsory courses of the programme.

LIST OF ELECTIVE COURSES							
WINTER SEMESTER							
COURSE	COURSE LEADER	L	E	S	F	ECTS	YEAR OF STUDY
Digital Tools and the Application of Artificial Intelligence in English Language Teaching	izv. prof. dr. sc. Suzana Tomaš	15	0	30	0	3	4.
Ethics (Module 3)	prof. dr. sc. Tonći Kokić	30	0	0	0	3	1. 2.
Philosophy and Sustainable Development (Module 3)	prof. dr. sc. Tonći Kokić	30	0	0	0	2	4.
Music Literature for Children	prof. dr. sc. Snježana Dobrota	15	0	15	0	2	3.
Hydrogeography and Hydrogeographic Features of Croatia	prof. dr. sc. Nikola Glamuzina	30	0	30	0	4	2., 3.
Croatian Literary Heritage	izv. prof. dr. sc. Ivana Odža	15	0	15	0	3	1., 2
Implicit Pedagogy	prof. dr. sc. Sonja Kovačević	15	0	15	0	3	2., 3.
Intercultural Music Education (Module 3)	doc. dr. sc. Marijo Krnić	30	0	0	0	2	3.
Visual Arts Group as a Form of Extracurricular Activity	izv. prof. dr. sc. Dubravka Kuščević	0	30	0	0	2	4.
Visual Arts in the Croatian Territory (Module 3)	izv. prof. dr. sc. Marija Brajčić	15	0	15	0	2	4
Media in Education	izv. prof. dr. sc. Morana Koludrović	15	0	15	0	3	2., 3.
German Language 1	prof. dr. sc. Gloria Vickov	15	15	0	0	2	1., 2., 3., 4., 5.
German Language 3	prof. dr. sc. Gloria Vickov	15	15	0	0	2	2., 3., 4., 5.
Basics of Kinesiological Transformation	doc. dr. sc. Damir Jurko	15	0	15	0	2	4.
Family–School Partnership	prof. dr. sc. Jasminka Zloković	15	0	15	0	2	4.
Pedagogical Communication	prof. dr. sc. Sonja Kovačević	15	0	15	0	3	2., 3.

Application of Information and Communications Technology in Education	izv. prof. dr. sc. Suzana Tomaš	15	15	0	0	3	2., 3.
Social Ecology (Module 3)	doc. dr. sc. Toni Popović	15	15	0	0	2	3.
School Pedagogy	prof. dr. sc. Sonja Kovačević	15	0	15	0	2	4.
Theory and Practice of Speech and Oral Interpretation	doc. dr. sc. Tea-Tereza Vidović Schreiber	15	15	0	0	2	3.
Impact of Climate Change (Module 3)	izv. prof. dr. sc. Ivana Restović	15	0	12	3	2	5.
Introduction to Linguistic Stylistics	izv. prof. dr. sc. Gordana Laco	15	0	15	0	2	4.
Introduction to Education for Sustainable Development (Module 3)	izv. prof. dr. sc. Ivana Restović prof. dr. sc. Marita Brčić Kuljiš doc. dr. sc. Ivana Jadrić	15	0	9	6	3	1., 2.
Environmental Protection (Module 3)	izv. prof. dr. sc. Ivana Restović	15	0	12	3	2	5.
Choral Singing 1	doc. dr. sc. Marijo Krnić	30	30	0	0	3	1., 2.
Choral Singing 3	doc. dr. sc. Marijo Krnić	30	30	0	0	2	3., 4., 5.
Health Education	doc. dr. sc. Mila Bulić	15	0	30	0	3	5.
Work-based Learning at a Partner Institution**	all teachers holding academic teaching titles who participate in teaching	0	40	30	80	5	5.

** Work-based Learning at a Partner Institution – this elective course may be taken in the winter or summer semester. It does not count towards the ECTS quota for elective courses and enrolment is not compulsory. Students may apply for the work-based learning call and, upon completing the course, earn an additional 5 ECTS credits.

LIST OF ELECTIVE COURSES							
SUMMER SEMESTER							
COURSE	COURSE LEADER	L	E	S	F	ECTS	YEAR OF STUDY
Academic Writing	izv. prof. dr. sc. Anđela Milinović Hrga	15	0	15	0	3	1., 2.
Argumentation and Philosophy of Language (Module 3)	doc. dr. sc. Gabriela Bašić Hanžek	15	0	15	0	2	4.
Bioethics Education	izv. prof. dr. sc. Bruno Ćurko	15	30	0	0	3	2., 3.

Man, Health and the Environment (Module 3)	izv. prof. dr. sc. Ivana Restović	30	0	0	0	2	5.
Democracy in Theory and Practice (Module 3)	prof. dr. sc. Marita Brčić Kuljiš	30	0	0	0	2	4.
Rhetorical Skills in Teaching	izv. prof. dr. sc. Helena Dragić	15	0	15	0	2	4.
Croatian Linguistic Heritage (Module 3)	izv. prof. dr. sc. Anđela Milinović Hrga	15	0	15	0	2	3.
Outdoor Teaching in Education for Sustainable Development (Module 3)	doc. dr. sc. Mila Bulić	15	0	0	15	2	5.
Critical Thinking for Sustainable Development (Module 3)	prof. dr. sc. Marita Brčić Kuljiš prof. dr. sc. Tonći Kokić izv. prof. dr. sc. Bruno Ćurko	15	0	15	0	3	1., 2
Methodology of Additional Mathematics Teaching	doc. dr. sc. Irena Mišurac	15	0	15	0	2	5.
Methodology of Working with Children with Special Needs	prof. dr. sc. Jasna Kudek Mirošević	15	15	0	0	2	5.
Microhistory and Cultural Heritage (Module 3)	prof. dr. sc. Mladenko Domazet	30	0	0	0	2	2., 3.
Advanced Models of Teaching	prof. dr. sc. Sonja Kovačević	15	0	15	0	2	5.
German Language 2	prof. dr. sc. Gloria Vickov	15	15	0	0	2	1., 2., 3., 4., 5.
German Language 4	prof. dr. sc. Gloria Vickov	15	15	0	0	2	2., 3., 4., 5.
Selected Topics in Early Mathematics Teaching	doc. dr. sc. Irena Mišurac dr. sc. Nives Baranović, v. pred.	15	0	15	0	2	4.
History of Mathematics	doc. dr. sc. Irena Mišurac Josipa Jurić, pred.	15	0	30	0	3	1., 2.
Prevention of Behavioural Problems in the School Environment (Module 3)	doc. dr. sc. Toni Maglica	15	0	15	2	2	2., 3.

Scientifically Gifted Pupils	doc. dr. sc. Mila Bulić	15	0	30	0	3	4.
Development of Children's Musicality	prof. dr. sc. Snježana Dobrota	15	0	15	0	2	4.
Regional Geography of Croatia	prof. dr. sc. Nikola Glamuzina	30	0	0	0	2	4.
Stage Culture	doc. dr. sc. Tea-Tereza Vidović Schreiber	15	0	15	0	2	5.
Teaching Critical Thinking in Primary Education	izv. prof. dr. sc. Bruno Ćurko	15	30	0	0	3	5.
Choral Singing 2	doc. dr. sc. Marijo Krnić	30	30	0	0	3	1., 2.
Choral Singing 4	doc. dr. sc. Marijo Krnić	30	30	0	0	2	3., 4., 5.
Work-based Learning at a Partner Institution**	all teachers holding academic teaching titles who participate in teaching	0	40	30	80	5	5.

** Work-based Learning at a Partner Institution – this elective course may be taken in the winter or summer semester. It does not count towards the ECTS quota for elective courses and enrolment is not compulsory. Students may apply for the work-based learning call and, upon completing the course, earn an additional 5 ECTS credits.

2.2. Course description

English Language 1

Course name	**English Language 1**		
Course code	VUU007	*Year of study*	1.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	5.0
Associates	dr. sc. Ana Sarić	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarize students with the basic principles of translating professional texts into English as a foreign language, with a strong emphasis on texts from the fields of teacher education and early childhood education and care. The course also aims to develop the skill of reading and understanding professional texts in English, as well as to enable the acquisition of vocabulary from this field. Additionally, the course seeks to review and cyclically expand knowledge of English grammatical categories and to equip students for short oral presentations in English on a given topic within their field of study.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - read and understand a professional text in English and translate it into Croatian as their mother tongue		

	- linguistically and content-wise analyze a professional text in English in all its components - deliver a multi-minute oral presentation in English on a given topic within their field - identify, explain, and produce various grammatical categories, especially those typical of professional texts (e.g., passive constructions, indefinite pronouns, compounds, etc.)		
Course content	Introductory considerations of the linguistic specificities and characteristics of professional texts in a foreign (English) language. Introductory revision of language material related to introducing oneself and others (lead-in exercise); introductory interactive speaking activities. Analysis of the professional text: Extending the Curriculum into the Home. Present tenses and the imperative. Analysis of the professional text: Plants in the Classroom. Verb tenses used to express future time. Analysis of the professional text: Language Arts. Present Perfect and Present Perfect Continuous. Analysis of the professional text: Myself and Other People. Past Simple and Past Continuous. Analysis of the professional text: Colours in Early Education. Past Perfect. Analysis of the professional text: Young Language Learner. Adjectives and pronouns. Analysis of the professional text: Popular Ideas about Foreign Language Learning. Analysis of test results and student evaluation.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: 80% attendance at lectures, 90% attendance at seminars. Behave in accordance with ethical and academic principles in higher education teaching. Participate in and complete curricular and extracurricular activities that enable the achievement of the learning outcomes envisaged for the course. Prepare and deliver a short oral presentation in English on a given topic from the field. Pass the written and oral examination (a passed midterm test is equivalent to a passed written and oral examination) and achieve a minimum of 50% accuracy on the exam/midterm test.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam ☒ Independent assignments	☐ Research ☐ Paper ☒ Midterm exam ☒ Project ☒ Oral presentation	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is determined on the basis of the following components: Written examination, i.e. successfully passed midterm test – 50% Oral examination – 20% Preparation and delivery of a short oral presentation in accordance with the course instructor's guidelines – 15% Performance in completing independent assignments (homework) – 5% Activity in class (participation in discussions during lectures and seminars) – 10% The criteria for the assessment and grading of each component are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Marasović-Alujević, M. (2003.). English for Educators, texts and language points, Split, Visoka učiteljska škola Sveučilišta u Splitu, (skripta).	20	Yes
Supplementary literature	1. Parrott, M. (2010). Grammar for English language teachers. Cambridge University Press 2. Swan, M. (2016). Practical English Usage, 4th edition. Oxford, OUP. 3. Cambridge Advanced Learner's Dictionary (2005). Cambridge University Press. 4. Murphy, R. (2018). English Grammar in Use, Cambridge, CUP.		
Quality assurance methods	Attendance and participation in class; performance in completing assigned tasks University-wide student survey on the quality of teaching and the course instructor Passed examination and fulfilment of other obligations prescribed by the syllabus Individual consultations Students' self-assessment of the achieved learning outcomes Collaborative evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory considerations on the linguistic specificities and characteristics of professional texts in a foreign (English) language	2	
Foreign language exercises	Introductory revision of language material related to introducing oneself and others (lead-in exercise); introductory interactive speaking exercises	2	
Week 2			
Lectures	Analysis of the professional text: Extending the curriculum into the home	2	
Foreign language exercises	Present tenses and the imperative	2	
Week 3			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Analysis of the professional text: Extending the curriculum into the home	2	
Foreign language exercises	Present tenses and the imperative	2	
Week 4			
Lectures	Analysis of the professional text: Plants in the Classroom	2	
Foreign language exercises	Verb tenses used to express the future	2	
Week 5			
Lectures	Analysis of the professional text: Plants in the Classroom	2	
Foreign language exercises	Verb tenses used to express the future	2	
Week 6			
Lectures	Analysis of the professional text: Language Arts	2	
Foreign language exercises	Present Perfect and Present Perfect Continuous	2	
Week 7			
Lectures	Analysis of the professional text: Language Arts	2	
Foreign language exercises	Present Perfect and Present Perfect Continuous	2	
Week 8			
Lectures	Analysis of the professional text: Myself and other people	2	
Foreign language exercises	Past Simple and Past Continuous	2	
Week 9			
Lectures	Analysis of the professional text: Myself and other people	2	
Foreign language exercises	Past Simple and Past Continuous	2	
Week 10			
Lectures	Analysis of the professional text: Colours in early education	2	
Foreign language exercises	Past Perfect	2	
Week 11			
Lectures	Analysis of the professional text: Colours in early education	2	
Foreign language exercises	Past Perfect	2	
Week 12			
Lectures	Analysis of the professional text: Young Language learner	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Foreign language exercises	Adjectives and pronouns	2	
Week 13			
Lectures	Analysis of the professional text: Young Language learner	2	
Foreign language exercises	Adjectives and pronouns; revision	2	
Week 14			
Lectures	Analysis of the professional text: Popular ideas about foreign language learning	2	
Foreign language exercises	Midterm exam	2	
Week 15			
Lectures	Recapitulation	2	
Foreign language exercises	Analysis of midterm exam results and student evaluation	2	

Philosophy of Education

Course name	**Philosophy of Education**		
Course code	VUU109	*Year of study*	1.
Course leader	izv. prof. dr. sc. Bruno Ćurko	*ECTS credits*	5.0
Associates	dr. sc. Josip Guć	*Number of hours (L / S / E / P)*	45 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	15%
Course description			
Course aims	The aim of the course is to introduce students to the key concepts, themes, and methods of the philosophy of education, with the purpose of fostering reflection, critical thinking, and higher-order thinking, while providing teacher education students with a philosophical foundation for understanding educational theory and practice.		
Enrolment requirements	N/A		
Learning outcomes	Upon completion of the course, the student will be able to: - identify philosophical assumptions in pedagogical scientific orientations and in a specific pedagogical position; - become familiar with the main currents of contemporary philosophy and their connection with approaches in the science of education; - compare the hermeneutic, empirical, and critical ways of grounding pedagogy; - analyse a scientific text at a basic level from a philosophical and logical perspective, and approach it critically.		
Course content	Lectures 1. Introduction to the aims, content, and teaching methods of the course, as well as to the course requirements. Socrates as a symbol of teaching. 2. The concept of the philosophy of education and its systematic position within philosophical and pedagogical disciplines. Philosophy of education, educational philosophies, and issues of professional autonomy and reflective practice in the teaching profession. 3. An overview of the main currents of contemporary philosophy and their influence on theoretical orientations in educational science. Historicism and Dilthey's distinction between different types of science. The difference between explaining events and understanding actions. 4. Phenomenology and intentionality. Basic features of existentialia. Time and existence. 5. Basic features of existentialia. Care and education: Heidegger's distinction between authentic and inauthentic care, and Noddings' concept of care as a relation. 6. The influence of existentialism on the humanities and social sciences, as well as on educational philosophies, with special emphasis on existentialist educational psychologies. 7. Gadamer, hermeneutics, and the principles of interpretation. The hermeneutic orientation in educational science. The question of whether interpretation can be a method. 8. Wittgenstein: language and the world. The problem of value statements in the Tractatus and its consequences for the grounding of educational science.		

	9. The Vienna Circle and the philosophy of science: meaningfulness. K. R. Popper: falsificationism, creativity, and knowledge. Pedagogical consequences of falsificationist epistemology. 10. The empirical orientation in educational science. Critical theory of society: general features. Differences between indoctrination and education. 11. Habermas: interest and forms of knowledge. Critical educational science and the interest in emancipation. Communicative rationality. 12. What is Postmodernity? Features of postmodern philosophy. 13. Lyotard: knowledge and society. A critique of Lyotard's position on the "death of the Professor". Theoretical influences on postmodernity: the theory of the unconscious, structuralism, and post-positivist epistemology. 14. The development of the idea of natural development: from Rousseau to Piaget. Developmental epistemology and constructivism in the philosophy of education. The development of the concept of number according to Piaget. 15. Kohlberg and the development of moral reasoning. Pedagogical consequences of developmental theories. Systematisation of the course content. Seminars 1. The concept of philosophy: an analysis of different positions. 2. Analysis of examples of educational philosophies. 3. Overview of basic logical concepts: concept and judgement. 4. Overview of basic logical concepts: inference. 5. Text analysis: Noddings on care as a relation. 6. The concept of education in humanities-oriented pedagogy. 7. Text analysis: language, world, and the picture relation in the Tractatus. 8. Text analysis: types of meaningful propositions according to the Tractatus. 9. The concept of education in empirical pedagogy. 10. Comparison of research methods in hermeneutically and empirically oriented educational science through the analysis of selected quotations from F. Heyting, D. Lenzen, and J. White, eds., Methods in Philosophy of Education. 11. Analysis of a selected example of a critical approach in the philosophy of education. 12. Written knowledge assessment. 13. Guidelines for essay writing. Selection of topics. 14. Analysis of a selected postmodernist text. 15. Text analysis: J. Piaget.	
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Students are expected to act in accordance with ethical and scientific principles in higher education teaching. They are required to participate in and complete teaching activities that enable the achievement of the learning outcomes prescribed by the course, with a minimum attendance/participation requirement of 80%. Students are expected to take part in discussions during lectures and	

<table>
<tr><td></td><td colspan="4">seminars, prepare and deliver a seminar paper, submit the seminar paper before taking the oral examination, and pass the oral examination.</td></tr>
<tr><td>Monitoring of student work</td><td colspan="4">☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Midterm exams
☐ Research
☐ Paper
☐ Midterm exam
☐ Project
☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">The criteria for assessment and grading of individual components are described in the course repository. The student’s overall work during the course is assessed, including class activity and participation in discussions during lectures and seminars.
The examination is conducted orally.
The final grade consists of the following components: active participation in class (10%), written test / midterm exam (30%), oral examination (30%), and a prepared and delivered seminar paper (30%).</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td></td><td>Arno Anzenbacher (1992) Filozofija: uvod u filozofiju. Zagreb: Školska knjiga.</td><td>1</td><td colspan="2"></td></tr>
<tr><td></td><td>Eckard König i Peter Zedler (2001) Teorije znanosti o odgoju. Zagreb: Educa.</td><td>10</td><td colspan="2"></td></tr>
<tr><td></td><td>Pavao Vuk-Pavlović (1996) Filozofija odgoja. Zagreb: Hrvatska sveučilišna naklada.</td><td>4</td><td colspan="2"></td></tr>
<tr><td></td><td>Milan Polić (1993) K filozofiji odgoja. Zagreb: Znamen – Institut za pedagogijska istraživanja.</td><td></td><td colspan="2">online</td></tr>
<tr><td></td><td>Tomislav Krznar, Nikolina Iris Filipović, ur. (2015) Vrč i šalica. Filozofijska vivisekcija problemâ odgoja i obrazovanja. Zagreb: Katedra za filozofiju i sociologiju Učiteljskog fakulteta Sveučilišta u Zagrebu.</td><td></td><td colspan="2">online</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">- Nel Noddings (1998) Philosophy of Education. Oxford: Westview Press
- Michael A. Peters, Paulo Ghiraldelli Jr., Berislav Žarnić, Andrew Gibbons i Tina Besley (ured.) Encyclopaedia of Educational Philosophy and Theory. http://eepat.net
- Frieda Heyting, Dieter Lenzen i John White (ured.) (2001) Methods in Philosophy of Education. Routledge International Studies in the Philosophy of Education. Routledge, London.
- Matthew Lipman (2003) Thinking in Education. Cambridge University Press, Cambridge
- Josip Marinković (1987) Ogledi iz filozofije odgoja. Zagreb: Školske novine.
- Bruno Ćurko (2017) Kritičko mišljenje u nastavi filozofije, logike i etike. Zagreb: Hrvatsko filozofsko društvo.
- Josip Marinković (1981) Utemeljenost odgoja u filozofiji. Zagreb: Školska knjiga.
- Džon Djui [John Dewey] (1953) Vaspitanje i demokratija. Cetinje: Obod / John Dewey (2015) Democracy and Education. Lexington: Simon & Brown.</td></tr>
</table>

	- Žan Žak Ruso [Jean Jacques Rousseau] (1989). Emil ili o vaspitanju. Valjevo–Beograd: Estetika.
Quality assurance methods	Class attendance, active participation in class, and successful completion of assigned tasks. Student survey on the quality of teaching and teachers at the university level. Passed examination and fulfilment of other requirements prescribed by the syllabus.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the aims, content, and teaching methods of the course, as well as to the course requirements. Socrates as a symbol of teaching.	3	FFST
Seminar	The concept of philosophy: an analysis of different perspectives. Guidelines for seminar paper writing	1	FFST
Week 2			
Lectures	The concept of the philosophy of education and its systematic position within philosophical and pedagogical disciplines. Philosophy of education, educational philosophies, and issues of professional autonomy and reflective practice in the teaching profession.	3	FFST
Seminar	Analysis of examples of educational philosophies.	1	FFST
Week 3			
Lectures	Overview of the main currents of contemporary philosophy and their influence on theoretical orientations in educational science. Historicism and Dilthey's distinction between different types of science. The difference between explaining events and understanding actions.	3	FFST
Seminar	Overview of basic logical concepts: concept and judgement.	1	FFST
Week 4			
Lectures	Phenomenology and intentionality. Basic features of existentialia. Time and existence.	3	FFST
Seminar	Overview of basic logical concepts: Conclusion.	1	FFST
Week 5			
Lectures	Basic features of existentialia. Care and education: Heidegger's distinction between authentic and inauthentic care, and Noddings' concept of care as a relation.	3	FFST
Seminar	Text analysis: Noddings on care as a relation.	1	FFST
Week 6			
Lectures	The influence of existentialism on the humanities and social sciences, as well as on educational philosophies, with special emphasis on existentialist educational psychologies.	3	FFST

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	The concept of education in humanities-oriented pedagogy.	1	FFST
Week 7			
Lectures	Gadamer, hermeneutics, and the principles of interpretation. The hermeneutic orientation in educational science. The question of whether interpretation can be a method.	3	FFST
Seminar	Text analysis: language, world, and the picture relation in the Tractatus.	1	FFST
Week 8			
Lectures	Wittgenstein: language and the world. The problem of value statements in the Tractatus and its consequences for the grounding of educational science.	3	FFST
Seminar	Text analysis: types of meaningful propositions according to the Tractatus.	1	FFST
Week 9			
Lectures	The Vienna Circle and the philosophy of science: meaningfulness. K. R. Popper: falsificationism, creativity, and knowledge. Pedagogical consequences of falsificationist epistemology.	3	FFST
Seminar	The concept of education in empirical pedagogy.	1	FFST
Week 10			
Lectures	The empirical orientation in educational science. Critical theory of society: general features. Differences between indoctrination and education.	3	FFST
Seminar	Analysis of a selected example of a critical approach in the philosophy of education.	1	FFST
Week 11			
Lectures	Habermas: interest and forms of knowledge. Critical educational science and the interest in emancipation. Communicative rationality.	3	FFST
Seminar	Analysis of a selected example of a critical approach in the philosophy of education.	1	FFST
Week 12			
Lectures	What is Postmodernity? Features of postmodern philosophy.	3	FFST
Seminar	Features of postmodern philosophy.	1	FFST
Week 13			
Lectures	Lyotard: knowledge and society. A critique of Lyotard's position on the "death of the Professor". Theoretical influences on postmodernity: the theory of the unconscious, structuralism, and post-positivist epistemology.	3	FFST
Seminar	Text-based work (J. Piaget).	1	FFST
Week 14			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	The development of the idea of natural development: from Rousseau to Piaget. Developmental epistemology and constructivism in the philosophy of education. The development of the concept of number according to Piaget.	3	FFST
Seminar	Text-based work (J. Piaget).	1	FFST
Week 15			
Lectures	Kohlberg and the development of moral reasoning. Pedagogical consequences of developmental theories. Systematisation of the course content.	3	FFST
Seminar	Text-based work (J. Piaget).	1	FFST

Geography

Course name	**Geography**		
Course code	VUU010	*Year of study*	1.
Course leader	prof. dr. sc. Nikola Glamuzina	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	Introduction of students to geography as a part of geoscience and to enable them to acquire and understand the distribution, influence and interdependence of all the most important natural and social factors that shape the geospace as a whole or its spatial parts (regions).		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the students will be able to: - interpret material from general geography and the geography of Croatia, - evaluate scientific and professional geographical literature, - explain the origin and developmental characteristics of individual natural and social elements on the Earth's surface.		
Course content	Space, Solar System, Earth, Time Calculation Determining Position on Earth Presenting the Earth's Surface, Geographical Map (Making, Elements, Classification), Cartographic Projections Relief, Structure and Dynamics of the Earth Stages of Relief Development, Endogenous and Exogenous Forces and Processes, Relief Shaped by Endogenous Processes, Exogenous Processes: Mass movement, Fluvial processes Exogenous Processes (Marine/Limnic, Glacial/Periglacial, Karstic, Aeolian, Biogenic, Anthropogenic) Water on Earth: Concept, Characteristics and Quantity, World Ocean, Freshwater Climate: Concepts of Weather and Climate, Composition and Structure of the Atmosphere, Climate Elements (Radiation, Temperature, Air Pressure, Wind, Air Humidity and Evaporation, Cloudiness and Insolation) Climate Elements (Precipitation, Snow Cover), Air Masses and Fronts, Climate Types, Climate Changes, Soil and Vegetation Population – Distribution, Development and Dynamics, Demographic Transition, Population policy Population - structures, relationship between population and environment, Settlements: urban and rural Economy: primary, secondary and tertiary sectors Croatia - geographic location, basic statistical data, physical-geographic characteristics Croatia - socio-geographic characteristics (population, settlements, economy) Croatia - regional structure and concepts of regionalisation, macroregions and regions		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: lectures 80%, seminars 80%. Prepare and present a seminar paper according to pre-determined criteria. Pass a written exam (or two midterms) and achieve 60% of the total number of points. Pass an oral exam. Inform yourself about the classes you missed during consultations with the teacher and other students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">During the exam period, students take a written and oral exam. Two midterm exams are organized during the semester, through which students can take a written part of the material related to general, physical and social geography. The condition for taking the second midterm exam is passing the first midterm exam. Students who pass both midterm exams are exempt from taking the written part of the exam and only take the material from the Geography of Croatia in the oral exam.
The criteria for evaluating and grading individual elements are described in the course repository.
In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed with regard to the achievement of the following elements:
1. written exam or successfully passed two midterm exams (a positive grade from both midterm exams is equivalent to a passed written exam) – 60%
2. oral exam – 30%
3. prepared and presented seminar paper in accordance with the teacher's instructions – 10%</td></tr>
<tr><td rowspan="3">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Nejašmić, I. (1998.), Osnove opće geografije, Educa, Zagreb</td><td>1</td><td>University Library, City Library</td></tr>
<tr><td>Borovac, I (ur.) (2002.), Veliki atlas Hrvatske, Mozaik knjiga, Zagreb</td><td>1</td><td>University Library, City Library</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Herak, M. (1990.), Geologija, Školska knjiga, Zagreb
Nejašmić, I. (2005.), Demogeografija: stanovništvo u prostornim odnosima i procesima, Školska knjiga, Zagreb Šegota, T., Filipčić, A. (1996.), Klimatologija za geografe, Školska knjiga, Zagreb
Šoufek, M. (1991.), Svijet minerala, Školska knjiga – Hrvatski prirodoslovni muzej, Zagreb Vresk, M. (2002.), Grad i urbanizacija – osnove urbane geografije, Školska knjiga, Zagreb</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Attendance at classes, consultations, passing the exam and other obligations prescribed by the syllabus, passing the exam and preparing and presenting a seminar paper.</td></tr>
</table>

Other (in the opinion of the proponent)	None.

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Space, Solar System, Earth, Time Calculation	2	P7
Seminar	Seminar topics 1, 2, 3, 4	4	P7
Week 2			
Lectures	Determining Position on Earth	2	P7
Seminar	Seminar topics 5, 6, 7, 8	4	P7
Week 3			
Lectures	Presenting the Earth's Surface, Geographical Map (Making, Elements, Classification), Cartographic Projections	2	P7
Seminar	Seminar topics 9, 10, 11, 12	4	P7
Week 4			
Lectures	Relief, Structure and Dynamics of the Earth	2	P7
Seminar	Seminar topics 13, 14,. 15, 16	4	P7
Week 5			
Lectures	Stages of Relief Development, Endogenous and Exogenous Forces and Processes, Relief Shaped by Endogenous Processes, Exogenous Processes: Mass movement, Fluvial processes	2	P7
Seminar	Seminar topics 17, 18, 19, 20	4	P7
Week 6			
Lectures	Exogenous Processes (Marine/Limnic, Glacial/Periglacial, Karstic, Aeolian, Biogenic, Anthropogenic)	2	P7
Seminar	Seminar topics 21, 22, 23, 24	4	P7
Week 7			
Lectures	Water on Earth: Concept, Characteristics and Quantity, World Ocean, Freshwater	2	P7
Seminar	First midterm exam	4	P7
Week 8			
Lectures	Climate: Concepts of Weather and Climate, Composition and Structure of the Atmosphere, Climate Elements (Radiation, Temperature, Air Pressure, Wind, Air Humidity and Evaporation, Cloudiness and Insolation)	2	P7
Seminar	Seminar topics 25, 26, 27, 28	4	P7
Week 9			
Lectures	Climate Elements (Precipitation, Snow Cover), Air Masses and Fronts, Climate Types, Climate Changes, Soil and Vegetation	2	P7
Seminar	Seminar topics 29, 30, 31, 32	4	P7

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 10			
Lectures	Population – Distribution, Development and Dynamics, Demographic Transition, Population policy	2	P7
Seminar	Seminar topics 33, 34, 35, 36	4	P7
Week 11			
Lectures	Population - structures, relationship between population and environment, Settlements: urban and rural	2	P7
Seminar	Seminar topics 37, 38, 39, 40	4	P7
Week 12			
Lectures	Economy: primary, secondary and tertiary sectors	2	P7
Seminar	Seminar topics 41, 42, 43, 44	4	P7
Week 13			
Lectures	Croatia - geographic location, basic statistical data, physical-geographic characteristics	2	P7
Seminar	Second midterm exam	4	P7
Week 14			
Lectures	Croatia - socio-geographic characteristics (population, settlements, economy)	2	P7
Seminar	Seminar topics 45, 46, 47, 48	4	P7
Week 15			
Lectures	Croatia - regional structure and concepts of regionalisation, macroregions and regions)	2	P7
Seminar	Seminar topics 49, 50, 51, 52	4	P7

Introduction to Computer Science

Course name	**Introduction to Computer Science**		
Course code	VUU015	*Year of study*	1.
Course leader	doc. dr. sc. Lada Maleš	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 15 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	The objective of the course is to equip students with the basic digital competencies required for working in a modern educational environment. Students will gain an understanding of the basic theoretical principles of computer systems and functions, while developing practical computer skills for their professional practice. Particular emphasis is placed on fostering critical thinking about the implementation of information and communication technology (ICT) in education, and preparing students for ongoing professional development and lifelong learning in alignment with European educational policies.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - Classify numeral systems, perform conversions between them, and perform arithmetic operations (addition and subtraction) within numeral systems. - Solve logic circuit equations and create truth tables. - Explain the binary data representation in computers. - Explain the von Neumann computer architecture. - Identify the basic computer components and explain their functions. - Differentiate software by its purpose. - Apply software tools for word processing, presentations creation, and spreadsheets calculations.		
Course content	LECTURES: Introduction to the course; ICT (science, practical applications, and applications of artificial intelligence) Historical overview of computer and technology development; components of modern computers Numeral systems; numeral system conversions Arithmetic operations in the binary numeral system Boolean algebra and logic circuits Binary representation in computers – representing information using bits The von Neumann computer architecture Computer hardware Computer software PRACTICAL EXERCISES: Personal computer; working with files and folders Word processing (MS Word) Creating presentations (MS PowerPoint) Spreadsheets (MS Excel)		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: 70% attendance at lectures, 80% attendance at practical exercises.
Pass the practical (computer-based) and theoretical (written) components of the exam (the equivalents to the practical component are 2 passed midterms, and the equivalents to the theoretical component are also 2 passed midterms) and achieve a minimum of 50% accuracy on the exam/midterms.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Students who successfully pass all four midterms are exempted from the final exam (2 midterms from the practical component 25% + 25% and 2 midterms from the theoretical component 25% + 25%).
Evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>L. Maleš. Course materials available on the faculty intranet and the Moodle system. http:/merlin.srce.hr/</td><td>0</td><td>Yes</td></tr>
<tr><td>User manuals for the software tools covered in the practical exercises.</td><td>0</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Brookshear, J. G., & Brylow, D. (2019). Computer science: An overview (12th ed.). Pearson.
Galešev, Z., Dmitrović, M., Vlahović, N., Kager, I., & Lučić, I. (2019). Informatika 1: Udžbenik za 1. razred općih i prirodoslovno-matematičkih gimnazija te 2. razred klasičnih i jezičnih gimnazija. SysPrint. Available at https://sysprint.hr/eudzbenici/infgim2019/ Dmitrović, M., Grabusin, D., & Bujanović, A. (2020). Informatika 2: Udžbenik za 2. razred prirodoslovno-matematičkih i prirodoslovnih gimnazija. e-Škole / CARNET. Available at https://e.udzbenik.hr/pov20/g2/
CARNET. (n.d.). Edutorij – digitalni obrazovni sadržaji. Available at https://edutorij-admin-api.carnet.hr/storage/extracted/2218079/index.html</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- Attendance and participation in class; performance in completing assigned tasks
- University-wide student survey on the quality of teaching and the course instructor
- Passed examination and fulfilment of other obligations prescribed by the syllabus
- Individual consultations
- Students' self-assessment of the achieved learning outcomes
- Collaborative evaluation of the implementation and quality of the teaching process</td></tr>
</table>

Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory Lecture ICT (Science, Practical Applications, and AI Integration)	2	P8
Laboratory exercises	The Personal Computer: File and Folder Management	1	P9
Week 2			
Lectures	History and Evolution of Computing and Technology Modern Computer Hardware and Components	2	P8
Laboratory exercises	The Personal Computer: File and Folder Management	1	P9
Week 3			
Lectures	Number Systems Number Base Conversions	2	P8
Laboratory exercises	Word Processing (MS Word)	1	P9
Week 4			
Lectures	Number Base Conversions	2	P8
Laboratory exercises	Word Processing (MS Word)	1	P9
Week 5			
Lectures	Binary Arithmetic: Addition and Subtraction	2	P8
Laboratory exercises	Word Processing (MS Word)	1	P9
Week 6			
Lectures	Binary Arithmetic: Addition and Subtraction	2	P8
Laboratory exercises	Word Processing (MS Word)	1	P9
Week 7			
Lectures	Boolean algebra and logic circuits	2	P8
Laboratory exercises	Midterm	1	P9
Week 8			
Lectures	Boolean Algebra and Logic Gates	2	P8
Laboratory exercises	Presentations (MS PowerPoint)	1	P9
Week 9			
Lectures	Midterm	2	P8
Laboratory exercises	Presentations (MS PowerPoint)	1	P9
Week 10			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	The Von Neumann Architecture and its Relation to Modern Computers	2	P8
Laboratory exercises	Spreadsheets (MS Excel)	1	P9
Week 11			
Lectures	Computer Systems	2	P8
Laboratory exercises	Spreadsheets (MS Excel)	1	P9
Week 12			
Lectures	Computer Hardware	2	P8
Laboratory exercises	Spreadsheets (MS Excel)	1	P9
Week 13			
Lectures	Computer Hardware	2	P8
Laboratory exercises	Spreadsheets (MS Excel)	1	P9
Week 14			
Lectures	Computer Software	2	P8
Laboratory exercises	Spreadsheets (MS Excel)	1	P9
Week 15			
Lectures	Midterm	2	P8
Laboratory exercises	Midterm	1	P9

Basics of Developmental Psychology

Course name	**Basics of Developmental Psychology**		
Course code	VUU040	*Year of study*	1.
Course leader	prof. dr. sc. Ina Reić Ercegovac	*ECTS credits*	5.0
Associates	dr. sc. Bruno Barać	*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To introduce students to developmental psychology, its basic theoretical and research approaches, and the methodological features of developmental research. To introduce students to selected thematic areas of development in childhood (physical, cognitive, emotional and moral) and to the application of these insights in the education of early school-age children.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - define the basic theoretical and research problems of developmental psychology - list and explain the types of developmental research - compare different approaches to research in developmental psychology - create a simple design of a developmental study - analyse different theoretical approaches in developmental psychology - explain the contribution of the most prominent authors in the field of developmental psychology (e.g. Hall, Gesell, Piaget, Erikson, Bandura, Kohlberg, etc.) - list the basic features of individual stages of cognitive development - analyse the contribution of different theories (e.g. those of J. Piaget and L. Vygotsky) to the educational process - relate the basic features of cognitive development in childhood and early adolescence to appropriate ways of learning and teaching in the teaching process - analyse the development of morality in the context of cognitive-developmental models, theories of environmental influence and learning, and ethology		
Course content	1. Developmental psychology as a psychological discipline; definition and aims of developmental psychology; relationship with other disciplines 2. Basic problems of developmental psychology (heredity and environment, maturation and learning, growth and development; periodisation of development) 3. Research methodology in developmental psychology (types of research, limitations, ethical problems of developmental research) 4. Early theorists of developmental psychology 5. Theories of child development (cognitive-developmental models, theories of environmental influence and learning, psychodynamic approach, ethological approach, ecological approach) 6. Biological foundations of development; basics of genetics 7. Prenatal development and teratology 8. Birth, physical growth and development		

<table>
<tr><td></td><td colspan="4">9. Sensory development and the development of attention and perception
10. Cognitive development (theories of J. Piaget and L. Vygotsky)
11. Cognitive development – neo-Piagetian theories, the information-processing approach and intelligence testing
12. Language development (preverbal stage, semantics, grammar)
13. Moral development – theories of moral development, prosocial behaviour and aggression</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Participate in the teaching process: lectures 80%, seminars 80%.
Behave in accordance with ethical and academic principles in higher education teaching.
Participate in and complete teaching activities that enable the achievement of the learning outcomes envisaged for the course; write and present a seminar paper and pass the written exam (or 2 midterm exams).</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Pass two midterm exams equivalent to the exam (90%) and prepare and present a seminar paper (10%). Achieve a minimum of 50% accuracy on the exam/midterm exams (50%–62% = sufficient; 63%–74% = good; 75%–87% = very good; 88%–100% = excellent).</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Berk, L.E. (2015). Dječja razvojna psihologija. Naklada Slap: Jastrebarsko. (str. 1.-397.)</td><td colspan="2">5</td><td></td></tr>
<tr><td></td><td>Berk, L. (2006). Psihologija cjeloživotnog razvoja (poglavlja 1-3). Jastrebarsko: Naklada Slap.</td><td colspan="2">3</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Buggle, F. (2002). Razvojna psihologija Jeana Piageta. Naklada Slap: Jastrebarsko.
Thomas, R. M. (2000). Recent Theories of Human Development, SAGE Publications
Santrock, J. W. (2003). Life-Span Development. New York: McGraw Hill.
Ajduković, M. i Kolesarić, V. (Ur.) (2003). Etički kodeks istraživanja s djecom. Vijeće za djecu Vlade RH i Državni zavod za zaštitu obitelji, materinstva i mladež.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">Class attendance, activity in class, performance in completing assignments; university-level student survey on the quality of teaching and teachers; passed exam and fulfilment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes; collaborative evaluation of the delivery and quality of the teaching process.</td></tr>
</table>

Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture, student obligations. Developmental psychology as a psychological discipline; definition and aims of developmental psychology; relationship with other disciplines.	2	MM
Seminar	Introductory seminar; allocation of topics and assignments.	1	P
Week 10			
Seminar	Physical development in a lifespan perspective	1	P
Lectures	Birth, physical growth and development	2	MM
Week 2			
Lectures	Basic problems of developmental psychology (heredity and environment, maturation and learning, growth and development; periodisation of development)	2	MM
Seminar	Characteristics of development – multidirectionality, plasticity, factors relevant to development	1	P
Week 3			
Lectures	Research methodology in developmental psychology (types of research; descriptive, correlational and experimental designs; limitations of different methods)	2	MM
Seminar	Examples of longitudinal and cross-sectional studies of development in the context of early school age	1	P
Week 4			
Lectures	Early theorists of developmental psychology	2	MM
Seminar	Ethical problems of developmental research; code of ethics for research with children	1	P
Week 5			
Lectures	Theories of child development (cognitive-developmental models, theories of environmental influence and learning – behaviourism, social-cognitive approach)	2	MM
Seminar	Social learning – contemporary models for early and preschool-age children	1	P
Week 6			
Lectures	Theories of child development (psychodynamic approach, ethological approach, ecological approach)	2	MM
Seminar	The ecology of human development – from Bronfenbrenner to contemporary socio-ethological approaches	1	P
Week 7			
Lectures	Biological foundations of development; basics of genetics	2	MM
Seminar	Brain development across the lifespan	1	P

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 8			
Lectures	Midterm exam I	2	MM
Seminar	Midterm exam I	1	P
Week 9			
Lectures	Prenatal development and teratology	2	MM
Seminar	Specific teratogenic effects of psychoactive substances	1	P
Week 11			
Lectures	Cognitive development (logical constructivism – the theory of J. Piaget)	2	MM
Seminar	Sensory development and the development of attention and perception	1	P
Week 12			
Lectures	Cognitive development (social constructivism – the theory of L. Vygotsky)	2	MM
Seminar	Implications of theories of cognitive development (J. Piaget and L. Vygotsky) for development in early school age	1	P
Week 13			
Lectures	Cognitive development – traditional and contemporary approaches to intelligence	2	MM
Seminar	Cognitive development – neo-Piagetian theories, the information-processing approach	1	P
Week 14			
Lectures	Moral development – cognitive theories of moral development and contemporary approaches to moral development (moral foundations)	2	MM
Seminar	Moral development – prosocial behaviour and aggression	1	P
Week 15			
Lectures	Midterm exam II	2	MM
Seminar	Midterm exam II	1	P

Introduction to History

Course name	**Introduction to History**		
Course code	VUU054	*Year of study*	1.
Course leader	izv. prof. dr. sc. Nikša Varezić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarize students with the fundamental methodological approaches to historical inquiry and to introduce them to basic historical terminology. The course seeks to foster critical thinking directed toward a responsible understanding and acceptance of reality, both historical and contemporary. It also aims to evoke historical traditions and their values in order to enrich and modernize microhistorical and national identities within a broader European context. Furthermore, the course facilitates students' orientation in the social studies content of the subject Nature and Society and contributes to the acquisition of a general cultural knowledge appropriate to higher education.		
Enrolment requirements	None		
Learning outcomes	Upon successful completion of the course, students will be able to: - explain key events, processes, and historical figures in medieval national history; - relate microhistorical perspectives to broader historical developments; - identify continuity and change in national and European history; - analyze causes, triggers, and consequences, as well as their interconnections within the framework of national and European history; - apply analytical and interpretative skills in the study of historical sources; - develop an appreciation for the past and an understanding of the importance of preserving cultural and historical heritage.		
Course content	Lectures: 1. Development of Croatian historiography, Thomas the Archdeacon, Ivan Lučić-Lucius, Ivan Kukuljević Sakcinski, Franjo Rački, Tadija Smičiklas, modern and contemporary historiography. 2. Ancient history of the Croatian lands, Roman Illyricum, indigenous population (Histri, Liburnians, Delmatae, Pannonians), Greek colonization, expansion of the Illyrian name. 3. Arrival of the Croats, ethnogenesis: sources and theories of origin, Christianization, Peace of Aachen, Byzantine Dalmatia, uprising of Ljudevit Posavski. 4. Age of the Dukes, Vladislav, Mislav, Trpimir, Domagoj, Zdeslav, Branimir, Muncimir. 5. Croatian Kingdom, Tomislav, Trpimir II, Krešimir, Miroslav, Mihajlo Krešimir II, Stjepan Držislav and Queen Jelena, Stjepan I, Petar Krešimir IV, Dmitar Zvonimir. 6. Supetar Cartulary; epigraphic monuments (Višeslav's baptismal font, Trpimir's inscription, Branimir's inscriptions, sarcophagus of Queen Jelena, Baška Tablet); pre-Romanesque architecture and the beginning of Romanesque style.		

	7. Age of the Árpáds, dynastic struggles, Pacta Conventa, Coloman I, Béla II, Andrew II, Béla IV, Andrew III. 8. Age of the Angevins, rise of the Bribir family, King Charles I, Louis the Great, anti-court movement (Charles of Durazzo and Sigismund of Luxembourg), Ladislaus of Naples and the sale of Dalmatia to Venice in 1409. 9. Republic of Dubrovnik, origin of the city, development under Byzantine and Venetian rule, republican institutions, golden age of Dubrovnik, Great Earthquake of 1667. 10. Society and economy in the high and late Middle Ages, feudalism and serfdom, free royal cities in Croatia and Slavonia, communal system in Dalmatia, Venetian economic policy in Dalmatia. 11. Culture and art of the high Middle Ages, Historia Salonitana, Hrvoje's Missal, mendicant orders, Romanesque and Gothic architecture. 12. Medieval Bosnian state, Bans Kulin, Ninoslav and Stephen II Kotromanić; Kings Tvrtko I and Stephen Dabiša; feudal anarchy; fall of Bosnia under Ottoman rule; Dominicans and Franciscans in Bosnia. 13. Ottoman incursions into Croatia, Matthias Corvinus and the organization of resistance, Jagiellonians and Ottoman invasions. 14. Battle of Krbava Field (1493), Battle of Mohács (1526). 15. Final lecture. Seminars: 1. Introduction; assignment of seminar topics along with explanations regarding the written essay and oral presentation. 2. Thomas the Archdeacon and his work. 3. Late Antique Salona / Diocletian's Palace – Imperial Summer Residence and Fortified Camp. 4. "And the Palace Created the City": Urban Development of Medieval Split / Beginnings of the Ecclesiastical Organization of Split. 5. The Principality of Trpimir 6. Tomislav: The First King of Croatia / King Dmitar Zvonimir 7. Early Medieval Croatian Epigraphic Heritage. 8. King Andrew II of Hungary and Croatia and the Golden Bull (1222) / King Béla IV of Hungary and Croatia and the Golden Bull for Gradec (1242) 9. Croatia during the Reign of King Louis the Great / Sigismund of Luxembourg, King of Hungary and Croatia 10. Medieval Dubrovnik 11. Organization and Structure of Medieval Societies in Dalmatia / Venetian Economic Policy in Dalmatia 12. Pre-Romanesque and Romanesque Art in Croatia / Gothic and Renaissance Art in Croatia 13. Prominent Bosnian Nobles: Hrvoje Vukčić Hrvatinić / The Fall of Bosnia in 1463 14. The Fortress of Klis and the Defense of Split against the Ottomans 15. Major Conflicts with the Ottoman Empire	
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Participate in the educational process: attend 90% of lectures and 70% of seminars. Prepare and present a seminar.	

	Pass two written tests (colloquia). Pass the oral exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☐ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☐ Participation in class
Assessment and evaluation of student work	1. Successful completion of two written tests (colloquia) – 40% 2. Oral examination – 50% 3. Preparation and presentation of a seminar paper in accordance with the instructor's guidelines – 10%		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Šanjek, F. (Ur.). (2003). Povijest Hrvata I: Srednji vijek. Zagreb: Školska knjiga.	1	
	Budak, N., & Raukar, T. (2006). Hrvatska povijest srednjeg vijeka. Zagreb: Školska knjiga.	1	
Supplementary literature	Goldstein, I. (2003.). Hrvatska povijest, Zagreb. Klaić, N. (1972.). Izvori za hrvatsku povijest do 1526. g., Zagreb. Goldstein, I. (Ur.). (1996). Kronologija: Hrvatska - Europa - svijet. Novi Liber. Raukar, T. (1997.). Hrvatsko srednjovjekovlje: prostor, ljudi, ideje, Zagreb. Novak, G. (2004.). Prošlost Dalmacije I, II, Zagreb. Načini praćenja kvalitete koji osiguravaju stjecanje izlaznih znanja, vještina i kompetencija		
Quality assurance methods	- Class attendance and active participation in class activities. - Student evaluation survey on the quality of teaching and instructors at the university level. - Successful completion of the examination and fulfillment of all other course requirements specified in the syllabus. - Individual consultations with the instructor. - Student self-assessment of achieved learning outcomes.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Development of Croatian Historiography: Thomas the Archdeacon, Ivan Lučić-Lucius, Ivan Kukuljević Sakcinski, Franjo Rački, Tadija Smičiklas, modern and contemporary historiography.	1	
Seminar	Introduction; assignment of seminar topics along with explanations regarding the written essay and oral presentation.	1	
Week 2			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Ancient History of the Croatian Lands: Roman Illyricum, indigenous population (Histri, Liburni, Delmatae, Pannonians), Greek colonization, spreading of the Illyrian name.	1	
Seminar	Thomas the Archdeacon and his work.	1	
Week 3			
Lectures	The Migration of the Croats and Ethnogenesis: sources and theories of origin, Christianization, Peace of Aachen, Byzantine Dalmatia, the uprising of Ljudevit Posavski.	1	
Seminar	Late Antique Salona / Diocletian's Palace – Imperial Summer Residence and Fortified Camp.	1	
Week 4			
Lectures	The Age of the Dukes: Vladislav, Mislav, Trpimir, Domagoj, Zdeslav, Branimir, Muncimir.	1	
Seminar	“And the Palace Created the City”: Urban Development of Medieval Split / Beginnings of the Ecclesiastical Organization of Split.	1	
Week 5			
Lectures	The Kingdom of Croatia: Tomislav, Trpimir II, Krešimir, Miroslav, Michael Krešimir II, Stephen Držislav and Queen Helen, Stephen I, Peter Krešimir IV, Demetrius Zvonimir.	1	
Seminar	The Principality of Trpimir	1	
Week 6			
Lectures	The Cartulary of Supetar; epigraphic monuments (the Font of Duke Višeslav, the Inscription of Trpimir, the Inscriptions of Branimir, the Sarcophagus of Queen Helen, the Baška Tablet); Pre-Romanesque architecture and the beginning of the Romanesque style.	1	
Seminar	Tomislav: The First King of Croatia / King Dmitar Zvonimir	1	
Week 7			
Lectures	The Age of the Arpad Dynasty: dynastic struggles, Pacta Conventa, Coloman I, Béla II, Andrew B. II, Béla IV, Andrew III.	1	
Seminar	Early Medieval Croatian Epigraphic Heritage.	1	
Week 8			
Lectures	The Age of the Anjou Dynasty: the rise of the Šubić family of Bribir, King Charles I, Louis the Great, the Anti-Court Movement (Charles of Durazzo and Sigismund of Luxembourg), Ladislaus of Naples and the sale of Dalmatia to Venice in 1409.	1	
Seminar	King Andrew II of Hungary and Croatia and the Golden Bull (1222) / King Béla IV of Hungary and Croatia and the Golden Bull for Gradec (1242)	1	
Week 9			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	The Republic of Ragusa (Dubrovnik): the founding of the city, development under the wings of Byzantium and Venice, republican institutions, the Golden Age of Dubrovnik, the Great Earthquake of 1667.	1	
Seminar	Croatia during the Reign of King Louis the Great / Sigismund of Luxembourg, King of Hungary and Croatia	1	
Week 10			
Lectures	Society and Economy of the High and Late Middle Ages: feudalism and sharecropping, free royal cities in Croatia and Slavonia, the communal system in Dalmatia, Venetian economic policy in Dalmatia.	1	
Seminar	Medieval Dubrovnik	1	
Week 11			
Lectures	Culture and Art of the High Middle Ages: Historia Salonitana, Missal of Hrvoje Vukčić Hrvatinić, mendicant orders, Romanesque and Gothic architecture.	1	
Seminar	Organization and Structure of Medieval Societies in Dalmatia / Venetian Economic Policy in Dalmatia	1	
Week 12			
Lectures	The Medieval Bosnian State: Bans Kulin, Ninoslav, and Stephen II Kotromanić; Kings Tvrtko I and Stephen Dabiša; feudal anarchy; the fall of Bosnia under Ottoman rule; Dominicans and Franciscans in Bosnia.	1	
Seminar	Pre-Romanesque and Romanesque Art in Croatia / Gothic and Renaissance Art in Croatia	1	
Week 13			
Lectures	Ottoman Invasions of Croatia: Matthias Corvinus and the organization of resistance, the Jagiellonian dynasty and Ottoman incursions.	1	
Seminar	Prominent Bosnian Nobles: Hrvoje Vukčić Hrvatinić / The Fall of Bosnia in 1463	1	
Week 14			
Lectures	The Battle of Krbava (1493), the Battle of Mohács (1526).	1	
Seminar	The Fortress of Klis and the Defense of Split against the Ottomans	1	
Week 15			
Lectures	Final Lecture	1	
Seminar	Major Conflicts with the Ottoman Empire	1	

Ethics

Course name	**Ethics**		
Course code	VUU108	*Year of study*	1.
Course leader	prof. dr. sc. Tonći Kokić	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Through its philosophical content and method, the course provides insight into the meaning of basic ethical concepts, an understanding of what ethical theories are and familiarity with the most influential ones, as well as insight into some current ethical problems.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - recognise philosophical assumptions in pedagogical scientific orientations and in the specific pedagogical stance of authors in original texts - uncover the philosophical assumptions of theories of education and practical pedagogies - recognise ideological shaping of education - recognise forms of direct and indirect discrimination - use the plurality of ethical theories and problems in building civil society - critically discuss ethical theories and problems		
Course content	1. Introduction to the course 2. The nature of ethics; the meaning of ethical terms and judgements 3. Ethical realism and relativism 4. Morality and human nature 5. Utilitarianism 6. Virtue theory 7. Ethics of duty 8. Feminism on morality 9. Sexuality and morality 10. Abortion 11. Discrimination 12. Legal punishment 13. Anthropocentrism and ecocentrism 14. Moral instruction and moral education 15. Midterm exam		
Types of teaching	☒ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	In addition to attending at least 60% of lectures, students will acquire individual course contents by studying open questions related to the content covered. Students will pass two preliminary exams and/or a written exam and achieve a minimum of 51% accuracy.		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Performance will be evaluated on the basis of participation in class (20%) and the results of two preliminary exams and/or a written exam (80%). The criteria for the assessment and grading of individual elements are described in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Anzenbacher, A. Filozofija: uvod u filozofiju.	1	
	William, K. Frankena. Etika	1	
	MacKinnon, B. Ethics: Theory and Contemporary Issues		on-line

Supplementary literature	Aristotel. Nikomahova etika. Kant. Kritika praktičnog uma. Sartre, J. P. Egzistencijalizam je humanizam
Quality assurance methods	Class attendance, activity in class, performance in completing assignments; university-level student survey on the quality of teaching and teachers; passed exam and fulfilment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative evaluation of the delivery and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course	2	P14
Week 2			
Lectures	The nature of ethics; the meaning of ethical terms and judgements	2	P14
Week 3			
Lectures	Ethical realism and relativism	2	P14
Week 4			
Lectures	Morality and human nature	2	P14
Week 5			
Lectures	Utilitarianism	2	P14
Week 6			
Lectures	Virtue theory	2	P14
Week 7			
Lectures	Ethics of duty	2	P14
Week 8			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Feminism on morality	2	P14
Week 9			
Lectures	Sexuality and morality	2	P14
Week 10			
Lectures	Abortion	2	P14
Week 11			
Lectures	Discrimination	2	P14
Week 12			
Lectures	Legal punishment	2	P14
Week 13			
Lectures	Anthropocentrism and ecocentrism	2	P14
Week 14			
Lectures	Moral instruction and moral education	2	P14
Week 15			
Lectures	Midterm exam and resit	2	P14

Croatian Literary Heritage

Course name	**Croatian Literary Heritage**		
Course code	VUU219	*Year of study*	1.
Course leader	izv. prof. dr. sc. Ivana Odža	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The goal of the course is to familiarize students with the heritage of the Croatian literary tradition, the main periods in its literary history, and the key figures in its development. The course also aims to broaden and enrich students' existing knowledge with new insights, while further encouraging independent work so that they may understand the full breadth of Croatian literary expression and its significance within the overall spiritual and cultural identity of the nation. To define and interpret the most significant figures and works of Croatian literature.		
Enrolment requirements	-		
Learning outcomes	Upon completion of the course, students will be able to: - explain the significance and role of individual authors and literary periods in the history of Croatian literature - interpret the most important literary works - apply critical methods and insights in the evaluation of key literary works - discuss literary works in a competent and research-oriented manner - discuss key issues in the field of Croatian literature - participate in thematic conferences and discussions on literary topics - place emphasis on the authors, works, and phenomena that have marked Croatian literature		
Course content	The beginnings of Croatian literature Croatian Middle Ages and Latin culture The Renaissance and Petrarchism Croatian Baroque; Baroque Slavism; Ivan Gundulić Literature of Protestantism and the Enlightenment Andrija Kačić Miošić, Filip Grabovac – literature and politics The Croatian National and literary revival; programmatic texts Ivan Mažuranić – statesman and poet The Era of August Šenoa Modernism and the turn toward European literature Avant-garde movements Contemporary Croatian literature The latest trends in Croatian literature Visits to local Cultural institutions		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	

<table>
<tr><td>Student obligations</td><td colspan="3">Student obligations:
- regularly attend lectures (75%) and seminars (75%);
- write and orally present a seminar paper according to previously established criteria;
- actively participate in the analysis of texts during seminars;
- pass the oral examination;
- behave in accordance with ethical and academic principles in higher education teaching;
- complete individual and group assignments in a timely and high-quality manner.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">The criteria for the assessment and grading of individual elements are described in the course repository. Success will be evaluated on the basis of:
1. participation in lectures and seminars – 20%;
2. completion of seminar requirements (seminar paper and participation in discussions) – 30%;
3. oral examination – 50%.
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Frangeš, I. (1978). Povijest hrvatske književnosti, NZMH-Cankarjeva založba, Zagreb.</td><td>2</td><td>No</td></tr>
<tr><td></td><td>Hrvatska književnost u europskom kontekstu (1978). Ur. A. Flaker i K. Pranjić. ZZK – Liber, Zagreb.</td><td>2</td><td>No</td></tr>
<tr><td></td><td>Nemec, K. (2003. i dalje). Povijest hrvatskog romana I-III. Znanje/ŠK, Zagreb.</td><td>4</td><td>No</td></tr>
<tr><td></td><td>Novak, S. P. (2004). Povijest hrvatske književnosti. Slobodna Dalmacija, Split</td><td>6</td><td>No</td></tr>
<tr><td></td><td>Povijest hrvatske književnosti I-IV. (1978). Mladost-Liber, Zagreb.</td><td>7</td><td>No</td></tr>
<tr><td></td><td>Rapacka, J. (1998). Zaljubljen u vilu: studije o hrvatskoj književnosti i kulturi, Književni krug Split, Split.</td><td>2</td><td>No</td></tr>
<tr><td></td><td>Sablić Tomić, H., Rem, G. (2003). Slavonski tekst hrvatske književnosti, MH, Zagreb.</td><td>0</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Pet stoljeća hrvatske književnosti
Stoljeća hrvatske književnosti
Jelčić, D. Povijest hrvatske književnosti, PiP, Naklada Pavičić, Zagreb.
Brešić, V. (1997). Autobiografije hrvatskih pisaca, AGM, Zagreb.
Horvatić, D. (2002). Hrvatski putopisi, K. Krešimir, Zagreb.
Pavletić, V. Prir. (1964). Panorama hrvatske književnosti XX. stoljeća, Stvarnost, Zagreb. Donat, B. (1997). Crni dossier, Globus, Zagreb.</td></tr>
</table>

	Detoni-Dujmić, D. (1998). Ljepša polovica književnosti, MH, Zagreb.
Quality assurance methods	- class attendance, participation, and success in completing assignments; - passing the exam and fulfilling other obligations prescribed by the syllabus; - collaborative evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Croatian medieval literature.	1	
Seminar	Division of seminar topics. Agreement on the method of conducting and writing the seminar and on the implementation of the exam.	1	
Week 2			
Lectures	Croatian literature of Humanism and the Renaissance.	1	
Seminar	Croatian medieval literature.	1	
Week 3			
Lectures	Marko Marulić and Marin Držić.	1	
Seminar	Croatian literature of Humanism and the Renaissance.	1	
Week 4			
Lectures	Baroque in Croatian literature. Ivan Gundulić.	1	
Seminar	Marko Marulić	1	
Week 5			
Lectures	The Enlightenment in Croatian literature: Filip Grabovac and Andrija Kačić Miošić.	1	
Seminar	Baroque in Croatian literature.	1	
Week 6			
Lectures	Ozalj literary circle.	1	
Seminar	The Enlightenment in Croatian literature	1	
Week 7			
Lectures	Croatian National Revival.	1	
Seminar	Croatian National Revival.	1	
Week 8			
Lectures	Croatian Realist literature.	1	
Seminar	The Era of August Šenoa - Croatian realism.	1	
Week 9			
Lectures	Modernism in Croatian literature.	1	
Seminar	Modernism in Croatian literature (Matoš, Leskovar).	1	
Week 10			
Lectures	Antun Gustav Matoš.	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Poetry of A. G. Matoš.	1	
Week 11			
Lectures	Postmodernism.	1	
Seminar	Poetry of Tin Ujević.	1	
Week 12			
Lectures	Contemporary Croatian literature.	1	
Seminar	Contemporary Croatian novel (selection).	1	
Week 13			
Lectures	Contemporary Croatian literature.	1	
Seminar	Contemporary Croatian poetry (selection).	1	
Week 14			
Lectures	Field teaching (Croatian literary and linguistic heritage in Split).	1	
Seminar	Field teaching (Croatian literary and linguistic heritage in Split).	1	
Week 15			
Lectures	Quiz: systematization of Croatian literature from its beginnings to the present day.	1	
Seminar	Oral exam (pre-term).	1	

German Language 1

Course name	**German Language 1**		
Course code	VUU028	*Year of study*	1.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Introduction of students to the basics of the German language.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - read texts in German correctly - correctly use basic grammatical structures (verbs, pronouns, articles, declensions) - use numbers in German and express dates and time - communicate in German in basic everyday situations such as introducing oneself, situations in a restaurant, and looking for an apartment		
Course content	Erste Kontakte Zahlen bis 100 Leute Bildwörterbuch Küche Zahlen bis 1000 Essen und Trinken Lebensmittel Einkaufen Freizeit Freizeit und Arbeit Was ist heute los? Wohnen Wohnungsmarkt Wohnungen und Häuser Beschreibung		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to attend classes regularly and to complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course. They are required to pass the written examination (the equivalent of the written examination is passing two midterm tests) and achieve a minimum of 60% accuracy on the examination/midterm tests.		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is determined on the basis of the following components: Written examination, i.e. successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 80% Performance in completing individual and group assignments – 10% Activity in class, participation in discussions during classes – 10% The criteria for the assessment and grading of each component are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. Ili dr. Izdanja	0	Yes
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. Ili dr. Izdanja	0	Yes
Supplementary literature	A German grammar of student's choice.		
Quality assurance methods	Attendance and participation in classes; performance in completing assigned tasks University-level student survey on the quality of teaching and the course instructor Passed examination and fulfilment of other obligations prescribed in the syllabus Individual consultations Students' self-assessment of the achieved learning outcomes Collaborative evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Erste Kontakte	1	
Foreign language exercises	Artikel und Nomen - Nominativ, Akkusativ	1	
Week 2			
Lectures	Zahlen bis 100	1	
Foreign language exercises	Zahlen bis 100	0	
Week 3			
Lectures	Leute	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Foreign language exercises	Possessivartikel, Null-Artikel und Mengenangaben	1	
Week 4			
Lectures	Bildwörterbuch	1	
Foreign language exercises	Pluralformen	1	
Week 5			
Lectures	Küche	1	
Foreign language exercises	Definitpronomen	1	
Week 6			
Lectures	Zahlen bis 1000	1	
Foreign language exercises	Zahlen bis 1000	1	
Week 7			
Lectures	Essen und Trinken	1	
Foreign language exercises	Midterm exam	1	
Week 8			
Lectures	Lebensmittel	1	
Foreign language exercises	Indefinitpronomen (Nominativ und Akkusativ)	1	
Week 9			
Lectures	Einkaufen	1	
Foreign language exercises	Dialoge beim Einkaufen	1	
Week 10			
Lectures	Freizeit	1	
Foreign language exercises	Personalpronomen und Verb	1	
Week 11			
Lectures	Freizeit und Arbeit	1	
Foreign language exercises	Alltag beschreiben	1	
Week 12			
Lectures	Was ist heute los?	1	
Foreign language exercises	Die Uhrzeit	1	
Week 13			
Lectures	Wohnen	1	
Foreign language exercises	Wo und wohin	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 14			
Lectures	Wohnungsmarkt	1	
Foreign language exercises	Wohnungen und Häuser Beschreibung	1	
Week 15			
Lectures	Recapitulation	1	
Foreign language exercises	Midterm exam	1	

Introduction to Education for Sustainable Development

Course name	**Introduction to Education for Sustainable Development**		
Course code	VUU323	*Year of study*	1.
Course leader	prof. dr. sc. Marita Brčić Kuljiš doc. dr. sc. Ivana Jadrić izv. prof. dr. sc. Ivana Restović	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 9 / 6 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To acquire basic facts about the impact of anthropogenic and natural factors on climate change and about human impact on the environment, with the aim of developing competences for application in everyday life in a sustainable way. To enable students to act actively in accordance with sustainable development and to think critically and creatively integrate education for sustainable development into the teaching process. To become familiar with the main characteristics of a sustainable economy, with the aim of developing an economy that meets the needs of the present without compromising future generations.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - explain and critically reflect on the causes of climate change - propose and argue how to align human activities with the preservation of a healthy natural and social environment - discuss with sound arguments and act in an environmentally friendly way - explain and argue the importance of preserving and protecting planet Earth for future generations - explain the concept of sustainable development and the sustainable community - describe the importance of education for sustainable development - explain the complexity of education for sustainable development - describe the difference between the linear and the circular economy - analyse different methods of implementing sustainable business - analyse, monitor, evaluate and assess their own work in promoting education for sustainable development		
Course content	Anthropogenic and natural causes of climate change Global environmental problems The environment and environmental protection Health ecology Sustainability of nature and humankind The ecological crisis: social causes and social consequences From the ecological paradigm to sustainable development Sustainable development: idea or strategy; definitions; global and local perspective Sustainable community / integrative sustainability Fieldwork: activities in the local community for sustainable development		

<table>
<tr><td></td><td colspan="4">Linear and circular economy
The sharing economy
European and national directives governing sustainable business
Sustainable marketing and manipulation of sustainability in business
Social entrepreneurship, green entrepreneurship, service learning, social innovation and other tools of sustainable business</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">1. Participate in the teaching process: lectures 70%, seminars 80%, fieldwork 100%
2. Behave in accordance with ethical and academic principles in higher education teaching
3. Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course
4. Participate in a seminar discussion on a predetermined topic
5. Pass the written exam
6. Obtain information about missed classes during the teacher's office hours and from other students
7. Participate actively and constructively in class</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is determined on the basis of the following components:
1. Written exam – 50%
2. Activity in the seminar discussion on a given topic – 30%
3. Performance in preparing materials for the seminar discussion – 10%
4. Activity in class, participation in discussions during lectures and seminars – 10%
The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Rogulj, I., Andrić, P. (2018). Klima je i naš izbor. Društvo za oblikovanje održivog razvoja (DOOR)</td><td colspan="2">0</td><td>Yes</td></tr>
<tr><td></td><td>Novoselić, D., Vidović, Lj. (2019). Čovjek i zdravlje. Alfa d.d., Zagreb (odabrana poglavlja)</td><td colspan="2">5</td><td>No</td></tr>
<tr><td></td><td>Grozdanić, G., Horvatin, K., Krstanac, Ž. (2015). Čovjek i okoliš. Profil, Zagreb (odabrana poglavlja)</td><td colspan="2">5</td><td>No</td></tr>
</table>

	Uzelac, V., Lepičnik-Vodopivec, J., Anđić, D. (2014). Djeca-odgoj i obrazovanje-održivi razvoj. Golden marketing. Tehnička knjiga-Zagreb.	8	No
	Vrbanec, B., Garašić, D., Pašalić, A. (2011): Obrazovanje za održivi razvoj, priručnik za osnovne i srednje škole. Agencija za odgoj i obrazovanje, Zagreb.	2	No
	Geiger Zeman, M. i Zeman, Z.(2011). Uvod u sociologiju (održivih) zajednica. Zagreb: Institut društvenih znanosti “Ivo Pilar”	0	Yes
	Husanović-Pejnović D. (2011): Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga, Zagreb.	2	No
	Kordelj De Villa, Ž., Stubbs, P., Sumpor, M. (2009). Upravljanje za održivi razvoj, Ekonomski institut, Zagreb., dostupno online: https://www.eizg.hr/userdocsimages/publikacije/knjige/participativno_upravljanje_za_odrzivi_razvoj.pdf	0	Yes
Supplementary literature	National Earth Science Teachers Association http://www.windows2universe.org/earth/climate/cli_controls.html		
Quality assurance methods	- Class attendance, activity in class, performance in completing assignments - University-level student survey on the quality of teaching and teachers - Passed exam and fulfilment of other obligations prescribed by the syllabus - Individual consultations - Students' self-assessment of the achieved learning outcomes - Collaborative evaluation of the delivery and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Anthropogenic and natural causes of climate change	1	P17
Seminar	Anthropogenic and natural causes of climate change	1	P17
Week 2			
Lectures	Global environmental problems	1	P17
Seminar	Global environmental problems; the environment and environmental protection	1	P17
Week 3			
Lectures	The environment and environmental protection	1	P17
Seminar	Health ecology; sustainability of nature and humankind	1	P17
Week 4			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Health ecology	1	P17
Seminar	The ecological crisis: social causes and social consequences	1	P17
Week 5			
Lectures	Sustainability of nature and humankind	1	P17
Seminar	From the ecological paradigm to sustainable development	1	P17
Week 6			
Lectures	The ecological crisis: social causes and social consequences	1	P17
Seminar	Sustainable development: idea or strategy, definitions, global and local perspective; sustainable community / integrative sustainability	1	P17
Week 7			
Lectures	From the ecological paradigm to sustainable development	1	P17
Seminar	Linear and circular economy; the sharing economy	1	P17
Week 8			
Lectures	From the ecological paradigm to sustainable development	1	P17
Seminar	European and national directives governing sustainable business	1	P17
Week 9			
Lectures	Sustainable development: idea or strategy; definitions; global and local perspective	1	P17
Lectures	Sustainable marketing and manipulation of sustainability in business; social entrepreneurship, green entrepreneurship, service learning, social innovation and other tools of sustainable business	1	P17
Week 10			
Lectures	Sustainable community / integrative sustainability	1	P17
Week 11			
Lectures	Linear and circular economy	1	P17
Week 12			
Lectures	The sharing economy	1	P17
Field exercises	Fieldwork: activities in the local community for sustainable development	6	
Week 13			
Lectures	European and national directives governing sustainability	1	P17
Week 14			
Lectures	Sustainable marketing and manipulation of sustainability in business	1	P17

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 15			
Lectures	Social entrepreneurship, green entrepreneurship, service learning, social innovation and other tools of sustainable business	1	P17

Choral Singing 1

Course name	**Choral Singing 1**		
Course code	VUU058	*Year of study*	1.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To develop musical ear and vocal-technical abilities of musical expression. To become familiar with and perform choral literature for a female choir.		
Enrolment requirements	The prerequisite for enrolling in the Choral Singing 1 course is passing an audition before the subject teacher.		
Learning outcomes	Upon completion of the course, the student will be able to: - recognize and distinguish between literature for female choirs of different stylistic periods; - perform literature for female choirs of different stylistic periods; - apply the basics of vocal technique; - collaborate musically in group music making; - participate in public performances - analyze and evaluate their own vocal contribution to choral performances and the quality of joint performance of choral compositions.		
Course content			
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Participate in the teaching process (lectures 80%); 2. Complete individual and group assignments on time and to a high standard; 3. Obtain information about missed classes during the teacher's office hours and from other students; 4. Pass the practical exam – public performance.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam ☒ Public performances	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed on the basis of success in the practical exam (100%). The evaluation and assessment criteria of individual elements are described in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	1. Radočaj-Jerković, A. (2017). Zborsko pjevanje u odgoju i obrazovanju. Umjetnička akademija u Osijeku.		
	Primjeri iz zborske literature.		
Supplementary literature	1. Smith, B. i Sataloff, R. T. (2013). Choral Pedagogy. Plural Publishing Inc. 2. Abrahams, F. i Head, P. D. (ur.) (2017). The Oxford Handbook of Choral Pedagogy. Oxford University Press. 3. Kemp, M. (2009). The Choral Challenge: Practical Paths to Solving Problems. GIA Publications. 4. Davids, J. i LaTour, S. (2020). Vocal Technique: A Guide to Classical and Contemporary Styles for Conductors, Teachers, and Singers. Waveland Press, Inc.		
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exams and fulfilled other obligations prescribed by the curriculum; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture.	1	MM
Lectures	Vocal-technical exercises. Arrangement of a new choral composition.	1	MM
Week 2			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 3			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 4			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 5			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 6			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 7			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 8			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 9			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 10			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 11			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 12			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 13			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 14			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 15			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM

Kinesiological Culture

Course name	**Kinesiological Culture**		
Course code	VUU23S	*Year of study*	1.
Course leader	doc. dr. sc. Damir Jurko	*ECTS credits*	0.0
Associates		*Number of hours (L / S / E / P)*	0 / 0 / 30 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim is to satisfy, through appropriate kinesiological activities, students' biopsychosocial needs for movement as an expression of meeting general needs that increase adaptive and creative abilities in contemporary conditions of life and study. The goal is to satisfy students' biopsychosocial needs for movement through adequate kinesiological activities as an expression of satisfying general needs that increase adaptive and creative abilities in contemporary living and studying conditions.		
Enrolment requirements	Entry competencies: none. Prerequisites: none. Entry competencies: none. Prerequisites: none.		
Learning outcomes	- Use different forms of running, jumping and throwing. - Recognise basic volleyball and basketball techniques and tactics. - Apply basic swimming techniques. - Perform corrective gymnastics exercises. - Use exercises for pregnant women. - Prepare a mountain tour and a hiking trip. - Use different forms of running, jumping and throwing. - Recognize basic volleyball and basketball techniques and tactics. - Apply basic swimming techniques. - Perform corrective gymnastics exercises. - Use exercises for pregnant women. - Prepare a hiking tour and hiking trip.		
Course content	1. Athletics: various forms of running, relay running, crouch and standing starts, jumps, throws. 2. Volleyball: rules, technique and tactics. 3. Basketball: rules, technique and tactics. 4. Swimming: swimming techniques, starting dives and turns. 5. Corrective gymnastics for students with spinal deformities. 6. A set of exercises for pregnant students. 7. Excursions: mountain tours and hiking trips. 1. Athletics: various forms of running, relay running, low and high starts, jumps, throws. 2. Volleyball: rules, technique and tactics. 3. Basketball: rules, technique and tactics. 4. Swimming: swimming techniques and starting jumps and turns. 5. Corrective gymnastics for students with spinal deformities. 6. Complex of exercises for pregnant students. 7. Hiking: mountaineering tours and hiking trips.		

Types of teaching	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Regular class attendance.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	Monitoring of student activity during exercises. Determining the initial, transitive and final status of psychomotor knowledge and psychomotor and functional abilities. The criteria for the assessment and grading of individual elements are described in the repository. Monitoring the student's activities during exercises. Determination of the initial, transitive and final state in psychomotor knowledge, psychomotor and functional abilities. The evaluation and assessment criteria of individual elements are described in the repository. Final assessment Evaluation elements No grade.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Janković, V., Marelić, N. (1995.). Odbojka, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb.		
	Kosinac, Z. (1989.). Kineziterapija, tjelesno vježbanje i sport kod djece i omladine oštećena zdravlja, Split.		
	Šadura, T. (1991.). Gimnastika, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb		
	Šnajder, V., Milianović, D. (1991.). Atletika hodanja i trčanja, Fakultet za fizičku kulturu Sveučilišta u Zagrebu, Zagreb.		
	Volčanšek, B. (2002.). Bit plivanja, Kineziološki fakultet Sveučilišta u Zagrebu, Zagreb.		

Supplementary literature	Nema je. She's gone.		
Quality assurance methods	Student evaluation and peer evaluation. Student evaluation and collegial evaluation.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Applied kinesiology exercises	Introduction to the content and obligations of the course.	2	
Week 2			
Applied kinesiology exercises	Athletics: various forms of running and movement.	2	
Week 3			
Applied kinesiology exercises	Athletics: relay running, crouch and standing starts.	2	
Week 4			
Applied kinesiology exercises	Athletics: jumping, throwing.	2	
Week 5			
Applied kinesiology exercises	Volleyball: rules, techniques of playing the ball in different ways.	2	
Week 6			
Applied kinesiology exercises	Volleyball: game and tactics.	2	
Week 7			
Applied kinesiology exercises	Basketball: rules, dribbling and passing techniques.	2	
Week 8			
Applied kinesiology exercises	Basketball: game and tactics.	2	
Week 9			
Applied kinesiology exercises	Swimming: swimming techniques.	2	
Week 10			
Applied kinesiology exercises	Swimming: starting dives and turns.	2	
Week 11			
Applied kinesiology exercises	Corrective gymnastics for students with spinal deformities.	2	
Week 12			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Applied kinesiology exercises	A set of exercises for pregnant students.	2	
Week 13			
Applied kinesiology exercises	Excursions: mountain tours and hiking trips.	2	
Week 14			
Applied kinesiology exercises	Excursions: mountain tours and hiking trips.	2	
Week 15			
Applied kinesiology exercises	Excursions: mountain tours and hiking trips.	2	

Academic Writing

Course name	**Academic Writing**		
Course code	VUU151	*Year of study*	1.
Course leader	izv. prof. dr. sc. Anđela Milinović Hrga	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Students become familiar with distinctive features of argumentative texts and are able to produce such texts.		
Enrolment requirements	None		
Learning outcomes	Students are to be qualified for: - defining argumentative texts - comparing various types of argumentative texts - critical reading - writing an argumentative text - linguistic and stylistic self-improvement and brushing up of created texts - critically evaluate the limitations and applicability of generative artificial intelligence in academic writing, with an emphasis on stylistic, content-related, and ethical aspects.		
Course content	Argumentative texts Types of argumentative texts Functional stylistic features of argumentative texts The time and subject of the text Composition of an argumentative text Connectors in argumentative texts Citing and paraphrasing Abstracting texts Expanding texts Improving texts Texts formatting Evaluating texts		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Participate in the teaching process: lectures 75% and seminars 75%. Students are expected to be active in lectures and seminars (regular attendance, critical discussion). Students are required to write a seminar paper (argumentative text of their choice) according to pre-established criteria.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class

Assessment and evaluation of student work	Active student participation in lectures and seminars (regular attendance, critical discussion 20%). The seminar paper is graded (30%). Written exam (50%). The final grade is derived on the basis of all the above-mentioned criteria. The assessment and grading criteria for individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Oraić Tolić, D. (2011). Akademsko pismo: Strategije i tehnike klasične retorike za suvremene studentice i studente. Zagreb: Naklada Ljevak.	7	No
	Silić, J. (2006.) Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput.	5	No
	Frančić, A., Hudeček, L., Mihaljević, M. (2006.) Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku. Zagreb: Hrvatska sveučilišna naklada.	8	No
Supplementary literature	Cotton, D. R. E., Cotton, P. A., & Shipway, J. R. (2023). Chatting and cheating: Ensuring academic integrity in the era of ChatGPT. Innovations in Education and Teaching International, 60(2), 215–227. https://doi.org/10.1080/14703297.2023.2190148 Foltynek, T., Bjelobaba, S., Glendinning, I. et al. ENAI Recommendations on the ethical use of Artificial Intelligence in Education. International Journal for Educational Integrity 19, 12 (2023). https://doi.org/10.1007/s40979-023-00133-4 Gačić, M. (2017). Pisanje u znanosti i struci. Zagreb: Narodne novine. Jakobović, Z. (2013). Pisanje i uređivanje stručnih i znanstvenih publikacija. Zagreb: Kiklos - krug knjige d. o. o. Katnić-Bakaršić, M., Požgaj-Hadži, V. (2005.) „Izazovi akademskoga diskurza: znanstveni stil Josipa Silića“, u knjizi Od fonetike do etike. Zbornik o sedamdesetogodišnjici prof. dr. Josipa Silića, ur. Ivo Pranjković, Zagreb, str. 27-38. Visinko, K. (2010.) Jezično izražavanje u nastavi hrvatskoga jezika. Pisanje. Zagreb: Školska knjiga		
Quality assurance methods	Student survey on the quality of teaching and instructors at the university level, student performance in writing the seminar paper, self-assessment.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Argumentative texts	1	P11
Seminar	Defining science and its classification. The relationship between rhetoric and science.	1	P11
Week 2			
Lectures	Types of argumentative texts	1	P11

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Planning and organizational structure of academic prose.	1	P11
Week 3			
Lectures	Functional stylistic features of argumentative texts	1	P11
Seminar	The relationship between spoken and written discourse.	1	P11
Week 4			
Lectures	Functional stylistic features of argumentative texts	1	P11
Seminar	Functional stylistic features of argumentative texts	1	P11
Week 5			
Lectures	The time and subject of the text	1	P11
Seminar	The myths of the language of science. Subject and authorial voice in AI-generated texts.	1	P11
Week 6			
Lectures	Composition of an argumentative text	1	P11
Seminar	Planning and organizational structure of academic prose.	1	P11
Week 7			
Lectures	Composition of an argumentative text	1	P11
Seminar	A comparison of composition in the social sciences and the humanities.	1	P11
Week 8			
Lectures	Connectors in argumentative texts	1	P11
Seminar	The role of connectors and modifiers in academic discourse. A comparison of composition in the social sciences and the humanities.	1	P11
Week 9			
Lectures	Citing and paraphrasing	1	P11
Seminar	The role and types of citations and their integration into the text. Artificial intelligence hallucinations and false references.	1	P11
Week 10			
Lectures	Citing and paraphrasing	1	P11
Seminar	Academic integrity in the age of artificial intelligence. Working with sources – introduction to the Zotero software.	1	P11
Week 11			
Lectures	Abstracting texts	1	P11
Seminar	Writing an abstract.	1	P11
Week 12			
Lectures	Expanding texts	1	P11
Seminar	Argumentation strategies. Writing introductions and conclusions.	1	P11

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 13			
Lectures	Improving texts	1	P11
Seminar	Re-paragraphing. Detecting AI-generated text.	1	P11
Week 14			
Lectures	Texts formatting	1	P11
Seminar	The mechanics of academic writing	1	P11
Week 15			
Lectures	Evaluating texts	1	P11
Seminar	Evaluating texts	1	P11

Critical Thinking for Sustainable Development

Course name	**Critical Thinking for Sustainable Development**		
Course code	VUU325	*Year of study*	1.
Course leader	prof. dr. sc. Marita Brčić Kuljiš izv. prof. dr. sc. Bruno Ćurko prof. dr. sc. Tonći Kokić	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to enable students to consider the philosophical assumptions of the ecological implications of human action in the world. The course aims to introduce different worldviews, anthropological assumptions and values that influence the degree of environmental preservation.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - distinguish key ecological concepts (anthropogenic nature of global warming, greenhouse gases, animal rights…) - know the important historical assumptions of the idea of sustainable development - know and distinguish anthropological assumptions in theories of sustainable development (anthropocentrism, ecocentrism, deep ecology) - explain the role of critical thinking in a democratic context - recognise and analyse the role of democratic values in the context of sustainable development - distinguish the basic tenets of education for democracy and democratic education - analyse and interpret the concept of sustainable development in a democratic context - recognise and use high-quality educational programmes that point towards a sustainable future - explain the role of the humanities in sustainable development - analyse, monitor, evaluate and assess their own work in promoting critical thinking for sustainable development		
Course content	1. The concept of sustainable development 2. Historical overview of worldviews; theories of scarcity and abundance 3. Plurality of anthropological assumptions 4. Anthropocentrism 5. Ecocentrism 6. Examining the anthropogenic nature of global warming 7. Democracy and democratic values 8. Critical thinking and democracy 9. Education for democracy / democratic education 10. Sustainable development in a democratic context 11. Creative solutions for sustainable development		

<table>
<tr><td></td><td colspan="3">12. High-quality formal and non-formal education as a path to a sustainable future
13. Raising awareness of the importance of responsible consumption and lifestyle in early education
14. Raising awareness of the importance of quality coexistence with nature among primary school children
15. The role of the humanities in planning sustainable development</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Behave in accordance with ethical and academic principles in higher education teaching
2. Participate in and complete teaching activities that enable the achievement of the learning outcomes envisaged for the course
3. Participate in the teaching process: lectures 70%, seminars 70%
4. Prepare a seminar paper according to predetermined criteria
5. Present the seminar paper according to predetermined criteria
6. Pass the oral exam</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is determined on the basis of the following components:
1. Activity in class, participation in discussions during lectures and seminars – 10%
2. Seminar paper prepared and presented – 20%
3. Oral exam – 70%</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Elliot, J. 2006. An Introduction to Sustainable Development.</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>Merchant, C. (ur). 1994. Ecology</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>Gollob, R.; Krapf P.; Weidinger, W. 2010. Obrazovanjem do demokracije</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>Pavić-Rogošić, L. 2015. Globalni ciljevi održivog razvoja do 2030. ODRAZ - Održivi razvoj zajednice</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>Vorberger,K., Fudurić, M. Ježić, T.J., Borovnjak, S.(ur.) Odrazi se znanjem - društveno korisno učenje u praksi. Zagreb: Odraz.</td><td>0</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. D'Alisa, G. Demaria i, F. i Kallis, G. (ur,) 2016. Odrast: pojmovnik za novu eru, Zaprešić: Fraktura, Institut za političku ekologiju.
2. Uzelac, V., Lepičnik-Vodopivec, J. i Anđić D.(2014) Djeca - odgoj i obrazovanje - održivi razvoj: u potrazi za novim perspektivama razvoja</td></tr>
</table>

	odgoja i obrazovanja djece za održivi razvoj, Zagreb: Golden marketing - Tehnička knjiga. 3. Blewitt, J. 2017. Razumijevanje održivog razvoja, Zagreb: Naklada Jesenski i Turk, 2017.
Quality assurance methods	- Class attendance, activity in class, performance in completing assignments - University-level student survey on the quality of teaching and teachers - Passed exam and fulfilment of other obligations prescribed by the syllabus - Individual consultations - Students' self-assessment of the achieved learning outcomes - Collaborative evaluation of the delivery and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	The concept of sustainable development	1	P17
Seminar	The concept of sustainable development	1	P17
Week 2			
Lectures	Historical overview of worldviews; theories of scarcity and abundance	1	P17
Seminar	Historical overview of worldviews; theories of scarcity and abundance	1	P17
Week 3			
Lectures	Plurality of anthropological assumptions	1	P17
Seminar	Plurality of anthropological assumptions	1	P17
Week 4			
Lectures	Anthropocentrism	1	P17
Seminar	Anthropocentrism	1	P17
Week 5			
Lectures	Ecocentrism	1	P17
Seminar	Ecocentrism	1	P17
Week 6			
Lectures	Examining the anthropogenic nature of global warming	1	P17
Seminar	Examining the anthropogenic nature of global warming	1	P17
Week 7			
Lectures	Democracy and democratic values	1	P17
Seminar	Democracy and democratic values	1	P17
Week 8			
Lectures	Critical thinking and democracy	1	P17
Seminar	Critical thinking and democracy	1	P17
Week 9			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Education for democracy / democratic education	1	P17
Seminar	Education for democracy / democratic education	1	P17
Week 10			
Lectures	Sustainable development in a democratic context	1	P17
Seminar	Sustainable development in a democratic context	1	P17
Week 11			
Lectures	Creative solutions for sustainable development	1	P17
Seminar	Creative solutions for sustainable development	1	P17
Week 12			
Lectures	High-quality formal and non-formal education as a path to a sustainable future	1	P17
Seminar	High-quality formal and non-formal education as a path to a sustainable future	1	P17
Week 13			
Lectures	Raising awareness of the importance of responsible consumption and lifestyle in early education	1	P17
Seminar	Raising awareness of the importance of responsible consumption and lifestyle in early education	1	P17
Week 14			
Lectures	Raising awareness of the importance of quality coexistence with nature among primary school children	1	P17
Seminar	Raising awareness of the importance of quality coexistence with nature among primary school children	1	P17
Week 15			
Lectures	The role of the humanities in planning sustainable development	1	P17
Seminar	The role of the humanities in planning sustainable development	1	P17

German Language 2

Course name	**German Language 2**		
Course code	VUU029	*Year of study*	1.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Familiarising students with German language content (at lower-intermediate level).		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - read texts in German correctly and understand them to a certain extent (depending on the complexity of the vocabulary) - correctly use basic grammatical structures and verb tenses - communicate in German in basic everyday situations such as finding their way around a town, talking about leisure activities, illnesses and ailments - demonstrate knowledge of the basics of German culture		
Course content	Krankheit Der Körper Bei dem Arzt Alltag Ein Arbeitstag Eine Geschichte In der Stadt Berlin- 30 Jahre später Alle Wege nach Berlin Geschenke Wünsche Jetzt bin ich viel glücklicher Deutsche Sprache und deutsche Kultur Die deutschsprachigen Länder Das Herz Europas.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to attend classes regularly and to complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course. They are required to pass the written examination (the equivalent of the written examination is passing two midterm tests) and achieve a minimum of 60% accuracy on the examination/midterm tests.		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is determined on the basis of the following components: Written examination, i.e. successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 80% Performance in completing individual and group assignments – 10% Activity in class, participation in discussions during classes – 10% The criteria for the assessment and grading of each component are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. Ili dr. Izdanja	0	Yes
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. Ili dr. Izdanja	0	Yes
Supplementary literature	A German grammar of student's choice.		
Quality assurance methods	- Class attendance, activity in class, performance in completing assignments - University-level student survey on the quality of teaching and teachers - Passed exam and fulfilment of other obligations prescribed by the syllabus - Individual consultations - Students' self-assessment of the achieved learning outcomes - Collaborative evaluation of the delivery and quality of the teaching process		
Other (in the opinion of the proponent)	Attendance and participation in classes; performance in completing assigned tasks University-level student survey on the quality of teaching and the course instructor Passed examination and fulfilment of other obligations prescribed in the syllabus Individual consultations Students' self-assessment of the achieved learning outcomes Collaborative evaluation of the implementation and quality of the teaching process		

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Krankheit	1	
Foreign language exercises	Beschwerden beschreiben	1	
Week 2			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Der Körper	1	
Foreign language exercises	Possessivartikel, Imperativ	1	
Week 3			
Lectures	Bei dem Arzt	1	
Foreign language exercises	Perfekt: Struktur und Beispiele	1	
Week 4			
Lectures	Alltag	1	
Foreign language exercises	Perfekt: alle Verben	1	
Week 5			
Lectures	Ein Arbeitstag	1	
Foreign language exercises	Richtungsangaben	1	
Week 6			
Lectures	Eine Geschichte	1	
Foreign language exercises	Personalpronomen im Akkusativ	1	
Week 7			
Lectures	In der Stadt	1	
Foreign language exercises	Midterm exam	1	
Week 8			
Lectures	Berlin- 30 Jahre später	1	
Foreign language exercises	Wechselpräpositionen	1	
Week 9			
Lectures	Alle Wege nach Berlin	1	
Foreign language exercises	Den Weg beschreiben	1	
Week 10			
Lectures	Geschenke	1	
Foreign language exercises	Dativ	1	
Week 11			
Lectures	Wünsche	1	
Foreign language exercises	Komparativ und Superlativ	1	
Week 12			
Lectures	Jetzt bin ich viel glücklicher	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Foreign language exercises	Demonstrativpronomen im Akkusativ	1	
Week 13			
Lectures	Deutsche Sprache und deutsche Kultur	1	
Foreign language exercises	Biographische Angaben machen	1	
Week 14			
Lectures	Die deutschsprachigen Länder; Das Herz Europas	1	
Foreign language exercises	Genitiv; Geographische Angaben machen	1	
Week 15			
Lectures	Recapitulation	1	
Foreign language exercises	Midterm exam	1	

History of Mathematics

Course name	**History of Mathematics**		
Course code	VUU329	*Year of study*	1.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	3.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	15 / 30 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To familiarise students with key mathematical ideas and methods throughout history, the biographies of great mathematicians and their contributions to the development of numerous scientific disciplines; to develop critical thinking about the evolution of mathematics; to explore the interdisciplinary connections between mathematics and other sciences in order to understand the broader context and practical application of mathematical discoveries throughout history; and to motivate them towards further mathematical education.		
Enrolment requirements	There are no prerequisites.		
Learning outcomes	Upon successful completion of the course, students will be able to: -demonstrate methods of calculation used throughout history; -report on key events in the biographies of great mathematicians from around the world; -explain the influence and contributions of great mathematicians from around the world; -relate and describe the chronological development of a particular branch of mathematics; -identify real-life problems that can be solved using mathematics and explain their connections with other subjects; -relate and justify the causes and consequences of the development of mathematical ideas and methods, as well as the role of mathematics in science, art, and society; -use a variety of communication tools and forms, including information and communication technologies; -recommend facts, discoveries, and contributions from the history of mathematics that could be used as motivational stories during the teaching process.		
Course content	Mathematics of the pre-Greek period (Egyptian mathematics, Sumerian–Babylonian mathematics). Ancient Greek mathematics (the pre-Euclidean period, the Euclidean period). Mathematics of non-European civilisations (Chinese mathematics, Indian mathematics). Medieval mathematics (Arabic mathematics). Mathematics during the Renaissance. Modern mathematics (the development of probability and statistics, the development of algebra, the development of set theory, the development of mathematical logic). New directions in mathematics. Women in mathematics.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">-participate in the teaching process: lectures 60%, seminar classes 80%;
-conduct themselves in accordance with ethical and scientific principles in higher education teaching;
-participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes specified for the course;
-prepare, submit, and present a seminar paper on an assigned topic according to predetermined criteria;
-design a workshop or a research project and implement it according to predetermined criteria.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☒ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">A seminar paper prepared and presented in accordance with the lecturer’s instructions. A workshop or research project designed and implemented in accordance with the lecturer’s instructions. The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Bruckler, M. (2007). Povijest matematike 1. Sveučilište J. J. Strossmayera u Osijeku</td><td>0</td><td>Yes</td></tr>
<tr><td>Bruckler, M. (2010). Povijest matematike 2. Sveučilište J. J. Strossmayera u Osijeku.</td><td>0</td><td>Yes</td></tr>
<tr><td>Dadić, Ž. (1975). Razvoj matematike: Ideje i metode egzaktnih znanosti u njihovu povijesnom razvoju. Školska knjiga.</td><td>0</td><td>No</td></tr>
<tr><td>Dadić, Ž. (1992). Povijest ideja i metoda u matematici i fizici. Školska knjiga.</td><td>0</td><td>No</td></tr>
<tr><td>Gleizer, I. (2003). Povijest matematike za školu. Školske novine i HMD.</td><td>0</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Berlinski, D. (2011). Beskonačni uspon: Kratka povijest matematike. Alfa.
Bruckler, F. M. (2011). Matematički dvoboji. Školska knjiga.
De Crescenzo, L. (2012). Povijest grčke filozofije. Znanje.
Jackson, T. (2012). Mathematics: An illustrated history of numbers (100 ponderables). Shelter Harbor Press. Kumar, P. (2014). Vedska matematika. Harša.
Šikić, Z. (1989). Kako je stvarana novovjekovna matematika. Školska knjiga.
Šikić, Z. (1995). Filozofija matematike. Školska knjiga.
Šikić, Z. (1979). Matematika kroz kulture i epohe. Školska knjiga.</td></tr>
</table>

	Stanković, J. (2017). Velika otkrića: 100 znanstvenika koji su promijenili svijet. Stanek d.o.o. Stilwell, J. (2001). Mathematics and its history. Springer Verlag. P. J. Davis, R., Hersh, R., & Marchisotto, E. A. (2004). Doživljaj matematike. Tehnička knjiga.
Quality assurance methods	attendance, participation in class, and successful completion of assigned tasks; -student evaluation survey on the quality of teaching and lecturers at the university level; -passed examination and fulfilment of other obligations prescribed by the syllabus; -individual consultations; -students' self-assessment of achieved learning outcomes; -peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture.	1	P24
Lectures	Introductory seminar.	2	P24
Week 2			
Lectures	Mathematics of the pre-Greek period (Egyptian mathematics).	1	P24
Seminar	Mathematics of the pre-Greek period (Egyptian mathematics).	2	P24
Week 3			
Lectures	Mathematics of the pre-Greek period (Sumerian–Babylonian mathematics).	1	P24
Seminar	Mathematics of the pre-Greek period (Sumerian–Babylonian mathematics).	2	P24
Week 4			
Lectures	Ancient Greek mathematics (the pre-Euclidean period).	1	P24
Seminar	Ancient Greek mathematics (the pre-Euclidean period).	2	P24
Week 5			
Lectures	Ancient Greek mathematics (the Euclidean period).	1	P24
Seminar	Ancient Greek mathematics (the Euclidean period).	2	P24
Week 6			
Lectures	Mathematics of non-European civilisations (Chinese mathematics).	1	P24
Seminar	Mathematics of non-European civilisations (Chinese mathematics).	2	P24
Week 7			
Lectures	Mathematics of non-European civilisations (Indian mathematics).	1	P24

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Mathematics of non-European civilisations (Indian mathematics).	2	P24
Week 8			
Lectures	Medieval mathematics (Arabic mathematics).	1	P24
Seminar	Medieval mathematics (Arabic mathematics).	2	P24
Week 9			
Lectures	Mathematics during the Renaissance.	1	P24
Seminar	Mathematics during the Renaissance.	2	P24
Week 10			
Lectures	Modern mathematics (the development of probability and statistics).	1	P24
Seminar	Modern mathematics (the development of probability and statistics).	2	P24
Week 11			
Lectures	Modern mathematics (the development of mathematical logic).	1	P24
Seminar	Modern mathematics (the development of mathematical logic).	2	P24
Week 12			
Lectures	Modern mathematics (the development of algebra and the development of set theory).	1	P24
Seminar	Modern mathematics (the development of algebra and the development of set theory).	2	P24
Week 13			
Lectures	New directions in mathematics.	1	P24
Seminar	New directions in mathematics.	2	P24
Week 14			
Lectures	Women in mathematics.	1	P24
Seminar	Women in mathematics.	2	P24
Week 15			
Lectures	The use of facts, discoveries, and contributions from the history of mathematics as motivational stories during the teaching process.	1	P24
Seminar	The use of facts, discoveries, and contributions from the history of mathematics as motivational stories during the teaching process.	2	P24

Choral Singing 2

Course name	**Choral Singing 2**		
Course code	VUU305	*Year of study*	1.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To develop musical ear and vocal-technical abilities of musical expression. To become familiar with and perform choral literature for a female choir. To expand knowledge of choral literature and perform compositions of medium difficulty while developing a sense for stylistic interpretation.		
Enrolment requirements	The prerequisite for enrolling in the Choral Singing 2 course is completion of the Choral Singing 1 course.		
Learning outcomes	Upon completion of the course, the student will be able to: - recognize and distinguish between pieces of literature for female choirs of different stylistic periods; - perform pieces of literature for female choirs of different stylistic periods; - perform musical texts with pure intonation, with precise rhythm and accurately realize all other components of the musical template, such as dynamics, articulation, tempo, etc.; - apply the basics of vocal technique; - collaborate musically in group music making; - participate in public performances. - critically analyze and evaluate one's own vocal contribution to choral performances with arguments and competently assess the interpretative and technical quality of joint performance of choral compositions.		
Course content			
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process (lectures 80%); 2. complete individual and group assignments in a timely and quality manner; 3. obtain information about classes that were missed during consultations with teachers and other students; 4. pass a practical exam – public speaking.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam ☒ Public performances	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed on the basis of success in the practical exam (100%).		

	The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Radočaj-Jerković, A. (2017). Zborsko pjevanje u odgoju i obrazovanju. Umjetnička akademija u Osijeku.		
	Primjeri iz zborske literature.		
Supplementary literature	1. Smith, B. i Sataloff, R. T. (2013). Choral Pedagogy. Plural Publishing Inc. 2. Abrahams, F. i Head, P. D. (ur.) (2017). The Oxford Handbook of Choral Pedagogy. Oxford University Press. 3. Kemp, M. (2009). The Choral Challenge: Practical Paths to Solving Problems. GIA Publications. 4. Davids, J. i LaTour, S. (2020). Vocal Technique: A Guide to Classical and Contemporary Styles for Conductors, Teachers, and Singers. Waveland Press, Inc.		
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exam and fulfilled other obligations prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture. Vocal-technical exercises. Arrangement of a new choral composition.	2	MM
Week 2			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 3			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 4			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 5			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 6			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 7			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 8			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 9			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 10			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 11			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 12			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 13			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 14			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 15			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM

English Language 2

Course name	**English Language 2**		
Course code	VUU009	*Year of study*	1.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	4.0
Associates	dr. sc. Eva Jakupčević	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To introduce students to the basic principles of translating professional texts in English as a foreign language, with a strong emphasis on texts from the fields of teacher education and early childhood and primary education. To enable students to develop reading comprehension skills for professional texts in English, acquire English vocabulary from the fields of primary school education and teacher training, and to review and cyclically expand upon English grammar categories. To qualify students to give short oral presentations in English on a given topic within their professional field.		
Enrolment requirements	Completed attendance requirements of English 1.		
Learning outcomes	Upon successful completion of this course, students will be able to: - read and comprehend professional texts in English and translate them into Croatian as the mother tongue - analyze a professional text in English in all its segments, at both language and content level - deliver a short oral presentation in English on a given professional topic - identify, explain and linguistically produce various grammatical categories, particularly the ones typical of professional texts (e.g. passive constructions, indefinite pronouns, compounds etc.).		
Course content	1.Professional text analysis: English as a Lingua Franca 2. Passive and Active 3. Professional text analysis: Animals in early education 4. Conditional Clauses 5. Professional text analysis: What is the purpose of early education 6. Indirect Speech 7. Indirect Question 8. Professional text analysis: Shape and Form 9. Prepositions 10. Professional text analysis: Why become a teacher 11. Gerund 12. Professional text analysis: How do parents influence their child´s perception of the curriculum 13. Phrasal Verbs 14. Preliminary exams 15. Professional text analysis: Didactic games in early education 16. Analysis of the preliminary exam results and student evaluation 17. Professional text analysis: How do young children learn vocabulary?		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: 80% attendance for lectures, 90% for exercises.
Adhere to ethical and scientific principles in higher education.
Participate in and complete teaching and extracurricular activities that enable the attainment of the learning outcomes prescribed for the course. Prepare and deliver a short oral presentation in English on a assigned professional topic.
Pass the written and oral exam (passing the preliminary exam is equivalent to the written and oral exam) and achieve a minimum accuracy of 50% on the exam/colloquium.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☐ Oral presentation</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the course learning outcomes and student obligations, the final grade is determined based on the achievement of the following elements:
Written exam, or a successfully passed preliminary exam– 50%
Oral exam – 20%
Prepared and delivered short oral report in accordance with the instructor's guidelines – 20%
Performance in independent assignments (homework) – 5%
Class participation, involvement in discussions during lectures and seminars – 5%
The evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Marasović-Alujević, M. (2003.). English for Educators, texts and language points, Split, Visoka učiteljska škola Sveučilišta u Splitu, (skripta).</td><td>20</td><td>Yes</td></tr>
<tr><td>Magazine Mary Glasgow Scholastic Magazines: Current (odabrani članci)</td><td></td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Parrott, M. (2010). Grammar for english language teachers. Cambridge University Press
2. Swan, M. (2016). Practical English Usage, 4th edition. Oxford, OUP.
3. Murphy, R. (2019). English Grammar in Use. Cambridge University Press
4. Cambridge Advanced Learner's Dictionary (2005). Cambridge University Press.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Attendance, class participation, and performance in completing tasks Student survey on the quality of teaching and instructors at the university</td></tr>
</table>

	level Passed exam and fulfillment of other obligations prescribed by the syllabus Individual consultations Student self-assessment of achieved learning outcomes Peer assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Analysis of the professional text: English as a Lingua Franca	2	
Foreign language exercises	Passive and active voice	2	
Week 2			
Lectures	Analysis of the professional text: Animals in early education	2	
Foreign language exercises	Passive and active voice	2	
Week 3			
Lectures	Analysis of the professional text: Animals in early education	2	
Foreign language exercises	Conditional clauses	2	
Week 4			
Lectures	Analysis of the professional text: What is the purpose of early education	2	
Foreign language exercises	Conditional clauses	2	
Week 5			
Lectures	Analysis of the professional text: What is the purpose of early education	2	
Foreign language exercises	Indirect speech	2	
Week 6			
Lectures	Analysis of the professional text: What is the purpose of early education	2	
Foreign language exercises	Indirect questions	2	
Week 7			
Lectures	Analysis of the professional text: Shape and Form	2	
Foreign language exercises	Revision	2	
Week 8			
Lectures	Analysis of the professional text: Shape and Form	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Foreign language exercises	Prepositions	2	
Week 9			
Lectures	Analysis of the professional text: Why become a teacher	2	
Foreign language exercises	Gerund	2	
Week 10			
Lectures	Analysis of the professional text: Why become a teacher	2	
Foreign language exercises	Gerund	2	
Week 11			
Lectures	Analysis of the professional text: How do parents influence their child's perception of the curriculum	2	
Foreign language exercises	Phrasal verbs	2	
Week 12			
Lectures	Analysis of the professional text: How do parents influence their child's perception of the curriculum	2	
Foreign language exercises	Revision	2	
Week 13			
Lectures	Analysis of the professional text: Didactic games in early education	2	
Foreign language exercises	Midterm exam	2	
Week 14			
Lectures	Analysis of the professional text: Didactic games in early education	2	
Foreign language exercises	Analysis of midterm exam results and student evaluation	2	
Week 15			
Lectures	Analysis of the professional text: How do young children learn vocabulary?	2	
Foreign language exercises	Recapitulation	2	

Croatian Language 1

Course name	**Croatian Language 1**		
Course code	VUU013	*Year of study*	1.
Course leader	izv. prof. dr. sc. Gordana Laco	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	Students master basic the knowledge of the Croatian orthography and grammar, they develop and systematize their knowledge of the Croatian language norm.		
Enrolment requirements	there is none		
Learning outcomes	Upon completion of the course, the student will be able to: - apply the Croatian orthographic and grammatical norms and adopt the metalanguage of the profession - interpret linguistic norms - navigate the orthographic, phonological and morphological norms of the Croatian literary and linguistic system in order to be able to check, evaluate and compare their own expression (oral and written), and linguistic practice in general, with the appropriate norm, and teach the basics of the Croatian language.		
Course content	Spelling, phonology and morphonology: the relationship between language and speech, the structure of the linguistic sign; speech organs, the formation of sounds, the division of sounds, the articulatory properties of sounds, the acoustic properties of sounds, the role of sounds in language, phone, phoneme, allophone, phonological opposition, the distribution of phonemes, the relationship between the phonemic and grapheme systems of the Croatian language, sound changes at the morpheme boundary, suprasegmental phonological devices, pronunciation devices, prosodic devices. Morphology: word, morpheme, root morpheme, affixal morphemes, word-forming morphemes, grammatical morphemes, allomorphs, the morphological basis of words, types of stems, stem changes; types of words; nouns - lexical and grammatical characteristics of nouns, gender, number and case, declension of nouns by types; adjectives - lexical and grammatical characteristics of adjectives, declension of definite adjectives, declension of indefinite adjectives, gradation of adjectives; pronouns - types of pronouns; numbers, types of numbers; verbs - verb categories, verb types, verb tenses, verb moods, verb adjectives, verb adverbs; invariable parts of speech - adverbs, prepositions, exclamations, conjunctions, particles.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Actively and constructively participate in class; lectures 70%, seminars 70%. Write a seminar paper in line with previously determined criteria; pass a written exam (or an equivalent of 2 tests); pass an oral exam.		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☐ Participation in class
Assessment and evaluation of student work	- Grading and evaluating student work in class - Written exam (or 2 tests) = 70 % - Oral exam = 20 % - Seminar essay 10 % The assessment and marking criteria of individual elements can be found in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Babić – Finka – Moguš, Hrvatski pravopis, ŠK, Zagreb, 2000., 2002., 2004.	3	
	Sanda Ham, Školska gramatika hrvatskoga jezika, ŠK, Zagreb, 2002., 2009., 2017.	11	
	Babić – Ham – Moguš, Hrvatski školski pravopis, ŠK, Zagreb, 2005.	1	
	Težak, Stjepan – Babić, Stjepan, Gramatika hrvatskoga jezika., ŠK, Zagreb, 2005., 2009.	6	

Supplementary literature	Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika – Nacrti za gramatiku, HAZU, Zagreb, 1991.
Quality assurance methods	- passed exam and the fulfillment of the other obligations prescribed by the syllabus, student questionnaire on the quality of teaching and teachers at the university level.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture: linguistics, language and speech, Croatian language, Croatian standard language; content of the course Croatian Language 1, list of required and additional literature with explanations and instructions for work and exam preparation.	2	
Seminar	Introductory explanations about the topics of seminar papers, course content and literature; division of topics; instructions for preparing, writing and presenting seminar papers.	2	
Week 2			
Lectures	Phonology, phonemic system of the standard Croatian language.	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 3			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Phonology: division of phonemes; vowels and consonants, phonological and morphophonological principles of writing	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 4			
Lectures	Voice alternations in the Croatian language	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 5			
Lectures	Voice alternations	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 6			
Lectures	Accents in the Croatian language	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 7			
Lectures	Pronunciation units in the Croatian language; spelling and grammar	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 8			
Lectures	First preliminary exam in Croatian language 1	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 9			
Lectures	Morphology (introduction), parts of speech in the standard Croatian language.	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 10			
Lectures	Lexical and grammatical features of nouns	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 11			
Lectures	Lexical and grammatical features of adjectives	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 12			
Lectures	Pronouns; numbers and number expressions in the Croatian language	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 13			
Lectures	Verbs in the standard Croatian language	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 14			
Lectures	Unchangeable words in the Croatian standard language	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	
Week 15			
Lectures	Second preliminary exam in Croatian language 1	2	
Seminar	Presentation of seminar papers in accordance with the assigned topics and according to the established schedule.	2	

Basics of Pedagogy

Course name	**Basics of Pedagogy**		
Course code	VUU032	*Year of study*	1.
Course leader	prof. dr. sc. Sonja Kovačević	*ECTS credits*	5.0
Associates	Sara Pivac	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	Acquisition of knowledge in the field of educational theory and practice necessary for the successful organization and implementation of educational activities and teaching process in educational practice. Recognize developmental tendencies alternative pedagogical theory and practice; recognize basic characteristics and development of school systems.		
Enrolment requirements	Input competencies: - language, computer and information literacy, - possibility to read content in English,		
Learning outcomes	Upon completion of the study, the student will acquire the ability to operate with a thought (induction, analysis, synthesis, comparison, evaluation ...) and to apply ideas in analysis of practice; will be able to analyze the complexity of the phenomenon of education. Of specific competencies, it is expected that students can: - Describe, define and explain the phenomenon of education, - Analyze the phenomenon of education on examples and cases, - Formulate and present ideas, participate in debates and dialogues.		
Course content	Lectures: (Sonja Kovačević) 1. Pedagogy as a science 2. Subject of pedagogy 3. Tasks of pedagogy 4. The system of pedagogical sciences 5. Research methods in pedagogy 6. Anthropological foundations of education 7. Basic concepts in pedagogy 8. Basic categories of pedagogy 9. The structure of the educational process 10. Pedagogical conceptions of practice-educational philosophy 11. Review of the development of pedagogical ideas 12. Educational communication 13. Structure and dynamics of the educational group 14. Educational systems-school system in the Republic of BiH Lectures: (performed by a graduate librarian) 15. Information sources (searches, overview, selection) 1 16. Information sources (searches, overview, selection) 2 Seminar: (performed by a graduate librarian) 1. Information sources (searches, overview, selection) 1 2. Information sources (searches, overview, selection) 2 3. Information sources (use) 1		

	4. Information sources (use) 2 Analysis and discussion of pedagogical problems by processing content from individual sources of pedagogical literature and pedagogical practice.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning		☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	In addition to participating in at least 80% of lectures and 80% of seminars, students will present certain teaching contents within research and teaching activities. Students will pass a written exam and achieve a minimum of 51% accuracy on the exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☒ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Success will be evaluated on the basis of participation in teaching and research activities (40%) and results in the final written and oral exam and literature study (60%).		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Mušanović, M., Lukaš M. (2011), Osnove pedagogije, HFD, Rijeka	1	
	Bratanić, M. (1990), Mikropedagogija, Zagreb Školska knjiga	1	
	Bratanić, M. (2002), Paradoks odgoja. II. Izdanje, Hrvatska sveučilišna naklada, Zagreb	2	
Supplementary literature	1. Giesecke, H. (1993), Uvod u pedagogiju, Zagreb Educa 2. Gudjons, H. (1994), Pedagogija – temeljna znanja, Zagreb, Educa 3. Konig, E., Zedler, P. (2000), Teorije znanosti o odgoju, Zagreb, Educa		
Quality assurance methods	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exams.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Information sources (searches, overview, selection).	2	P 8
Seminar	Information sources (searches, overview, selection).	2	P 11

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 2			
Lectures	Pedagogy as a science.	2	P 8
Seminar	Information sources (use).	2	P 11
Week 3			
Lectures	Subject of pedagogy.	2	P 8
Seminar	Introduction to seminar paper - activity.	2	P 8
Week 4			
Lectures	Tasks of pedagogy.	2	P 8
Seminar	Education, Pedagogical disciplines, Lifelong learning vs education.	2	P 8
Week 5			
Lectures	System of pedagogical sciences.	2	P 8
Seminar	Teacher competencies, Socio-emotional competencies, Modern methodological settings, video presentation (video review) + assignment.	2	P 8
Week 6			
Lectures	Research methods in pedagogy.	2	P 8
Seminar	Motives and needs, Glasser's and Maslow's hierarchy of needs + activity.	2	P 8
Week 7			
Lectures	Anthropological foundations of education.	2	P 8
Seminar	Motivation: Extrinsic and Intrinsic, Motivational Cycle, Effective and Ineffective Praise + Activity.	2	P 8
Week 8			
Lectures	Basic concepts in pedagogy.	2	P 8
Seminar	Learning styles, completing the survey.	2	P 8
Week 9			
Lectures	Basic categories of pedagogy.	2	P 8
Seminar	Assertive communication: Active listening, constructive criticism, "I"/"You" messages.	2	P 8
Week 10			
Lectures	Pedagogical concepts of practice - educational philosophies.	2	P 8
Seminar	Classroom atmosphere and management, Classroom management styles, Causes of student disobedience.	2	P 8
Week 11			
Lectures	Overview of the development of pedagogical ideas.	2	P 8
Seminar	Student presentations: Reggio pedagogy; Agazzi pedagogy; Preventive educational system of St. John Bosco.	2	P 8
Week 12			
Lectures	Educational communication.	2	P 8

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Student presentation: Project-based teaching in a modern school; Pedagogical concept and schools of Celestino Freinet.	2	P 8
Week 13			
Lectures	Structure and dynamics of the educational group.	2	P 8
Seminar	Student presentation: Jena - Plan in European Schools; Summerhill School.	2	P 8
Week 14			
Lectures	Educational systems - school system in the Republic of Croatia.	2	P 8
Seminar	Student presentation: Comparative analysis of approaches in Montessori and Waldorf pedagogy; Constructivist.	2	P 8
Week 15			
Lectures	Structure of the educational process.	2	P 8
Seminar	Activity and revision for the exam.	2	P 8

Historical Phenomenology

Course name	**Historical Phenomenology**		
Course code	VUU036	*Year of study*	1.
Course leader	izv. prof. dr. sc. Nikša Varezić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To cover the key processes in Croatian history from the Battle of Mohács in 1526 to the end of World War I and the dissolution of the Austro-Hungarian Monarchy in 1918. To examine the structural changes in the complex four-century history of the Croats, during which they resisted the Ottomans, the Habsburgs, and the Hungarians while striving to preserve their national identity and internal autonomy. In addition to political history, attention will be paid to economic, social, and cultural conditions, as well as the history of the Church. The course will also explore the activities of the most important Croatian institutions responsible for maintaining and developing the Croatian state-legal idea and for the process of forming the modern Croatian nation.		
Enrolment requirements	Completed the course Introduction to History		
Learning outcomes	Upon successful completion of the course, students will be able to: - interpret key events, processes, and historical figures in national history from 1526 to 1918; - identify causal relations and trace their development; - place events from national history within a broader European context and recognize continuity and change; - relate microhistorical perspectives to general historical developments; - apply analytical and interpretative skills based on historical sources; - develop an appreciation for the past and an understanding of the importance of preserving cultural and historical heritage.		
Course content	Lectures: 1. Introductory lecture; assignment of seminar topics; examination literature. 2. The Battle of Mohács; the election of the Habsburgs as Croatian kings; the period of the greatest Ottoman threat. 3. The Military Frontier and the Uskoks; the liberation of Croatian lands from Ottoman rule. 4. The Zrinski–Frankopan resistance to Habsburg centralism; conditions after liberation from the Ottomans. 5. Bosnia under Ottoman rule; the Republic of Dubrovnik, Dalmatia, and Istria in the Early Modern period; Croatian culture in the 17th and 18th centuries. 6. Enlightened absolutism in Croatia; Croatia during the Napoleonic era. 7. Political relations in Croatia in the mid-19th century; the Croatian National Revival. 8. The Revolution of 1848 in Croatia. 9. Economic and social relations in the Croatian lands; the formation of Austria-Hungary and the Eastern Crisis.		

<table>
<tr><td></td><td colspan="4">10. Croatia during and after the collapse of neo-absolutism; the Croatian–Hungarian Settlement.
11. Modernization of Croatia and Ban Ivan Mažuranić; Dalmatia and Istria in the second half of the 19th century.
12. Croatia at the turn of the century; Croatia at the beginning of the 20th century; the Radić brothers.
13. Social relations and culture in Civil Croatia; economic and social development in Dalmatia and Istria.
14. The Sarajevo assassination and the outbreak of World War I; Croatia during the First World War.
15. Concluding lecture.
Seminars:
1. Introductory lecture; assignment of seminar topics; examination literature.
2. Life in the Dalmatian Hinterland; fortification of Split in the 17th century.
3. Marko Marulić; the Peasant Rebellion of 1573.
4. The Military Frontier; the Uskoks; the Battle of Sisak (1593).
5. The Zrinski and Frankopan families; Pavao Ritter Vitezović.
6. The Hvar Rebellion; Protestantism in Istria; the 1667 Dubrovnik earthquake.
7. Maksimilijan Vrhovec; Dalmatia under French administration.
8. Ljudevit Gaj; Janko Drašković.
9. Bach’s absolutism in Dalmatia; the question of Dalmatia’s unification with Croatia (1860/61).
10. Juraj Haulik; Ante Starčević; Eugen Kvaternik.
11. Ivan Mažuranić; Khuen Hedervary; Josip Juraj Strossmayer.
12. Antonio Bajamonti; Mihovil Pavlinović; Juraj Dobrila.
13. Rural Dalmatia; the history of primary and secondary education; the history of higher education until the 20th century.
14. The Croatian Peasant Party (1904–1914).
15. The New Course policy.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Participate in the educational process: attend 90% of lectures and 70% of seminars. Prepare and present a seminar.
Pass two written tests (colloquia).</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☒ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">1. Successful completion of two written tests (colloquia) – 40%
2. Oral examination – 50%
3. Preparation and presentation of a seminar paper in accordance with the instructor’s guidelines – 10%</td></tr>
<tr><td>Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
</table>

	Valentić, M. i Ćoralić, L. (Ur.). (2005). Povijest Hrvata: Knjiga 2. Od kraja 15. stoljeća do kraja Prvoga svjetskog rata. Školska knjiga.	1	
Supplementary literature	Goldstein, I. (1996). Kronologija: Hrvatska – Europa – Svijet. Novi Liber. Goldstein, I. (2003). Hrvatska povijest. Novi Liber.		
Quality assurance methods	- Class attendance, active participation in class, and successful completion of assigned tasks - Student survey on the quality of teaching and lecturers at the university level - Successful completion of the examination and fulfillment of other course requirements specified in the syllabus - Individual consultations with the lecturer - Student self-assessment of achieved learning outcomes		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture; assignment of seminar topics; examination literature.	1	
Seminar	Introductory lecture; assignment of seminar topics; examination literature.literatura.	1	
Week 2			
Lectures	The Battle of Mohács; the election of the Habsburgs as Croatian kings; the period of the greatest Ottoman threat.	1	
Seminar	Life in the Dalmatian Hinterland; fortification of Split in the 17th century.	1	
Week 3			
Lectures	The Military Frontier and the Uskoks; the liberation of Croatian lands from Ottoman rule.	1	
Seminar	Marko Marulić; The Peasant Rebellion of 1573.	1	
Week 4			
Lectures	The Zrinski–Frankopan resistance to Habsburg centralism; conditions after liberation from the Ottomans.	1	
Seminar	The Military Frontier; The Uskoks; The Battle of Sisak (1593).	1	
Week 5			
Lectures	Bosnia under Ottoman rule; the Republic of Dubrovnik, Dalmatia, and Istria in the Early Modern period; Croatian culture in the 17th and 18th centuries.	1	
Seminar	The Zrinski and Frankopan families; Pavao Ritter Vitezović.	1	
Week 6			
Lectures	Enlightened absolutism in Croatia; Croatia during the Napoleonic era.	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	The Hvar Rebellion; Protestantism in Istria; The 1667 Dubrovnik earthquake.	1	
Week 7			
Lectures	Political relations in Croatia in the mid-19th century; the Croatian National Revival.	1	
Seminar	Maksimilijan Vrhovec; Dalmatia under French administration.	1	
Week 8			
Lectures	The Revolution of 1848 in Croatia.	1	
Seminar	Ljudevit Gaj, Janko Drašković.	1	
Week 9			
Lectures	Economic and social relations in the Croatian lands; the formation of Austria-Hungary and the Eastern Crisis.	1	
Seminar	Bach's absolutism in Dalmatia; The question of Dalmatia's unification with Croatia (1860/61).	1	
Week 10			
Lectures	Croatia during and after the collapse of neo-absolutism; the Croatian–Hungarian Settlement.	1	
Seminar	Juraj Haulik, Ante Starčević, Eugen Kvaternik.	1	
Week 11			
Lectures	Modernization of Croatia and Ban Ivan Mažuranić; Dalmatia and Istria in the second half of the 19th century.	1	
Seminar	Ivan Mažuranić, Khuen Hedervary, Josip Juraj Strossmayer.	1	
Week 12			
Lectures	Croatia at the turn of the century; Croatia at the beginning of the 20th century; The Radić brothers.	1	
Seminar	Antonio Bajamonti, Mihovil Pavlinović, Juraj Dobrila.	1	
Week 13			
Lectures	Social relations and culture in Civil Croatia; economic and social development in Dalmatia and Istria.	1	
Seminar	Rural Dalmatia; History of primary and secondary education; History of higher education until the 20th century.	1	
Week 14			
Lectures	Sarajevo assassination and the outbreak of World War I; Croatia during the First World War.	1	
Seminar	Croatian Peasant Party (1904–1914).	1	
Week 15			
Lectures	Concluding lecture.	1	
Seminar	The New Course policy.	1	

Computer Laboratory

Course name	**Computer Laboratory**		
Course code	VUU039	*Year of study*	1.
Course leader	doc. dr. sc. Lada Maleš	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 30 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	The objective of this course is to introduce students to the fundamental concepts and inner workings of computer networks, with a primary focus on the Internet. Students will be equipped to effectively utilize Internet services and cloud computing applications in line with current technological trends, with an emphasis on their practical application in educational settings. Furthermore, the course aims to introduce students to various Internet access technologies. Students will learn to identify different types of online security threats and implement effective cybersecurity measures. Finally, the course will enable students to build webpages and create simple designs.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - Differentiate between Internet services and protocols based on their purpose. - List and explain the different types of Internet addresses. - Identify and explain the differences between various Internet access technologies. - List online security threats, explain their differences, and implement appropriate cybersecurity measures. - Effectively locate and retrieve information on the Internet. - Utilize a Learning Management System (LMS). - Create HTML files and apply formatting using CSS. - Deploy and upload websites to a server. - Utilize cloud computing applications.		
Course content	LECTURES: Computer Networks (Data Transmission and Network Classification) The Internet (History and Evolution) Internet Services (Client-Server Architecture, Peer-to-Peer Networks, Services, and Protocols) Internet Architecture: Fundamentals of the TCP/IP Model Internet Addressing Internet Access (Technologies and Data Transfer Rates) Internet Security (Types of Threats and Cybersecurity Measures) Cloud Computing HTML and CSS (Fundamentals) SEMINARS/PROJECTS Cloud Computing (Resource Creation and Sharing) Seminar Project Development Using Cloud-Based Applications (applications are selected based on current technological trends and their practical applicability in educational settings). Project Presentations		

<table>
<tr><td></td><td colspan="3">EXERCISES:
Advanced Web Searching & LLM Tools
HTML Fundamentals and Server Deployment
Web page styling with CSS (Basics)</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: 70% attendance at lectures, 80% attendance at seminars and 80% attendance at practical exercises. Actively participate in and complete learning activities designed to achieve the course learning outcomes.
Pass the practical (computer-based) and theoretical (written) components of the exam (the equivalents to the practical component are 3 passed midterms, and the equivalents to the theoretical component is 1 passed midterm) and achieve a minimum of 50% accuracy on the exam/midterms.
Prepare and present a seminar project in accordance with predefined assessment criteria.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☐ Midterm exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Students who successfully pass all four midterms are exempted from the final exam (3 midterms from the practical component 70% and 1 midterm from the theoretical component 20%).
Prepared and presented a seminar/project in accordance with predefined assessment criteria 10%.
Evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>L. Maleš. Course materials available on the course website (faculty intranet and the Moodle LMS https://merlin.srce.hr/)</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>W3Shools HTML Tutorial https://www.w3schools.com/html/default.asp</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>W3Shools CSS Tutorial https://www.w3schools.com/css/default.asp</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>On-line manuals for cloud applications.</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>European Union policy document on Artificial Intelligence, https://www.europarl.europa.eu/topics/hr/topic/artificial-intelligence</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>EU Artificial Intelligence Act, https://www.consilium.europa.eu/hr/policies/artificial-intelligence/</td><td>0</td><td>Yes</td></tr>
</table>

Supplementary literature	Robson, E., & Freeman, E. (2012). Head First HTML and CSS (2nd ed.). O'Reilly Media. Henick, B. (2010). HTML & CSS: The good parts. O'Reilly Media. (knjižnica, 3 primjerka). https://www.e-sfera.hr/prelistaj-udzbenik/4681c2d4-8cc7-45bc-997b-1e5798d3aec6 Kager D. (2024.) Umjetna inteligencija – Početak, razvoj i budući izazovi: prvo izdanje CARNET-ovog priručnika. Publikacija projekta Primjena digitalnih tehnologija temeljenih na umjetnoj inteligenciji u obrazovanju (BrAIn). Dostupno na https://edutorij.carnet.hr/materijali/4446785
Quality assurance methods	- Attendance and participation in class; performance in completing assigned tasks - University-wide student survey on the quality of teaching and the course instructor - Passed examination and fulfilment of other obligations prescribed by the syllabus - Individual consultations - Students' self-assessment of the achieved learning outcomes - Collaborative evaluation of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Computer networks (data transmission, classification) Cloud computing	1	P8
Seminar	Cloud computing (account setup)	1	P9
Laboratory exercises	Advanced web searching	2	P9
Week 2			
Lectures	Computer networks (data transmission, classification)	1	P8
Seminar	Cloud computing (resource creation and sharing)	1	P9
Laboratory exercises	Advanced web searching and LLM tools	2	P9
Week 3			
Lectures	Internet (history and evolution)	1	P8
Seminar	Cloud computing (resource creation and sharing)	1	P9
Laboratory exercises	Advanced web searching and LLM tools	2	P9
Week 4			
Lectures	Internet services (client/server, peer-to-peer networks, services and protocols)	1	P8
Seminar	Development of a seminar/project using a cloud-based application	1	P9

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Laboratory exercises	Midterm	2	P9
Week 5			
Lectures	HTML	1	P8
Seminar	Development of a seminar/project using a cloud-based application.	1	P9
Laboratory exercises	HTML	2	P9
Week 6			
Lectures	Internet services (client/server, peer-to-peer networks, services and protocols)	1	P8
Seminar	Development of a seminar/project using a cloud-based application.	1	P9
Laboratory exercises	HTML	2	P9
Week 7			
Lectures	Internet architecture (TCP/IP model fundamentals)	1	P8
Seminar	Development of a seminar/project using a cloud-based application.	1	P9
Laboratory exercises	HTML	2	P9
Week 8			
Lectures	Internet addressing	1	P8
Seminar	Development of a seminar/project using a cloud-based application.	1	P9
Laboratory exercises	HTML	2	P9
Week 9			
Lectures	Internet access (technologies used, data transmission speed)	1	P8
Seminar	Development of a seminar/project using a cloud-based application.	1	P9
Laboratory exercises	HTML	2	P9
Week 10			
Lectures	Internet access (technologies used, data transmission speed)	1	P8
Seminar	Seminar/project presentation	1	P9
Laboratory exercises	Midterm	2	P9
Week 11			
Lectures	CSS	1	P8
Seminar	Seminar/project presentation	1	P9

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Laboratory exercises	CSS	2	P9
Week 12			
Lectures	Cybersecurity (types of threats and methods of protection)	1	P8
Seminar	Seminar/project presentation	1	P9
Laboratory exercises	CSS	2	P9
Week 13			
Lectures	Cybersecurity (types of threats and methods of protection)	0	P8
Seminar	Seminar/project presentation	1	P9
Laboratory exercises	CSS	2	P9
Week 14			
Lectures	Cybersecurity (types of threats and methods of protection)	1	P8
Seminar	Seminar/project presentation	1	P9
Laboratory exercises	CSS	2	P9
Week 15			
Lectures	Midterm	0	P8
Seminar	Seminar/project presentation	1	P9
Laboratory exercises	Midterm	2	P9

Developmental Psychology of Childhood

Course name	**Developmental Psychology of Childhood**		
Course code	VUU145	*Year of study*	1.
Course leader	doc. dr. sc. Katija Kalebić Jakupčević	*ECTS credits*	4.0
Associates	Karla Babić Ines Roso Perić, pred.	*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To introduce students to developmental dimensions within individual thematic units – from temperament, attachment and emotions to self-concept, personality development and developmental difficulties – and to the application of these insights in education in childhood and adolescence.		
Enrolment requirements	None		
Learning outcomes	Upon completion of the course, the student will be able to: - Determine the basic features of temperament in childhood - Understand and list the individual stages and the role of attachment development and its connection with emotional development and temperament in the child - Analyse the development of self-control and emotions in childhood - Analyse the influence of the development of the child's initiative and self-control on the educational process - Define self-concept and changes in the dimensions of self-concept in the context of age and personality development - Determine the effects of parenting styles on developmental outcomes in children - Analyse the factors of motivation for marriage and parenthood in the contemporary family - Analyse differences in deviant forms of behaviour and experience during childhood and early adolescence		
Course content	1. Temperament – dimensions of temperament and their manifestation in the context of age 2. Development of attachment; attachment in early childhood, adolescence and adulthood 3. Heredity or environment – contemporary research and theoretical approaches 4. The relationship between attachment, temperament and emotion 5. Development of self-concept and personality 6. Self-control and initiative in education 7. Cognitive styles, attributions and beliefs and their connection with educational processes and decisions 8. Midterm exam 1 9. Peer relationships, friendship, popularity, sociometry 10. Motivation for marriage and parenthood 11. Parenting styles and the challenges of contemporary parenthood 12. Classification and definition of deviant forms of experience and behaviour 13. Children with difficulties in the context of education		

<table>
<tr><td></td><td colspan="4">14. Midterm exam 2</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Participate in the teaching process: lectures 80%, seminars 80%.
Behave in accordance with ethical and academic principles in higher education teaching.
Participate in and complete teaching activities that enable the achievement of the learning outcomes envisaged for the course; write and present a seminar paper and pass the written exam (or 2 midterm exams).</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☒ Midterm exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Pass two midterm exams equivalent to the exam (90%) and prepare and present a seminar paper (10%). Achieve a minimum of 50% accuracy on the exam/midterm exams. The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td colspan="2">Berk, L. (2015). Dječja razvojna psihologija (str. 399.-648.) Jastrebarsko: Naklada Slap.</td><td>3</td><td></td></tr>
<tr><td></td><td colspan="2">Wenar, C. (2003). Razvojna psihopatologija i psihijatrija: od dojenačke dobi do adolescencije. Jastrebarsko: Naklada Slap.</td><td>3</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Ajduković, M. I Kolesarić, V. (Ur.) (2003). Etički kodeks istraživanja s djecom. Vijeće za djecu Vlade RH i Državni zavod za zaštitu obitelji, materinstva i mladeži.
Buggle, F. (2002). Razvojna psihologija Jeana Piageta. Naklada Slap: Jastrebarsko.
Lacković-Grgin, K. (2000). Stres u djece i adolescenata. Naklada Slap: Jastrebarsko.
Nietzel M. T., Bernstein D. A., Milich, R. (2001). Dječja klinička psihologija, u: Uvod u kliničku psihologiju (365-413). Jastrebarsko: Naklada Slap. Santrock, J. W. (2003). Life-Span Development. New York: McGraw Hill.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">Class attendance, activity in class, performance in completing assignments; university-level student survey on the quality of teaching and teachers; passed exam and fulfilment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes; collaborative evaluation of the delivery and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="4"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Temperament – dimensions of temperament and their manifestation in the context of age	2	
Seminar	Biological and psychological dimensions of temperament: developmental changes from childhood to adolescence	1	
Week 2			
Lectures	Development of attachment; attachment in early childhood, adolescence and adulthood	2	
Seminar	Attachment in early childhood: development, patterns and long-term consequences	1	
Week 3			
Lectures	Heredity or environment – contemporary research and theoretical approaches	2	
Seminar	Attachment in adolescence: changes in the parent–child relationship and the importance of peers	1	
Week 4			
Lectures	The relationship between attachment, temperament and emotion	2	
Seminar	Attachment in adulthood: romantic relationships, parenthood, intergenerational transmission	1	
Week 5			
Lectures	Development of self-concept and personality	2	
Seminar	Heredity and environment in child development: contemporary models (epigenetics, the transactional model)	1	
Week 6			
Lectures	Self-control and initiative in education	2	
Seminar	Temperament and emotional regulation: how they shape each other through development	1	
Week 7			
Lectures	Cognitive styles, attributions and beliefs and their connection with educational processes and decisions	2	
Seminar	The relationship between attachment and emotional development: attachment security as a protective factor	1	
Week 8			
Lectures	Midterm exam 1	2	
Seminar	Development of self-concept and identity in childhood and adolescence	1	
Week 9			
Lectures	Peer relationships, friendship, popularity, sociometry	2	
Seminar	Peer relationships and sociometric status: consequences of popularity, rejection and neglect	1	
Week 10			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Motivation for marriage and parenthood	2	
Seminar	Self-control and executive functions in the school context: the role of teachers and parents	1	
Week 11			
Lectures	Parenting styles and the challenges of contemporary parenthood	2	
Seminar	Pupils' cognitive styles and attributions: influence on learning, motivation and school achievement	1	
Week 12			
Lectures	Classification and definition of deviant forms of experience and behaviour	2	
Seminar	The role of the teacher in working with children with difficulties – chronic disorders	1	
Week 13			
Lectures	Classification and definition of deviant forms of experience and behaviour	2	
Seminar	The role of the teacher in working with children with difficulties – anxiety disorders	1	
Week 14			
Lectures	Children with difficulties in the context of education	2	
Seminar	The role of the teacher in working with children with difficulties – autism spectrum	1	
Week 15			
Lectures	Midterm exam 2	2	
Seminar	The role of the teacher in working with children with difficulties – ADHD	1	

Sociology

Course name	**Sociology**		
Course code	VUU042	*Year of study*	1.
Course leader	prof. dr. sc. Zorana Šuljug Vučica	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Compulsory	*Online percentage*	10%
Course description			
Course aims	To introduce students to the basic terminology of sociology. To gain insight into basic sociological knowledge with the aim of developing knowledge about aspects of social phenomena, occurrences and processes.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - define and explain basic sociological terms and concepts. - recognize and understand various social phenomena, processes and changes in the narrower and broader social context. - interpret classical and contemporary theoretical approaches in sociology. - discuss relevant social problems in the Croatian educational system and the wider social environment.		
Course content	Sociology as a science of society (subjects and problems dealt with by sociology). Sociological worldview (development of sociological thinking, overview of sociological perspectives). Culture and society (concept of culture, cultural differences and ethnocentrism, socialization, social roles, identity). A changing world (types of society, social changes, modern world, globalization). Social interaction and everyday life (communication, social rules of interaction, interaction in time and space). Gender and sexuality (gender differences, gender inequalities, gender socialization, homosexuality, prostitution). Family (family in history, theoretical perspectives, marriage and divorce, alternatives to marriage, family life, violence and abuse in the family). Education (types, theories, research). Health, illness and aging (social foundations of health and illness, medicine and society, the problem of aging). Crime and deviance (explanations of crime and deviance, social theories, organized crime, reduction strategies). Class, stratification and inequality (class and stratification theories, class divisions in contemporary society, social mobility). Poverty and social exclusion (interpretations of poverty, measuring poverty, poverty and social mobility, forms of social exclusion). Work and economic life (paid and unpaid work, division of labor and economic dependence, transformation of labor, women and work, unemployment). Sociological research and methods (definition, types, approaches, methodological aspects: topic, subject, goals, sample, hypotheses, method, measuring		

<table>
<tr><td></td><td colspan="4">instrument, statistical analysis, fieldwork, interpretation of research results)
Ecological problems of contemporary society (population growth, human impacts on nature, risks, future perspectives).</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Participate in the teaching process: lectures 70%.
Behave in accordance with ethical and scientific principles in higher education teaching.
Participate in and carry out teaching activities that enable the acquisition of learning outcomes stipulated in the course. Pass the written exam (equivalent to the written exam are 2 passed midterms) and achieve a minimum of 50% accuracy on the exam/midterms. Inform yourself about classes you missed during consultations with teachers and other students.
Adhere to the time frames required for carrying out course activities.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) – 100% The evaluation and grading criteria for this element are described in the course repository</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td></td><td>Giddens, A. (2007) Sociologija (prema 4. engleskom izdanju), Zagreb: Globus.</td><td>5</td><td colspan="2">Yes</td></tr>
<tr><td></td><td>Giddens, A. (2009) Sociology. Sixth Edition. Cambridge, Malden: Polity Press.</td><td>0</td><td colspan="2">Yes</td></tr>
<tr><td></td><td>Haralambos, M., Holborn, M. (2002) Sociologija. Teme i perspektive. Zagreb: Golden marketing.</td><td>1</td><td colspan="2">No</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Ferrante, J. (2015) Seeing Sociology: An Introduction. Third Edition. Boston: Cengage Learning.
2. Leburić, A.; Afrić, V. Šuljug Vučica, Z. (2009) Ljudski kapital kao razvojni faktor: sociološko istraživanje u Hrvatskoj. Biblioteka: Istraživačke studije, knjiga br. 9. Split: Redak.
3. Kuvačić, I. (2004) Uvod u sociologiju. Zagreb: Golden marketing.
4. Ritzer, G. (1997) Suvremena sociologijska teorija. Zagreb: Globus.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">- class attendance, class activity, success in completing assignments
- student survey on the quality of teaching and teachers at the university level
- passed exam and fulfilled other obligations prescribed by the syllabus
- individual consultations
- student self-assessment of achieved learning outcomes</td></tr>
</table>

	- peer review of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture: sociology as a science	2	MM
Week 2			
Lectures	Sociology as a science of society (subjects and problems dealt with by sociology). Sociological view of the world (development of sociological thinking, overview of sociological perspectives).	2	MM
Week 3			
Lectures	Newer sociological theories and perspectives (functionalism, symbolic interactionism, feminism, poststructuralism; social structure/social action; consensus/conflict)	2	MM
Week 4			
Lectures	Sociological research methods (research questions, research process, research methods, problems, difficulties and dilemmas)	2	MM
Week 5			
Lectures	Sociological research methods (research questions, research process, research methods, problems, difficulties and dilemmas)	2	MM
Week 6			
Lectures	Culture and society (concept of culture, cultural differences and ethnocentrism, socialization, social roles, identity)	2	MM
Week 7			
Lectures	World in change (historical overview of the development of societies, globalization, risk, inequalities)	2	MM
Week 8			
Lectures	1st mid-term test	2	MM
Week 9			
Lectures	Social interaction and everyday life (communication, social rules of interaction, interaction in time and space)	2	MM
Week 10			
Lectures	Education (types, theories, research)	2	MM
Week 11			
Lectures	Family (family in history, theoretical perspectives, marriage and divorce, alternatives to marriage, family life, violence and abuse in the family)	2	MM
Week 12			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Gender and sexuality (gender differences, gender inequalities, gender socialization, homosexuality, prostitution)	2	MM
Week 13			
Lectures	Crime and deviance	2	MM
Week 14			
Lectures	Poverty and social exclusion (interpretations of poverty, measurement of poverty, poverty and mobility, forms of social exclusion) Summary of Part 2	2	MM
Week 15			
Lectures	2nd mid-term test	2	MM

Didactics

Course name	**Didactics**		
Course code	VUU105	*Year of study*	2.
Course leader	prof. dr. sc. Sonja Kovačević	*ECTS credits*	5.0
Associates	doc. dr. sc. Joško Barbir	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	Course objectives are to introduce students to the concept and subject didactics; to understand the theoretical and methodological grounding of didactics and understand and apply basic didactic terms. Furthermore, the goal is to get acquainted with didactic theories and analyze and evaluate the elements of teaching situations and other educational situations; to familiarize themselves with the process of planning and programming classes and to be able to produce and evaluation of the curriculum as well as to get acquainted with the stages of the teaching process and the articulation of a particular teaching situation; to evaluate and apply the principles, methods, technology and media in teaching and learning; to be able to prepare the teaching situation; familiarize themselves with the elements that affect the educational climate and to be able to transfer and interference of knowledge of didactics on different situations of teaching and educational process .		
Enrolment requirements	No conditions.		
Learning outcomes	Upon completion of the course, the student will be able to: - identify didactics as a pedagogical discipline and its relationship to other scientific disciplines - identify and explain the relationship between didactics and methodology - define and explain basic didactic concepts - identify cause-and-effect relationships between different didactic phenomena - identify different didactic theories, directions, models and systems - distinguish between types of teachers and explain their influence on the teaching process - list and describe the elements of the teaching process - correctly define and formulate learning objectives and outcomes - identify and explain different theories of choosing teaching content - describe the phases, approaches and aspects of the planning and programming process - develop and analyze an implementation programme for a subject - list and explain the phases of the teaching process - describe the articulation of the learning and teaching situation - list and distinguish didactic principles, methods, social forms and media in the teaching and learning process - develop and analyze detailed preparation for teaching or other forms of educational work - define and analyze the term educational ecology		
Course content	1. Subject and methodological-epistemological foundation of didactics. 2. Basic didactic concepts and didactic system. 3. Didactic theories, directions, models and systems.		

<table>
<tr><td></td><td colspan="4">4. Types of teachers
5. Education and teaching (goals, tasks-learning outcomes and contents; laws and laws, legal tendencies).
6. Educational and teaching situations.
7. Curriculum and curriculum.
8. Planning and programming of teaching (structuring the curriculum).
9. Theories on the selection and structuring of teaching content.
10. Macro and micro organization of education and teaching.
11. Didactic cycle and its stages (preparation, implementation and evaluation of teaching and education).
12. Articulation of the learning and teaching situation.
13. Didactic principles in the process of teaching and learning.
14. Didactic methods of teaching and learning.
15. Social forms of work in teaching and learning.
16. Technology and media of education and teaching.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☒ Fieldwork
☐ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Student responsibilities include: regular attendance and active participation of students in all ways of teaching and adoption of knowledge; create a set of didactic exercises (performance program, detailed preparation for teaching or other form of educational work); individual consultations; taking a written and oral exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☒ Didactic exercises</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Grading and evaluating student work in class and at the final exam Success will be evaluated on the basis of participation in teaching activities and didactic exercises (50%) and results in the final written and oral exam (50%).</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Bognar, L., Matijević, M. (2002), Didaktika. Zagreb: Školska knjiga. (odabrana poglavlja)</td><td colspan="2">3</td><td></td></tr>
<tr><td></td><td>Mušanović, M., Vasilj, M., Kovačević, S. (2010). Vježbe iz didaktike. Rijeka: HFD. ISBN 978-953-95074-4-0 CIP katalogizacija u publikaciji Sveučilišna knjižnica u Rijeci</td><td colspan="2"></td><td>online</td></tr>
<tr><td></td><td>Previšić, V. (ur.) (2007), Kurikulum: Teorije – Metodologija – Sadržaj – Struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)</td><td colspan="2">2</td><td></td></tr>
</table>

Supplementary literature	Kovačević, S., Mušanović, L. (2013), Od transmisije do majeutike – modeli nastave. Zagreb: HFD. ISBN 978-953-95074-4-8 2. Bežen, A., Jelavić, F., Kujundžić, N., Pletenac, V. (1991), Osnove didaktike. Zagreb: Školske novine. 3. Jelavić, F. (1994), Didaktičke osnove nastave. Jastrebarsko: Slap. 4. Jensen, E. (2003), Super-nastava. Zagreb: Educa. 5. Kramar, M. (1993), Načrtovanje in priprava izobraževalno-vzgojnega dela v šoli. Novo mesto, Nova Gorica: Educa. 6. Kyriacou, C. (1995), Temeljna nastavna umijeća. Zagreb: Educa. 7. Marentič-Požarnik, B., Strmčnik, F., Cencič, M., Blažič, M. (1991), Izbrana poglavlja iz didaktike. Novo mesto: Pedagoška obzorja. 8. Marsh, J. C. (1994), Kurikulum: temeljni pojmovi. Zagreb: Educa. 9. Meyer, H. (2002), Didaktika razredne kvake. Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa.
Quality assurance methods	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exam.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	The subject and methodological and epistemological soundness of didactics	2	P
Seminar	Contemporary definitions of didactics - from classical to critical and postmodern	2	
Week 2			
Lectures	The basic didactic concepts and training system	2	
Seminar	Classification of teaching methods – advantages and limitations of individual divisions	2	
Week 3			
Lectures	Didactic theories, trends, models and systems; types of teachers	2	
Seminar	Comparison of frontal, group and individual teaching - when to use what?	2	
Week 4			
Lectures	Education and teaching (goals, tasks-learning outcomes and contents; laws and legalities, legal tendencies)	2	
Seminar	Discovery learning (inquiry-based teaching) – steps and examples in classroom teaching	2	
Week 5			
Lectures	Educational and teaching situations	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Problem-based teaching – shaping a problem situation and guiding students	2	
Week 6			
Lectures	Curriculum, syllabus and program	2	
Seminar	Teaching reading and writing as a didactic approach (in all subjects)	2	
Week 7			
Lectures	Planning and programming of teaching (structuring of the curriculum)	2	
Seminar	Programmed teaching and computer-assisted learning - today and then	2	
Week 8			
Lectures	Theories on the selection and structuring of teaching content	2	
Seminar	Didactic design of the lesson – lesson preparation form and phases	2	
Week 9			
Lectures	Macro and micro organization of education and teaching	2	
Seminar	Educational outcomes – how to clearly formulate and verify them	2	
Week 10			
Lectures	Didactic cycle and its stages (preparation, implementation and evaluation of teaching and education)	2	
Seminar	Differentiation of teaching – adapting content, processes and products to students	2	
Week 11			
Lectures	Articulation of learning and teaching situations	2	
Seminar	Didactic principles – a contemporary interpretation of the principles of clarity, systematicity, and awareness	2	
Week 12			
Lectures	Social forms of work in teaching and learning	2	
Seminar	Cross-curricular connection – planning and implementing an integrated day	2	
Week 13			
Lectures	Didactic principles in the teaching and learning process	2	
Seminar	Knowledge assessment – t ypes, functions and didactic aspects of assessment	2	
Week 14			
Lectures	Didactic methods of teaching and learning	2	
Seminar	Curriculum as a didactic framework – the difference between curriculum and teaching program	2	
Week 15			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Technology and media of education and teaching	2	
Seminar	The role of didactics in the professional development of teachers – reflection on practice and action research	2	

Croatian Language 2

Course name	**Croatian Language 2**		
Course code	VUU014	*Year of study*	2.
Course leader	izv. prof. dr. sc. Gordana Laco	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to enable students to master the basic knowledge of the grammar of the Croatian language and the history of the Croatian literary language; it systematizes knowledge of the Croatian language.		
Enrolment requirements	Completed and passed the Croatian Language 1 course		
Learning outcomes	Upon completion of the course, the student will be able to: - apply grammatical norms - navigate the formational and syntactic norms of the Croatian literary and linguistic system, with which they can check, evaluate and compare their own expression (oral and written), and language practice in general, with the appropriate norm, and teach the basics of the Croatian language, especially in primary school - describe the historical development of the Croatian language.		
Course content	Word formation in the Croatian literary language: morphological and formational analysis of words; formation modes; formation of nouns, adjectives, verbs, adverbs. Syntax: sentence parts, grammatical structure of a sentence; division of sentences according to communicative purpose; transformations of grammatical sentence structure; simple and complex sentences; sentence construction, independent and dependent compound sentences; stylistically unmarked and stylistically marked word order in a sentence. History of the Croatian literary language: periods in the history of the Croatian language; sound changes and reflexes in Croatian dialects; Croatian literary language types; process of standardization of the Croatian language.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 70% and seminars 70%. Write and present a seminar paper according to pre-determined criteria; pass two written tests or a written exam (two tests are equivalent to a written exam); pass an oral exam		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☐ Participation in class

Assessment and evaluation of student work	- written exam (or two midterms) 70% - oral exam 20% - seminar paper 10% The evaluation and grading criteria are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Ham, S. (2017). Školska gramatika hrvatskoga jezika. Školska knjiga.	11	
	Težak, S., & Babić, S. (2009). Gramatika hrvatskoga jezika. Školska knjiga.	6	
	Moguš, M. (1997). Povijest hrvatskoga književnog jezika. Globus.	8	
Supplementary literature	Babić, S. (1991). Tvorba riječi u hrvatskom književnom jeziku: Nacrt za gramatiku. Hrvatska akademija znanosti i umjetnosti. Katičić, R. (1991). Sintaksa hrvatskoga književnog jezika: Nacrt za gramatiku. Hrvatska akademija znanosti i umjetnosti. Vulić, S. i Laco, G. (2015). Jezik hrvatskih književnih djela u 19. st. U Povijest hrvatskoga jezika (Knjiga 4: 19. st.) (str. 160–179). Croatica. Bratulić, J. i Damjanović, S. (2008). Hrvatska pisana kultura. V.B.Z.		
Quality assurance methods	- passed the exam and fulfilled other obligations prescribed by the syllabus - student surveys on the quality of teaching and teachers at the university level		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory explanations about course content, literature, work methods and exams	2	
Seminar	Explanations about seminar paper topics, division of topics, instructions for writing and presenting seminar papers	2	
Week 2			
Lectures	Word formation in the standard Croatian language	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 3			
Lectures	Noun formation and adjective formation in the Croatian standard language	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 4			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Formation of pronouns, numerals, verbs and adverbs in the standard Croatian language	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 5			
Lectures	Syntax of the standard Croatian language: words, parts of speech and sentences	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 6			
Lectures	Content and communication sentence structure	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 7			
Lectures	Grammatical structure of a sentence in the standard Croatian language	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 8			
Lectures	Transformations of sentence structure in the Croatian standard language	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 9			
Lectures	First midterm exam in Croatian language 2.	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 10			
Lectures	History of the Croatian language: introduction, 1st period	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 11			
Lectures	History of the Croatian language: 16th and 17th centuries	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 12			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	History of the Croatian language: Croatian literary and linguistic stylizations	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 13			
Lectures	History of the Croatian language: 18th and 19th centuries	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 14			
Lectures	Croatian literary language in the 20th and 21st centuries	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	
Week 15			
Lectures	Second midterm exam in Croatian language 2	2	
Seminar	Presentation of seminar papers in accordance with assigned topics and according to the established schedule	2	

Mathematics 1

Course name	**Mathematics 1**		
Course code	VUU026	*Year of study*	2.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	5.0
Associates	dr. sc. Nives Baranović, v. pred.	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	The aim of the course is to provide students with a fundamental understanding of mathematical structures and relationships, to enable them to apply mathematical logic and basic methods of proof, to develop an understanding of the properties of numbers and operations, to recognise and generalise numerical patterns, and to apply mathematical concepts in modelling simple real-world situations.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - communicate mathematical knowledge and ideas in an argued and effective manner when defining and describing mathematical concepts - define and describe mathematical concepts in arithmetic and algebra - formulate and prove mathematical statements - establish connections between natural language and symbolic mathematical notation - solve mathematical tasks and problems that can be reduced to an appropriate mathematical model or procedure in algebra and arithmetic		
Course content	Structure of mathematical theory: definition, axiom, theorem, proof Elements of mathematical logic: statements, logical operations Sets: representation, set operations, counting and arranging elements Relations and functions: properties and types Number systems: natural, integer, rational, and real numbers; operations and their properties Basics of number theory: even and odd numbers, prime and composite numbers, multiples, divisibility Principle of mathematical induction Equations, inequalities, and modelling simple real-world situations		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Attend the teaching process: 80% of lectures and 80% of seminars. Actively participate in discussions and in solving assigned tasks during lectures and seminar sessions. Prepare and present a seminar paper or independent assignments according to predefined criteria. Pass the exam: written and oral components.		

<table>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☒ Independent assignments</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">The final grade is formed according to the following elements:
1) S – Completed seminar paper or independent tasks – 10%
2) P – Passed written exam (or midterm exams during the semester) – 50%
3) U – Passed oral exam – 40%
Criteria for evaluating each element are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Baranović, N. (2025). Matematika 1. Nastavni materijal dostupan na: https://inet1.ffst.hr/predmet/mat1</td><td></td><td>Yes</td></tr>
<tr><td>Musser, G.L, Burger, W.F., Peterson, B.E. (2006). Mathematics for Elementary Teachers: a Contempporary Approach. (str 1-429). John Wiley & Sons, Inc, USA</td><td>1</td><td>Yes</td></tr>
<tr><td>Polya, G. (1966). Kako riješiti matematički zadatak. Zagreb: Školska knjiga.</td><td>1</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Pavković, B., Veljan, D. (2004). Elementarna matematika I. (str 1-49). Školska knjiga, Zagreb Pauše, Ž. (2007). Matematika i zdrav razum. Školska knjiga, Zagreb
Devide, V. (2010). Čudesna matematika: pogled iznutra i izvana. HMD, Zagreb
Pelle, B. (2004). Tako poučavamo matematiku. (str 13-140). Školske novine i HMD, Zagreb</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- class attendance, activity, task performance
- student evaluations of teaching quality
- passed exam and completed course obligations
- individual consultations
- student self-assessment of achieved learning outcomes
- peer evaluation of teaching process quality</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction: getting acquainted, course requirements, mode of work, assessment criteria; Initial test	2	P5
Seminar	Analysis of the initial test – aligning the mode of work with evaluation results	2	P5
Week 2			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Mathematical problem: classification, characteristics, and problem-solving strategies	2	P5
Seminar	Solving and formulating various types of problems using different strategies	2	P5
Week 3			
Lectures	Sets and set operations	2	P5
Seminar	Solving various types of problems using set operations	2	P5
Week 4			
Lectures	Partition of a set, Cartesian product, and relations	2	P5
Seminar	Solving problem tasks using set operations and relations	2	P5
Week 5			
Lectures	The set of natural numbers: construction, number systems; Principle of mathematical induction	2	P5
Seminar	Solving and formulating various tasks in $\mathbb{N}$: puzzles, riddles, etc.; Number patterns	2	P5
Week 6			
Lectures	The set of natural numbers: basic arithmetic operations and their properties	2	P5
Seminar	Solving and formulating various tasks in $\mathbb{N}$: counting, arithmetic expressions	2	P5
Week 7			
Lectures	Properties of natural numbers: even/odd, prime/composite, multiples, divisibility	2	P5
Seminar	Solving and formulating various tasks using properties of natural numbers	2	P5
Week 8			
Lectures	Function: definition, basic elements, types; Number patterns and functions	2	P5
Seminar	Solving and formulating various tasks: recognising functions and types of functions; Determining a function defined by a number pattern	2	P5
Week 9			
Lectures	Composition of functions, inverse function and their properties; Properties of $\mathbb{N}$	2	P5
Seminar	Determining compositions and existence of inverse functions; Modelling in $\mathbb{N}$	2	P5
Week 10			
Lectures	Integers and rational numbers: construction and basic operations	2	P5
Seminar	Solving and formulating various tasks in $\mathbb{Z}$ and $\mathbb{Q}$	2	P5
Week 11			
Lectures	Real numbers: construction and basic properties	2	P5

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Solving and formulating various tasksin $\mathbb{R}$; Modelling in $\mathbb{R}$	2	P5
Week 12			
Lectures	Statements and logical operations	2	P5
Seminar	Solving and formulating tasks involving statements	2	P5
Week 13			
Lectures	Mathematical statements and direct proofs	2	P5
Seminar	Formulating statements, testing truth, proving	2	P5
Week 14			
Lectures	Indirect proofs	2	P5
Seminar	Indirect proof of mathematical statements	2	P5
Week 15			
Lectures	Reflection and systematisation	2	P5
Seminar	Mixed tasks for revision and practice	2	P5

Musical Notation

Course name	**Musical Notation**		
Course code	VUU031	*Year of study*	2.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the phenomenon of musical notation and to make them musically literate at an elementary level.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - interpret the basics of musical notation. - independently read and analyze simple musical notations - recognize and reproduce simple musical content. - perform individual tasks and contribute to teamwork.		
Course content	Musical notation. Alphabet. Solmization. Tone system. Rest (pause). Signs for extending the duration of tones. Signs for extending the duration of rests. Rhythm. Measure. Signs. Clefs. Intervals. Interval inversions. Scales. Chords.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Participate in the teaching process: lectures 80%, seminars 80%; Pass the written exam (equivalent to the written exam are two passed midterms) and achieve a minimum of 60% accuracy on the exam/midterms; Find out about classes that you missed during consultations with teachers and other students.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the success in the written exam (100%), or the successful passing of two midterm exams (a positive grade from both midterm exams is equivalent to the written exam). The criteria for evaluating and grading individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Sam, R. (1998). Glazbeni doživljaj u odgoju djeteta. Rijeka: Glosa.	1	
	Završki, J. (1999). Teorija glazbe. Zagreb: Školska knjiga.	1	
Supplementary literature	Goran, Lj., Marić, Lj. (1987). Zapjevajmo složno svi. Zagreb: Školska knjiga. Manasteriotti, V. (1990). Zbornik pjesama i igara za djecu: priručnik muzičkog odgoja. Zagreb: Školska knjiga.		
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exams and fulfilled other obligations prescribed by the curriculum; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Staff	1	P6
Seminar	Staff	1	P6
Week 2			
Lectures	musical alphabet	1	P6
Seminar	musical alphabet	1	P6
Week 3			
Lectures	Solmization.	1	P6
Seminar	Solmization.	1	P6
Week 4			
Lectures	Tonal system.	1	P6
Seminar	Tonal system.	1	P6
Week 5			
Lectures	Pause (break).	1	P6
Seminar	Pause (break).	1	P6

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 6			
Lectures	Signs for prolonging tone duration.	1	P6
Seminar	Signs for prolonging tone duration.	1	P6
Week 7			
Lectures	Signs for extending the duration of breaks.	1	P6
Seminar	Signs for extending the duration of breaks.	1	P6
Week 8			
Lectures	Rhythm.	1	P6
Seminar	Rhythm.	1	P6
Week 9			
Lectures	Measure.	1	P6
Seminar	Measure.	1	P6
Week 10			
Lectures	Accidentals.	1	P6
Lectures	Accidentals.	1	P6
Week 11			
Lectures	Clefs	1	P6
Seminar	Clefs	1	P6
Week 12			
Lectures	Intervals.	1	P6
Seminar	Intervals.	1	P6
Week 13			
Lectures	Interval inversion.	1	P6
Seminar	Interval inversion.	1	P6
Week 14			
Lectures	Scales	1	P6
Seminar	Scales	1	P6
Week 15			
Lectures	Chords.	1	P6
Seminar	Chords.	1	P6

Psychology of Education

Course name	**Psychology of Education**		
Course code	VUU146	*Year of study*	2.
Course leader	prof. dr. sc. Goran Kardum	*ECTS credits*	4.0
Associates	Marko Galić	*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To enable students to critically reflect on cognitive processes, intelligence, motivation, emotions, memory and learning, and the possibilities or limitations of their application in the educational process. In addition to the above topics, students will also be introduced to the determinants of abnormal psychology, as well as family factors and parenting styles that are essential in the educational process.		
Enrolment requirements	No conditions.		
Learning outcomes	After completing and passing the course, the student will be able to: 1. Distinguish between scientific and non-scientific approaches and methods in educational psychology 2. Understand the importance of elements of developmental psychology and differences in theoretical approaches and research 3. Explain basic concepts and a view of development from a psychodynamic perspective 4. Operationalize and understand the concepts of classical and instrumental conditioning in the processes of learning, memory and the acquisition of various forms of behavior 5. Analyze the differences in relation to the principles of the psychodynamic approach and classical behaviorism from the perspective of social and cognitive approaches to learning, development and teaching 6. Understand and analyze self-control, motivation, initiative and self-concept in childhood and adolescence 7. Analyze factors of parental and family influence in the context of education with an emphasis on parental styles, motives for marriage and parenting, parenting development and competencies 8. Distinguish and describe the basics of the most common internalized and externalizing mental disorders in childhood and adolescence		
Course content	1. Psychology as a science and profession, the subject of psychology and the history of development 2. Scientific methods and research in the field of upbringing and education 3. Psychoanalysis, psychosexual development 4. Behaviorism, classical and instrumental conditioning 5. Social cognitive theories, theories of mind and cognitive psychology 6. Psychology and neuroscience of learning and memory states, states of consciousness, the role of neurotransmitters 7. Intelligence, decision-making 8. Emotions, development of emotions, role in upbringing and education 9. Experience of control, self-control, attributional theories, motivation		

<table>
<tr><td></td><td colspan="3">10. Temperament, shaping and manifestation of behavior: the relationship between genetics and the environment, behavioral genetics and epigenetics
11. Self-concept, personality theories
12. Parenting styles and the family; motivation and factors of family dynamics
13. Psychology of abnormal experiences and behavior in childhood and adolescence</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Attendance at classes, active participation in class assignments, success in solving individual and group assignments, written and presented seminar work, successfully passing two midterm exams (a positive grade from both midterm exams is equivalent to a written exam).</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Continuous assessment</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">The final grade in the course is the result of systematic monitoring of activities and work in class (40%), seminar work (20%) and colloquium (40%). The evaluation and assessment criteria of individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Bilješke s nastave - skriptirana predavanja (online)</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>Odabrani radovi iz recentnih on-line baza podataka</td><td>0</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">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.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Class attendance, class activity, success in completing assignments; student survey on the quality of teaching and teachers at the university level; passed exam and fulfilled other obligations prescribed by the syllabus; individual consultations; student self-assessment of achieved learning outcomes; collaborative assessment of the implementation and quality of the teaching process.</td></tr>
</table>

Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Psychology as a science and profession; the subject of psychology and the history of its development	2	
Seminar	Psychology as a science and profession; the subject of psychology and the history of its development	1	
Week 2			
Lectures	Scientific methods and research in the field of education	2	
Seminar	Scientific methods and research in the field of education	1	
Week 3			
Lectures	Theories of development, introduction to developmental psychology, heredity and upbringing (behavioural genetics, epigenetics)	2	
Seminar	Theories of development, introduction to developmental psychology, heredity and upbringing (behavioural genetics, epigenetics)	1	
Week 4			
Lectures	Psychoanalysis, psychosexual development	2	
Seminar	Psychoanalysis, psychosexual development	1	
Week 5			
Lectures	Behaviourism, classical and instrumental conditioning	2	
Seminar	Behaviourism, classical and instrumental conditioning	1	
Week 6			
Lectures	Social-cognitive theories, theories of mind and cognitive psychology	2	
Seminar	Social-cognitive theories, theories of mind and cognitive psychology	1	
Week 7			
Lectures	Intelligence, decision-making	2	
Seminar	Intelligence, decision-making	2	
Week 8			
Lectures	Psychology and neuroscience of learning and memory, states of consciousness, the role of neurotransmitters	2	
Seminar	Psychology and neuroscience of learning and memory, states of consciousness, the role of neurotransmitters	1	
Week 9			
Lectures	Emotions, emotional development and their role in education	2	
Seminar	Emotions, emotional development and their role in education	1	
Week 10			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Perceived control, self-control, attribution theories, motivation	2	
Seminar	Perceived control, self-control, attribution theories, motivation	1	
Week 11			
Lectures	Temperament, shaping and manifestation of behaviour: the relationship between genetics and environment	2	
Seminar	Temperament, shaping and manifestation of behaviour: the relationship between genetics and environment	1	
Week 12			
Lectures	Self-concept, personality theories	2	
Seminar	Self-concept, personality theories	1	
Week 13			
Lectures	Parenting styles and the family; motives and factors of family dynamics	2	
Seminar	Parenting styles and the family; motives and factors of family dynamics	1	
Week 14			
Lectures	Psychology of deviant experience and behaviour in childhood and adolescence	2	
Seminar	Psychology of deviant experience and behaviour in childhood and adolescence	1	
Week 15			
Lectures	Psychology of deviant experience and behaviour in childhood and adolescence	2	
Lectures	Psychology of deviant experience and behaviour in childhood and adolescence	1	

English Phonetics and Phonology

Course name	**English Phonetics and Phonology**		
Course code	VUU004	*Year of study*	2.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	4.0
Associates	dr. sc. Ana Sarić	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the basic concepts and procedures in the field of English phonetics and phonology, focusing on the articulatory description of the sounds of the standard spoken variety of British English (RP), with particular emphasis on recognizing, describing, transcribing, and producing those English sounds that are especially challenging for speakers of Croatian as their mother tongue, as well as on methods of teaching pronunciation in the primary classroom.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - distinguish and describe the phonetic and phonological units of the English language - transcribe all the sounds of the standard spoken variety of British English (RP) - apply relevant rules and procedures in the analysis of linguistic data - use the basics of articulatory phonetics in solving phonological problems - teach English pronunciation in the primary classroom.		
Course content	Definition and key concepts and areas of study in (English) phonetics and phonology Introductory exercises in pronunciation, intonation and rhythm Speech chain, speech organs, voicing Phonetic symbols and transcription Phonemes (vowels – monophthongs) English short vowels Vowels (diphthongs, triphthongs) English long vowels Consonants (closure) Plosives, fricatives, affricates Consonants (voiced non-fricatives) Nasals, laterals, approximants Prosody, the syllable (strong and weak) Consonant clusters Syllabic consonants, levels of stress Syllabic consonants Placement of stress within the word, complex and compound words Word stress (complex word stress) Weak and strong forms of words Weak forms Connected speech Connected speech		

<table>
<tr><td></td><td colspan="3">Intonation (tone, structure of the tone unit)
Intonation, conversation extracts, transcription of connected speech
Methods of teaching pronunciation in early primary education
Methods of teaching pronunciation in early primary education</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td>☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: 80% attendance at lectures, 90% attendance at seminars/exercises.
Pass the written examination covering the lecture content (the equivalent of the written examination is passing two midterm tests) and achieve a minimum of 50% accuracy on the examination/midterm tests.
Pass the oral examination.
Actively and constructively participate in practical classes (practically apply voice and pronunciation exercises).</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☒ Preparation for voice and pronunciation exercises</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is determined on the basis of the following components:
Written examination, i.e. successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 50%
Oral examination – 40%
Active and constructive participation in practical classes – 10%
The criteria for the assessment and grading of each component are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Roach, Peter (2000). English Phonetics and Phonology: A Practical Course, 3rd edition, Cambridge University Press.</td><td>3</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Jones, D. (2003). English Pronouncing Dictionary with CD-ROM, 16th edition, CUP. Cruttenden, A. (1994) (ur.) Gimson´s Pronunciation of English, 5th edition, Edward Arnold.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Attendance and participation in classes
University-level student survey on the quality of teaching and the course instructor Passed examination and fulfilment of other obligations prescribed in the syllabus Individual consultations
Students' self-assessment of the achieved learning outcomes</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Definition, basic concepts and fields of study in (English) phonetics and phonology	2	
Foreign language exercises	Introductory pronunciation, intonation and rhythm exercises	2	
Week 2			
Lectures	Speech chain, speech organs, voicing	2	
Foreign language exercises	Phonetic symbols and transcription	2	
Week 3			
Lectures	Phonemes (vowels – monophthongs)	2	
Foreign language exercises	English short vowels	2	
Week 4			
Lectures	Vowels (diphthongs, triphthongs)	2	
Foreign language exercises	English long vowels	2	
Week 5			
Lectures	Consonants (closure)	2	
Foreign language exercises	Plosives, fricatives, affricates	2	
Week 6			
Lectures	Consonants (voiced non-fricatives)	2	
Foreign language exercises	Nasals, laterals, approximants	2	
Week 7			
Lectures	Ways of teaching pronunciation at an early school age	2	
Foreign language exercises	Speaking exercises based on texts suitable for early school-age children which also promote intercultural communicative competence	2	
Week 8			
Lectures	Ways of teaching pronunciation at an early school age	2	
Foreign language exercises	Midterm exam	2	
Week 9			
Lectures	Prosody, syllables (strong and weak)	2	
Foreign language exercises	Consonant clusters	2	
Week 10			
Lectures	Syllabic consonants, levels of stress	2	
Foreign language exercises	Syllabic consonants	2	
Week 11			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Stress placement within the word; complex and compound words	2	
Foreign language exercises	Word stress (complex word stress)	2	
Week 12			
Lectures	Weak and strong forms of words	2	
Foreign language exercises	Weak forms	2	
Week 13			
Lectures	Connected speech	2	
Foreign language exercises	Connected speech	2	
Week 14			
Lectures	Intonacija (tone, structure of the tone.unit)	2	
Foreign language exercises	Intonation, conversation excerpts, transcription of connected speech	2	
Week 15			
Lectures	Recapitulation (with emphasis on applying the content in teaching early school-age children)	2	
Foreign language exercises	Midterm exam	2	

Philosophy and Sustainable Development

Course name	**Philosophy and Sustainable Development**		
Course code	VUU313	*Year of study*	2.
Course leader	prof. dr. sc. Tonći Kokić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The main aim of the course is to introduce students to the philosophical assumptions of the ecological implications of human action in the world. The course aims to introduce different worldviews, anthropological assumptions and values that evidently contribute to environmental degradation. The course introduces key concepts needed for a theoretical and analytical approach to environmental problems: political and cultural ecology, anthropocentrism, the 'green' idea, radical ecology and the possibilities of sustainable development and justice.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - Distinguish key ecological concepts - Know important historical and contemporary worldviews and their implications for the environment - Understand the concept of globalisation and the challenges of globalisation in relation to humans and the environment - Know the different methodologies used in philosophical anthropology - Know possible paths and strategies for achieving sustainable development - Know the role and reach of the individual in sustainable development		
Course content	1. Introduction to the course 2. Historical overview of worldviews 3. Plurality of anthropological assumptions 4. Anthropocentrism 5. Ecocentrism 6. Ecofeminism 7. Globalisation and the environment 8. Ethical aspects of climate change 9. Economic stratification of nations 10. Animal rights 11. Environmental degradation 12. Sustainable development and sustainability 13. Equality, sustainability and peace 14. Preliminary exam and analysis 15. Review and open questions		
Types of teaching	☒ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	

Student obligations	In addition to attending at least 60% of lectures, students will acquire individual course contents by reading original literature and keeping a reading journal, and by identifying and studying open questions related to the content covered. Students will pass two preliminary exams and/or a written exam and achieve a minimum of 51% accuracy.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam ☒ Journal: notes on reading original literature	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Performance will be evaluated on the basis of participation in class (10%), the results of two preliminary exams and/or a written exam (30%) and the result of the oral exam, which includes an assessment of the reading journal and the original literature (60%). The criteria for the assessment and grading of individual elements are described in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Elliot, J. 2006. An Introduction to Sustainable Development.		on-line
	Merchant, C. (ur). 1994. Ecology.		on-line
	Uzelac, V. i Vujičić, L. 2008. Cjeloživotno učenje za održivi razvoj.	1	

Supplementary literature	Jamieson, D. 2008. Ethics and Enviroment: an Introduction. Sarkar, S. 2012. Environmental Philosophy: From Theory to Practice. Golding, M. 1972. Obligations to Future Generations.
Quality assurance methods	Class attendance, activity in class, performance in completing assignments; university-level student survey on the quality of teaching and teachers; passed exam and fulfilment of other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative evaluation of the delivery and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course	2	P14
Week 2			
Lectures	Historical overview of worldviews	2	P14
Week 3			
Lectures	Plurality of anthropological assumptions	2	P14
Week 4			
Lectures	Anthropocentrism	2	P14

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 5			
Lectures	Ecocentrism	2	P14
Week 6			
Lectures	Ecofeminism	2	P14
Week 7			
Lectures	Globalisation and the environment	2	P14
Week 8			
Lectures	Ethical aspects of climate change	2	P14
Week 9			
Lectures	Economic stratification of nations	2	P14
Week 10			
Lectures	Animal rights	2	P14
Week 11			
Lectures	Environmental degradation	2	P14
Week 12			
Lectures	Sustainable development and sustainability	2	P14
Week 13			
Lectures	Equality, sustainability and peace	2	P14
Week 14			
Lectures	Preliminary exam and analysis	2	P14
Week 15			
Lectures	Review and open questions	2	P14

Hydrogeography and Hydrogeographic Features of Croatia

Course name	**Hydrogeography and Hydrogeographic Features of Croatia**		
Course code	VUU012	*Year of study*	2.
Course leader	prof. dr. sc. Nikola Glamuzina	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Introduction to the basics of hydrogeography; properties, quantity and main characteristics of water and aspects of the scientific study of water. Special attention is paid to the main characteristics of the sea and the importance of the sea in the modern world economy with an emphasis on Croatia. Analysis of the forms in which water appears on the Earth's surface and underground. Special attention is paid to the geographical characteristics of Croatia in the use of water for economic purposes, as well as the hydrogeographic characteristics of coastal and continental Croatia within the Mediterranean and Central European regions.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - Interpret material from hydrogeography and hydrogeographical features of Croatia. - Evaluate the significance of water in modern society. - Explain the possibilities and methods of water management as an important resource.		
Course content	Introduction to the course, Object of hydrogeography, Aspects of study, Characteristics of water Quantity of water, Relationship between sea and land, Geographical classification of the sea, Structure of the seabed Characteristics of the sea Movements of the sea Life in the sea, Quality of the sea, Significance of the sea Water in the ground Water on land: Ice, Lakes, Wetlands Water on land: waterflows Quality of water on land Geographical characteristics in the water supply of settlements Hydrogeographical characteristics of northwestern Croatia Hydrogeographical characteristics of eastern Croatia Hydrogeographical characteristics of western Croatia Hydrogeographical characteristics of southern Croatia Adriatic Sea		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Prepare and present a seminar paper according to predetermined criteria. Pass a written exam (or two midterm exams) and achieve 60% of the total number of points. Pass an oral exam. Inform yourself about		

	the classes you missed during consultations with the teacher and other students.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☐ Participation in class
Assessment and evaluation of student work	During the exam period, students take a written and oral exam. Two midterm exams are organized during the semester, through which students can take the material in written form. The condition for taking the second midterm exam is to have passed the first midterm exam. Students who pass both midterm exams are exempt from taking the written part of the exam. The criteria for evaluating and grading individual elements are described in the course repository. In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed with regard to the achievement of the following elements: 1. written exam or successfully passed two midterm exams (a positive grade from both midterm exams is equivalent to a passed written exam) – 60% 2. oral exam – 30% 3. written and presented seminar paper in accordance with the teacher's instructions – 10%		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Riđanović, J. (1993.), Hidrogeografija, Školska knjiga, Zagreb	1	University Library, City Library
	Riđanović, J. (2002.), Geografija mora, Hrvatski zemljopis – Naklada dr. Feletar, Zagreb	1	University Library, City Library
Supplementary literature	None.		
Quality assurance methods	Attendance at classes, consultations, passing the exam and other obligations prescribed by the syllabus, passing the exam and preparing and presenting a seminar paper.		
Other (in the opinion of the proponent)	None.		

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course, Object of hydrogeography, Aspects of study, Characteristics of water	2	P22
Seminar	Seminar topic 1	2	P22
Week 2			
Lectures	Quantity of water, Relationship between sea and land, Geographical classification of the sea, Structure of the seabed	2	P22

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Seminar topic 2	2	P22
Week 3			
Lectures	Characteristics of the sea	2	P22
Seminar	Seminar topic 3	2	P22
Week 4			
Lectures	Movements of the sea	2	P22
Seminar	Seminar topic 4	2	P22
Week 5			
Lectures	Life in the sea, Quality of the sea, Significance of the sea	2	P22
Seminar	Seminar topic 5	2	P22
Week 6			
Lectures	Water in the ground	2	P22
Seminar	Seminar topic 6	2	P22
Week 7			
Lectures	Water on land: Ice, Lakes, Wetlands	2	P22
Seminar	Seminar topic 7	2	P22
Week 8			
Lectures	Water on land: waterflows	2	P22
Seminar	First midterm exam.	2	P22
Week 9			
Lectures	Quality of water on land	2	P22
Seminar	Seminar topic 8	2	P22
Week 10			
Lectures	Geographical characteristics in the water supply of settlements	2	P22
Seminar	Seminar topic 9	2	P22
Week 11			
Lectures	Hydrogeographical characteristics of northwestern Croatia	2	P22
Seminar	Seminar topic 10	2	P22
Week 12			
Lectures	Hydrogeographical characteristics of eastern Croatia	2	P22
Seminar	Seminar topic 11	2	P22
Week 13			
Lectures	Hydrogeographical characteristics of western Croatia	2	P22
Seminar	Seminar topic 12	2	P22
Week 14			
Lectures	Hydrogeographical characteristics of southern Croatia	2	P22
Seminar	Seminar topic 13	2	P22
Week 15			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Adriatic Sea	2	P22
Seminar	Second midterm exam.	2	P22

Implicit Pedagogy

Course name	**Implicit Pedagogy**		
Course code	VUU318	*Year of study*	2.
Course leader	prof. dr. sc. Sonja Kovačević	*ECTS credits*	3.0
Associates	dr. sc. Joško Barbir	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	Understanding the basic starting points of implicit pedagogies and the impact on the purpose and goal of education, the role of teachers / educators and students in the educational process, and thus the choice of educational technology, methods and ways of teaching. Understanding trends in education and recognizing the possibilities of their application in practice in the field related to general human values, citizenship and democracy, as well as the ability to think about one's own value framework. Enabling students for critical thinking, argumentative discussion of pedagogical topics. The concept of implicit pedagogy (personal theory of teachers) is crucial for the application of certain teaching procedures. Concrete actions of teachers in the classroom are a way to put personal theories into practice, so we have the "danger" that traditional teaching models are still present or dominate our educational practice, and even in teacher education.		
Enrolment requirements	No conditions.		
Learning outcomes	Students will be able to: 1. determine and analyze the basic starting points of implicit pedagogies, 2. explain the importance of epistemiological beliefs, 3. acquire the ability to think about one's own value framework, 4. explain the goals of upbringing and education regarding personality traits, ways of their realization, evaluation and self-evaluation, 5. develop awareness, compare and critically consider the different roles of participants in the teaching and learning process, 6. recognize and respond to the individual needs of students / children as well as the complexity of the learning process, 7. acquire competence in the application of various teaching and learning strategies, 8. acquire the ability to notice the connection between certain aspects of educational theories, educational policy and educational practice.		
Course content	Personal educational philosophy of man Epistemological beliefs Difference between implicit and scientific theories (when implicit theories arise) Link between hidden curriculum and implicit theories (how implicit theories influence the organization of teaching) Criticism of one's own value framework Personality characteristics (concept of ego state, self-esteem, self-concept) Evaluation of personality characteristics Responsibility - individual-collective Characteristics of a creative person		

<table>
<tr><td></td><td colspan="4">Different roles of participants in the teaching and learning process
The role of the teacher (educator) in the process of cognitive and affective knowledge acquisition Three theoretical starting points: behaviorist, constructivist and holistic
Individual needs of the student/child
Connections between educational theories, educational policy and educational practice</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☒ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">In addition to participating in at least 80% of lectures and 80% of seminars, students will present certain teaching contents through essays. Students will pass a written exam and achieve a minimum of 51% accuracy on the exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☒ Workshops</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Success will be evaluated based on participation in classes and a written essay (40%) and the results of the final written exam (60).</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Kovačević, S. (2007). Struktura progresivističke pedagogije učitelja osnovne škole, Doktorska disertacija. Rijeka: Filozofski fakultet. http://www.ffri.hr/pedagogija/konstruktivistic ka_paradigma_kval itete_osnovnog_obrazovanja.pdf</td><td colspan="2"></td><td>online</td></tr>
<tr><td></td><td>Kovačević, S., Mušanović, L. (2013). Od Transmisije do majeutike-modeli nastave. Rijeka: Hrvatsko futurološko društvo</td><td colspan="2">10</td><td></td></tr>
<tr><td></td><td>Mušanović, M. (1998). Konstruktivisticka paradigma kvalitete osnovnog obrazovanja. U zborniku: Kvaliteta u odgoju online 15 20 i obrazovanju, Rijeka, Filozofski fakultet u Rijeci, str. 84-96. https://www.academia.edu/4691110/Konstr uktivisticka_paradig ma_kvalitete_osnovnog_obrazovanja</td><td colspan="2"></td><td>online</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Bežen, A., Jelavić, F., Kujundžić, N., Pletenac, V. (1991), Osnove didaktike, Zagreb: Školske novine.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the</td></tr>
</table>

	teaching process in teaching, assessment of seminar presentations and written exams.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course - personal educational philosophy of man Epistemiological beliefs	2	
Week 2			
Seminar	School rules and rituals – the hidden curriculum of everyday classroom behavior	1	
Week 3			
Lectures	Difference between implicit and scientific theories (when implicit theories arise)	2	
Lectures	The link between the hidden curriculum and implicit theories, (how implicit theories affect the organization of teaching) Connections between educational theories, educational policy and educational practice	2	
Week 4			
Seminar	The impact of teachers' body language on student motivation and discipline Implicit gender messages in textbooks and classroom interactions	2	
Week 5			
Seminar	Teacher Nonverbal Communication – Gaze, Gestures, Personal Space How Classroom Seating Arrangement Shapes Student Behavior and Participation	2	
Week 6			
Lectures	Criticism of one's own value framework Personality characteristics (ego state concept, self-esteem, self-concept)	2	
Week 7			
Seminar	Teacher's tone of voice as an implicit regulator of attention and order in the classroom Hidden evaluation – what teachers really reward besides correct answers	2	
Week 8			
Lectures	Personality Trait Evaluations Responsibility – Individual-Collective	2	
Week 9			
Seminar	Implicit Assumptions about "Good" and "Bad" Students – A Teacher's Unspoken Expectation The Influence of a Teacher's Own School Experiences on His Implicit Pedagogical Style	2	
Week 10			
Lectures	Characteristics of a creative person Different roles of participants in the teaching and learning process	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 11			
Seminar	The role of pauses and silence in the classroom – the pedagogical dimension of the unspoken Hidden teaching of hierarchy – how a teacher legitimizes his authority every day	2	
Week 12			
Lectures	The role of the teacher (educator) in the process of cognitive and affective knowledge acquisition Three theoretical starting points: behaviorist, constructivist and holistic	2	
Week 13			
Seminar	Implicit messages through classroom decoration and organization Teachers' nonverbal reactions to wrong answers - what students learn about the fear of making mistakes	2	
Week 14			
Lectures	Individual needs of the student/child	1	
Week 15			
Seminar	How the attitude about the value of certain subjects is implicitly formed through the hourly rates and the rest schedule Implicit pedagogy of digital tools – what apps and online platforms "assume" about the learner	2	

German Language 3

Course name	**German Language 3**		
Course code	VUU030	*Year of study*	2.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Familiarising students with German language content (at intermediate level).		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - read and understand texts in German correctly (at an intermediate level) - use grammatical structures and verb tenses correctly - communicate in German in everyday situations and take part in conversations on various topics such as appearance, education, employment, family, and childrearing - demonstrate knowledge of the main features of German society and culture		
Course content	Aussehen und Persönlichkeit Personen beschreiben. Subjektiver Eindruck. Kleidung, Toleranz und Vorurteil. Artikelwörter Schule, Ausbildung, Beruf Wunschberufe, Berufswahl, Stellensuche. Präteritum der Modalverben Unterhaltung und Fernsehen Fernsehprogram.Lieder. Reflexive Verben, Fragewörter, Pronomen Industrie, Arbeit und Wirtschaft Autoproduktion. Schichtarbeit. Passiv Familie und persönliche Beziehungen Eltern und Kinder. Erziehung früher und heute. Infinitivsatz.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to attend classes regularly and to complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course. They are required to pass the written examination (the equivalent of the written examination is passing two midterm tests) and achieve a minimum of 60% accuracy on the examination/midterm tests.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is determined on the basis of the following components:		

	Written examination, i.e. successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 80% Performance in completing individual and group assignments – 10% Activity in class, participation in discussions during classes – 10% The criteria for the assessment and grading of each component are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. Ili dr. Izdanja	0	Yes
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. Ili dr. Izdanja	0	Yes
Supplementary literature	A German grammar of student's choice.		
Quality assurance methods	Attendance and participation in classes; performance in completing assigned tasks University-level student survey on the quality of teaching and the course instructor Passed examination and fulfilment of other obligations prescribed in the syllabus Individual consultations Students' self-assessment of the achieved learning outcomes Collaborative evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Aussehen und Persönlichkeit	1	
Foreign language exercises	Aussehen und Persönlichkeit	1	
Week 2			
Lectures	Personen beschreiben.	1	
Foreign language exercises	Subjektiver Eindruck. Kleidung	1	
Week 3			
Lectures	Toleranz und Vorurteil	1	
Foreign language exercises	Artikelwörter	1	
Week 4			
Lectures	Wunschberufe	1	
Foreign language exercises	Berufswahl	1	
Week 5			
Lectures	Stellensuche	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Foreign language exercises	Präteritum der Modalverben	1	
Week 6			
Lectures	Unterhaltung und Fernsehen	1	
Foreign language exercises	Reflexive Verben	1	
Week 7			
Lectures	Fernsehprogram.	1	
Foreign language exercises	Midterm exam	1	
Week 8			
Lectures	Lieder	1	
Foreign language exercises	Fragewörter	1	
Week 9			
Lectures	Industrie, Arbeit und Wirtschaft	1	
Foreign language exercises	Pronomen	1	
Week 10			
Lectures	Autoproduktion. Schichtarbeit.	1	
Foreign language exercises	Passiv	1	
Week 11			
Lectures	Familie und persönliche Beziehungen	1	
Foreign language exercises	Passiv	1	
Week 12			
Lectures	Eltern und Kinder	1	
Foreign language exercises	Infinitivsatz.	1	
Week 13			
Lectures	Eltern und Kinder	1	
Foreign language exercises	Infinitivsatz.	1	
Week 14			
Lectures	Erziehung früher und heute.	1	
Foreign language exercises	Revision for the midterm exam	1	
Week 15			
Lectures	Recapitulation	1	
Foreign language exercises	Midterm exam	1	

Pedagogical Communication

Course name	**Pedagogical Communication**		
Course code	VUU144	*Year of study*	2.
Course leader	prof. dr. sc. Sonja Kovačević	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The course objectives are to introduce education as a communication process and education in the group as well as to develop basic communication skills and develop a critical attitude towards the educational reality of the group. The course also introduces familiar models of communication and familiar communication models of teaching.		
Enrolment requirements	Finished examination of Basics of Pedagogy.		
Learning outcomes	It is expected that students will develop following general competencies: - General communication skills - Analyze and understand the complexities of education in group - The ability to apply ideas in analysis of practice; Of specific competencies, it is expected that students can: - Describe, define, understand and explain the communication - educational events in the group; - Adopt the techniques of the interview; - Develop communication skills. - Resolve conflicts between children; - Raise awareness of personal theories of teaching; - Develop communication skills leadership		
Course content	1. Models educational communication 2. Education as communication 3. Education in a small joint 4. High quality verbal and non-verbal communication, recognize the signs of nonverbal communication 5. The formation of social skills and their role in communication. (Presentation, handling, interview). 6. Conflicts and peaceful conflict resolution. 7. Interpersonal communication and communication models (Schramov model and Glasser's model of "total communication"). 8. Axioms of communication. 9. Basic characteristics of educational communication		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision ☒ Exercises	
Student obligations	In addition to participating in at least 80% of lectures and 80% of seminars, students will present certain teaching contents in workshops.		

	Students will pass a written exam and achieve a minimum of 51% accuracy on the exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam ☒ Workshops	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Success will be evaluated based on participation in workshops (30%) and results in the final written exam (70%).		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Brajša, P. (1994): Pedagoška komunikologija, Školska knjiga, Zagreb	1	
	Knapp, M.L., Hall, J.A. (2010). Neverbalna komunikacija u ljudskoj interakciji. Jastrebarsko: Naklada Slap.	1	
	Pease, A., Pease, B., (2012). Velika škola govora tijela. Zagreb: Mozaik knjiga	1	
	Tatković, N., Diković, M., Tatković, S. (2016). Pedagoško- psihološki aspekti komunikacije. Pula: Sveučilište Jurja Dobrile u Puli.	1	

Supplementary literature	1. Brajša, P. (1996): Umijeće razgovora, C.A.S.H., Pula 2. Arambašić, L. (2012.): Svemoč i nemoć komunikacijskog procesa, Naklada Slap, Jastrebarsko 3. Šagud, M. (2006): Odgajatelj kao refleksivni praktičar. Petrinja, Visoka učiteljska škola u Petrinji 4. Janković, J. (1994): Sukob ili suradnja, Alinea, Zagreb 5. Pearsons, J. C., Spitzberg, B. H. (1990): Interpersonal communication – Concepts, Components, And Context, WM.C: Brown publishers USA
Quality assurance methods	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exams.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	The concept of communication, educational communication. Education as communication.	2	
Week 2			
Seminar	Workshop; What is communication?	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 3			
Lectures	Models of educational communication. Small group education.	2	
Week 4			
Seminar	Exercise: Communication models.	2	
Week 5			
Lectures	Communicate well verbally and non-verbally; recognize signs of non-verbal communication.	2	
Week 6			
Seminar	Exercise: Nonverbal Communication Body Language. Silence, Mimicry.	2	
Week 7			
Lectures	Formation of social skills and their role in communication (introduction, handshake, interview).	2	
Week 8			
Seminar	Exercise: Nonverbal Communication Paralinguistic Signs Proxemic Signs Gestures.	2	
Week 9			
Lectures	Conflicts and nonviolent conflict resolution.	2	
Week 10			
Seminar	Workshop: Conflict and Debate	2	
Week 11			
Lectures	Axioms of communication.	2	
Week 12			
Seminar	Exercise: Axioms of Communication 1.	2	
Week 13			
Lectures	Interpersonal communication and communication models (Schram's model and Glasser's model of "total communication").	2	
Week 14			
Seminar	Exercise: Axioms of Communication 2.	3	
Week 15			
Lectures	Basic characteristics of educational communication.	1	

Application of Information and Communications Technology in Education

Course name	**Application of Information and Communications Technology in Education**		
Course code	VUU309	*Year of study*	2.
Course leader	izv. prof. dr. sc. Suzana Tomaš	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	To introduce students to the possibilities of applying information and communication technology in learning and teaching and to enable them to plan and deliver teaching with special reference to contemporary learning environments.		
Enrolment requirements	None		
Learning outcomes	Upon completion of the course, the student will be able to: Explain the application of information and communication technology. Implement designed teaching content in a digital tool. Manage teaching in a digital tool. Evaluate designed teaching content in a digital environment. Critically and responsibly apply AI-based digital tools (especially generative tools) in designing and/or evaluating teaching activities in a digital environment.		
Course content	Introduction to the application of ICT in education Digital learning environment and digital tools Managing teaching in a digital environment Evaluation in a digital environment AI-based digital tools in education		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, exercises 90% Pass the written exam and achieve a minimum of 60% accuracy on the exam Complete an assignment according to predetermined criteria Behave in accordance with ethical and academic principles in higher education teaching Obtain information about missed classes during the teacher's office hours and from other students		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is determined on the basis of the following components: Written exam – 65% Performance in solving individual and group assignments – 30% Activity in class, participation in discussions during lectures and exercises – 5% The criteria for the assessment and grading of individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Tomaš, S. (2022). Oblikovanje nastavnih sadržaja u sustavu e- učenja: Kako oblikovati i implementirati nastavni sadržaj u sustavu e-učenja?. Filozofski fakultet u Splitu	10	Yes
	Tomaš, S (2020) Praćenje i vrednovanje s pomoću digitalnih alata: drugo izdanje CARNET-ova priručnika.		Yes
	Nastavni sadržaj kolegija na Merlinu.		Yes
	Leask, M., & Younie, S. (2024). Teaching and learning with technologies in the primary school. Routledge.		Yes
Supplementary literature	Bonton na internetu: http://www.hr-netiquette.org/pravila/ Bonton na internetu: http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton		
Quality assurance methods	Class attendance, activity in class, performance in completing assignments. University-level student survey evaluating teaching. Passed exam and fulfilment of other obligations prescribed by the syllabus. Students' self-assessment of the achieved learning outcomes. Collaborative evaluation of the delivery and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Information and communication technology; ICT in education; definition of e-learning and e-learning systems; motivation questionnaire	1	P9
Lectures	ICT tools	1	P9
Week 2			
Lectures	Blended learning; tools for communication and collaboration	1	P9
Lectures	Forum – discussion, quiz; Google Classroom	1	P9
Week 3			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Digital pedagogy; designing content suitable for early and preschool-age children	1	P9
Lectures	Project presentation / Google Classroom	1	P9
Week 4			
Lectures	Digital quizzes	1	P9
Lectures	Wayground, Quizlet, Mentimeter, Kahoot	1	P9
Week 5			
Lectures	Digital quizzes	1	P9
Lectures	Wayground, Quizlet, Mentimeter, Kahoot	1	P9
Week 6			
Lectures	Use of multimedia in teaching; the importance of video lessons in teaching	1	P9
Lectures	Digital tools for creating multimedia content	1	P9
Week 7			
Lectures	Use of multimedia in teaching; the importance of video lessons in teaching	1	P9
Lectures	Digital tools for creating multimedia content	1	P9
Week 8			
Lectures	Communication and collaboration	1	P9
Lectures	Social networks / portals	1	P9
Week 9			
Lectures	Videoconferencing / webinars in teaching	1	P9
Lectures	Tools for videoconferencing / webinars	1	P9
Week 10			
Lectures	Creating digital educational content	1	P9
Lectures	Tools for creating digital educational content	1	P9
Week 11			
Lectures	Creating digital educational content	1	P9
Lectures	Tools for creating digital educational content	1	P9
Week 12			
Lectures	Creating digital educational content	1	P9
Lectures	Tools for creating digital educational content	1	P9
Week 13			
Lectures	Challenges and possibilities of applying AI tools in education	1	P9
Lectures	AI tools for content creation	1	P9
Week 14			
Lectures	Challenges and possibilities of applying AI tools in education	1	P9
Lectures	AI tools for content creation	1	P9
Week 15			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Presentation of designed teaching content	1	P9
Lectures	Presentation of designed teaching content	1	P9

Programming for School-Age Children 1

Course name	**Programming for School-Age Children 1**		
Course code	VUU055	*Year of study*	2.
Course leader	doc. dr. sc. Lada Maleš	*ECTS credits*	4.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	To familiarise students with computational thinking and the fundamentals of programming using visual programming languages. To equip students to continuously monitor new tools and apply them in the teaching of computational thinking and programming in the lower grades of primary school.		
Enrolment requirements	There are no prerequisites.		
Learning outcomes	Upon successful completion of the course, students will be able to: -define the basic concepts related to computational thinking; -categorise problems in computational thinking; -analyse solutions and algorithms written in a visual programming language; -classify fundamental algorithmic structures; -create a simple project in a visual programming language; -design a scenario for teaching programming; -compare contemporary programming environments for teaching programming; -apply algorithms in contemporary programming environments for teaching programming.		
Course content	Introductory lecture and practical classes Basic concepts of computational thinking Computational thinking in Informatics teaching in Grades 1–4 of primary school Introduction to the international computational thinking competition Dabar (Bebras) Analysis of computational thinking problem-solving tasks The contribution of computational thinking to the teaching of introductory programming Introduction to a visual programming environment (e.g. Scratch): sprites and their properties Animating sprites using sequences of commands and loops Input and output values Variables; program testing and evaluation of solution effectiveness Animating sprites using conditional statements and operations Events and parallelism in program execution Tangible programming (e.g. using cards and other unplugged tools) Contemporary programming environments for teaching introductory programming (e.g. Micro:bit, Meowbit, LightBot, mBot, Hour of Code, Minecraft, etc.) Development of a project for teaching introductory programming in a selected programming environment.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: lectures 70% and practical classes 100%.
Conduct themselves in accordance with ethical and scientific principles in higher education teaching.
Participate in and complete learning activities that enable the achievement of the learning outcomes specified for the course. Pass the practical computer-based examination (equivalent to two mid-term tests) and achieve a minimum of 50% accuracy in the examination (equivalent to a minimum of 50% in each mid-term test).
Pass the oral examination.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☒ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Two mid-term tests – 80%
Passing both mid-term tests replaces the practical computer-based examination.
Final examination – 20%
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Dabar 2020 – Zbirka zadataka https://ucitelji.hr/wp-content/uploads/2020/11/Dabar-2020-zbirka-zadataka.pdf</td><td>0</td><td>Yes</td></tr>
<tr><td>SCRATCH – Vodič za korisnike i korisnice, Otvoreno društvo za razmjenu ideja (ODRAZI), Zagreb, Prevela: Ana Kedveš</td><td>0</td><td>Yes</td></tr>
<tr><td>J. Jurić: Početno programiranje u Scratch-u, Nastavni materijali objavljeni na fakultetskom intranetu i na sustavu Moodle (http://www.ffst.unist.hr/ i http://teachers3.ffst.hr/)</td><td>0</td><td>Yes</td></tr>
<tr><td>J. Nakić i sur: Programiranje za Meowbit konzolu, Nastavni materijali objavljeni na fakultetskom intranetu i na sustavu Moodle (http://www.ffst.unist.hr/ i http://teachers3.ffst.hr/)</td><td>0</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Dabroučitelj 2020 – Zbirka zadataka
https://ucitelji.hr/wp-content/uploads/2020/11/Dabroucitelj-knjizica.pdf
Scratch 3.0 Reference Guide,
https://ilab2020.files.wordpress.com/2014/12/scratchreferenceguide.pdf</td></tr>
</table>

	The LEAD Project: Super Scratch Programming Adventure! (Scratch 3), No Starch Press, 2019. Meowbit - Codable Console for Microsoft Makecode Arcade https://docs.rs-online.com/ee0f/A700000007295343.pdf Hour Of Code Teacher Guide, 2021 https://studio.code.org/courses?view=teacher Journal of Visual Languages and Computing, časopis, 2021.
Quality assurance methods	
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture.	2	P11
Laboratory exercises	Introductory practical classes.	2	P11
Week 2			
Lectures	Basic concepts of computational thinking.	2	P11
Laboratory exercises	Basic concepts of computational thinking.	2	P11
Week 3			
Lectures	Computational thinking in Informatics teaching in Grades 1–4 of primary school.	2	P11
Laboratory exercises	Computational thinking in Informatics teaching in Grades 1–4 of primary school.	2	P11
Week 4			
Lectures	Introduction to the international computational thinking competition Dabar.	2	P11
Laboratory exercises	Introduction to the international computational thinking competition Dabar.	2	P11
Week 5			
Lectures	Analysis of computational thinking problem-solving tasks.	2	P11
Laboratory exercises	Analysis of computational thinking problem-solving tasks.	2	P11
Week 6			
Lectures	The contribution of computational thinking to the teaching of introductory programming.	2	P11
Laboratory exercises	The contribution of computational thinking to the teaching of introductory programming.	2	P11
Week 7			
Lectures	Introduction to a visual programming environment (e.g. Scratch): sprites and their properties.	2	P11
Laboratory exercises	Introduction to a visual programming environment (e.g. Scratch): sprites and their properties.	2	P11
Week 8			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Animating sprites using sequences of commands and loops.	2	P11
Laboratory exercises	Animating sprites using sequences of commands and loops.	2	P11
Week 9			
Lectures	Input and output values.	2	P11
Laboratory exercises	Input and output values.	2	P11
Week 10			
Lectures	Variables. Program testing and evaluation of solution effectiveness.	2	P11
Laboratory exercises	Variables. Program testing and evaluation of solution effectiveness.	2	P11
Week 11			
Lectures	Animating sprites using conditional statements and operations.	2	P11
Laboratory exercises	Animating sprites using conditional statements and operations.	2	P11
Week 12			
Lectures	Events and parallelism in program execution.	2	P11
Laboratory exercises	Events and parallelism in program execution.	2	P11
Week 13			
Lectures	Tangible programming (e.g. using cards and other unplugged tools).	2	P11
Laboratory exercises	Tangible programming (e.g. using cards and other unplugged tools).	2	P11
Week 14			
Lectures	Contemporary programming environments for teaching introductory programming (e.g. Micro:bit, Meowbit, LightBot, mBot, Hour of Code, Minecraft, etc.).	2	P11
Laboratory exercises	Contemporary programming environments for teaching introductory programming (e.g. Micro:bit, Meowbit, LightBot, mBot, Hour of Code, Minecraft, etc.).	2	P11
Week 15			
Lectures	Development of a project for teaching introductory programming in a selected programming environment.	2	P11
Laboratory exercises	Development of a project for teaching introductory programming in a selected programming environment.	2	P11

Bioethics Education

Course name	**Bioethics Education**		
Course code	VUU330	*Year of study*	2.
Course leader	izv. prof. dr. sc. Bruno Ćurko	*ECTS credits*	3.0
Associates	dr. sc. Josip Guć	*Number of hours (L / S / E / P)*	15 / 0 / 30 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to enable students to study bioethics in its current problems as well as its methods. The course enables students to reflect critically on these problems and to design and implement teaching activities that foster the development of bioethical sensitivity and, consequently, of analytical, logical and reflective (critical) thinking in children through various forms and methods of teaching.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - Investigate and recognise contemporary bioethical problems. - Explain and distinguish ways of approaching bioethical problems in scientific disciplines, education and politics. - Distinguish and illustrate with examples anthropocentric and biocentric approaches to bioethical problems. - Design teaching activities that foster the development of bioethical sensitivity. - Argue for or against different theories on the required level of moral consideration for non-human living beings. - Criticise rationalising and uncritical approaches to bioethical problems. - Understand the relationship between the development of bioethical sensitivity and critical thinking.		
Course content	Lectures: 1. Introduction to the course 2. Introduction to bioethics 3. Medical bioethics 4. Environmental bioethics 5. Anthropocentrism and biocentrism 6. Animal ethics 7. Bioethics and politics 8. Interdisciplinarity and pluriperspectivity 9. Bioethical sensitivity and critical thinking 10. Applying bioethical problems in teaching Exercises: 1. Developing a scenario for an ethical discussion 2. Preparing a lesson plan for fieldwork 3. Creating a teaching unit on animal rights 4. Planning activities to develop bioethical sensitivity 5. Integrating bioethics into science subjects 6. The impact of technology on bioethical decisions 7. Ethical dilemmas in everyday life		

<table>
<tr><td></td><td colspan="4">8. Designing a bioethical debate.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Participate in the teaching process: 80% of lectures and 80% of exercises. Behave in accordance with ethical and academic principles in higher education teaching. Participate actively and constructively in the teaching process.
Fulfil teaching duties and course obligations on time.
Design teaching units that foster bioethical sensitivity.
Pass the oral exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☒ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">The final grade will be determined on the basis of the following components:
• Active participation in class (20%)
• Designing teaching units for the development of bioethical sensitivity (40%)
• Oral exam (40%)
The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Ćurko, B., & Guć, J. (2022). Odgoj za životinje: razvoj kritičke misli i bioetičkog senzibiliteta. Zadar: Mala filozofija.</td><td>3</td><td></td></tr>
<tr><td colspan="2">Grušovnik, T. (2023). Etika životinja: o prekovrsnoj gostoljubivosti. Zagreb: Pergamena, Znanstveni centar izvrsnosti za integrativnu bioetiku.</td><td>1</td><td></td></tr>
<tr><td colspan="2">Čović, A. (2004). Etika i bioetika: razmišljanja na pragu bioetičke epohe. Zagreb: Pergamena.</td><td>2</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Đurić, J., Prodanović, S., & Krstić, P. (2012). Životna sredina: moralni i politički izazovi. Beograd: Službeni glasnik, Institut za filozofiju i društvenu teoriju.
2. Rakić, V., Mladenović, I., & Drezgić (ur.). (2012). Bioetika. Beograd: Službeni glasnik, Institut za filozofiju i društvenu teoriju.
3. Bauby, J.-D. (1997). Skafander i leptir. Zagreb: Pergamena.
4. Katinić, M. (2012). Filozofija za djecu i mlade i integrativna bioetika. Filozofska istraživanja, 32 (3–4): 587–603.
5. Gosić, N. 2005. Bioetička edukacija. Zagreb: Pergamena.
6. ten Have, H. A. M. J. (2014). Bioethics Education. U: ten Have, H., Gordijn, B. (ur.). Handbook of Global Bioethics. Dordrecht: Springer. https://doi.org/10.1007/978-94-007-2512-6_96</td></tr>
</table>

	7. Nocella II, A. J., Drew, C., George, A. E., Ketenci, S., Lupinacci, J., Purdy I., & Schatz, J. L. (ur.). (2019). Education for Total Liberation: Critical Animal Pedagogy and Teaching against Speciesism. New York: Peter Lang. 8. Dinker, K. G., Pedersen, H. (2016). Critical Animal Pedagogies: Re-learning Our Relations with Animal Others. U: Lees, H., Noddings, N. (ur.), The Palgrave International Handbook of Alternative Education. London: Palgrave Macmillan. https://doi.org/10.1057/978-1-137-41291-1_27 9. Cifrić, I. (2007). Bioetička ekumena. Zagreb: Pergamena. 10. Čović, A., Radonić, M. (ur.). (2011). Bioetika i dijete: moralne dileme u pedijatriji. Zagreb: Pergamena, Hrvatsko društvo za preventivnu i socijalnu pedijatriju. 11. Škerbić, M. M. (2021). Filozofija sporta: nastanak i razvoj jedne discipline. Zagreb: Pergamena.
Quality assurance methods	Quality is monitored through continuous evaluation of student progress by means of various forms of assessment, including active participation in class, work on practical assignments and final evaluation. The quality of teaching and the achievement of learning outcomes are further ensured through systematic monitoring of the teaching process, regular feedback to students and student evaluations of the course. These methods ensure the acquisition of the planned competences and the achievement of learning outcomes in accordance with the set standards.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course and introduction to bioethics.	3	
Week 2			
Lectures	Medical and environmental bioethics.	3	
Week 3			
Lectures	Anthropocentrism and biocentrism; animal ethics.	3	
Week 4			
Lectures	Bioethics and politics; interdisciplinarity and pluriperspectivity.	3	
Week 5			
Lectures	Bioethical sensitivity and critical thinking; applying bioethical problems in teaching.	3	
Week 6			
Methodological exercises	Developing a scenario for an ethical discussion	3	
Week 7			
Methodological exercises	Preparing a lesson plan for fieldwork	3	
Week 8			
Methodological exercises	Preparing a lesson plan for fieldwork	3	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 9			
Methodological exercises	Creating a teaching unit on animal rights	3	
Week 10			
Methodological exercises	Creating a teaching unit on animal rights	3	
Week 11			
Methodological exercises	Planning activities to develop bioethical sensitivity	3	
Week 12			
Methodological exercises	Integrating bioethics into science subjects	3	
Week 13			
Methodological exercises	The impact of technology on bioethical decisions	3	
Week 14			
Methodological exercises	Ethical dilemmas in everyday life	3	
Week 15			
Methodological exercises	Designing a bioethical debate	3	

Microhistory and Cultural Heritage

Course name	**Microhistory and Cultural Heritage**		
Course code	VUU312	*Year of study*	2.
Course leader	prof. dr. sc. Mladenko Domazet	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Introduction to tangible and intangible heritage of Dalmatian cities and communities, as well as demanding methods and skills of teaching outside the classroom and in field studies, contextual linking of theoretical knowledge with historical and cultural heritage in its authentic environment, vulnerability in relation to the contemporary currents of life. Accordingly, the students are encouraged to develop sensitvity and cognitive interest for cultural heritage during their lifelong education.		
Enrolment requirements	None.		
Learning outcomes	- to acquaint microhistorical cultural potential, terminology and methodology of work - to develop basic knowledge of tangible and intangible heritage - to identify historical changes, key events, people, processes and tangible heritage on the microhistorical level - to develop practical knowledge of the fundamental principles of the operation of museums and their educative values - to carry out teaching outside the classroom and in the field work - to develop critical and analytical skills as well as awareness of conservation of cultural heritage		
Course content	1. Introduction to the Course, literature and students responsibilities 2. Sites of special historical significance (Salona) 3. Historical reconstructions and microhistorical changes in the case of Split (research at the museum) 4. Cultural heritage regarding the continuity and changes 5. Klis Fortress in historical context and its integration into contemporary trends of life 6. Teaching outside the classroom / Field work (objectives, methods, strategy and achievements) 7. Empathy for the historical contents based on cultural heritage and historical sources 8. Fieldwork / Gašpin's mill in Solin and its educational potential 9. Museum pedagodgy and it's connection to schools (workshop) 10. Field work / Family history (Garagnin-Fanfogna in Trogir) 11. Extracurricualr activities / School museum 12. Daily life / Implementation in teaching (Kaštela) 13. Field work/ Complexity of cultural heritage - Stari Grad on the island of Hvar 14. Vulnerability of cultural heritage and awareness about its preservation 15. Final lecture		

Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning		☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Class attendance, active participation in class, passing the written exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☒ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Participation in classes 10% Oral exam 90%		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	D. Kečkemet, Prošlost Splita, Split 2002.	2	
	M. Matijević - M. Domazet, Solinska svakodnevica u osvit novoga doba, Solin 2006.	3	
	I. Babić, Prostor između Trogira i Splita, trogir 1984.	1	
	A. Čavić, Stari Grad (Povijesni vodič), Stari Grad 2004.	1	

Supplementary literature	M. Brkljačić, S. Prlenda, Kultura pamćenja i historija. Zagreb, 2006. A. Fortis, Put po Dalmaciji, Zagreb 1984. K. Kužić, Povijest dalmatinske Zagore, Književni krug Split 1997. M. Domazet, Stari Grad na Hvaru - Otočni grad na razmeđu 19. i 20. stoljeća, Stari Grad 2011. J. Belamarić, Split od carske palače do grada, Split 1997. T. Marasović, Dioklecijanova palača, Ćakovec 1982. J. Jeličić-Radonić – Ana Sedlar, Topografija antičke Salone, Tusculum (Časopis za solinske teme) 2, Solin 2009. A. Duplančić, Splitske zidine u 17. i 18. stoljeću, Zagreb 2007. M. Domazet - M. Vuletin, Donjokaštelanska svakodnevica 1900.-1939., Zagreb 2002.
Quality assurance methods	Personal consultations, taking test, anonymous survey, record of class attendance, active participation in the field work and workshops, research and raport.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the Course, literature and students responsibilities.	2	F
Lectures	Sites of special historical significance (Salona).	2	F

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Historical reconstructions and microhistorical changes in the case of Split (research at the museum).	2	F
Lectures	Cultural heritage regarding the continuity and changes.	2	F
Lectures	Klis Fortress in historical context and its integration into contemporary trends of life.	2	F
Lectures	Teaching outside the classroom / Field work (objectives, methods, strategy and achievements).	2	F
Lectures	Empathy for the historical contents based on cultural heritage and historical sources.	2	F
Lectures	Fieldwork / Gašpin's mill in Solin and its educational potential.	2	TN
Lectures	Museum pedagodgy and it's connection to schools (workshop).	2	F
Lectures	Field work / Family history (Garagnin-Fanfogna in Trogir).	2	TN
Lectures	Extracurricualr activities / School museum.	2	F
Lectures	Daily life / Implementation in teaching (Kaštela).	2	F
Lectures	Field work/ Complexity of cultural heritage - Stari Grad on the island of Hvar.	2	F
Lectures	Vulnerability of cultural heritage and awareness about its preservation.	2	F
Lectures	Final lecture.	2	F

German Language 4

Course name	**German Language 4**		
Course code	VUU135	*Year of study*	2.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Familiarising students with German language content (at intermediate level).		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - read and understand a variety of texts in German correctly (at an intermediate level) - use grammatical structures and verb tenses correctly and demonstrate knowledge of spelling - communicate in German in everyday situations and take part in conversations on various topics such as environmental protection, weather conditions, travel, and generational differences demonstrate knowledge of the main features of German society, culture, and way of life -		
Course content	Natur und Umwelt Landschaftstypen. Wetter. Relativsatz Deutsche im Ausland und Ausländer in Deutschland Urlaubsvorbereitung. Reiseerlebnisse. Im Ausland arbeiten. Indirekter Fragesatz Nachrichten und Politik Nachrichten. Wahlsystem. Präpositionen Alte Menschen Altenheime. Überalterung. Reflexive Verben Bücher lesen Lyrik. Buchbeschreibungen. Grammatische Übungen.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to attend classes regularly and to complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course. They are required to pass the written examination (the equivalent of the written examination is passing two midterm tests) and achieve a minimum of 60% accuracy on the examination/midterm tests.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class

Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is determined on the basis of the following components: Written examination, i.e. successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 80% Performance in completing individual and group assignments – 10% Activity in class, participation in discussions during classes – 10% The criteria for the assessment and grading of each component are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. Ili dr. Izdanja	0	Yes
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. Ili dr. Izdanja	0	Yes
Supplementary literature	A German grammar of student's choice.		
Quality assurance methods	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is determined on the basis of the following components: Written examination, i.e. successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 80% Performance in completing individual and group assignments – 10% Activity in class, participation in discussions during classes – 10% The criteria for the assessment and grading of each component are described in the course repository.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture	1	
Foreign language exercises	Revision of grammatical categories	1	
Week 2			
Lectures	Natur und Umwelt	1	
Foreign language exercises	Natur und Umwelt	1	
Week 3			
Lectures	Landschaftstypen.	1	
Foreign language exercises	Relativsatz	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 4			
Lectures	Wetter	1	
Foreign language exercises	Relativsatz	1	
Week 5			
Lectures	Deutsche im Ausland und Ausländer in Deutschland	1	
Foreign language exercises	Deutsche im Ausland und Ausländer in Deutschland	1	
Week 6			
Lectures	Urlaubsvorbereitung.	1	
Foreign language exercises	Reiseerlebnisse	1	
Week 7			
Lectures	Im Ausland arbeiten	1	
Foreign language exercises	Indirekter Fragesatz	1	
Week 8			
Lectures	Nachrichten und Politik	1	
Foreign language exercises	Midterm exam	1	
Week 9			
Lectures	Nachrichten.	1	
Foreign language exercises	Präpositionen	1	
Week 10			
Lectures	Wahlsystem	1	
Foreign language exercises	Präpositionen	1	
Week 11			
Lectures	Alte Menschen	1	
Foreign language exercises	Alte Menschen	1	
Week 12			
Lectures	Altenheime.	1	
Foreign language exercises	Reflexive Verben	1	
Week 13			
Lectures	Überalterung	1	
Foreign language exercises	Reflexive Verben	1	
Week 14			
Lectures	Bücher lesen	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Foreign language exercises	Grammatische Übungen.	1	
Week 15			
Lectures	Lyrik. Buchbeschreibungen.	1	
Foreign language exercises	Midterm exam	1	

Prevention of Behavioural Problems in the School Environment

Course name	**Prevention of Behavioural Problems in the School Environment**		
Course code	VUU333	*Year of study*	2.
Course leader	doc. dr. sc. Toni Maglica	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to enable students to assess and analyse the risk factors that contribute to peer violence and other behavioural problems, to recognise, select and evaluate protective factors in the prevention of behavioural disorders and problems, and to implement effective preventive interventions in the school environment.		
Enrolment requirements	None		
Learning outcomes	Upon completion of this course, students will be able to: - analyse the features of effective prevention programmes in the school environment in primary (grades 1–4) education - apply protocols for dealing with cases of violence and other crises in primary school - assess and analyse the risk factors that contribute to peer violence and other behavioural problems - select and evaluate protective factors that contribute to the prevention of behavioural problems in primary (grades 1–4) education - design prevention programmes and activities in the school environment (school curriculum in primary grades 1–4) - propose possibilities for applying appropriate programmes and activities aimed at preventing risk factors and strengthening protective measures in primary (grades 1–4) education		
Course content	Conceptual definitions of prevention, prevention strategies, programmes and activities Levels of prevention and the intervention spectrum Theoretical foundations for creating prevention programmes Determinants of effective prevention programmes Prevention strategies, programmes and interventions in the school environment International and national guidelines for implementing prevention programmes in the school environment Overview and analysis of existing prevention programmes in the school environment Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">In accordance with the existing regulations of the Faculty, students are required to participate in all forms of teaching.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is determined on the basis of the following components:
1. Seminar paper prepared and presented in accordance with the teacher's instructions – 20%
2. Performance in solving individual and group assignments – 10%
3. Activity in class, participation in discussions during lectures and seminars – 10%
4. Passed written exam – 60%
The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Bouillet, D., Maglica, T (2024). Socijalna pedagogija u odgojno-obrazovnom kontekstu: prilike i izazovi. ALFA i Filozofski fakultet u Splitu, sveučilišni udžbenik (odabrana poglavlja)</td><td>10</td><td></td></tr>
<tr><td>Europski prevencijski kurikul (2020) Edukacijsko rehabilitacijski fakultet Sveučilišta u Zagrebu (odabrana poglavlja) https://www.hzjz.hr/nacionalna-istrazivanja/europski-prevencijski-kurikulum</td><td>0</td><td>online</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Bouillet i sur. (2018). Socijalnopedagoški mozaik: Razvoj modela potpore učenicima s problemima u ponašanju. Školska knjiga Zagreb.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- Class attendance, activity in class, performance in completing assignments
- University-level student survey on the quality of teaching and teachers
- Passed exam and fulfilment of other obligations prescribed by the syllabus
- Individual consultations
- Students' self-assessment of the achieved learning outcomes
- Collaborative evaluation of the delivery and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Conceptual definitions of prevention and prevention strategies.	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 2			
Lectures	Conceptual definitions of prevention programmes and activities	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 3			
Lectures	Levels of prevention	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 4			
Lectures	Levels of prevention	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 5			
Lectures	The intervention spectrum	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 6			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	The intervention spectrum	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 7			
Lectures	Theoretical foundations for creating prevention programmes	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 8			
Lectures	Theoretical foundations for creating prevention programmes	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 9			
Lectures	Determinants of effective prevention programmes	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 10			
Lectures	Determinants of effective prevention programmes	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 11			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Prevention strategies, programmes and interventions in the school environment	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 12			
Lectures	Prevention strategies, programmes and interventions in the school environment	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 13			
Lectures	International and national guidelines for implementing prevention programmes in the school environment	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 14			
Lectures	Overview and analysis of existing prevention programmes in the school environment	1	P21
Lectures	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21
Week 15			
Lectures	Overview and analysis of existing prevention programmes in the school environment	1	P21
Seminar	Seminars are organised as active workshops in which students reflectively and critically consider, describe, interpret and evaluate the above topics. Students are expected to participate actively and work in groups, while the seminars are delivered through problem-based, project-based and collaborative learning strategies.	1	P21

Didactics Practice

Course name	**Didactics Practice**		
Course code	VUU002	*Year of study*	2.
Course leader	prof. dr. sc. Sonja Kovačević	*ECTS credits*	1.0
Associates		*Number of hours (L / S / E / P)*	0 / 0 / 15 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To recognize the complexity of the operation and management of the school and the importance of ongoing education of teachers. Become familiar with the drafting of curricula, pedagogical documentation (setting up schools, memorials, Yearbook, registration books, class books, ...), regulations (regulations on monitoring and evaluation of students, ...), work professionally - pedagogical staff, the work of the class teacher.		
Enrolment requirements	No conditions.		
Learning outcomes	Students are trained to understand the organization of school at the micro and macro level. Upon completion students will be able to: - compare the basic theoretical and methodological knowledge and practical work with students - investigate the general and specific organization of life and work in the school; cultural and public activity of the school - establish the importance of the quality of preparation and implementation of educational activities at school - explore the mandatory instructional documentation - study the legal documents for primary school - assess the implementation of regular, supplementary, additional classes, extracurricular activities and organized student free time - analyze the different styles of teaching and learning		
Course content	During the week-long professional pedagogical education the student is required to get to know the structure of the school, permanent school documents (memorandum, Yearbook, the civil register), regulations on monitoring and evaluating students, the work of professional and educational services; the work of a class teacher as well as getting to know the cultural and public activities of the school. The student will be introduced to the obligatory school documentation and its proper and regular conduct; the laws, rules and regulations that govern the activities of the primary school as well as familiarization with planning, programming and preparation for carrying out teaching activities (daily preparation, monthly and annual work programs) and attending other activities conducted by professional teams at the school (individual conversations with parents, parent-teacher meetings, school trips, field trips, sessions and professional meetings).		
Types of teaching	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	

Student obligations	Student responsibilities include: regular attendance and active participation in school days, creation and submission of practice diary or written report.		
Monitoring of student work	☐ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam ☒ Portfolio	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	The course does not have final exam. The assessment of outcomes is based on the School's confirmation of completed practice and on students' reports (work diary).		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Nacionalni kurikul	0	online
	Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi	0	online
	Predmetni kurikuli u razrednoj nastavi	0	online
	Školski kurikul	0	online

Supplementary literature	Subject curriculum
Quality assurance methods	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exams.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Methodological exercises	Instructions for carrying out the didactics practice.	1	
Methodological exercises	Regular attendance and active participation during the days spent at school; preparation and submission of a practice journal (tables) or a written report following the instructions for carrying out the didactics practice and the course content.	14	

Instrumental Practicum

Course name	**Instrumental Practicum**		
Course code	VUU113	*Year of study*	2.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	0 / 15 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To develop musical ear and musical-technical skills of expression on the piano necessary for the quality realization of musical content in Music Education classes in the first three grades of elementary school. To become familiar with different groups of musical instruments.		
Enrolment requirements	A prerequisite for enrolling in the Instrumental Practicum course is completing the Music Notation course.		
Learning outcomes	Upon completion of the course, the student will be able to: - recognize, write down and intonate simple melodic-rhythmic and rhythmic dictations - perform on the piano a part of the literature intended for singing in class lessons; - apply the basics of piano playing techniques; - collaborate musically in group music making; - provide piano accompaniment to class singing; - analyze the musical-expressive components of children's songs.		
Course content			
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Participate in the teaching process: seminars 80%, exercises 80%; Complete individual and group assignments on time and with quality; Find out about classes that you missed during consultations with teachers and other students; Pass the practical exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam ☒ Practical exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed on the basis of success in the practical exam (100%). The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*

	Goran, LJ., Marić, Lj. (1989). Zapjevajmo složno svi: zbirka pjesama i igara za djecu predškolske dobi. Zagreb: Školska knjiga.		
	Goran, Lj., Marić, LJ. (1991). Spavaj, spavaj zlato moje: zbirka uspavanki i skladbi mirnog ugođaja. Zagreb: Školska knjiga.		
	Njirić, N. (1994). Pjevanka. Zagreb: Školska knjiga.		
	Završki, J. (1992). Tratinčice. Susreti s glazbom u prva četiri razreda osnovne škole. Zagreb: Školska knjiga.		
	Adamić, T. (1983). Solfeggio. Zagreb: Muzička naklada.		
Supplementary literature	1. Golčić, I. (1998). Pjesmarica: za osnovne škole. Zagreb: Hrvatsko književno društvo sv. Jeronima. 2. Manasteriotti, V. (1981). Prvi susreti djeteta s muzikom. Zagreb: Školska knjiga. 3. Marković, A. (1991). 555 izabranih tema za solfeggio. Zagreb: Školska knjiga.		
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exam and fulfilled other obligations prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Introductory lesson.	1	P6
Other music exercises	Introductory lesson.	2	P6
Week 2			
Seminar	Types of musical instruments.	1	P6
Other music exercises	Body and hand position when playing the piano.	2	P6
Week 3			
Seminar	String instruments	1	P6
Other music exercises	Processing of preparatory exercises on the piano.	2	P6
Week 4			
Seminar	Wind instruments (woodwind and brass instruments).	1	P6

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Other music exercises	Auditory perception of tonic and dominant. Arrangement of a new song (C major) Creating simple melodic dictations	2	P6
Week 5			
Seminar	Percussions.	1	P6
Other music exercises	Auditory perception of major and minor triads. Arrangement of a new song (G major) Creating simple melodic dictations Creating simple rhythmic dictations.	2	P6
Week 6			
Seminar	Keyboard instruments.	1	P6
Other music exercises	Auditory perception of the leader. Arrangement of a new song (A minor) Creating simple melodic dictations Creating simple rhythmic dictations.	2	P6
Week 7			
Seminar	Auditory recognition of musical instruments.	1	P6
Other music exercises	Making simple melodic dictations. Arrangement of a new song (E minor)	2	P6
Week 8			
Seminar	Basics of conducting	1	P6
Other music exercises	Auditory perception and realization of whole notes, half notes and quarter notes in different measures. Arrangement of a new song (C major) Creating simple rhythmic dictations.	2	P6
Week 9			
Seminar	Conducting two-beat measures.	2	P6
Other music exercises	Auditory perception of the subdominant. Arrangement of new songs (F major and D minor) Creating simple rhythmic dictations.	2	P6
Week 10			
Seminar	Conducting three-beat measures.	1	P6
Other music exercises	Making simple rhythmic dictations. Two-handed playing of the C major scale.	2	P6
Week 11			
Seminar	Conducting four-beat measures.	1	P6
Other music exercises	Making simple rhythmic dictations. Two-handed playing of the G major scale.	2	P6
Week 12			
Seminar	A boost and a signal to finish.	1	P6
Other music exercises	Auditory perception and realization of eighth notes in different measures. Two-handed playing of the F major scale. Making simple melorhythmic dictations.	2	P6
Week 13			
Seminar	Conducting arranged children's songs with piano accompaniment.	1	P6

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Other music exercises	Two-handed playing of the F major scale. Making simple melorhythmic dictations.	2	P6
Week 14			
Seminar	Conducting arranged children's songs with piano accompaniment.	1	P6
Other music exercises	Two-handed playing of the D major scale. Auditory perception VI. degree of tonality. Making simple melorhythmic dictations.	2	P6
Week 15			
Other music exercises	Conducting arranged children's songs with piano accompaniment.	1	P6
Other music exercises	Two-handed playing of the B flat major scale. Arrangement of new songs (B flat major and B flat minor)	2	P6

Logic

Course name	**Logic**		
Course code	VUU123	*Year of study*	2.
Course leader	izv. prof. dr. sc. Bruno Ćurko	*ECTS credits*	5.0
Associates	dr. sc. Josip Guć	*Number of hours (L / S / E / P)*	45 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	15%
Course description			
Course aims	To develop and improve analytical abilities and skills, to provide a foundation for the logical structuring of didactic content, for the implementation of integrated teaching of logical content and skills in primary education, and for fostering critical thinking and argumentation among students.		
Enrolment requirements	N/A		
Learning outcomes	Upon completion of the course, the student will be able to, at the level of first-order logic: - logically analyse sentences in natural language; - determine the validity of an argument; - prove simpler examples; - logically structure teaching content; - apply logical principles to the formal aspects of primary education.		
Course content	Lectures 1. Introduction to the course content and to the rights and obligations of course participants. Traditional and contemporary concepts of logic. 2. The roles of logic in education — logic as a prerequisite for didactic competence, logic as teaching content, and logic as a formal aim of education. An overview of the history of logic in Croatia, with special emphasis on the position of logic in teacher education. 3. Fundamentals of logic: concept, judgement, inference. 4. Fundamentals of logic: definition and division. 5. Syllogism, polysyllogism, sorites. Venn diagrams. 6. Truth tables and the method of reductio ad absurdum. 7. Writing proofs in natural language and translating them into formal language, and vice versa. 8. Fundamentals of practical logic. 9. Logical errors in formal logic. 10. Informal logic: types of dialogue and argumentation. 11. Logical fallacies in informal logic. 12. Logic and logical games in primary school teaching. 13. Structured dialogue — Socratic dialogue. 14. Logical dialogue with primary school pupils — developing habits of critical thinking. 15. Logic and communication: trends in the development of contemporary logic and its educational applications. Seminars 1. Traditional logic — the study of concepts, judgements, and inferences. 2. Concept. Relations between concepts. Definition. Division. 3. Judgement. Types of judgements. Relations between judgements.		

<table>
<tr><td></td><td colspan="4">4. Inference. Validity and soundness of inference.
5. Exercises in diagrammatic representation of concepts, judgements, and inferences — Venn diagrams, concept maps, and argument diagramming.
6. Logic-based educational programmes in primary education — analysis of selected examples.
7. Translation exercises using educational software.
8. Proof exercises using educational software.
9. Written knowledge assessment.
10. Analysis of the results of the written knowledge assessment.
11. Informal logic: dialogue and types of dialogue.
12. Principles of argumentation and logical fallacies.
13. Logical fallacies in dialogue.
14. Logical fallacies in everyday life.
15. Revision and preparation for the examination.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Students are expected to act in accordance with ethical and scientific principles in higher education teaching.
They are required to participate in and complete teaching and extracurricular activities, both individual and group-based, that enable the achievement of the learning outcomes prescribed by the course, with a minimum attendance/participation requirement of 80%. Students are expected to participate in discussions during lectures and seminars, prepare and deliver a seminar paper, submit the seminar paper before taking the written examination, and pass the written examination.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☒ Midterm exams</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">The student's overall work during the course is assessed, including activity in class and participation in discussions during lectures and seminars. The exam is taken in written form. Active participation in class (10%), midterm exam (30%), written exam (40%) and prepared seminar paper (20%). The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Crews-Anderson, Timothy A. (2007) Critical Thinking and Informal Logic. Tirril: Humanities-Ebooks</td><td colspan="2"></td><td>online</td></tr>
<tr><td></td><td>Iva Buchberger (2012), Kritičko mišljenje priručnik kritičkog mišljenja, slušanja, čitanja i pisanje, Rijeka: Udruga za razvoj visokoga školstva Universitas.</td><td colspan="2">2</td><td></td></tr>
</table>

	Bruno Ćurko (2017), Kritičko mišljenje u nastavi filozofije, logike i etike, Zagreb: Hrvatsko filozofsko društvo.	1	
	Srećko Kovač, Logika: za gimnazije, Zagreb: Hrvatska sveučilišna naklada	2	
Supplementary literature	- Ali Almossawia (2013) Ilustrirana knjiga loših argumenata, Zagreb: Društvo za promociju znanosti i kritičkog mišljenja. - Iva Rosanda Žigo (2015) (S)misao kritike. Udžbenik iz područja kritičkog mišljenja i akademskog pisanja, Koprivnica: Sveučilište Sjever. - Berislav Žarnić (2005) U perspektivi dinamične semantike: valjanost praktičnog zaključka, Zagreb: Hrvatsko filozofsko društvo, 2005 - Stephen Johnson, Harvey Siegel, Christopher Winch (2010) Teaching Thinking Skills London: Continuum - Matthew Lipman (2003) Thinking in Education. Cambridge University Press - Jean Piaget (2002, prvo izdanje 1928) Judgement and Reasoning in the Child. Routledge and Kegan Paul Ltd. - Jennifer Moon (2008) Critical Thinking: Exploring Theory and Practice London: Routledge - Srećko Kovač i Berislav Žarnić (2008) Logička pitanja i postupci: problemski uvod u elementarnu logiku. Zagreb: Kruzak. - Jon Barwise i John Etchemendy (2000) Language, Proof and Logic. Stanford: CSLI Publications		
Quality assurance methods	Class attendance, active participation in class, and successful completion of assigned tasks. Student survey on the quality of teaching and teachers at the university level. Passed examination and fulfilment of other requirements prescribed by the syllabus.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course content and to the rights and obligations of course participants. Traditional and contemporary concepts of logic.	3	FFST
Seminar	Traditional logic:: the study of concepts, judgements, and conclusions.	1	FFST
Week 2			
Lectures	The roles of logic in education — logic as a prerequisite for didactic competence, logic as teaching content, and logic as a formal aim of education. An overview of the history of logic in Croatia, with special emphasis on the position of logic in teacher education.	3	FFST
Seminar	Concept. Relations between concepts. Definition. Division.	1	FFST
Week 3			
Lectures	Fundamentals of logic: concept, judgement, conclusion.	3	FFST
Seminar	Judgement. Types of judgements. Relations between judgements.	1	FFST

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 4			
Lectures	Fundamentals of logic: definition and division.	3	FFST
Seminar	Conclusion. Validity and soundness of conclusion.	1	FFST
Week 5			
Lectures	Syllogism, polysyllogism, sorites. Venn diagrams.	3	FFST
Seminar	Exercises in diagrammatic representation of concepts, judgements, and inferences — Venn diagrams, concept maps, and argument diagramming.	1	FFST
Week 6			
Lectures	Truth tables and the method of reductio ad absurdum.	3	FFST
Seminar	Logic-based educational programmes in primary education — analysis of selected examples.	1	FFST
Week 7			
Lectures	Writing proofs in natural language and translating them into formal language, and vice versa.	3	FFST
Seminar	Translation exercises using educational software.	1	FFST
Week 8			
Lectures	Fundamentals of first-order predicate logic	3	FFST
Seminar	Proof exercises using educational software.	1	FFST
Week 9			
Lectures	Formal logical fallacies	3	FFST
Seminar	Written knowledge assessment.	1	FFST
Week 10			
Lectures	Informal logic: types of dialogue and argumentation.	3	FFST
Seminar	Analysis of the results of the written knowledge assessment.	1	FFST
Week 11			
Lectures	Logical fallacies in informal logic.	3	FFST
Seminar	Informal logic: dialogue and types of dialogue.	1	FFST
Week 12			
Lectures	Logic and logical games in primary school teaching.	3	FFST
Seminar	Principles of argumentation and logical fallacies.	1	FFST
Week 13			
Lectures	Structured dialogue: Socratic dialogue.	3	FFST
Seminar	Logical fallacies in dialogue.	1	FFST
Week 14			
Lectures	Logical dialogue with primary school pupils, developing habits of critical thinking.	3	FFST
Seminar	Logical fallacies in everyday life.	1	FFST
Week 15			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Logic and communication: trends in the development of contemporary logic and its educational applications.	3	FFST
Seminar	Revision and preparation for the examination.	1	FFST

Mathematics 2

Course name	**Mathematics 2**		
Course code	VUU027	*Year of study*	2.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	5.0
Associates	dr. sc. Nives Baranović, v. pred.	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The objective of the course is to provide students with a fundamental understanding of geometric concepts in the plane and their relationships, to enable them to apply logical reasoning, argumentation, proof, and problem solving in a geometric context, and to apply geometric concepts in modelling and solving simple problem situations.		
Enrolment requirements	Completed course Mathematics 1.		
Learning outcomes	Upon completion of the course, the student will be able to: - communicate mathematical knowledge and ideas in an argued and effective manner when defining and describing geometric concepts in the plane - formulate and prove mathematical statements related to geometric concepts in the plane - establish connections between natural language, symbolic notation, and visual representation of geometric concepts and relations in the plane - solve mathematical tasks and problems that can be reduced to an appropriate mathematical model or procedure in the context of plane geometry		
Course content	Basic geometric concepts, axioms, and fundamental geometric constructions Derived geometric concepts and their properties Triangles: congruence, constructions, characteristic points Quadrilaterals: types, constructions Similarity of plane figures Circle and circumference Perimeters and areas of plane figures The isoperimetric problem in the plane Isometries of the plane Tessellations of the plane		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Attend the teaching process: 80% of lectures, 80% of seminars. Actively participate in discussions and in solving assigned tasks during lectures and seminar sessions. Prepare and present a seminar paper or independent assignments according to predefined criteria.		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam ☒ Independent tasks	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes and student obligations, the final grade is formed based on the following elements: 1) S – Completed seminar paper or independent tasks – 10% 2) P – Passed written exam (or colloquia during the semester) – 50% 3) U – Passed oral exam – 40% Criteria for evaluating each element are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Baranović, N. (2025). Matematika 2. Nastavni materijal dostupan na: https://inet1.ffst.hr/predmet/mat2		Yes
	Musser, G.L, Burger, W.F., Peterson, B.E. (2006). Mathematics for Elementary Teachers: a Contempporary Approach. (str 565-773). John Wiley & Sons, Inc, USA		Yes
	Polya, G. (1966). Kako riješiti matematički zadatak. Zagreb: Školska knjiga.		Yes
Supplementary literature	Pelle, B. (2004). Tako poučavamo matematiku. (str 141-277). Školske novine i HMD, Zagreb Pavković, B., Veljan, D. (2004). Elementarna matematika I. (str 183-377). Školska knjiga, Zagreb Legendre, A. M. (2010). Elementi geometrije. Element, Zagreb		
Quality assurance methods	- class attendance, activity, task performance - student evaluations of teaching quality - passed exam and completed course obligations - individual consultations - student self-assessment of achieved learning outcomes - peer evaluation of teaching process quality		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction: getting acquainted, course requirements, mode of work, assessment criteria; Initial test	2	P5
Seminar	Analysis of the initial test – aligning the mode of work with evaluation results; Introduction to and basic activities with didactic materials	2	P5
Week 2			
Lectures	Basic concepts and axioms of Euclidean geometry – Part 1	2	P5

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Geometric constructions with ruler and compass	2	P5
Week 3			
Lectures	Basic concepts and axioms of Euclidean geometry – Part 2	2	P5
Seminar	Geometric constructions in a dynamic geometry software environment	2	P5
Week 4			
Lectures	Line segment: definition and derived concepts related to the line segment	2	P5
Seminar	Line segment: various types of tasks and activities using didactic materials	2	P5
Week 5			
Lectures	Angle: definition and derived concepts related to angles	2	P5
Seminar	Angle: various types of tasks and activities using didactic materials	2	P5
Week 6			
Lectures	Polygon: definition and derived concepts related to polygons	2	P5
Seminar	Polygon: various types of tasks and activities using didactic materials	2	P5
Week 7			
Lectures	Triangle: definition and derived concepts related to triangles	2	P5
Seminar	Triangle: various types of tasks and activities using didactic materials	2	P5
Week 8			
Lectures	Congruence	2	P5
Seminar	Congruence: various types of tasks and activities using didactic materials	2	P5
Week 9			
Lectures	Characteristic points of a triangle	2	P5
Seminar	Elementary triangle constructions; Constructions of characteristic points of a triangle	2	P5
Week 10			
Lectures	Proportions and similarity	2	P5
Seminar	Proportions and similarity: various types of tasks and activities using didactic materials	2	P5
Week 12			
Lectures	Quadrilateral: definition and derived concepts related to quadrilaterals	2	P5
Seminar	Quadrilateral: various types of tasks and activities using didactic materials	2	P5
Week 13			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Circle: definition and derived concepts related to the circle	2	P5
Seminar	Circle: various types of tasks and activities using didactic materials	2	P5
Week 14			
Lectures	Disk (Circle interior): definition and derived concepts related to the disk	2	P5
Seminar	Disk: various types of tasks and activities using didactic materials	2	P5
Week 15			
Lectures	Reflection and systematisation	2	P5
Seminar	Mixed tasks for revision and practice	2	P5

Media Culture

Course name	**Media Culture**		
Course code	VUU125	*Year of study*	2.
Course leader	izv. prof. dr. sc. Helena Dragić	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	Introduce students to the fundamental concepts of media culture, acquire knowledge about the development and types of media, and, through the reception of media messages, learn methods for evaluating media products and develop a critical approach toward the media.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - explain the fundamental concepts of media culture; - recognize and distinguish information from disinformation; - differentiate between evidence and interpretation; - independently analyze media products; - evaluate and critically assess media products.		
Course content	- Introduction to semiotics; media; media and society. - Types of media. - Introduction to rhetoric; public speaking. - Television and radio programs. - Print media; children's press. - Internet. - Multimedia and interactive applications and software. - Film: definition, film expressive means, film genres and types. - Film: film editing, synopsis, screenplay, and shooting script. - Film in education. - Theatre; puppet theatre. - Poster and picture book. - Public sphere and journalism. - Media reception and media competence. - The role of media in human life.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	1. Regular attendance in classes. 2. Maintaining a diary of viewed films. 3. Acting in accordance with ethical and scientific principles in higher education. (Note: this is not an assessment component.) 4. Participating in and completing teaching and extracurricular activities (individual and group), which, in the context of the course, include		

<table>
<tr><td></td><td colspan="3">attending film screenings and theatre performances, as well as other activities that contribute to achieving the course learning outcomes.
5. Preparing a seminar paper according to predefined criteria.
6. Presenting the seminar paper according to predefined criteria. (Note: the seminar paper must be written according to established guidelines, which will be presented to students during the introductory lecture.)
7. Passing the oral exam.
8. Staying informed about missed classes by consulting the instructor during office hours and fellow students.
9. Adhering to deadlines and timelines required for course activities.
10. Completing individual and group assignments in a timely and high-quality manner.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the course learning outcomes and student obligations, the final grade is formed based on the following components:
1. Oral exam – 50 %;
2. Completed and presented seminar paper in accordance with the instructor’s guidelines – 30 %;
3. Performance in completing individual and group assignments – 10 %;
4. Active participation in class, including participation in discussions during lectures and seminars – 10 %.
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Inglis, F. (1997). Teorija medija. AGM.</td><td>1</td><td></td></tr>
<tr><td></td><td>Mikić, K. (1999). Film u nastavi medijske kulture. Educa.</td><td>3</td><td></td></tr>
<tr><td></td><td>Jenks, C. (2002). Vizualna kultura (1. poglavlje). Naklada Jesenski i Turk.</td><td>6</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Castells, Manuel (2003). Internet galaksija: razmišljanja o internetu. Zagreb. Naklada Jesenski i Turk.
Gilić, Nikica (2007a). Uvod u teoriju filmske priče. Zagreb. Školska knjiga.
Gilić, Nikica (2007b). Filmske vrste i rodovi. Zagreb. AGM.
Internetsko izdanje (2013):
Pristup: http://www.elektronickeknjige.com/gilic_nikica/filmske_vrste_i_rodovi/index.htm.
Ilišin, Vlasta, Marinović Bobinac, Ankica i Radin, Furio (2001). Djeca i mediji: uloga medija u svakodnevnom životu djece. Zagreb: Državni zavod za zaštitu obitelji, materinstva i mladeži. IDIZ.
McLuhan, Carr i Nicholas, Plitko (2011). Što Internet čini našemu mozgu. Zagreb. Naklada Jesenski i Turk.
Kragić, Bruno i Gilić, Nikica (2003). Filmski leksikon. Zagreb. Leksikografski zavod Miroslava Krleže.
Listeš, Srećko (2010). Eseji o književnosti i oko nje 2. Zagreb.</td></tr>
</table>

	McLuhan, Marshall (2008). Razumijevanje medija. Zagreb. Golden marketing / Tehnička knjiga. Peterlić, Ante (2008). Povijest filma. Zagreb. HFS. Peterlić, Ante (2001). Osnove teorije filma (odabrana poglavlja). Zagreb. Hrvatska sveučilišna naklada. Pokrivka, Vlasta (1991). Dijete i scenska lutka. Zagreb. Školska knjiga. Škarić, Ivo (2000). Temeljci suvremenoga govorništva. Zagreb. Školska knjiga. Težak, Stjepko (1990). Metodika nastave filma na općeobrazovnoj razini. Zagreb. Školske knjige.
Quality assurance methods	- Student evaluation through an anonymous survey. - Student success in preparing and writing the seminar paper. - Pass rate of the exam and fulfillment of other syllabus requirements. - Individual consultations with students. - Student self-assessment of achieved learning outcomes.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to semiotics; media; media and society.	2	P5
Seminar	Media; media and society.	2	P20
Week 2			
Lectures	Types of media.	2	P5
Seminar	Types of media.	2	P20
Week 3			
Lectures	Introduction to rhetoric; public speaking.	2	P5
Seminar	Oratory skills, composition of monologic speeches.	2	P20
Week 4			
Lectures	Television and radio programs.	2	P5
Seminar	Analysis of television and radio programs.	2	P20
Week 5			
Lectures	Print media; children's press.	2	P5
Seminar	Analysis of print media; children's press.	2	P20
Week 6			
Lectures	Internet.	2	P5
Seminar	Media literacy.	2	P20
Week 7			
Lectures	Multimedia and interactive applications and software.	2	P5
Seminar	Multimedia and interactive applications and software.	2	P20
Week 8			
Lectures	Film: definition, film expressive means, film genres and types.	2	P5

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Film: definition, film expressive means, film genres and types.	2	P20
Week 9			
Lectures	Film: film editing, synopsis, screenplay, and shooting script.	2	P5
Seminar	Film: film editing, synopsis, screenplay, and shooting script.	2	P20
Week 10			
Lectures	Film in education.	2	P5
Seminar	Film in education.	2	P20
Week 11			
Lectures	Theatre; puppet theatre.	2	P5
Seminar	Theatre; puppet theatre.	2	P20
Week 12			
Lectures	Poster and picture book.	2	P5
Seminar	Poster and picture book.	2	P20
Week 13			
Lectures	Public sphere and journalism.	2	P5
Seminar	Public sphere and journalism.	2	P20
Week 14			
Lectures	Media reception and competence.	2	P5
Lectures	Media reception and competence.	2	P20
Week 15			
Lectures	The role of media in human life.	2	P5
Lectures	The role of media in human life.	2	P20

Basics of Kinesiology

Course name	**Basics of Kinesiology**		
Course code	VUU140	*Year of study*	2.
Course leader	doc. dr. sc. Damir Jurko	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 15 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the basic theoretical knowledge and principles of kinesiology and of kinesiological methodology and didactics, and to enable them to apply methods and procedures for analysing and managing kinesiological activities of children.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - explain the general laws of human movement. - recognise the level of acquisition of motor knowledge and the level of characteristics and abilities. - design different kinesiological operators. - distinguish characteristic states of children within transformation processes. - use different modes of work. - interpret the basic research findings on the impact of physical activity on children's psychosomatic status.		
Course content	1. Kinesiology – the science of movement: concept, definition, aims and structure 2. Movement as a biotic human need. 3. Anatomical and physiological foundations of movement. 4. The structure of kinesiological activities. 5. The impact of kinesiological activities on health. 6. The impact of kinesiological activities on anthropological characteristics. 7. Anthropological characteristics and their development in children. 8. Methodological procedures in kinesiology. 9. Basics of pedagogical procedures and didactic principles in kinesiology. 10. Theory and methods of motor learning. 11. Physiological and anatomical foundations of the motor learning process. 12. Changes in anthropological status under the influence of motor learning. 13. Biotic motor knowledge; basics of kinesiological transformation procedures. 14. Change in anthropological status under the influence of kinesiological treatments. 15. Basics of research methodology in kinesiology, with kinesiometry.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: 80% of lectures, 70% of seminars and 70% of exercises
Behave in accordance with ethical and academic principles in higher education teaching
Participate in and complete teaching activities that enable the achievement of the learning outcomes envisaged for the course; prepare a seminar paper according to predetermined criteria
Present the seminar paper according to predetermined criteria
Pass the midterm exam</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam
☒ Midterm exams</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project
☒ Continuous assessment</td><td>☒ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Assessment and evaluation of student work during the course and at the final exam / method of verifying the acquired learning outcomes for each student obligation</td></tr>
<tr><td rowspan="2">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>D.Jurko, D.Čular, M.Badrić, G.Sporiš (2015). Osnove kineziologije 1 45</td><td>1</td><td>45</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Findak, V., Metikoš, D., Mraković, M. (1996). Primjenjena kineziologija u školstvu-norme, Zagreb.
2. Mraković, M. (1997). Uvod u sistematsku kineziologiju. Kineziološki fakultet u Zagrebu, Zagreb.
3. Katić, R., Rogulj, N. (2005). Osnove kineziologije – priručnik za praćenje nastave i pripremanje ispita. Visoka učiteljska škola u Splitu, Split.
4. Kosinac, Z. (1998). Osnove anatomije i fiziologije. Razvoj pokreta i psihomotoričkih sposobnosti. Udruga za šport i rekreaciju djece i mladeži grada Splita.
5. Pejčić, A. (2005). Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Visoka učiteljska škola Sveučilišta u Rijeci, Rijeka.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Quality monitoring methods that ensure the acquisition of the intended knowledge, skills and competences</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3">Student evaluation by means of an anonymous survey; student performance in the midterm exam, seminar paper and oral exam. Class attendance, activity in exercises, performance in completing assignments.
Individual consultations.
Collaborative evaluation of the delivery and quality of the teaching process.</td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Physical education exercises	Kinesiology - the science of movement, concept, definition, goals and structure Introduction and overview of exercise requirements. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Kinesiology – the science of movement: concept, definition, aims and structure	2	
Seminar	Introduction and overview of obligations for the exercises.	1	
Week 2			
Physical education exercises	Anatomical and physiological basics of movement. Physical education for the first grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Movement as a biotic human need.	2	
Seminar	Physical exercise for the first grade of primary school.	1	
Week 3			
Physical education exercises	Movement as a human biotic need. Physical education for the first grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Anatomical and physiological foundations of movement.	2	
Seminar	Physical exercise for the first grade of primary school.	1	
Week 4			
Physical education exercises	Structure of kinesiological activities. Physical education for the first grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	The structure of kinesiological activities.	2	
Seminar	Physical exercise for the first grade of primary school.	1	
Week 5			
Physical education exercises	The impact of kinesiological activities on health. Physical education for the second grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	The impact of kinesiological activities on health.	2	
Seminar	Physical exercise for the second grade of primary school.	1	
Week 6			
Physical education exercises	The influence of kinesiological activities on anthropological features. Physical education for the second grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	The impact of kinesiological activities on anthropological characteristics.	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Physical exercise for the second grade of primary school.	1	
Week 7			
Physical education exercises	Anthropological characteristics and their development in preschool children. Physical education for the second grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Anthropological characteristics and their development in preschool children.	2	
Seminar	Physical exercise for the second grade of primary school.	1	
Week 8			
Physical education exercises	Methodological procedures in kinesiology. Physical education for the third grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Methodological procedures in kinesiology.	2	
Seminar	Physical exercise for the third grade of primary school.	1	
Week 9			
Physical education exercises	Basics of pedagogical procedures and didactic principles in kinesiology. Physical education for the third grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Basics of pedagogical procedures and didactic principles in kinesiology.	2	
Seminar	Physical exercise for the third grade of primary school.	1	
Week 10			
Physical education exercises	Theory and methods of motor learning. Physical education for the third grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Theory and methods of motor learning.	2	
Seminar	Physical exercise for the third grade of primary school.	1	
Week 11			
Physical education exercises	Physiological and anatomical bases of the process of motor learning. Physical education for the fourth grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Physiological and anatomical foundations of the motor learning process.	2	
Seminar	Physical exercise for the fourth grade of primary school.	1	
Week 12			
Physical education exercises	Changes in anthropological status under the influence of motor learning. Physical education for the fourth grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Changes in anthropological status under the influence of motor learning.	2	
Seminar	Physical exercise for the fourth grade of primary school.	1	
Week 13			
Physical education exercises	Biotic motor skills. Fundamentals of kinesiological transformation processes. Physical education for the fourth grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Biotic motor knowledge. Basics of kinesiological transformation procedures.	2	
Seminar	Physical exercise for the fourth grade of primary school.	1	
Week 14			
Physical education exercises	Changes in anthropological status under the influence of kinesiological treatments. Analysis of physical exercise from the first to the fourth grade of primary school. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Change in anthropological status under the influence of kinesiological treatments.	2	
Seminar	Analysis of physical exercise from the first to the fourth grade of primary school.	1	
Week 15			
Physical education exercises	Basics of research methodologies in kinesiology with kinesiometry. Midterm exam. Designing physical exercises for children in grades 1 through 4 of primary school.	2	
Lectures	Basics of research methodology in kinesiology, with kinesiometry.	2	
Seminar	Midterm exam.	1	

Psychology of Motivation and Socialization in the Classroom

Course name	**Psychology of Motivation and Socialization in the Classroom**		
Course code	VUU153	*Year of study*	2.
Course leader	izv. prof. dr. sc. Darko Hren	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The objective of the course is to equip students to understand motivation, emotions, and social processes in the classroom and educational context, and to prepare them for the analysis and practical application of theoretical principles in various classroom environments and situations.		
Enrolment requirements	none.		
Learning outcomes	Upon completion of the course, students will be able to: Critically evaluate basic theoretical concepts relevant to understanding motivation and emotions in an educational context. Encourage and support student motivation for learning and participation in classroom activities. Explain and apply the fundamental principles of effective communication with students and parents, and the organization of the classroom both as a group and as a space where the educational process takes place. Analyze and evaluate motivational and socialization processes based on personal practical experience in the specific context of providing individual and group learning support.		
Course content	LECTURES Psychological explanations of motivation: need theories and learning theories Psychological explanations of motivation: cognitive theories Understanding and influencing student motivation Understanding emotions: fundamental theoretical approaches Biological, cognitive, and social aspects of emotions Teacher-student communication The classroom as a group process Classroom management The school and classroom as an educational context Students with special educational needs Communication and working with parents SEMINARS Practical implications of psychological theories of motivation for working with students Application of behaviorist principles in working with students Application of the attributional approach in working with students Self-regulation Foundations of effective communication: active listening Foundations of effective communication: expressing complete messages Foundations of effective communication: providing feedback Group cohesion		

	Appropriate programs and forms of schooling for students with special educational needs Working with children with reading/writing acquisition difficulties Working with gifted students Communication with parents		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Students are required to attend lectures (80%) and seminars (80%), complete practical work, present a seminar paper, and pass 2 midterm exams (colloquia).		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam ☒ Continuous assessment	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	The final grade will be formed based on the achievement of the following elements: presentation of a seminar paper (30%) and passing 2 midterm exams (70%). The examination method for students who do not take the midterm exams is a written exam. The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Reeve, J. (2010). Razumijevanje motivacije i emocija. Jastrebarsko: Slap.	2	No
Supplementary literature	Schunk, D., Meece, J., Pintrich, P. (2014). Motivation in Education: Theory, Research and Applications. Essex (UK): Pearson Education Limited. Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. i VERN, d.o.o Slavin, R. E.(2006). Educational psychology: Theory and practice. New York: Pearson. Wearmouth, J. (2009). A Beginning Teacher's Guide to Special Education Needs. New York. Open University Press. + preporučena literatura iz recentne periodike		
Quality assurance methods	Class attendance, active participation in class, success in completing tasks, university-level student survey on the quality of teaching and teachers, passed exam and fulfillment of other obligations prescribed by the syllabus, individual consultations, student self-assessment of achieved learning outcomes, and peer review of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Psychological explanations of motivation: need theories and learning theories	2	
Week 2			
Lectures	Psychological explanations of motivation: cognitive theories	2	
Seminar	Practical implications of psychological theories of motivation for working with students	1	
Week 3			
Lectures	Understanding and influencing student motivation	2	
Seminar	Practical implications of psychological theories of motivation for working with students (2)	1	
Week 4			
Lectures	Understanding emotions: fundamental theoretical approaches	2	
Seminar	Application of behaviorist principles in working with students	1	
Week 5			
Lectures	Understanding emotions: fundamental theoretical approaches (2)	2	
Seminar	Application of the attributional approach in working with students	1	
Week 6			
Lectures	Biological, cognitive, and social aspects of emotions	2	
Seminar	Self-regulation	1	
Week 7			
Lectures	Biological, cognitive, and social aspects of emotions (2)	2	
Seminar	Foundations of effective communication: active listening	1	
Week 8			
Lectures	Teacher-student communication	2	
Seminar	Foundations of effective communication: expressing complete messages	1	
Week 9			
Lectures	The classroom as a group process	2	
Seminar	Foundations of effective communication: providing feedback	1	
Week 10			
Lectures	Classroom management	2	
Seminar	Group cohesion	1	
Week 11			
Lectures	The school and classroom as an educational context	2	
Seminar	Appropriate programs and forms of schooling for students with special educational needs	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 12			
Lectures	Students with special educational needs	2	
Seminar	Appropriate programs and forms of schooling for students with special educational needs (2)	1	
Week 13			
Lectures	Students with special educational needs (2)	2	
Seminar	Working with children with reading/writing acquisition difficulties	1	
Week 14			
Lectures	Communication and working with parents	2	
Seminar	Working with gifted students	1	
Week 15			
Seminar	Communication with parents	2	

Integrated Language Skills

Course name	**Integrated Language Skills**		
Course code	VUU016	*Year of study*	2.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	4.0
Associates	Siniša Ninčević, v. lekt.	*Number of hours (L / S / E / P)*	15 / 0 / 45 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The objective of the course is, based on integrated and diverse linguistic content, to consolidate and expand linguistic knowledge and abilities by integrating the four fundamental language skills (speaking, reading and listening comprehension, and writing) at an advanced level, and to develop the ability to obtain, use, and convey information across contextual varieties.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - consolidate and improve their knowledge and abilities of functional language use within a semantic radius, covering both general register and professionally oriented topics (in both spoken and written language); -master more demanding, nuanced grammatical structures in the target language for the purpose of effective and idiomatic language use; -intensively activate and develop the scope of vocabulary and idiomatic expressions; -familiarize themselves with and adopt the vocabulary and phraseology related to characteristic historical and socio-cultural aspects of British and other Anglophone cultures; -raise awareness of the integration and application of acquired linguistic knowledge and skills in oral and written communication; -identify the characteristics of different styles, genres, and language registers.		
Course content	The Arts, English Tenses, Visual arts, Passive Voice, Performing Arts (Theatre, Film), Prepositional and Phrasal Verbs, topical issues concerning psychology, sociology, popular culture, Complex Sentences, Conditional Sentences, Reported Speech.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: 80% attendance for lectures, 90% for exercises. Students are required to attend classes regularly and complete teaching and extracurricular (individual and group) activities that enable the attainment of the learning outcomes prescribed for the course. They are required to pass the written exam (passing 2 mid-term exams is equivalent to the written exam) and achieve a minimum accuracy of 60% on the exam/colloquia.		

<table>
<tr><td>Monitoring of student work</td><td colspan="3">☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="5">In accordance with the course learning outcomes and student obligations, the final grade is determined based on the achievement of the following elements:
1. Written exam, or two successfully passed mid-term exams (a passing grade in both mid-terms is equivalent to the written exam) – 80%
2. Performance in independent and group assignments – 10%
3. Class participation and involvement in discussions during lectures – 10%
The evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td colspan="3">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="3">Cory, H. (1997): Advanced Writing, with English in Use, Oxford: OUP.</td><td></td><td>Yes</td></tr>
<tr><td colspan="3">Gude, K. (1997): Advanced Listening and Speaking. Oxford: OUP.</td><td></td><td>Yes</td></tr>
<tr><td colspan="3">McCarthy, M. I O´Dell, F. (1994): English Vocabulary in Use, Cambridge: CUP.</td><td>5</td><td>Yes</td></tr>
<tr><td colspan="3">variety of texts</td><td></td><td></td></tr>
<tr><td colspan="3">Manuals: A monolingual English dictionary (Cambridge, Oxford, Longman, Collins Cobuild, Webster, etc.) An English grammar of their own choice</td><td></td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="5">1. Walter, C. I Swan, M. (1997): How English Works, Oxford, OUP.
2. Maclin, A., (1994), Reference Guide to English: A Handbook of English as a Second Language, Washington: CBS College Publishing.
3. Bujas, Ž. (1999): Veliki hrvatsko-engleski rječnik. Zagreb: Globus
4. Bujas, Ž. (1999): Veliki englesko-hrvatski rječnik. Zagreb: Globus.
5. Longman Dictionary of English Language and Culture. (1998): London, Longman.
6. Cowie, A. P., Mackin, R. & McCaig, I. R. (1993): Oxford Dictionary of English Idioms, Oxford: OUP.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="5">Attendance, class participation, and performance in completing tasks Student survey on the quality of teaching and instructors at the university level Passed exam and fulfillment of other obligations prescribed by the syllabus Individual consultations
Student self-assessment of achieved learning outcomes
Peer assessment of the implementation and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="5"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction	1	
Lectures	Introduction	3	
Week 2			
Lectures	The Arts	1	
Lectures	The Arts	3	
Week 3			
Lectures	English Tenses	1	
Lectures	English Tenses	3	
Week 4			
Lectures	Visual arts	1	
Lectures	Visual arts	3	
Week 5			
Lectures	Passive voice	1	
Lectures	Passive voice	3	
Week 6			
Lectures	Performing arts (theatre, film)	1	
Lectures	Performing arts (theatre, film)	3	
Week 7			
Lectures	Prepositional and Phrasal Verbs	1	
Lectures	Prepositional and Phrasal Verbs	3	
Week 8			
Lectures	Recapitulation and revision	1	
Lectures	Midterm exam	3	
Week 9			
Lectures	topical issues concerning psychology and sociology	1	
Lectures	topical issues concerning psychology and sociology	3	
Week 10			
Lectures	topical issues concerning popular culture	1	
Lectures	topical issues concerning popular culture	3	
Week 11			
Lectures	Complex Sentences	1	
Lectures	Complex Sentences	3	
Week 12			
Lectures	Conditional Sentences	1	
Lectures	Conditional Sentences	3	
Week 13			
Lectures	Reported Speech	1	
Lectures	Reported Speech	3	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 14			
Lectures	Recapitulation and revision	1	
Lectures	Midterm exam	3	
Week 15			
Lectures	Analysis and recapitulation	1	
Lectures	Analysis and recapitulation	3	

Programming for School-Age Children 2

Course name	**Programming for School-Age Children 2**		
Course code	VUU033	*Year of study*	2.
Course leader	doc. dr. sc. Lada Maleš	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	15%
Course description			
Course aims	Introduce students to the fundamentals of programming in a selected programming language. The choice of language aligns with the primary school curriculum (e.g., Python). Train students to apply data structures and algorithms to programming tasks tailored to the primary school curriculum level. Master the foundational concepts of object-oriented programming (OOP). Prepare students for independent learning and the continuous development of their programming skills.		
Enrolment requirements	Successful completion of Introduction to Computer Science and Computer Laboratory courses in the first year of study.		
Learning outcomes	Upon completion of the course, students will be able to: - Apply conditional statements in programming. - Apply loops in programming. - Develop programs that use arrays to solve problems. - Implement algorithms to find the maximum and minimum elements. - Implement sorting algorithms. - Utilize file handling to solve programming problems.		
Course content	LECTURES: Programming (Core Concepts) Fundamentals of Software Development Data Structures and Algorithms (Basics) Programming Language (Selected in Alignment with the Primary School Curriculum) Basic Concepts of Object-Oriented Programming EXERCISES: Introduction: Interface Overview, Input and Output Statements Conditional Statements Loops Functions Arrays File Handling (Working with Files) Objects (Properties and Methods)		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: 60% attendance at lectures and 80% attendance at practical exercises. Actively participate in and complete learning activities designed to achieve the course learning outcomes. Pass the practical (computer-based) component of the exam and achieve a minimum of 50% accuracy on the exam.		

<table>
<tr><td>Monitoring of student work</td><td colspan="3">☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☐ Research
☐ Paper
☒ Midterm exam
☐ Project
☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Two midterm exams 20% and exam 80%.
Exams and midterms entail problem-solving tasks in the specified programming language. Evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>L. Maleš. Course materials available on the course website (faculty intranet and the Moodle LMS https://merlin.srce.hr/)</td><td>0</td><td>Yes</td></tr>
<tr><td>L. Budin, P. Brođanac, Z. Markučič, S. Perić, D. Škvorc, M. Babić. (2017). Računalno razmišljanje i programiranje u Pythonu. Element</td><td>4</td><td>No</td></tr>
<tr><td>S. Deljac, Z. Dimovski. (2016). Moj portal 3.0 Python, priručnik za programiranje u 5.+8. razredu osnovne škole. Školska knjiga</td><td>3</td><td>No</td></tr>
<tr><td>Python tutorial https://docs.python.org/3/tutorial</td><td>0</td><td>Yes</td></tr>
<tr><td>Python tutorial https://www.tutorialspoint.com/python/index.htm</td><td>0</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">https://www.w3schools.com/python/default.asp
N. Dmitrović, A. Satja Kurdija. Algoritmi u Pythonu. Priručnik za učenje računalnog razmišljanja (1 primjerak u knjižnici) https://e.udzbenik.hr/pov20/g3/
https://www.e-sfera.hr/prelistaj-izdanje/5bf3b9e0-7489-4130-8c76-a10564bb9124</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- Attendance and participation in class; performance in completing assigned tasks
- University-wide student survey on the quality of teaching and the course instructor
- Passed examination and fulfilment of other obligations prescribed by the syllabus
- Individual consultations
- Students' self-assessment of the achieved learning outcomes
- Collaborative evaluation of the implementation and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

<table>
<tr><th colspan="4">Syllabus</th></tr>
<tr><td>Class type</td><td>Topic</td><td>Teaching hours</td><td>Location</td></tr>
<tr><td colspan="4">Week 1</td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Programming (basic concepts); basics of software development	1	P9
Laboratory exercises	Introduction – getting to know the interface; input and output statements (Python programming language)	2	P9
Week 2			
Lectures	Data structures and data types in Python; Python programming language (introduction)	1	P9
Laboratory exercises	Python programming language – linear program structure	2	P9
Week 3			
Lectures	Algorithms; Python programming language – branching program structure	1	P9
Laboratory exercises	Python programming language – conditional statements	2	P9
Week 4			
Lectures	Algorithms; Python programming language – turtle graphics	1	P9
Laboratory exercises	Program loops – turtle graphics	2	P9
Week 5			
Lectures	Algorithms; Python programming language – cyclic program structure	1	P9
Laboratory exercises	Program loops (FOR and WHILE)	2	P9
Week 6			
Lectures	Algorithms; Python programming language – cyclic program structure	1	P9
Laboratory exercises	Program loops (FOR and WHILE)	2	P9
Week 7			
Lectures	Algorithms; Python programming language – cyclic program structure	1	P9
Laboratory exercises	Program loops (FOR and WHILE)	2	P9
Week 8			
Lectures	Functions and methods in Python	1	P9
Laboratory exercises	Functions and methods in Python; mathematical functions in Python; functions and methods for working with strings	2	P9
Week 9			
Lectures	Midterm exam	1	P9
Laboratory exercises	Midterm exam	2	P9
Week 10			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Data structures; Python programming language – lists and sets	1	P9
Laboratory exercises	Python programming language: built-in functions and methods for working with lists	2	P9
Week 11			
Lectures	Data structures; Python programming language – lists and sets	1	P9
Laboratory exercises	Python programming language – lists and sets	2	P9
Week 12			
Lectures	Data structures – files; Python programming language – files	2	
Laboratory exercises	Python programming language – files	2	
Week 13			
Lectures	Python programming language – files	2	
Laboratory exercises	Python programming language – files	2	
Week 14			
Lectures	Basic concepts of object-oriented programming	2	
Laboratory exercises	Objects (properties and methods)	2	
Week 15			
Lectures	Midterm exam	2	
Laboratory exercises	Midterm exam	2	

English Language and Linguistics – Introduction

Course name	**English Language and Linguistics – Introduction**		
Course code	VUU008	*Year of study*	3.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates	dr. sc. Eva Jakupčević	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To introduce students to the fundamentals of English linguistics, core concepts, their definitions, as well as their classification and systematization.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - define basic linguistic terminology; - describe the structure of the English language at all levels of linguistic analysis; - explain the fundamental characteristics, origin, and function of language; - define core linguistic disciplines (phonetics, phonology, morphology, syntax, semantics, and others).		
Course content	1. Introductory lecture. Classification of linguistics: branches, disciplines, and schools of thought. 2. Definition of human language and its core characteristics. The origin of language. 3. Morphology: concept and definition of the morpheme, types of morphemes, allomorphs. 4. Word formation: affixation, derivation. 5. Word formation: neologisms, compounding, conversion. 6. Recapitulation. Mid-term exam. 7. Semantics: synonymy and antonymy, polysemy. 8. Semantics: homonymy, metonymy. 9. Functions of language. 10. Pragmatics: speech acts. 11. Pragmatics: indirectness, politeness. 12. Sociolinguistics: accent, idiolect, dialect, sociolect. 13. Sociolinguistics: style, register, jargon. 14. Recapitulation, review, and preparation for the mid-term exam. 15. Mid-term exam.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: 80% attendance for lectures and 80% for seminars.		

	Pass the written and oral exam (passing two mid-term exams is equivalent to the written and oral exam) and achieve a minimum accuracy of 50% on the exam/mid-terms. Pass the oral exam. Prepare and present a seminar paper according to pre-established criteria.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☐ Participation in class
Assessment and evaluation of student work	1. Written exam, or two successfully passed mid-term exams (a passing grade in both mid-terms is equivalent to the written exam) – 50% 2. Completed seminar paper in accordance with the instructor's guidelines – 30% 3. Oral exam – 10% 4. Completion of independent assignments – 10% The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Yule, G. (2023.). The Study of Language, Eighth edition, Cambdrige: Cambdridge University Press. (odabrana poglavlja)	5	Yes
	Park-Johnson, S., & Shin, S. J. (2020). Linguistics for language teachers: Lessons for classroom practice. Routledge. (odabrana poglavlja)		Yes
Supplementary literature	Finch, G. (2000.). Linguistics Terms and Concepts, Basingstoke and New York: Palgrave. Widdowson, H. G. (1996.). Linguistics, Oxford: Oxford University Press.		
Quality assurance methods	- Attendance and class participation - Student survey on the quality of teaching and instructors at the university level - Passed exam and fulfillment of other obligations prescribed by the syllabus - Individual consultations - Student self-assessment of achieved learning outcomes		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture. Classification of linguistics: branches, disciplines and approaches.	1	
Seminar	Introductory lecture. Classification of linguistics: branches, disciplines and approaches.	1	
Week 2			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Definition of human language and its basic characteristics. The origin of language.	1	
Seminar	Definition of human language and its basic characteristics. The origin of language.	1	
Week 3			
Lectures	Morphology: the concept and definition of the morpheme, types of morphemes, allomorphs.	1	
Seminar	Morphology: the concept and definition of the morpheme, types of morphemes, allomorphs.	1	
Week 4			
Lectures	Word formation: affixation, derivation.	1	
Seminar	Seminar paper presentations	1	
Week 5			
Lectures	Word formation: neologisms, compounding, conversion.	1	
Seminar	Revision	2	
Week 6			
Lectures	Midterm exam	1	
Seminar	Midterm exam	1	
Week 7			
Lectures	Semantics: synonymy and antonymy, polysemy	1	
Seminar	Seminar paper presentations	1	
Week 8			
Lectures	Semantics: homonymy, metonymy.	1	
Seminar	Seminar paper presentations	1	
Week 9			
Lectures	Functions of language.	1	
Seminar	Seminar paper presentations	1	
Week 10			
Lectures	Pragmatics: speech acts.	1	
Seminar	Seminar paper presentations	1	
Week 11			
Lectures	Pragmatics: indirectness, politeness.	1	
Seminar	Seminar paper presentations	1	
Week 12			
Lectures	Sociolinguistics: accent, idiolect, dialect, sociolect.	1	
Seminar	Seminar paper presentations	1	
Week 13			
Lectures	Sociolinguistics: style, register, jargon.	1	
Seminar	Seminar paper presentations	1	
Week 14			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Recapitulation, revision and preparation for the midterm exam.	1	
Seminar	Recapitulation, revision and preparation for the midterm exam.	1	
Week 15			
Lectures	Midterm exam	1	
Seminar	Midterm exam	1	

Language Exercises 1

Course name	**Language Exercises 1**		
Course code	VUU019	*Year of study*	3.
Course leader	Siniša Ninčević, v. lekt.	*ECTS credits*	2.0
Associates	dr. sc. Eva Jakupčević	*Number of hours (L / S / E / P)*	0 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To familiarize students with, analyze, and listen to authentic texts of varying design in terms of context, style, length, and the degree of complexity of the language framework used.		
Enrolment requirements	Completion and passing of the Integrated Language Skills course.		
Learning outcomes	Upon completion of the course, the student will be able to: - develop advanced reading comprehension skills; - improve reading speed and accuracy; - develop "silent reading" techniques; - develop the skill of distinguishing and analyzing different styles, registers, and genres.		
Course content	1. Quiz – language acquisition ability and strategies 2. W. Churchill – My First Day at School; education in Great Britain 3. Summerhill – goals of education; reading comprehension 4. Public schools – reading comprehension 5. Characters from English literature – reading and matching excerpts 6. The Independent – scanning for specific information (skimming) 7. Article from Harper's & Queen magazine – text comprehension 8. George Burns: Childhood experiences – note-taking 9. Art – article from the Daily Mail – reading for main ideas 10. Meet a Burglar: The Guardian – reading and matching 11. The Shining Mountain – oral reading of selected passages 12. Text completion with missing sentences – reading and matching 13. Story time – The Nightingale and the Rose – oral reading and comprehension 14. Autobiographies – C. Chaplin, Laurie Lee – jigsaw reading 15. Article – how to cope with stress – reading and inferring		
Types of teaching	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular attendance (80%) and active participation in class. Pass the oral exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Class participation – 30%		

	Oral exam – 70% The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Authentic materials from various sources (photocopiable resources, e.g., John & Liz Soars, Headway Advanced: OUP, Reading for Study and Pleasure).		Yes
	Pervan, Mia (2000.), Reading for Study and Pleasure, Zagreb: Školska knjiga		Yes
Supplementary literature	Croatian-English dictionary of choice. Bujas, Ž. (1999.), Veliki hrvatsko-engleski rječnik Bujas, Ž. (1999.), Veliki englesko-hrvatski rječnik Longman Dictionary of English Language and Culture (1998.), London.		
Quality assurance methods	Multiple listening comprehension tests throughout the semester Oral exam (assessment of reading comprehension skills) Student survey on the quality of teaching and instructors at the university level Passed exam and fulfillment of other obligations prescribed by the syllabus		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Auditory exercises	Quiz – language acquisition ability and strategies	2	
Week 2			
Auditory exercises	W. Churchill – my first day at school; education in Great Britain	2	
Week 3			
Auditory exercises	Summerhill – aims of education; reading and comprehension	2	
Week 4			
Auditory exercises	Public schools (reading and comprehension)	2	
Week 5			
Auditory exercises	Characters from English literature – reading and matching	2	
Week 6			
Auditory exercises	The Independent – searching for specific information (skimming)	2	
Week 7			
Auditory exercises	An article from Harper and Queen magazine – text comprehension	2	
Week 8			
Auditory exercises	George Burns: childhood experiences (note-taking)	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 9			
Auditory exercises	Art – an article from the Daily Mail (reading for the main ideas)	2	
Week 10			
Auditory exercises	Meet a burglar: The Guardian (reading and matching)	2	
Week 11			
Auditory exercises	The Shining Mountain (loud reading of selected passages)	2	
Week 12			
Auditory exercises	Completing a text with missing sentences (reading and matching)	2	
Week 13			
Auditory exercises	Story time – The Nightingale and the Rose (loud reading and comprehension)	2	
Week 14			
Auditory exercises	Autobiographies – C. Chaplin, Laurie Lee (jigsaw reading)	2	
Week 15			
Auditory exercises	Article – how to cope with stress (reading and inferring)	2	

Music Literature for Children

Course name	**Music Literature for Children**		
Course code	VUU107	*Year of study*	3.
Course leader	prof. dr. sc. Snježana Dobrota	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to musical style periods and children's musical repertoire.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - Become familiar with musical style periods. - Explain the importance of listening as a musical activity. - Describe methods for implementing listening activities. - Evaluate music literature for children. - Conduct research on the importance of listening as a musical activity.		
Course content	1. Components of a musical work. 2. Types of music. 3. The development of music through style periods: Antiquity and the Middle Ages. 4. The development of music through style periods: the Renaissance. 5. The development of music through style periods: the Baroque, Pre-Classical period, and Classical period. 6. The development of music through style periods: Romanticism and Impressionism. 7. The development of music through style periods: 20th-century music. 8. Listening as an activity in music education. 9. Active and passive music listening. 10. Music literature for children. 11. Instrumental music. 12. Vocal and vocal-instrumental music. 13. Musical stories. 14. Children's musical abilities. 15. Children's musical preferences.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Participate in the teaching process: lectures 75%, seminars 75%. 2. Act in accordance with ethical and academic principles in higher education. 3. Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes.		

<table>
<tr><td></td><td colspan="4">4. Prepare and present a seminar paper according to predefined criteria.
5. Pass the written examination (two successfully completed mid-term tests are considered equivalent to the written examination) and achieve a minimum of 50% accuracy in the examination/mid-term tests.
6. Obtain information about missed classes during the lecturer's consultation hours or from fellow students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td><td></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">1. Written examination / two successfully completed mid-term tests – 50%
2. Preparation and presentation of a seminar paper in accordance with the lecturer's guidelines – 30%
3. Success in completing individual and group assignments – 10%
4. Class participation and activity – 10%
The criteria for the assessment and grading of individual components are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Marić, Ljerka; Goran, Ljiljana. (2013). Zapjevajmo radosno. Metodički priručnik za odgojitelje, studente i roditelje. Golden marketing – Tehnička knjiga</td><td>2</td><td></td></tr>
<tr><td>Dobrota, Snježana; Reić Ercegovac, Ina. (2016). Zašto volimo ono što slušamo: Glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija. Filozofski fakultet Svečilišta u Splitu</td><td>5</td><td></td></tr>
<tr><td>Glazbena literatura</td><td></td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Levene, Donna B. (2001). Music through Children's Literature. Theme and Variations. Revised Edition. Teacher Ideas Press
2. Jeremić, Biljana; Stanković, Emilija. (2019). Metodika nastave muzičke kulture za predškolski i mlađi školski uzrast. Univerzitet u Novom Sadu, Pedagoški fakultet u Somboru</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">1. Class attendance, active participation in classes, and success in completing assigned tasks.
2. University-level student survey on the quality of teaching and academic staff.
3. Passing the examination and fulfilling other syllabus-required obligations.
4. Individual consultations.
5. Student self-assessment of achieved learning outcomes.
6. Peer assessment of the implementation and quality of the teaching process.</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="4"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Components of a musical work.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 2			
Lectures	Types of music.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 3			
Lectures	The development of music through style periods: Antiquity and the Middle Ages.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 4			
Lectures	The development of music through style periods: the Renaissance.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 5			
Lectures	The development of music through style periods: the Baroque, Pre-Classical period, and Classical period.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 6			
Lectures	The development of music through style periods: Romanticism and Impressionism.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 7			
Lectures	The development of music through style periods: 20th-century music.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 8			
Lectures	Listening as an activity in music education.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 9			
Lectures	Active and passive music listening.	1	Lecture room

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 10			
Lectures	Music literature for children.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 11			
Lectures	Instrumental music.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 12			
Lectures	Vocal and vocal-instrumental music.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 13			
Lectures	Musical stories.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 14			
Lectures	Children’s musical abilities.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room
Week 15			
Lectures	Children’s musical preferences.	1	Lecture room
Seminar	Presentation of a seminar topic.	1	Lecture room

Intercultural Music Education

Course name	**Intercultural Music Education**		
Course code	VUU035	*Year of study*	3.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the issues of intercultural music education and to critically reflect on the importance of incorporating world music into music education, with the aim of introducing students to musical expressions of different cultures, but also developing tolerance towards members of different nations and cultures.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - recognize the importance of intercultural music education for life in a multicultural contemporary society. - define and explain terminology from the field of intercultural (music) education. - distinguish expressions of Western European art music from expressions of world music. - develop the need for lifelong learning and improvement in the field of intercultural (music) education.		
Course content			
Types of teaching	☒ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process (lectures 80%); 2. pass the written exam (achieve a minimum of 60% accuracy on the exam); 3. obtain information about the classes he/she missed during consultations with the teacher and other students.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed based on success in the written exam (100%). The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*

	Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet Sveučilišta u Splitu.		
	Perotti, A. (1995). Pledoaje za interkulturalni odgoj i obrazovanje. Zagreb: Educa.		
	Volk, T. (1998). Music, education and multiculturalism: foundations and principles. Oxford: Oxford University Press.		
Supplementary literature	Anderson, W. M. & Campbell, P. S. (1989). Multicultural Perspectives in Music Education. Reston, VA: Music Educators National Conference. Elliott, D. J. (1990). „Music as culture: Toward a multicultural concept of arts education.“ Journal of Aesthetic Education. 24 (1), 147-166. Gonzo, C. (1993). „Multicultural Issues in Music Education.“ Music Educators Journal. 79(6), 49-52. Reimer, B. (Ed.) (2002). World Musics and Music Education. Facing the Issues. Reston, VA: MENC. Wasson, R. F., Stuhr, P. L., Petrovich-Mwaniki, L. (1990). „Teaching art in the multicultural classroom: Six position statements“ Studies in Art Education, 31 (4), 234-246.		
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exam and fulfilled other obligations prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Defining the term culture.	2	P6
Week 2			
Lectures	Defining the concept of identity.	2	P6
Week 3			
Lectures	Approaches to intercultural education.	2	P6
Week 4			
Lectures	Approaches to intercultural education.	2	P6
Week 5			
Lectures	Approaches to intercultural music education.	2	P6
Week 6			
Lectures	Approaches to intercultural music education.	2	P6
Week 7			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Historical development of intercultural music education (19th century).	2	P6
Week 8			
Lectures	Historical development of intercultural music education (20th century).	2	P6
Week 9			
Lectures	The relationship between Western art music and world music.	2	P6
Week 10			
Lectures	Authenticity and world music.	2	P6
Week 11			
Lectures	World music (analysis of musical examples).	2	P6
Week 12			
Lectures	World music (analysis of musical examples).	2	P6
Week 13			
Lectures	World music in teaching (lower elementary school).	2	P6
Week 14			
Lectures	World music in teaching (upper elementary school grades).	2	P6
Week 15			
Lectures	World music in teaching (high schools).	2	P6

Media in Education

Course name	**Media in Education**		
Course code	VUU124	*Year of study*	3.
Course leader	izv. prof. dr. sc. Morana Koludrović	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	Within the course, students will acquire competencies in the field of media pedagogy and media didactics with a special emphasis on a critical approach to the media and their role in the educational process and in the leisure time of primary school students. Based on the results of scientific and professional research, students will analyze and evaluate the impact of individual media on students, design, analyze and evaluate the possibilities of applying specific media in the educational process and in students' free time.		
Enrolment requirements	None.		
Learning outcomes	Upon the completion of this course, students will be able to: - analyze scientific results into the role, influence and importance of media in education and students' leisure time - evaluate the quality of media content in the educational process with regard to the role, function and classification of media and their application in the teaching process and leisure time - critically evaluate the main characteristics of the different media and their impact on students - research specific media with regard to their educational role, quality and impact on students in primary school - design and critically evaluate the possibilities of applying specific media in the educational process and in students' leisure time		
Course content	1. basic concepts from the field of media in education 2. basic concepts from the field of (multi)media didactics 3. educational function of media with regard to type, function and role 4. specific features of production and quality assessment of cartoons in the teaching process and free time 5. pedagogical analysis of printed media for students 6. specific features of the application of chosen media in the educational process 7. pedagogical analysis of popular shows for children and young people 8. analysis of the influence of media on personal, social and educational values 9. analysis of educational software in the teaching process 10. modern digital media and their influence on students 11. auditory media in education and students' leisure time 12. media violence and their influence on students 13. possibilities of implementing activities from the field of media in the school curriculum		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">- participate in class: lectures 80% and seminars 80%
- conduct themselves in accordance with ethical and scientific principles in higher education teaching
- actively and constructively participate in class
- complete in-class and other (individual and group) assignments in a timely fashion that enable the achievement of the learning outcomes defined by the course
- produce and present a seminar paper in accordance with established criteria
- pass the oral exam</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☒ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and student obligations, the final grade is determined based on the achievement of the following components:
1. passing the oral exam – 50%
2. produced and presented seminar in accordance with the instructor’s guidelines – 30%
3. success in completing individual and group assignments,- 10%
4. class activity and participation in discussions during lectures and seminars – 10%
The criteria for evaluating and assessing individual components are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Koludrović, M. (2024). Prednosti i nedostatci korištenja suvremenih medija: uloga obitelji i odgojno-obrazovnih ustanova. Svjedok : Godišnjak Katehetskog ureda Splitsko-makarske nadbiskupije, 31, 53-66.</td><td></td><td>online</td></tr>
<tr><td>Koludrović, M. (2018), Život s medijima – G generacija. Hrvatska obzorja: Časopis Ogranka Matice hrvatske u Splitu, 2, 53-60.</td><td></td><td>online</td></tr>
<tr><td>Matijević, M.; Topolovčan, T. (2017), Multimedijska didaktika. Zagreb: Školska knjiga i Učiteljski fakultet.</td><td>6</td><td></td></tr>
<tr><td>Matijević, M. (2013), Uvjetovanost izbora i didaktičkog oblikovanja medija u nastavnom procesu i učenju. Školski vjesnik, 62(2-3), 303-325.</td><td></td><td>online</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">S obzirom na brze promjene u području medijske kompetentnosti i (multi)medijiskih alata koji su relevanti u odgojno – obrazovnom kontekstu te s obzirom na veliku produkciju najsuvremenijih rezultata</td></tr>
</table>

	istraživanja na ovu temu, studenti će s predmetnim nastavnikom na konzultacijama dogovarati znanstvene i stručne izvore koji su relevantni za istraživanje i prezentiranje seminarske teme te za učenje o medijima u odgoju i obrazovanju.
Quality assurance methods	Class attendance, in-class participation, success in completing assignments, student survey on the quality of teaching and instructors at the university level, passing the exam and fulfilling other syllabus-prescribed obligations, individual consultations, student self-assessment of achieved learning outcomes, and peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course.	1	P23
Seminar	Introduction to seminar topics. Selection of seminar topics.	1	P23
Week 2			
Lectures	Basic concepts from the field of media in education.	1	P23
Seminar	Students, in agreement with the subject teacher, maintiain a specific topic that explains basic concepts from the field of media in education.	1	P23
Week 3			
Lectures	Basic concepts from the field of (multi)media didactics.	1	P23
Seminar	Multimedia didactics: research results, examples, activities, advantages and disadvantages	1	P23
Week 4			
Lectures	Educational function of media with regard to type, function and role.	1	P23
Seminar	Students, in consultation with the subject teacher, maintain a specific topic that explains the educational and upbringing function of the media.	1	P23
Week 5			
Lectures	Specific features of production and quality assessment of cartoons in the teaching process and free time.	1	P23
Seminar	Analysis of cartoons.	1	P23
Week 6			
Lectures	Pedagogical analysis of printed media for primary school students.	1	P23
Seminar	Pedagogical analysis of printed media for primary school students.	1	P23
Week 7			
Lectures	Specific features of the application of chosen media in the educational process.	1	P23

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Didactic solutions for the use of media in the teaching process and activities of the school curriculum.	1	P23
Week 8			
Lectures	Pedagogical analysis of popular shows for children and young people.	1	P23
Seminar	Analysis of contemporary shows for children and youth.	1	P23
Week 9			
Lectures	Media influence on on personal, social and educational values. Hidden curriculum.	1	P23
Seminar	A seminar that explains and details media influence on personal, social, and educational values.	1	P23
Week 10			
Lectures	Analysis of educational software in the teaching process.	1	P23
Seminar	Examples, features, possibilities of using educational software in the teaching process.	1	P23
Week 11			
Lectures	Modern digital media and their influence on students.	1	P23
Seminar	Students, in consultation with the subject teacher, select literature and analyze contemporary digital media and their impact.	1	P23
Week 12			
Lectures	Auditory media in education and students' leisure time.	1	P23
Seminar	Music and other auditory media among primary school students: trends, influence, role, education.	1	P23
Week 13			
Lectures	Media violence and their influence on students	1	P23
Seminar	Media violence and their influence on students - analysis, prevention, the role of the media	1	P23
Week 14			
Lectures	Possibilities of implementing activities from the field of media in the school curriculum.	1	P23
Seminar	School curricula analysis with regard to activities involving media and media literacy and culture.	1	P23
Week 15			
Lectures	Media-related activities in the context of primary school education.	1	P23
Seminar	Analysis of activities and didactic solutions that include media in primary school education process.	1	P23

Social Ecology

Course name	**Social Ecology**		
Course code	VUU157	*Year of study*	3.
Course leader	doc. dr. sc. Toni Popović	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarise students with theories concerning the relationship between humans and the environment, or nature, and with sociological research on the environment. The course also aims to enable students to understand the connection between the ecological crisis and the social and economic crises of contemporary society, as well as the concepts of sustainable development and sustainable community.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - explain the complexity of the relationship between humans and the environment - explain the socio-ecological crisis of contemporary society - interpret the significance of social movements for the development of ecological awareness and global environmental policy - develop the ability to interpret the relationship between ecological and social justice - explain the concepts of sustainable development and sustainable community, and understand the importance of local pro-environmental action within the community.		
Course content	- Introductory lecture: the subject matter and development of social ecology / Basic concepts - Sociology, society, and the environment - The socio-ecological crisis / Analysis of causes and consequences - Ecological awareness and environmental movements - New ecological paradigms: deep ecology, ecofeminism, etc. - Sociological research on the environment: research topics and methods / Overview of sociological research on the environment in Croatia - Ecological and social justice - Sustainable development: global and local perspectives / Integrative sustainability - Fieldwork: pro-environmental activities in the local community - Current environmental problems in the world today		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☒ Workshops	

<table>
<tr><td>Student obligations</td><td colspan="4">Students are required to participate in the teaching process: lectures 70%, seminars 80%.
They are expected to act in accordance with ethical and academic principles in higher education teaching.
Students are required to participate in and complete curricular and extracurricular activities, including fieldwork, that support the achievement of the learning outcomes defined for the course.
During seminars and workshops, students are expected to approach the topics analytically and participate in discussion.
They are required to prepare and present a seminar paper in accordance with previously defined criteria.
Students must pass the oral examination.
Students are responsible for obtaining information about classes they have missed during the instructor’s consultation hours and from other students.
They are expected to observe the deadlines and time frames required for the completion of course activities.
Students are expected to participate actively and constructively in class.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td><td></td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the students’ obligations, the final grade for the course is determined on the basis of the following components:
1. Oral examination – 70%
2. Prepared and presented seminar paper in accordance with the instructor’s guidelines – 20%
3. Class participation: successful completion of individual and group tasks – 10%
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Cifrić, I. (2009). Kultura i okoliš. Zaprešić: Visoka škola za poslovno upravljanje „B. A. Krčelić“.</td><td>1</td><td></td></tr>
<tr><td>Cifrić, I. (2013). Leksikon socijalne ekologije. Zagreb: Školska knjiga.</td><td>1</td><td></td></tr>
<tr><td>Geiger, M. & Zeman. Z. (2011). Uvod u sociologiju (održivih) zajednica. Zagreb: Institut društvenih znanosti „Ivo Pilar“.</td><td>0</td><td>online</td></tr>
<tr><td>Stokols, D. (2017). Social Ecology in the Digital Age. Solving Complex Problems in Globalized World. Elsevier, Academic Press, London, San Diego, Cambridge, Oxford.</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">- Bookchin, M. (1980). Toward an Ecological Society. Montreal: Black Rose Book.</td></tr>
</table>

	- Buzov, I. (2007). Socijalna perspektiva ekofeminizma, Socijalna ekologija, časopis za ekološku misao i sociologijska istraživanja okoline, 16(1):1-16. - Buzov, I. (2019). Prema mogućnostima implementacije obrazovanja za održivi razvoj na sveučilištu, Socijalna ekologija, časopis za ekološku misao i sociologijska istraživanja okoline, 29(1):3-25. - Heller, C. (1999). Ecology of Everyday Life. Rethinking Desire for Nature. Montreal: Black Rose Books. - Cifrić, I. (2009). Pojmovnik kulture i okoliša. Zaprešić: Visoka škola za poslovanje i upravljanje „Baltazar Adam Krčelić". - Cifrić, I (2008). Koliko nas zabrinjavaju ekološki problemi. U Cifrić, I. (ed.). Relacijski identitet. Prilozi istraživanju identiteta hrvatskog društva. Zagreb: HSD,IDI i Zavod za sociologiju FF. pp. 185-220. - Cifrić, I. (2007). Bioetička ekumena. Zagreb: Pergamena. - Hanningan, J. (2006). Environmental Sociology. London: Routledge. - Lay, V. & Šimleša, D. (2012). Nacionalni interesi razvoja Hrvatske kroz prizmu koncepta održivog razvoja. Zagreb: Institut Ivo Pilar. - Pilić, Š.; Buzov, I.; Bandalović, G. (2012). Ruralni krajolik i očuvanost prirodnog okoliša: Mišljenja i stavovi ispitanika u porječju Krke, Sociologija časopis za sociologiju, socijalnu psihologiju i socijalnu antropologiju, LIV(1):169-184. - Rončević, N., Ledić, J. I Ćulum, B. (2008). „Nisam sigurna što je, ali je bitno" – Analiza stavova studenata Sveučilišta u Rijeci o održivom razvoju. Suvremene teme (Contemporary Issues), 1(1):62-75. - Shiva, V. (2005). Earth Democracy: Justice, Sustainability and Peace. New York: South End Press. - Simons, I. G. (2010). Globalna povijest okoliša. Zagreb: Disput. - Socijalna ekologija, časopis za ekološku misao i sociologijska istraživanja okoline,zagreb, Filozofski fakultet, dostupno na www. Hrcak.hr - Spetič, M.; Stanić, S.; Buzov, I. (2015). The Water Footprint of an Individual: A Hidden Dimension of Sustainability. The International Journal of Interdisciplinary Studies, 10(3):13-25. - Stanić, S.; Buzov, I. (2009). Recikliranje i zbrinjavanje otpada-Stavovi i aktivnosti studenata. Znanstveni godišnjak TITIUS. 2:275-296. - Stanić, S.; Buzov, I.; Galov, M. (2009). Prakse urbanog stanovništva u zbrinjavanju kućanskog otpada, Socijalna ekologija, Časopis za ekološku misao i sociologijska istraživanja okoline, 18(2):132-159. - Strategija održivog razvitka Hrvatske. (dokument)
Quality assurance methods	Class attendance, class participation, individual consultations, and successful completion of assignments. Student survey on the quality of teaching and instructors at the university level. Passing the examination and fulfilling other requirements prescribed by the syllabus. Students' self-assessment of achieved learning outcomes, and peer assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Introductory lecture: the subject matter and development of social ecology / Basic concepts	1	
Seminar	Organisation of seminar classes and allocation of presentation topics	1	
Week 2			
Lectures	Sociology, society, and the environment	1	
Seminar	This seminar assignment will examine the relationship between society and the environment as a fundamental area of environmental sociology. It will address the ways in which environmental issues expand classical sociological themes such as modernisation, risk, inequality, and social change, as well as the contribution of sociological theory to the analysis of the relationship between society and nature.	1	
Week 3			
Lectures	The socio-ecological crisis / Analysis of causes and consequences	1	
Seminar	This seminar assignment will examine the socio-ecological crisis as a result of the interaction between social, economic, and environmental processes. Particular attention will be given to the analysis of its causes, consequences, and sociological interpretations of contemporary environmental risks.	1	
Week 4			
Lectures	Ecological awareness and environmental movements	2	
Seminar	This seminar assignment will examine the development of environmental awareness and the role of environmental movements in shaping social change. It will address different forms of environmental activism and their contribution to public policies and to the transformation of social values and practices.	2	
Week 5			
Lectures	New ecological paradigms: deep ecology, ecofeminism, etc.	2	
Seminar	This seminar assignment will examine key new ecological paradigms and their contributions to understanding the relationship between society and nature. Particular attention will be given to alternative theoretical approaches that question dominant models of development and anthropocentric perspectives.	2	
Week 6			
Lectures	Sociological research on the environment: research topics and methods / Overview of sociological research on the environment in Croatia	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	This seminar assignment will examine the main topics and methodological approaches within environmental sociology, along with an overview of the development of research in Croatia. Particular attention will be given to research contributions to the understanding of environmental problems and social responses to them.	2	
Week 7			
Lectures	Ecological and social justice	1	
Seminar	This seminar assignment will examine the relationship between ecological and social justice, with an emphasis on the unequal distribution of environmental risks and resources. It will address sociological perspectives that connect environmental issues with social inequalities and community rights.	1	
Week 8			
Lectures	Sustainable development: global and local perspectives / Integrative sustainability	2	
Seminar	This seminar assignment will examine the concept of sustainable development from global and local perspectives, with an emphasis on integrative sustainability as the linking of ecological, social, economic, and political dimensions of development. Particular attention will be given to the challenges of implementing sustainability in contemporary society.	2	
Week 9			
Lectures	Fieldwork: pro-environmental activities in the local community	2	
Seminar	This seminar assignment will analyse examples of pro-environmental activities in the local community and their role in encouraging participation and sustainable practices. The emphasis will be placed on linking theoretical insights with experiential learning through fieldwork.	2	
Week 10			
Lectures	Current environmental problems in the world today	1	
Seminar	This seminar assignment will examine selected contemporary environmental problems in national and global contexts, with an emphasis on their social causes and consequences, as well as the responses developed to address them.	1	

Theory and Practice of Speech and Oral Interpretation

Course name	**Theory and Practice of Speech and Oral Interpretation**		
Course code	VUU308 S	*Year of study*	3.
Course leader	doc. dr. sc. Tea-Tereza Vidović Schreiber E	*ECTS credits*	2.0
Associates	Silvana Stanić, pred. N	*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	To familiarize students with the characteristics of purposeful speaking and persuasive (suggestive) interpretation of literary texts, and to enable them to apply these skills appropriately in different speech situations.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - apply proper breathing techniques and voice placement; - apply speech values in accordance with standard pronunciation norms; - prepare a literary text for oral interpretation; - orally interpret a literary text; - evaluate the persuasiveness (suggestiveness) of the interpretation of a literary text.		
Course content	LECTURES 1. Speech situations and idioms of the Croatian language. 2. Speech culture. 3. Writing and speaking: orthographic and orthoepic norms. 4. Writing and speaking: orthographic and orthoepic norms. 5. The accentuation system of the Croatian standard language. 6. The accentuation system of the Croatian standard language. 7. Speech values. 8. Speech values. 9. Organization of a spoken message. 10. Organization of a spoken message. 11. Interpretative reading/speaking. 12. Interpretative reading/speaking. 13. Interpretative reading/speaking. 14. Interpretative reading/speaking. 15. Course review and reflection on students' work.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Regular attendance of lectures and practical classes, with a mandatory minimum attendance rate of 75%. 2. Preparation and performance of an oral interpretation of a literary text. 3. Acting in accordance with ethical and academic principles in higher education teaching.		

	4. Participation in and completion of curricular and extracurricular (individual and group) activities that enable the achievement of the intended learning outcomes of the course. 5. Keeping informed about missed classes through consultations with the instructor and communication with fellow students.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Active student participation in lectures and practical classes (regular attendance, critical discussion, monitoring progress in mastering practical exercises) – 25%. Students are required to take the final assessment in interpretative oral performance of a literary text – 75%. The assessment and grading criteria for individual components are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Škarić, Ivo, Temeljci suvremenog govorništva. Zagreb: Školska knjiga, 2000.	1	
Supplementary literature	Carnegie, Dale, Psihologija uspjeha III: Kako steći samopouzdanje i svladati govorno umijeće. Prijevod Mladen Blažeković. Zagreb: Prosvjeta, 1993. Stanislavski, K. S., Rad glumca na sebi I. i II. Zagreb: Cekade, 1991. Časopis Govor Ivo Škarić, Fonetika hrvatskoga književnog jezika, u knjizi Babić, Stjepan; Brozović, Dalibor; Moguš, Milan; Pavešić, Slavko; Škarić, Ivo; Težak, Stjepko, Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika. Zagreb: HAZU i Globus, 1991. (Potpoglavlja: Određenje govora, Glas i tekst, Govorni znakovi, Govorne funkcije, Temeljne govorne jedinice, Fonetika i fonologija, str. 68-85; Izvanslušna slika glasa, str. 228-229; Prozodijska sredstva, str. 284-305.)		
Quality assurance methods	Class attendance, participation in class activities, and successful completion of assignments. University-level student evaluation surveys on the quality of teaching and instructors. Passing the examination and fulfilling other obligations prescribed by the syllabus. Individual consultations. Student self-assessment of achieved learning outcomes. Peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Speech situations and idioms of the Croatian language.	1	FFST
Speaking exercises	Breathing technique - proper voice placement.	1	FFST

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 2			
Lectures	Speech culture.	1	FFST
Speaking exercises	Vocalization - working on proper vocal shaping.	1	FFST
Week 3			
Lectures	Writing and speaking: orthographic and orthoepic norms.	1	FFST
Speaking exercises	Diction exercises - proper pronunciation of consonants.	0	FFST
Week 4			
Lectures	Writing and speaking: orthographic and orthoepic norms.	1	FFST
Speaking exercises	Breath-supported speech exercises - counting rhymes. Breath-supported speech exercises - tongue twisters.	1	FFST
Week 5			
Lectures	The accent system of the Croatian standard language.	1	FFST
Speaking exercises	Speech rhythm exercises - the sentence.	1	FFST
Week 6			
Lectures	The accent system of the Croatian standard language.	1	FFST
Speaking exercises	Speech dynamics exercises - the sentence.	1	FFST
Week 7			
Lectures	Speech values.	1	FFST
Speaking exercises	Dialogue reading exercises.	1	FFST
Week 8			
Lectures	Speech values.	1	FFST
Speaking exercises	Monologue reading exercises.	1	FFST
Week 9			
Lectures	Organization of a spoken message.	1	FFST
Speaking exercises	Directed speech exercises	1	FFST
Week 10			
Lectures	Organization of a spoken message.	1	FFST
Speaking exercises	Interpretive poetry reading exercises – classics of Croatian poetry (T. Ujević, A.B. Šimić, V. Parun...)	1	FFST
Week 11			
Lectures	Interpretative reading/speaking.	1	FFST
Speaking exercises	Interpretative reading of poetry / Croatian poets – local (regional) dialects	1	FFST
Week 12			
Lectures	Interpretative reading/speaking.	1	FFST

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Speaking exercises	Interpretative poetry reading – modern poets	1	FFST
Week 13			
Lectures	Interpretative reading/speaking.	1	FFST
Speaking exercises	Interpretative poetry reading – poetry for children	1	FFST
Week 14			
Lectures	Interpretative reading/speaking.	1	FFST
Speaking exercises	Interpretive text reading exercises – children's stories	1	FFST
Week 15			
Lectures	Course review and reflection on students’ work.	1	FFST
Speaking exercises	Storytelling exercises for children – short form / monologue.	1	FFST

Choral Singing 3

Course name	**Choral Singing 3**		
Course code	VUU306	*Year of study*	3.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	2.0
Associates	dr. sc. Daniela Petrušić	*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To develop musical ear and vocal-technical abilities of musical expression. To become familiar with and perform choral literature for a female choir.		
Enrolment requirements	A prerequisite for enrolling in the Choral Singing 3 course is completion of the Choral Singing 2 course.		
Learning outcomes	Upon completion of the course, the student will be able to: - recognize and distinguish between pieces of literature for female choirs from different stylistic periods; - perform pieces of literature for female choirs from different stylistic periods; - perform musical texts with pure intonation, with precise rhythm and accurately realize all other components of the musical template, such as dynamics, articulation, tempo, etc.; - apply the basics of vocal technique; - perform more complex vocal-technical tasks; - collaborate musically in group music making; - perform simpler choral solo passages; - participate in public performances.		
Course content			
Types of teaching	☒ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	1. participate in the teaching process (lectures 80%); 2. complete individual and group assignments in a timely and quality manner; 3. obtain information about classes that were missed during consultations with teachers and other students; 4. pass a practical exam – public speaking.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam ☒ Public performances	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed on the basis of success in the practical exam (100%).		

	The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Lhotka-Kalinski, I. (1975). Umjetnost pjevanja. Zagreb: Školska knjiga.		
	Primjeri iz zborske literature.		
Supplementary literature	1. Alcantara, P. de (1997). Indirect procedures. New York: Oxford University Press. 2. Cvejić, N. (1980). Savremeni belkanto. Beograd: Univerzitet umetnosti u Beogradu. 3. Špiler, B. (1972). Umjetnost solo pjevanja. Sarajevo: Muzička akademija u Sarajevu. 4. Young, P. M. (1981). The Choral Tradition. New York: W. W. Norton & Company.		
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exam and fulfilled other obligations prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture. Vocal-technical exercises. Arrangement of a new choral composition.	2	MM
Week 2			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 3			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 4			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 5			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 6			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 7			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 8			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 9			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 10			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 11			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 12			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 13			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 14			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 15			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM

Inclusive Pedagogy

Course name	**Inclusive Pedagogy**		
Course code	VUU143	*Year of study*	3.
Course leader	prof. dr. sc. Jasna Kudek Mirošević	*ECTS credits*	4.0
Associates	Vedrana Vučković	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to inclusive values in the context of primary education, to introduce them to the concept of teacher competencies required for inclusive practice, and to highlight the challenges of inclusive education. Furthermore, during the course, to encourage reflection on the perspective of enrichment and diversity in education, to provide information on the learning theories on which educational inclusion is based, and to introduce students to the definitions of Universal Design and Universal Design for Learning.		
Enrolment requirements	Courses passed - Fundamentals of Pedagogy and Child Developmental Psychology		
Learning outcomes	Upon completion of the course, students will be able to: - Define inclusion using professional terminology. - Classify and determine the characteristics of the authoritarian, hierarchical, and democratic pluralistic paradigms of education in inclusive theory and practice. - Describe and interpret the foundation of the pentanomic model (incoming, outgoing, communication, organizational, and evaluation subsystems) in educational practice. - Select and present paradoxes in the education of students with special educational needs. - Argue and predict different organizational and evaluation models of educational action in inclusive education for students with special educational needs.		
Course content	Education of students with disabilities, difficulties and disadvantages in the regular education system / legal aspects of integrated and inclusive education. Conceptual framework of inclusive education: historical development, terms, definitions, classifications. Participants in the educational process, cooperation, and types of support. The role of peers and classrooms in inclusive education. Didactic and methodological aspects of inclusive education. Types of appropriate programs / curricula and forms of education for students with developmental disabilities. Types of difficulties - characteristics of the difficulty and the specifics of the didactic-methodical approach with regard to the difficulty (visual impairments, hearing impairments, voice-language-speech communication difficulties, specific learning difficulties: dyslexia, dysgraphia, dyscalculia, motor difficulties and chronic diseases, intellectual disabilities, attention deficit hyperactivity disorder (ADHD), autism spectrum disorders, behavioral problems and emotional difficulties).		

<table>
<tr><td></td><td colspan="4">Universal Design and Universal Design for Learning.
Information and communication technology and assisted communication (alternative and augmentative communication) in inclusive education.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☒ Supervision
☒ Classroom observation</td></tr>
<tr><td>Student obligations</td><td colspan="4">1. Attendance of students at lectures 80%, seminars and workshops 80% (with active participation, joint discussion), presentation of seminar work according to written instructions, teamwork, connecting the theoretical part with practice in the presentation. Written exam – connecting parts with a base in literature – recognizing the educational needs of children with various developmental disabilities.
2. Seminar – actively participate and comment on the seminars of colleagues and express personal critical opinion. This means that they should participate and carry out curricular and extracurricular (individual and group activities, with mentoring of teachers, and acquisition of learning outcomes foreseen by the course.
3. Prepare and present a seminar with examples of human rights violations with pre-agreed criteria.
4. Students should behave in accordance with ethical and scientific principles in a higher education institution.
5. Inform themselves about classes they have missed during consultations with teachers and with other students
6. Adhere to the time frames necessary for carrying out activities in the course</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Attendance at lectures and seminars with active participation and argumentation, critical thinking - 10%;
Presentation of the seminar paper – 30%, and according to the instructions and the score table shown in the repository, teamwork, connecting the theoretical part with practice in the presentation, and student motivation.
Written exam – 60%, connecting parts with a basis in literature.
The evaluation and assessment criteria of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="2">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Bouillet, D, (2019): Inkluzivno obrazovanje:odabrane teme. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet.</td><td>10</td><td></td></tr>
</table>

	Velki, T., Romstein, E. (2015). UČIMO ZAJEDNO - Priručnik za pomoćnike u nastavi za rad s djecom s teškoćama u razvoju. Osijek: Fakultet za odgojne i obrazovne znanosti Sveučilišta Josipa Jurja Strossmayera u Osijeku		https://www.researchgate.net/publication/312095763_UCIMO_ZAJEDNO_Prirucnik_za_pomocnike_u_nastavi_za_rad_s_djecom_s_teskocama_u_razvoju
	Sunko, E, (2018) Pravni okvir odgoja i obrazovanja djece s teškoćama u Republici Hrvatskoj. Od znanosti do učionice: zbornik radova. U S. Tomaš; I. Blažević; I. Restović (ur.) Split: Sveučilište u Splitu, Filozofski fakultet 7-26		http://www.ffst.unist.hr/wp-
			content/uploads/2019/01/zbornik_2019_finalno- 2.pdf
	Sunko, E. (2016.) Društveno povijesni kontekst odgoja i obrazovanja djece s teškoćama u razvoju, Školski vjesnik 65(4), 601-620.		
	Batarelo, I. (2005). Univerzalni dizajn obrazovnih materijala. Napredak, 146 (1), 65-74.		https://idiprints.knjiznica.idi.hr/6 79/
	Pravilnik o odgoju i obrazovanju u osnovnoj i srednjoj školi djece s teškoćama u razvoju NN 24/15		https://narodne-novine.nn.hr/clanci/sluzbeni/2015_03_24_510.ht ml
Supplementary literature	Kudek Mirošević, J., Granić, M. (2014). Uloga edukacijskog rehabilitatora – stručnog suradnika u inkluzivnoj školi. Zagreb: Alfa. Ivančić, Đ. (2010). Diferencirana nastava u inkluzivnoj školi. Zagreb: Alka script. Mlinarević, V. i Zrilić, S. (2021). Integralan pristup darovitosti – perspektiva u odgoju i obrazovanju, Hrvatska sveučilišna naklada, Sveučilište u Zadru, Sveučilište J.J. Strossmayera u Osijeku		

	Zrilić, S. (2011.): Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole: priručnik za roditelje, odgojitelje i učitelje. Zadar: Sveučilište
Quality assurance methods	The quality and success of the implementation of the teaching subject is monitored by a student survey, student success in the teaching subject, collaborative assessment of the implementation and quality of the teaching process, self-assessment of the implementation and quality of the teaching process, individual consultations, class attendance, class activities, and success in completing assignments.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Education of students with disabilities, difficulties and disadvantages in the regular education system / legal aspects of integrated and inclusive education. Conceptual framework of inclusive education: historical development, terms, definitions, classifications. Participants in the educational process, cooperation, and types of support. The role of peers and classrooms in inclusive education.	10	
Seminar	Education of students with disabilities, difficulties and disadvantages in the regular education system / legal aspects of integrated and inclusive education.	2	P22
Week 2			
Lectures	Didactic and methodological aspects of inclusive education. Types of appropriate programs / curricula and forms of education for students with developmental disabilities. Types of difficulties - characteristics of the difficulty and the specifics of the didactic-methodical approach with regard to the difficulty (visual impairments, hearing impairments, voice-language-speech communication difficulties, specific learning difficulties: dyslexia, dysgraphia, dyscalculia, motor difficulties and chronic diseases, intellectual disabilities, attention deficit hyperactivity disorder (ADHD), autism spectrum disorders, behavioral problems and emotional difficulties).	10	
Seminar	Conceptual framework of inclusive education: historical development, terms, definitions, classifications. Participants in the educational process, cooperation, and types of support.	2	P22
Week 3			
Lectures	Universal Design and Universal Design for Learning. Information and communication technology and assisted communication (alternative and augmentative communication) in inclusive education.	10	
Seminar	Participants in the educational process, cooperation, and types of support.	2	P22
Week 4			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	The role of peers and classrooms in inclusive education.	2	P22
Week 5			
Seminar	Didactic and methodological aspects of inclusive education.	2	P22
Week 6			
Seminar	Types of appropriate programs / curricula and forms of education for students with developmental disabilities.	2	P22
Week 7			
Seminar	Types of difficulties - characteristics of the difficulty and the specifics of the didactic-methodical approach with regard to the difficulty (visual impairments, hearing impairments, voice-language-speech communication difficulties, specific learning difficulties: dyslexia, dysgraphia, dyscalculia, motor difficulties and chronic diseases, intellectual disabilities, attention deficit hyperactivity disorder (ADHD), autism spectrum disorders, behavioral problems and emotional difficulties).	2	P22
Week 8			
Seminar	Universal Design and Universal Design for Learning.	2	P22
Week 9			
Seminar	Information and communication technology and assisted communication (alternative and augmentative communication) in inclusive education.	2	P22
Week 10			
Seminar	Presentation of the seminar	2	P22
Week 11			
Seminar	Presentation of the seminar	2	P22
Week 12			
Seminar	Presentation of the seminar	2	P22
Week 13			
Seminar	Presentation of the seminar	2	P22
Week 14			
Seminar	Presentation of the seminar	2	P22
Week 15			
Seminar	Presentation of the seminar	2	P22

Language Culture

Course name	**Language Culture**		
Course code	VUU206	*Year of study*	3.
Course leader	izv. prof. dr. sc. Gordana Laco	*ECTS credits*	5.0
Associates	izv. prof. dr. sc. Anđela Milinović Hrga	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	Students consolidate and expand their basic knowledge of the Croatian grammar; they become familiar with lexicology and functional styles of the Croatian literary language; they systematize their linguistic knowledge.		
Enrolment requirements	A pass in courses Croatian Language 1 and Croatian Language 2.		
Learning outcomes	Upon completion of the course, the student will be able to: - connect and analyse the orthographic, grammatical, and lexical norms of the Croatian standard language; - navigate all levels of linguistic norms in order to correctly identify and resolve a given linguistic problem; - distinguish between and correctly apply functional styles; - recognise the value of linguistic culture in practice, particularly in the teaching profession.		
Course content	Normative dualities in contemporary Croatian orthography; contemporary grammatical norms - normative dualities in declension forms, case expressions, prepositional phrases, verb rection, conjunctions and conjunctive expressions; word formation dilemmas; the Croatian lexicon, lexical stratification, the use and adaptation of foreign words in Croatian; functional styles of the Croatian standard, linguistic stylistic means in Croatian.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Participate in the teaching process: lectures 70% and seminars 70%. Students are expected to be active in lectures and exercises. Students are required to write a seminar paper according to pre-established criteria and pass both a written and an oral exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	The seminar paper is graded. Two colloquia are held during the semester. Both passed colloquia are equivalent to a passed written exam. After the written exam, the student also takes an oral exam. The final grade is derived on the basis of all the above-mentioned criteria (seminar paper 25%, exam 75%).		

<table>
<tr><td></td><td colspan="3">The assessment and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Babić, S., Moguš, M. (12010., 22011.) Hrvatski pravopis: usklađen sa zaključcima Vijeća za normu hrvatskoga standardnog jezika. Zagreb: Školska knjiga.</td><td>4</td><td>Yes</td></tr>
<tr><td></td><td>Pavešić, S., Težak, S., Babić, S. (1991.) Oblici hrvatskoga književnog jezika (Morfologija). U: Povijesni pregled, glasovi i oblici hrvatskoga književnog jezika – Nacrt za gramatiku. Zagreb: HAZU, ili U: Glasovi i oblici hrvatskoga književnoga jezika – Velika hrvatska gramatika (2007.). Zagreb: Nakladni zavod Globus.</td><td>3</td><td>No</td></tr>
<tr><td></td><td>Katičić, R. (21991., 32002.) Sintaksa hrvatskoga književnog jezika, Nacrt za gramatiku. Zagreb: HAZU.</td><td>5</td><td>No</td></tr>
<tr><td></td><td>Silić, J. (2006.) Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput.</td><td>5</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Antoš, A. (1972.) Osnove lingvističke stilistike. Zagreb: Školska knjiga.
Frančić, A., Hudeček, L., Mihaljević, M. (2006.) Normativnost i višefunkcionalnost u hrvatskome standardnom jeziku. Zagreb: Hrvatska sveučilišna naklada.
Jezik, časopis za kulturu hrvatskoga književnog jezika, Hrvatsko filološko društvo, Zagreb. (dostupno i na https://hrcak.srce.hr/jezik) Melvinger, J. (11984., 21990.), Leksikologija (skripta). Osijek.
Sočanac, L. (2005). Hrvatski jezik u dodiru s europskim jezicima: prilagodba posuđenica. Zagreb: Globus.
Škarić, I. (1988.) U potrazi za izgubljenim govorom. Zagreb: Školska knjiga.
Škiljan, D. (1994.) Pogled u lingvistiku. Rijeka: Naklada Benja.
Šonje, J., ur. (2000.) Rječnik hrvatskoga jezika. Zagreb: Leksikografski zavod Miroslav Krleža i Školska knjiga.
Vulić, S., Laco, G. (2018.) Jezik hrvatskih književnih djela u 20. stoljeću. U: Povijest hrvatskoga jezika. 5. knjiga: 20. stoljeće. Ur: Ante Bičanić, 191– 243. Zagreb: Croatica.
Language advisories of choice, for example the following are recommended:
Babić, S. (2004.) Hrvanja hrvatskoga: hrvatski u koštacu sa srpskim I u klinču s engleskim, Zagreb: Školska knjiga.
Barić, E., Hudeček, L., Koharović, N., Lončarić, M., Lukenda, M., Mamić, M., Mihaljević, M., Šarić, L., Švaćko, V. i Vukojević, L. (1999.) Hrvatski jezični savjetnik. Zagreb: Institut za hrvatski jezik i jezikoslovlje, Pergamena, Školske novine.
Ham, S., Mlikota, J., Baraban, B., Orlić, A. (2014.) Hrvatski jezični savjeti. Zagreb: Školska knjiga.
Težak, S. (1990.) Hrvatski naš svagda(š)nji. Zagreb: Školske novine.
Težak, S. (1995.) Hrvatski naš osebujni. Zagreb: Školske novine.
Težak, S. (1999.) Hrvatski naš (ne)zaboravljeni. Zagreb: Tipex.
Težak, S. (2004.) Hrvatski naš (ne)podobni. Zagreb: Školske novine.</td></tr>
</table>

Quality assurance methods	Student survey on the quality of teaching and instructors at the university level, student performance on the exam and other obligations prescribed by the syllabus.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Normative dualities in contemporary Croatian orthography	2	P6
Seminar	Introductory discussion on course requirements, distribution of seminar topics, writing guidelines, agreement on literature.	2	P6
Week 2			
Lectures	Contemporary grammatical norms	2	P6
Seminar	Presentation of seminar topics.	2	P6
Week 3			
Lectures	Normative dualities in declension forms	2	P6
Seminar	Presentation of seminar topics.	2	P6
Week 4			
Lectures	Case expressions	2	
Seminar	Presentation of seminar topics.	2	P6
Week 5			
Lectures	Prepositional phrases	2	P6
Seminar	Presentation of seminar topics.	2	P6
Week 6			
Lectures	Verb rection	2	P6
Seminar	Presentation of seminar topics.	2	P6
Week 7			
Lectures	Conjunctions and conjunctive expressions	2	P6
Seminar	Presentation of seminar topics.	2	P6
Week 8			
Lectures	Word formation dilemmas	2	P6
Seminar	First colloquium	2	P6
Week 9			
Lectures	Word formation dilemmas	2	P6
Seminar	Presentation of seminar topics	2	P6
Week 10			
Lectures	The Croatian lexicon, lexical stratification	2	P6
Seminar	Presentation of seminar topics	2	P6
Week 11			
Lectures	The Croatian lexicon, lexical stratification	2	P6

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Presentation of seminar topics	2	P6
Week 12			
Lectures	The use and adaptation of foreign words in Croatian	2	P6
Seminar	Presentation of seminar topics	2	P6
Week 13			
Lectures	The use and adaptation of foreign words in Croatian	2	P6
Seminar	Presentation of seminar topics	2	P6
Week 14			
Lectures	Functional styles of the Croatian standard	2	P6
Seminar	Presentation of seminar topics	2	P6
Week 15			
Lectures	Linguistic stylistic means in Croatian	2	P6
Seminar	Second colloquium	2	P6

Teaching Methodology of Physical Education 1

Course name	**Teaching Methodology of Physical Education 1**		
Course code	VUU051	*Year of study*	3.
Course leader	doc. dr. sc. Bojan Babin	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To acquire basic theoretical knowledge and principles in the field of kinesiological methodology.		
Enrolment requirements	Non		
Learning outcomes	Students will be able to: - Connect theoretical knowledge and principles of the physical and health education field in primary education. - Use basic concepts and professional terminology in kinesiological methodology. - Differentiate between basic methodological principles and their theoretical and practical aspects. - Link practical knowledge from specific teaching topics in physical and health education. - Understand the sciences upon which the delivery of teaching and the entire curriculum in primary education are based. - Understand the foundational sciences underlying teaching subjects in primary education (classroom teaching). - Perform simple kinesiological movements used in regular and extracurricular activities in primary education. - Understand the methods for measuring anthropological status in primary education. - Conduct and interpret simpler research data in the field of kinesiological methodology.		
Course content	1. Concept and Definition of Kinesiological Methodology 2. Subject Matter, Goal, and Objectives of Kinesiological Methodology 3. The Relationship Between Methodology and Other Sciences 4. Anthropological Characteristics of Primary School-Aged Students (Boys and Girls) 5. Physical and Health Education Curriculum 6. Organizational Forms of Work 7. Methodological Principles 8. Methodological Organizational Forms of Work 9. Teaching Methods and Methodological Procedures 10. Organization and Course of the Instructional Process 11. Planning and Programming 12. Teacher Preparation 13. Monitoring, Testing, and Assessment 14. Facilities, Equipment, and Teaching Aids Anatomical and Physiological Characteristics of Primary School-Aged Students (Boys and Girls)		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Participate in the instructional process: lectures (80%) and seminars (80%).
2. Behave in accordance with ethical and academic principles of the higher education institution.
3. Participate in and complete learning activities that enable the acquisition of the course learning outcomes.
4. Prepare and present a seminar paper according to predetermined criteria.
5. Pass the written examination.
6. Obtain information regarding missed classes during the instructor's office hours or from fellow students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">1. Written examination – 50%
2. Seminar paper prepared in accordance with the instructor's guidelines – 30%
3. Performance in solving individual and group assignments – 10%
4. Class participation – 10%
The evaluation and grading criteria for individual components are detailed in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Findak, V., Prskalo, I., Babin, J. (2011). Sat tjelesne i zdravstvene kulture u primarnoj edukaciji. Učiteljski fakultet Sveučilišta u Zagrebu.</td><td>8</td><td>online</td></tr>
<tr><td>Findak,V. (2024). Kineziološka metodika – priručnik za kineziologe,učitelje i odgojitelje. Zagreb: Školska knjiga</td><td>0</td><td>online</td></tr>
<tr><td>Findak, V., Prskalo, I. (2004). Kineziološki leksikon za učitelje. Visoka učiteljska škola u Petrinji.</td><td>0</td><td>online</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Babin, J., Vlahović, L. (2002). Utjecaj programirane nastave tjelesne i zdravstvene kulture na promjene morfoloških karakteristika sedmogodišnjih učenica. Zbornik radova 11. ljetne škole pedagoga fizičke kulture Republike Hrvatske. Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije, Rovinj, 50-52.
Findak, V. (2002). Metode rada u području edukacije, sporta i sportske rekreacije. Zbornik radova 12. ljetne škole kineziologa Republike Hrvatske. Metode rada u području edukacije, sporta i sportska rekreacije, Rovinj, 13-17.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">1. Class attendance, class participation, and performance in completing assignments.</td></tr>
</table>

	2. University-wide student survey on the quality of teaching and instructors. 3. Passed examination and fulfillment of other requirements prescribed by the syllabus. 4. Individual consultations. 5. Student self-assessment of the achieved learning outcomes. 6. Peer assessment of the implementation and quality of the instructional process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction and overview of course requirements and literature	2	Classroom
Seminar	Introduction to Seminar Obligations and Expectations	1	Classroom
Week 2			
Lectures	Concept and Definition of Kinesiological Methodology	2	Classroom
Seminar	Common General Preparatory Exercises	1	Classroom
Week 3			
Lectures	Subject Matter, Goal, and Objectives of Kinesiological Methodology	2	Classroom
Seminar	Common General Preparatory Exercises with equipment	1	Classroom
Week 4			
Lectures	The Relationship Between Methodology and Other Sciences	2	Classroom
Seminar	Common General Preparatory Exercises in pairs	1	Classroom
Week 5			
Lectures	Anthropological Characteristics of Primary School-Aged Students (Boys and Girls)	2	Classroom
Seminar	General preparatory exercises with and on apparatus	1	Classroom
Week 6			
Lectures	Physical and Health Education Curriculum	2	Classroom
Seminar	Developing lesson plans for specific parts of the activity	1	Classroom
Week 7			
Lectures	Organizational Forms of Work	2	Classroom

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Activity Lesson Plan Template	1	Classroom
Week 8			
Lectures	Methodological Principles	2	Classroom
Seminar	Designing a preparation plan for relay games	1	Classroom
Week 9			
Lectures	Methodological Organizational Forms of Work	2	Classroom
Seminar	Planning competitive activities	1	Classroom
Week 10			
Lectures	Teaching Methods and Methodological Procedures	2	Classroom
Seminar	Lesson Plan Template: Final Part	1	Classroom
Week 11			
Lectures	Organization and Course of the Instructional Process	2	Classroom
Seminar	School health and hygiene	1	Classroom
Week 12			
Lectures	Planning and Programming in kinesiology	2	Classroom
Seminar	Organizational forms of teaching	1	Classroom
Week 13			
Lectures	Teacher Preparation	2	Classroom
Seminar	Organizational forms of teaching outdoors	1	Classroom
Week 14			
Lectures	Monitoring, Testing, and Assessment Facilities, Equipment, and Teaching Aids	2	Classroom
Seminar	Preparation, organization, and implementation of competitions in schools	1	Classroom
Week 15			
Lectures	Anatomical and Physiological Characteristics of Primary School-Aged Students (Boys and Girls)	2	Classroom
Seminar	Presentation of the entire activity preparation	1	Classroom

Literature for Youth

Course name	**Literature for Youth**		
Course code	VUU118	*Year of study*	3.
Course leader	izv. prof. dr. sc. Helena Dragić	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	Introduce students to the basic characteristics and development of literature for children and young adults. Develop an understanding of the thematic, generic, and aesthetic features of literary texts intended for children and young readers. Encourage a critical and analytical approach to literary works within both historical and contemporary contexts.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - interpret the significance and role of individual authors and their works in shaping young adult literature; - analyze and interpret the most significant literary works; - apply critical methods and acquired knowledge in evaluating new literary works; - discuss literary works in a competent and research-based manner; - discuss key issues in the field of young adult literature; - participate in thematic conferences and round tables on literary topics; - with particular emphasis on authors and works that have marked the development of this literary genre.		
Course content	- Children's literature and its relation to other literary forms; picture books and their forms. - The short story: artistic and folk tales; fairy tales (Perrault, Brothers Grimm). - H. C. Andersen; fairy tales by Oscar Wilde; fairy tales by Ivana Brlić-Mažuranić. - The fantastic story (Collodi, Carroll, etc.). - James Barrie, Antoine de Saint-Exupéry, Astrid Lindgren (Pippi Longstocking); animal-focused fantasy stories (Lofting). - Children's poetry (nonsense poetry; Kuten, Vitez, Balog, Paljetak; regional and dialectal children's poetry). - Fables (Aesop, La Fontaine, Lessing, Krylov). - Stories and novels about childhood (Alcott, Spyri, De Amicis, Salten). - Adventure novels; science fiction works: Jules Verne, Robert Louis Stevenson, Mark Twain (The Adventures of…), Selma Lagerlöf, Ferenc Molnár (The Paul Street Boys), De Amicis (Heart). - Adventure literature; travel writing; biographical works and diaries. - Drama texts; comics. - Journals and periodicals. - Final lecture; exam discussion.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">- Regular attendance (lectures 70%, seminars 80%) and active participation in the teaching process.
- Preparation and presentation of a seminar paper according to predefined criteria.
- Timely and high-quality completion of individual and group assignments.
- Passing the written exam, which is a prerequisite for taking the oral exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☒ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Student performance will be evaluated on the basis of:
- Participation in lectures and seminars 20 %;
- Fulfillment of seminar requirements (seminar paper and participation in discussions) 20 %;
- Written exam 30 %;
- Oral exam 30 %.
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="8">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Crnković, M. (1990.). Dječja književnost, Školska knjiga, Zagreb.</td><td></td><td></td></tr>
<tr><td>Crnković, M., Težak, D. (2002.). Povijest hrvatske dječje književnosti, Znanje, Zagreb.</td><td>3</td><td></td></tr>
<tr><td>Crnković, M. (1987.). Sto lica priče, Školska knjiga, Zagreb.</td><td>0</td><td></td></tr>
<tr><td>Hazard, P. (1970.). Knjige, djeca i odrasli, Stylos, Zagreb.</td><td>0</td><td></td></tr>
<tr><td>Diklić, Z., Težak, D., Zalar, I. (1996.). Primjeri iz dječje književnosti, Divič, Zagreb.</td><td>4</td><td></td></tr>
<tr><td>Hameršak, M. I Zima, D. (2015). Uvod u dječju književnost. Zagreb: Leykam International. Pintarić, A. (1999). Bajke. Pregled i interpretacija. Osijek.</td><td>7</td><td></td></tr>
<tr><td colspan="3"></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Umjetnost i dijete, brojevi od 1969. do 1997.
Crnković, M. (1978.). Hrvatska dječja književnost do kraja XIX. stoljeća, Školska knjiga, Zagreb.
Majhut, B. (2015). Treba li nam nova povijest hrvatske dječje književnosti?. FLUMINENSIA, 27 (1), 189-202. Preuzeto s https://hrcak.srce.hr/140820 Zalar, I. (1991.). Pregled hrvatske dječje poezije, Zagreb.</td></tr>
</table>

	Skok, J. (1990.). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva, Zagreb. Težak, D. (2001.). Bajke. Antologija, Zagreb. Težak, D. (2001.). Basne. Antologija, Zagreb. Biti, V. (1981.). Bajka i predaja. Liber, Zagreb. Pintarić, A. (1999.). Bajke. Pregled i interpretacija, Osijek. Težak, S. (1969.). Interpretacija bajke. Pedagoško-književni zbor, Zagreb. Hranjec. S. (1998.). Hrvatski dječji roman, Znanje, Zagreb. Idrizović, M. (1984.). Hrvatska književnost za djecu, Matica hrvatska, Zagreb. Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Ur. R. Javor, Zagreb, 1998. (Konzultirati također i naslove o istoj problematici tiskane na stranim jezicima.)
Quality assurance methods	
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Children's literature and its relation to other literature. Picture books and their forms.	2	
Seminar	Children's literature. Picture books and their forms.	1	
Week 2			
Lectures	Story: artistic and folk tale. Fairy tale (Perrault, Brothers Grimm).	2	
Seminar	Fairy tale (Perrault, Brothers Grimm).	1	
Week 3			
Lectures	H. C. Andersen; fairy tales of Oscar Wilde; fairy tales of Ivana Brlić-Mažuranić.	2	
Seminar	H. C. Andersen; fairy tales of Oscar Wilde; fairy tales of Ivana Brlić-Mažuranić.	1	
Week 4			
Lectures	Fantastic story (Collodi, Carroll, etc.).	2	
Seminar	Fantastic story (Collodi, Carroll, etc.).	1	
Week 5			
Lectures	James Barrie, Saint-Exupéry, Astrid Lindgren (Pippi Longstocking); fantastic stories with animals in the foreground (Lofting).	2	
Seminar	James Barrie, Saint-Exupéry, Astrid Lindgren; Lofting.	1	
Week 6			
Lectures	Children's poetry (nonsense poetry; Kuten, Vitez, Balog, Paljetak; regional and dialect children's poetry).	2	
Seminar	Children's poetry (nonsense poetry; Kuten, Vitez, Balog, Paljetak; regional and dialect children's poetry).	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 7			
Lectures	Fables (Aesop, La Fontaine, Lessing, Krylov).	2	
Seminar	Aesop, La Fontaine, Lessing, Krylov.	1	
Week 8			
Lectures	Stories and novels about childhood (Alcott, Heusser-Spyri, De Amicis, Salten).	2	
Seminar	Alcott, Heusser-Spyri, De Amicis, Salten.	1	
Week 9			
Lectures	Adventure novels; science fiction works: Jules Verne; Robert Louis Stevenson; Mark Twain (The Adventures of…).	2	
Seminar	Jules Verne; Robert Louis Stevenson; Mark Twain (The Adventures of…).	1	
Week 10			
Lectures	Selma Lagerlöf; Ferenc Molnár (The Paul Street Boys); De Amicis (Heart).	2	
Seminar	Selma Lagerlöf; Ferenc Molnár; De Amicis.	1	
Week 11			
Lectures	Adventure works; travel writing; biographical works and diaries.	2	
Seminar	Adventure works; travel writing.	1	
Week 12			
Lectures	Biographical works and diaries.	2	
Seminar	Biographical works and diaries.	1	
Week 13			
Lectures	Drama texts; comics.	2	
Seminar	Drama texts; comics.	1	
Week 14			
Lectures	Journals.	2	
Seminar	Journals.	1	
Week 15			
Lectures	Final lecture; discussion about the exam.	2	
Seminar	Final lecture; discussion about the exam.	1	

Mathematics 3

Course name	**Mathematics 3**		
Course code	VUU317	*Year of study*	3.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	5.0
Associates	dr. sc. Nives Baranović, v. pred.	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The objective of the course is to provide students with a fundamental understanding of geometric structures and relationships in three-dimensional space, to develop spatial intuition and visualization skills, to enable them to apply mathematical logic and methods of proof in spatial geometry, and to support the application of geometric concepts in modelling and analysing real-world situations.		
Enrolment requirements	Passed course Mathematics 1; attended course Mathematics 2.		
Learning outcomes	Upon completion of the course, the student will be able to: - communicate mathematical knowledge and ideas in an argued and effective manner when defining and describing geometric concepts in space - formulate and prove mathematical statements related to geometric concepts and relationships in space - establish connections between natural language, symbolic notation, and visual representation of geometric concepts and relationships in space - solve mathematical tasks and problems that can be reduced to an appropriate mathematical model or procedure in the context of spatial geometry		
Course content	Spatial intuition and modelling of geometric solids Axioms of Euclidean spatial geometry Relations between lines and planes; distance and angle in space Intersections of planes and geometric solids Polyhedra: prisms, pyramids, and regular polyhedra Relationships among polyhedra Curved and rotational solids: cylinder, cone, sphere Relationships among curved solids The isoperimetric problem in space		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☒ E-learning	
Student obligations	Attend the teaching process: 80% of lectures and 80% of seminars. Actively participate in discussions and in solving assigned tasks during lectures and seminar sessions. Prepare and present a seminar paper or independent assignments according to predefined criteria. Pass the exam: written and oral components.		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam ☒ Independent tasks	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	The final grade is formed according to the following elements: 1) S – Completed seminar paper or independent tasks – 10% 2) P – Passed written exam (or colloquia during the semester) – 50% 3) U – Passed oral exam – 40% Criteria for evaluating each element are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	-		
Supplementary literature			
Quality assurance methods			
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction: getting acquainted, course requirements, mode of work, assessment criteria; Initial test	2	P5
Seminar	Analysis of the initial test – aligning the mode of work with evaluation results; Introduction to and basic activities with didactic materials	2	P5
Week 2			
Lectures	Basic concepts and relations in space – Part 1	2	P5
Seminar	Spatial visualization: various types of tasks and activities using didactic materials	2	P5
Week 3			
Lectures	Basic concepts and relations in space – Part 2	2	P5
Seminar	Spatial visualization: various types of tasks and activities using didactic materials	2	P5
Week 4			
Lectures	Distance between objects in space	2	P5
Seminar	Distance between objects in space: various types of tasks and activities using didactic materials	2	P5
Week 5			
Lectures	Angle between objects in space	2	P5
Seminar	Angle between objects in space: various types of tasks and activities using didactic materials	2	P5
Week 6			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Geometric solids: classification and characteristics; Quadrilateral prisms: definition and derived concepts	2	P5
Seminar	Quadrilateral prisms: various types of tasks and activities using didactic materials	2	P5
Week 7			
Lectures	Various prisms: definitions and their relationships	2	P5
Seminar	Various prisms: various types of tasks and activities using didactic materials	2	P5
Week 8			
Lectures	Quadrilateral pyramids: definition and derived concepts	2	P5
Seminar	Quadrilateral pyramids: various types of tasks and activities using didactic materials	2	P5
Week 9			
Lectures	Various pyramids: definitions and their relationships	2	P5
Seminar	Various pyramids: various types of tasks and activities using didactic materials	2	P5
Week 10			
Lectures	Regular polyhedra and their characteristics	2	P5
Seminar	Regular polyhedra and their relationships: various types of tasks and activities using didactic	2	P5
Week 11			
Lectures	Cylinder: definition and derived concepts	2	P5
Seminar	Cylinder: various types of tasks and activities using didactic materials	2	P5
Week 12			
Lectures	Cone: definition and derived concepts	2	P5
Seminar	Cone: various types of tasks and activities using didactic materials	2	P5
Week 13			
Lectures	Sphere: definition and derived concepts	2	P5
Seminar	Sphere: various types of tasks and activities using didactic materials	2	P5
Week 14			
Lectures	Rotational solids	2	P5
Seminar	Various geometric solids and their relationships: various types of tasks and activities using didactic materials	2	P5
Week 15			
Lectures	Reflection and systematisation	2	P5
Seminar	Mixed tasks for revision and practice	2	

Vocal-Instrumental Practicum

Course name	**Vocal-Instrumental Practicum**		
Course code	VUU166	*Year of study*	3.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	0 / 15 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To develop musical ear and the skills of vocal expression and piano playing necessary for the quality realization of musical content in Music Education classes in the first three grades of elementary school.		
Enrolment requirements	A prerequisite for enrolling in the Vocal-Instrumental Practicum course is completion of the Instrumental Practicum course.		
Learning outcomes	Upon completion of the course, the student will be able to: - apply the basics of vocal technique; - perform simpler vocal-technical tasks; - collaborate musically in group music making; - perform a part of the literature intended for singing in class with pure intonation, with precise rhythm and accurately realize all other components of the musical template, such as dynamics, articulation, tempo, etc.; - recognize, write down and intonate simple melodic-rhythmic and rhythmic dictations; - recognize and distinguish a part of the literature intended for singing in class by ear; - perform a part of the literature intended for singing in class on the piano with chordal accompaniment on the piano.		
Course content			
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	1. participate in the teaching process: seminars 80%, exercises 80%; 2. complete individual and group assignments in a timely and high-quality manner; 3. obtain information about classes that were missed during consultations with teachers and other students; 4. pass a practical exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☐ Written exam ☒ Practical exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed on the basis of success in the practical exam (100%).		

	The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Njirić, N. (1994.). Pjevanka. Zagreb: Školska knjiga.		
	Njirić, N. (2001.). Put do glazbe. Zagreb: Školska knjiga.		
	Golčić, I. (1998.). Pjesmarica: za osnovne škole. Zagreb: Hrvatsko književno društvo sv. Jeronima.		
	Adamić, T. (1983.). Solfeggio. Zagreb: Muzička naklada.		
	Lhotka-Kalinski, I. (1975.). Umjetnost pjevanja. Zagreb: Školska knjiga.		
Supplementary literature	1. Manasteriotti, V. (1981.). Prvi susreti djeteta s muzikom. Zagreb: Školska knjiga. 2. Marković, A. (1991.). 555 izabranih tema za solfeggio. Zagreb: Školska knjiga.		
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exam and fulfilled other obligations prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Structure of the vocal apparatus.	1	P6
Other music exercises	Playing singing exercises.	3	P6
Week 2			
Seminar	Correct body posture when singing.	1	P6
Other music exercises	Making simple rhythmic dictations.	2	P6
Week 3			
Seminar	The importance of proper breathing when singing. Breathing exercises.	1	P6
Other music exercises	Making simple rhythmic dictations.	2	P6
Week 4			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Breathing exercises.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melodic dictations. Arrangement (playing and singing) of a more complex monophonic children's song according to musical notation.	2	P6
Week 5			
Seminar	Singing exercises.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melodic dictations. Arrangement (playing and singing) of a more complex monophonic children's song according to musical notation.	2	P6
Week 6			
Seminar	Learning children's songs by ear. Working on developing vocal technique.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melodic dictations. Arrangement (playing and singing) of a more complex monophonic children's song according to musical notation.	2	P6
Week 7			
Seminar	Learning children's songs by ear. Working on developing vocal technique.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melodic dictations. Arrangement (playing and singing) of a more complex monophonic children's song according to musical notation.	2	P6
Week 8			
Seminar	Learning children's songs by ear. Repeating and refining covered songs. Working on developing vocal technique (legato).	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melorhythmic dictations (with occasional use of altered tones). Arrangement (playing and singing) of a more complex monophonic children's song according to musical notation. Independent simple harmonization of children's songs.	2	P6
Week 9			
Seminar	Learning children's songs by ear. Repeating and refining covered songs. Working on developing vocal technique (legato).	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melorhythmic dictations (with occasional use of altered tones). Arrangement (playing and singing) of a more complex monophonic children's song according to musical notation. Independent simple harmonization of children's songs.	2	P6
Week 10			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Learning children's songs by ear. Repeating and refining covered songs. Working on developing vocal technique (staccato).	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melorhythmic dictations (with occasional use of altered tones). Arrangement (playing and singing) of a more complex monophonic children's song according to musical notation. Independent simple harmonization of children's songs.	2	P6
Week 11			
Seminar	Learning children's songs by ear. Repeating and refining covered songs. Working on developing vocal technique (staccato). Practical work.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melorhythmic dictations (with occasional use of altered tones). Arrangement (playing and singing) of a more complex monophonic children's song according to musical notation. Singing simple two-part songs. Independently simple harmonization of children's songs.	2	P6
Week 12			
Seminar	Learning children's songs by ear. Repeating and refining covered songs. Working on developing vocal technique (marcato). Practical work.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melorhythmic dictations (with occasional use of altered tones). Arrangement (playing and singing) of simple two-part children's songs according to musical notation. Singing simple two-part songs. Independent simple harmonization of children's songs.	2	P6
Week 13			
Seminar	Learning children's songs by ear. Repeating and refining covered songs. Working on developing vocal technique (marcato). Practical work.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melorhythmic dictations (with occasional use of altered tones). Arrangement (playing and singing) of simple two-part children's songs according to musical notation. Singing simple two-part songs. Independent simple harmonization of children's songs.	2	P6
Week 14			
Seminar	Learning children's songs by ear. Repeating and refining covered songs. Working on developing vocal technique. Practical work.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melorhythmic dictations (with occasional use of altered tones). Arrangement (playing and singing) of simple two-part children's songs according to musical notation. Singing simple two-part songs. Independent simple harmonization of children's songs.	2	P6

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 15			
Seminar	Learning children's songs by ear. Repeating and refining covered songs. Working on developing vocal technique. Practical work.	1	P6
Other music exercises	Making simple rhythmic dictations. Making simple melorhythmic dictations (with occasional use of altered tones). Arrangement (playing and singing) of simple two-part children's songs according to musical notation. Singing simple two-part songs. Independent simple harmonization of children's songs.	2	P6

E-Learning Systems

Course name	**E-Learning Systems**		
Course code	VUU160	*Year of study*	3.
Course leader	izv. prof. dr. sc. Suzana Tomaš	*ECTS credits*	4.0
Associates	Zoa Šimundić	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	The aim is to distinguish between Web 2.0 technology tools; classify e-learning systems in the context of learning management systems, learning object systems, and systems that support learning objects; design an instructional unit in an e-learning system; and use communication and collaboration tools in e-learning systems.		
Enrolment requirements	None		
Learning outcomes	Upon completion of the course, the student will be able to: Explain the use of e-learning systems. Design an instructional unit in an e-learning system. Analyse an e-learning system. Collaborate within an e-learning system. Manage instructional content in an e-learning system.		
Course content	Computers in learning and teaching – development, structure, application E-learning E-learning systems Classification of e-learning systems Configurations of e-learning systems Learning objects in e-learning systems Standards for designing e-learning systems Introduction to Moodle functionalities Resources in Moodle – documents – links Moodle – lesson – pages in a lesson – question pages in a lesson Quizzes, testing and assessment in e-learning systems Pedagogical paradigm of e-learning systems Examples of e-learning systems – conducted research Systems for communication and collaboration		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, practical classes 90%. Conduct themselves in accordance with ethical and scientific principles in higher education teaching. Participate in and complete curricular and extracurricular individual and group activities that enable the achievement of the learning outcomes envisaged by the course. Complete an assignment according to predefined criteria. Pass one midterm exam with a minimum score of 50%.		

<table>
<tr><td></td><td colspan="4">Pass the written exam with a minimum score of 60%.
Pass the oral exam.
Pass the practical exam with a minimum score of 80%.
Obtain information about missed classes during the lecturer's consultation hours and from other students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td colspan="2">☒ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the course learning outcomes and student obligations, the final course grade is determined based on achievement in the following components:
1. Written exam – 30%
2. Oral exam – 15%
3. Performance in completing individual and group assignments – 25%
4. Midterm exam – 10%
5. Practical exam – 15%
6. Class participation, including participation in discussions during lectures and practical classes – 5%
The criteria for assessing and grading individual components are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">xxxx: E-Learning, A White Paper from IsoDynamic, September, 2001. http://www.isodynamic.com/web/pdf/IsoDynamic_ele/arning_white_paper.pdf norme: A Step ahead in E-learning</td><td></td><td>Yes</td></tr>
<tr><td colspan="2">Ćukušić M., Jadrić M. (2012): e-učenje: koncept i primjena, Zagreb, Školska knjiga</td><td>2</td><td>Yes</td></tr>
<tr><td colspan="2">Horton W. (2006), E-Learning by Design, https://bit.ly/2Epqdp</td><td></td><td>https://download.e-bookshelf.de/download/0000/5873/60/L-G-0000587360-0002384879.pdf</td></tr>
<tr><td colspan="2">Tomaš S. (2022) Oblikovanje nastavnih sadržaja u sustavu e-učenje: Kako oblikovati i implementirati nastavni sadržaj u sustavu e-učenja?, Split, Filozofski fakultet u Splitu</td><td>10</td><td>Yes</td></tr>
<tr><td colspan="2">Vizek Vidović, V., Rijevac, M., Vlahović – Štetić, V., Miljković, D. (2003), Psihologija obrazovanja. Zagreb: IEP – VERN.</td><td>10</td><td>Yes</td></tr>
<tr><td></td><td colspan="3"></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Hrvatska u 21. stoljeću Informacijska i komunikacijska tehnologija www.vlada.hr/hr/content/download/6161/48228/file/037-02a.pdf</td></tr>
</table>

Quality assurance methods	1. Class attendance, class participation, and successful completion of assignments. 2. University-level student survey on the evaluation of teaching. 3. Passing the exam and fulfilling other obligations prescribed by the syllabus. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Peer assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course *E-learning systems* Prezi – introduction to the course	2	P9
Laboratory exercises	Quizizz – quiz on knowledge of didactics and pedagogy	2	P9
Week 2			
Lectures	Information and communication technology	2	P9
Laboratory exercises	Canva – editing Digital competences	2	P9
Week 3			
Lectures	Information and communication technology	2	P9
Laboratory exercises	Self-assessment and assessment of digital competences	2	P9
Week 4			
Lectures	E-learning and e-learning systems	2	P9
Laboratory exercises	Introduction to Moodle logging in / editing the student profile explaining the difference between activities and resources forum Student assignment: select one topic from one school subject/students write the topic on a sheet of paper, and submit it to the lecturer Assignment 1 – 10 points Presentation: each student gives a presentation Forum – 5 points	2	P9
Week 5			
Lectures	Development of e-learning according to Leinonen Digital pedagogy Configuration of e-learning systems	2	P9
Laboratory exercises	Lesson activity in Moodle (3 points – the lesson is assessed) five pages three questions two branches on each page	2	P9
Week 6			
Lectures	Blended learning	2	P9
Laboratory exercises	Quiz activity in Moodle all question types linking the lesson and the quiz differences between questions in the lesson and the quiz assessment of the lesson Quiz activity in Moodle (2 points – quiz)	2	P9

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 7			
Lectures	E-learning environment (communication and collaboration)	2	P9
Laboratory exercises	Communication and collaboration tools in Moodle forum, chat, videoconferencing assessment of the quiz questionnaire, survey	2	P9
Week 8			
Lectures	E-learning delivery	2	P9
Laboratory exercises	Glossary activity (5 points – the glossary, book and assignment are assessed by 20 December) 15 terms one term with an image Book resource 5 pages Assignment activity add one assignment	2	P9
Week 9			
Lectures	Web 2.0 software tools Fundamental elements of the structure of e-learning systems	2	P9
Laboratory exercises	Games in Moodle Review the CARNET games course Adding resources file folder page link	2	P9
Week 10			
Lectures	Learning objects Intelligent tutoring systems	2	P9
Laboratory exercises	Assessment of the glossary, book and assignment	2	P9
Week 11			
Lectures	Learning objects Intelligent tutoring systems	2	P9
Laboratory exercises	Adding blocks – explain that shared blocks are added within one course and that only one teacher adds them badge completion progress	2	P9
Week 12			
Lectures	Artificial intelligence	2	P9
Laboratory exercises	Text generation tools	2	P9
Week 13			
Lectures	Artificial intelligence – application in teaching	2	P9
Laboratory exercises	Tools for generating text, images and audio	2	P9
Week 14			
Lectures	Artificial intelligence – application in teaching	2	P9
Laboratory exercises	Tools for generating text, images and audio	2	P9
Week 15			
Lectures	Artificial intelligence – application in teaching	2	P9
Laboratory exercises	Practical exam	2	P9

Croatian Linguistic Heritage

Course name	**Croatian Linguistic Heritage**		
Course code	VUU311	*Year of study*	3.
Course leader	izv. prof. dr. sc. Anđela Milinović Hrga	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To become familiar with the Croatian linguistic heritage, with special reference to central Dalmatia, and to explore linguistic features of Chakavian and Stokavian dialects in this area, in order for students to be able to competently nurture their pupils' native speech in their future profession as teachers.		
Enrolment requirements	Course enrolment requirements: completed courses Croatian Language 1 and Croatian Language 2. Entry competences: advanced level of Croatian standard		
Learning outcomes	Upon completion of the course, the student will be able to: - critically examine the identity of the local community and its linguistic and cultural heritage; - evaluate the importance of dialects in Croatian culture and their role in shaping the language of Croatian literature in the past and present; - compare the linguistic features of Chakavian and Shtokavian speech in the Central Dalmatian area with the linguistic features of the standard language; - analyse Chakavian and Shtokavian texts; - apply the contents of Croatian linguistic heritage in primary education and upbringing.		
Course content	Heritage. Language as intangible heritage. Croatian linguistic heritage in time and space. Croatian medieval written culture with special reference to the Central Dalmatian area. Chakavian linguistic heritage. The Chakavian literary language in the age of Marulić. Chakavian linguistic heritage in linguistics. Shtokavian linguistic heritage. Shtokavian Ikavian in oral literature. The tri-dialectal type of the Croatian literary language (the golden formula ča-kaj-što). Linguistic portraits. Croatian linguistic heritage in 20th-century literary works. The Split vernacular then and now. Linguistic features of the Split vernacular. Linguistic features of the speech of the Central Dalmatian islands. Linguistic features of the speech of the Split hinterland.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 75% and seminars 75%.		

<table>
<tr><td></td><td colspan="3">Actively participate in the teaching process (regular attendance, critical discussion), write and present a seminar paper according to pre-established criteria, and pass an oral exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Active student participation in lectures and seminars (regular attendance, critical discussion – 20%). The seminar paper is graded (30%).
Oral exam (50%).
The final grade is derived on the basis of all the above-mentioned criteria.
The assessment and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Vince, Z. (1990.) Putovima hrvatskoga književnog jezika: lingvističko-kulturnopovijesni prikaz filoloških škola i njihovih izvora. Zagreb: Liber.</td><td>3</td><td>No</td></tr>
<tr><td></td><td>Vončina, J. (1988.) Jezična baština: lingvostilistička hrestomatija hrvatske književnosti od kraja 15. do početka 19. stoljeća. Split: Književni krug.</td><td>2</td><td>No</td></tr>
<tr><td></td><td>Lisac, J. (2009.) Hrvatska dijalektologija 2. Čakavsko narječje. Zagreb: Golden marketing – Tehnička knjiga.</td><td>3</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Jutronić, D. (2010.), Splitski govor od vapora do trajekta: po čemu će nas pripoznavat. Split: Naklada Bošković.
Menac, A.; Menac-Mihalić, M. (2011.) Frazeologija splitskog govora s rječnicima. Zagreb: Institut za hrvatski jezik i jezikoslovlje. Menac-Mihalić, M. (2005.) Frazeologija novoštokavskih ikavskih govora u Hrvatskoj. Zagreb: Školska knjiga i Institut za hrvatski jezik i jezikoslovlje.
Moguš, Milan (1993). Povijest hrvatskoga književnoga jezika. Zagreb: Nakladni zavod Globus.
Povijest hrvatskoga jezika, 6 svezaka (2009. – 2019.) Bratulić, J. et al.; chief editor A. Bičanić. Zagreb: Društvo za promicanje hrvatske kulture i znanosti Croatica. (selected chapters)
Vulić, S. (2018.) Jedinstvo različitosti. Radovi iz hrvatske filologije. Split: Književni krug.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- student survey on the quality of teaching and instructors at the university level
- student performance in writing the seminar paper
- student performance on the exam
- self-assessment</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Heritage. Language as intangible heritage. Croatian linguistic heritage in time and space.	1	P17
Seminar	Introductory discussion on course requirements, distribution of seminar topics, writing guidelines, agreement on literature.	1	P17
Week 2			
Lectures	Croatian medieval written culture with special reference to the Central Dalmatian area.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 3			
Lectures	Chakavian linguistic heritage.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 4			
Lectures	The Chakavian literary language in the age of Marulić.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 5			
Lectures	Chakavian linguistic heritage in linguistics.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 6			
Lectures	Shtokavian linguistic heritage.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 7			
Lectures	Shtokavian Ikavian in oral literature.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 8			
Lectures	The tri-dialectal type of the Croatian literary language (the golden formula ča-kaj-što).	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 9			
Lectures	Linguistic portraits.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 10			
Lectures	Linguistic portraits.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 11			
Lectures	Croatian linguistic heritage in 20th-century literary works.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 12			
Lectures	Croatian linguistic heritage in 20th-century literary works.	1	P17
Seminar	Presentation of seminar topics.	1	P17

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 13			
Lectures	The Split vernacular then and now. Linguistic features of the Split vernacular.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 14			
Lectures	Linguistic features of the speech of the Central Dalmatian islands.	1	P17
Seminar	Presentation of seminar topics.	1	P17
Week 15			
Lectures	Linguistic features of the speech of the Split hinterland.	1	P17
Seminar	Oral colloquium.	1	P17

Choral Singing 4

Course name	**Choral Singing 4**		
Course code	VUU307	*Year of study*	3.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	2.0
Associates	dr. sc. Daniela Petrušić	*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To develop musical ear and vocal-technical abilities of musical expression. To become familiar with and perform choral literature for a female choir.		
Enrolment requirements	The prerequisite for enrolling in the Choral Singing 4 course is completion of the Choral Singing 3 course.		
Learning outcomes	Upon completion of the course, the student will be able to: - recognize and distinguish between pieces of literature for female choirs from different stylistic periods; - perform pieces of literature for female choirs from different stylistic periods; - perform musical texts with pure intonation, with precise rhythm and accurately realize all other components of the musical template, such as dynamics, articulation, tempo, etc.; - apply the basics of vocal technique; - perform more complex vocal-technical tasks; - collaborate musically in group music making; - perform simpler choral solo passages; - participate in public performances; - evaluate choral performances with arguments.		
Course content			
Types of teaching	☒ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	1. Participate in the teaching process (lectures 80%); 2. Complete individual and group assignments on time and to a high standard; 3. Obtain information about missed classes during the teacher's office hours and from other students; 4. Pass the practical exam – public performance.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam ☒ Public performances	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed on the basis of success in the practical exam (100%).		

	The evaluation and assessment criteria of individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Lhotka-Kalinski, I. (1975). Umjetnost pjevanja. Zagreb: Školska knjiga.		
	Primjeri iz zborske literature.		
Supplementary literature	1. Alcantara, P. de (1997). Indirect procedures. New York: Oxford University Press. 2. Cvejić, N. (1980). Savremeni belkanto. Beograd: Univerzitet umetnosti u Beogradu. 3. Špiler, B. (1972). Umjetnost solo pjevanja. Sarajevo: Muzička akademija u Sarajevu. 4. Young, P. M. (1981). The Choral Tradition. New York: W. W. Norton & Company.		
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exam and fulfilled other obligations prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture. Vocal-technical exercises. Arrangement of a new choral composition	2	MM
Week 2			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 3			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 4			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 5			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 6			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 7			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 8			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 9			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 10			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 11			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 12			
Lectures	Processing of a new choral composition. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 13			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 14			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM
Week 15			
Lectures	Preparations for public performances. Vocal-technical exercises. Repetition and refinement of processed compositions.	2	MM

English Grammar – Word Classes

Course name	**English Grammar – Word Classes**		
Course code	VUU006	*Year of study*	3.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates	dr. sc. Ana Sarić	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarise students with the parts of speech in the English language from morphological, syntactic, and semantic perspectives.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - define the parts of speech in the English language; - apply the acquired knowledge in the grammatical analysis and interpretation of contemporary texts; - identify and define basic syntactic concepts; - define fundamental concepts from the morphology and semantics of contemporary English.		
Course content	Introduction: major word classes and their classification. Nouns (morphological, grammatical, syntactic, and semantic features and aspects). Noun phrases: simple noun phrases (non-modified). Determiners. Complex (modified) noun phrases. Types and position of modifiers – pre- and post-modification. Classification of verbs: lexical, primary, modal. Morphological, syntactic, and semantic features of lexical, primary, and modal verbs. Verb phrases – simple and complex Morphology, syntax, and semantics of adjectives. Adjectival phrases. Comparison and the concept of gradability. Adverbs: types, classification, and basic features (morphological, syntactic, semantic). Adverbial phrases. Pronouns Prepositions and adverbial particles. Prepositional phrases. Numerals. Syntactic levels: phrase, clause, sentence. Clauses and sentences. Types of simple sentences. Concept and principle of coordination and subordination – coordinators and subordinators. Compound and complex sentences. Final written examination.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process with 80% attendance at lectures and 80% attendance at seminars.		

	Pass the written examination (the equivalent of the written examination is passing two midterm tests) and achieve a minimum of 50% accuracy on the examination/midterm tests. Write a seminar paper in accordance with the previously defined criteria.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is determined on the basis of the following components: Written examination, i.e. successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 80% Seminar paper prepared in accordance with the course instructor's guidelines – 20% The criteria for the assessment and grading of each component are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Greenbaum, S., Quirk, S. (1990). A Student's Grammar of the English Language, London: Addison Wesley Longman (chosen chapters).	2	Yes
	Thomson, A. J., Martinet, A. V. (1986). A Practical English Grammar, Oxford: Oxford University Press.	0	Yes
Supplementary literature	Graver, B. D. (1986). Advanced English Practice, Oxford: Oxford University Press. Paterson, Ken (2013). Oxford grammar for EAP: English grammar and practice for academic purposes with answers / Ken Paterson with Roberta Wedge. Oxford: Oxford University Press		
Quality assurance methods	Attendance and participation in classes University-level student survey on the quality of teaching and the course instructor Passed examination and fulfilment of other obligations prescribed in the syllabus Individual consultations Students' self-assessment of the achieved learning outcomes		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction: major word classes and their classification.	1	
Seminar	Introduction: major word classes and their classification.	1	
Week 2			
Lectures	Nouns (morphological, grammatical, syntactic, and semantic features and aspects).	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Nouns (morphological, grammatical, syntactic, and semantic features and aspects).	1	
Week 3			
Lectures	Noun phrases: simple noun phrases (non-modified). Determiners.	1	
Seminar	Noun phrases: simple noun phrases (non-modified). Determiners.	1	
Week 4			
Lectures	Complex (modified) noun phrases. Types and position of modifiers – pre- and post-modification.	1	
Week 5			
Seminar	Seminar paper presentations	1	
Week 6			
Lectures	Classification of verbs: lexical, primary, modal.	1	
Seminar	Seminar paper presentations	1	
Week 7			
Lectures	Morphological, syntactic, and semantic features of lexical, primary, and modal verbs.	1	
Seminar	Seminar paper presentations and revision for the midterm exam	1	
Week 8			
Lectures	Verb phrases – simple and complex	1	
Seminar	Midterm exam	1	
Week 9			
Lectures	Morphology, syntax, and semantics of adjectives. Adjectival phrases. Comparison and the concept of gradability.	1	
Seminar	Seminar paper presentations	1	
Week 10			
Lectures	Adverbs: types, classification, and basic features (morphological, syntactic, semantic). Adverbial phrases.	1	
Seminar	Seminar paper presentations	1	
Week 11			
Lectures	Pronouns	1	
Seminar	Seminar paper presentations	1	
Week 12			
Lectures	Prepositions and adverbial particles. Prepositional phrases. Numerals.	1	
Seminar	Seminar paper presentations	1	
Week 13			
Lectures	Syntactic levels: phrase, clause, sentence. Clauses and sentences. Types of simple sentences.	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Seminar paper presentations	1	
Week 14			
Lectures	Concept and principle of coordination and subordination – coordinators and subordinators. Compound and complex sentences	1	
Seminar	Seminar paper presentations and revision for the midterm exam	1	
Week 15			
Lectures	Recapitulation	1	
Seminar	Midterm exam	2	

Language Exercises 2 (Writing Skills)

Course name	**Language Exercises 2 (Writing Skills)**		
Course code	VUU020	*Year of study*	3.
Course leader	Siniša Ninčević, v. lekt.	*ECTS credits*	2.0
Associates	dr. sc. Eva Jakupčević	*Number of hours (L / S / E / P)*	0 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To develop writing skills, including reflecting on a given topic, creating drafts, structuring texts, writing in context (formal and informal), and accurately conveying ideas and thoughts in written form.		
Enrolment requirements	Attendance of the course Language exercises 1.		
Learning outcomes	Upon completion of the course, students will be able to: Distinguish different types of genres. Develop advanced-level writing skills. Create a cohesive and coherent text. Recognize formal and informal language features of written English. Apply writing skills as to subject-specific topics. Spontaneously express their stance and opinions in written forms		
Course content	1 Punctuation and capitalisation 2 Punctuate and captialise a selected text 3 Topic-based composition, correcting mistakes 4 Writing an essay – linking devices of similarity and comparison 5 Connectors (text cohesion and coherence) 6 Text structures (introductory paragraph, essay body, conclusion) 7 Subjective and objective writing 8 Inversion: adding emphasis to parts of text 9 Devising a story (fairytale, urban legend, event...) 10 Writing an open letter 11 Correcting mistakes (grammar, vocabulary, punctuation, style) 12 Report on the significance of electronic media 13 Selecting the item that is more formal (formal and informal language – formal letters) 14 Writing an answer: respond in written forms, correcting mistakes 15 The 5C's of good writing		
Types of teaching	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Regular class attendance (80%) and active participation in class. Pass the written exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class

Assessment and evaluation of student work	Active participation in class: 30 % Written exam: 70 % The evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Authentic teaching materials (photocopiable resources; John & Liz Soars, Headway Advanced – selected texts: Oxford University Press; McQueen, A., Thatcher, S.V., The New Webster Dictionary of the English Language: Manual of Information, Capitalization and Punctuation, Consolidated Book Publishers)		Yes
	Cory, H. (1999). Advanced Writing with English in Use, Oxford: OUP		Yes
	Grellet, F. (1996). Writing for Advanced Learners of English, Cambridge: CUP		Yes
Supplementary literature			
Quality assurance methods	Monitoring of class attendance. Student survey on the quality of teaching and instructors at the university level. Passed exam and fulfillment of other obligations prescribed by the syllabus.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Foreign language exercises	Interpunkcija (punctuation and capitalization)	2	
Week 2			
Foreign language exercises	Correcting a given text	2	
Week 3			
Foreign language exercises	Composition on a given topic – checking and correcting	2	
Week 4			
Foreign language exercises	Essay writing – linking devices of similarity and comparison; identifying and correcting mistakes	2	
Week 5			
Foreign language exercises	Connectors (cohesion and coherence of the text)	2	
Week 6			
Foreign language exercises	Text organisation (introductory paragraph, main text, concluding paragraph)	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 7			
Foreign language exercises	Written subjective and objective descriptions	2	
Week 8			
Foreign language exercises	Inversion for emphasising parts of the text	2	
Week 9			
Foreign language exercises	Creating a story (fairy tale, urban legend, event…)	2	
Week 10			
Foreign language exercises	Writing an open letter	2	
Week 11			
Foreign language exercises	Correcting and checking a text (grammar, vocabulary, punctuation and style)	2	
Week 12			
Foreign language exercises	Report on the importance of electronic media	2	
Week 13			
Foreign language exercises	Choosing the formally more appropriate expression in relation to the context (formal and informal language – formal letters)	2	
Week 14			
Foreign language exercises	Writing a response (checking and correcting)	2	
Week 15			
Foreign language exercises	Basic stylistic principles of written expression (5 Cs)	2	

Music Culture

Course name	**Music Culture**		
Course code	VUU110	*Year of study*	3.
Course leader	doc. dr. sc. Marijo Krnić	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	Develop skills, abilities and learn expressive and creative musical elements. Learn about stylistic periods from antiquity to the most recent developments in 20th century music with auditory examples, with an emphasis on learning about musical literature for primary school children.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - recognize the components of a musical work, expressive and creative musical elements. - apply all theoretical principles through practice; intervals, scales, dynamic markings and tempo markings. - describe the historical development of stylistic periods in music and recognize the main characteristics of these stylistic periods. - interpret and present with sound examples from the musical literature of individual stylistic periods. - use musical literature for the age of primary school students.		
Course content	Expressive musical elements Creative musical elements Tonality Rhythm Meter Tempo Melody and musical style Harmony and counterpoint Dynamics Agogics, color Form and content Musical culture of ancient Greece Monophonic music of the Middle Ages Notre Dame School and ars antiqua Ars nova Renaissance Baroque Rococo Preclassical, gallant style Musical classics Romanticism Late 19th century trends 20th century trends National trends in music		

<table>
<tr><td></td><td colspan="4">Traditional music
Introduction to musical literature with auditory examples.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">1. participate in the teaching process (lectures 80%);
2. pass the written exam (and achieve a minimum of 60% accuracy on the exam);
3. pass the oral exam;
4. find out about the classes he/she missed during the teacher's consultations and with other students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is formed based on success in the written (50%) and oral exam (50%).
The evaluation and assessment criteria of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="10">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Ščedrov, Lj., Perak-Lovričević, N., Ambruš-Kiš, R. (1998). Glazbeni susreti I.,II., III., IV. Vrste, Zagreb: Profil international.</td><td></td><td></td></tr>
<tr><td colspan="2">Prek, S., Završki, J. (1987). Teorija glazbe. Zagreb: Školska knjiga.</td><td></td><td></td></tr>
<tr><td colspan="2">Tajčević, M. (1982). Osnove teorije muzike. Beograd: Prosveta.</td><td></td><td></td></tr>
<tr><td colspan="2">Majer-Bobetko, S. (1991). Osnove glazbene kulture. Zagreb: Školska knjiga.</td><td></td><td></td></tr>
<tr><td colspan="2">Ščedrov, Lj., Perak-Lovričević, N., Ambruš-Kiš, R. (1998). Glazbeni susreti I.,II., III., IV. Vrste. Zagreb: Profil international.</td><td></td><td></td></tr>
<tr><td colspan="2">Tuksar, S. (1995). Antologija izvornih tekstova iz povijesti i estetike glazbe. Zagreb.</td><td></td><td></td></tr>
<tr><td colspan="2">Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet Sveučilišta u Splitu.</td><td></td><td></td></tr>
<tr><td colspan="2">Sučić, G. (2016). Razvojni integrirani kurikulum u umjetničkim područjima. Split: Filozofski fakultet</td><td></td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">1. Čelar, A., Njirić, N. (1990). Stoljeća govore glazbom 1, 2, Zagreb: Školska knjiga.
2. Mark, M. L. (2002). Music Education: Source Readings from Ancient Greece to Today. Routledge .</td></tr>
</table>

	3. Andreis, J. (1975). Povijest glazbe, Sveučilišna naklada Liber – Izdavačko– knjižarsko poduzeće Mladost, Zagreb.
Quality assurance methods	- class attendance, class activity, success in completing assignments; - student survey on the quality of teaching and teachers at the university level; - passed exam and fulfilled other obligations prescribed by the syllabus; - individual consultations; - student self-assessment of achieved learning outcomes; - collaborative assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Expressive musical elements Creative musical elements	2	P6
Week 2			
Lectures	Tonality	2	P6
Week 3			
Lectures	Rhythm Measure Tempo	2	P6
Week 4			
Lectures	Melody and musical style	2	P6
Week 5			
Lectures	Harmony and counterpoint	2	P6
Week 6			
Lectures	Dynamics Agogics, color	2	P6
Week 7			
Lectures	Form and content	2	P6
Week 8			
Lectures	Musical culture of ancient Greece	2	P6
Week 9			
Lectures	Monophonic Music of the Middle Ages Notre Dame School and Ars Antiqua Ars Nova	2	P6
Week 10			
Lectures	Renaissance	2	P6
Week 11			
Lectures	Baroque	2	P6
Week 12			
Lectures	Rococo Pre-classical, gallant style Musical classics	2	P6
Week 13			
Lectures	Romanticism Late 19th Century Movements	2	P6
Week 14			
Lectures	20th Century Movements National Movement in Music	2	P6

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 15			
Lectures	Traditional Music Introducing musical literature with auditory examples.	2	P6

Croatian Children's Literature

Course name	**Croatian Children's Literature**		
Course code	VUU112	*Year of study*	3.
Course leader	izv. prof. dr. sc. Helena Dragić	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the development, genres, and main representatives of Croatian children's literature and to deepen their understanding of its aesthetic, cultural, and social role. Special attention is given to the analysis and interpretation of literary genres and works intended for children, with an emphasis on canonical authors of Croatian children's literature.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - interpret the significance and role of individual authors and their works in shaping Croatian children's literature; - analyze and interpret the most important literary works; - apply critical methods and acquired knowledge in evaluating new literary works; - discuss literary works in a competent and research-oriented manner; - engage in discussions on key issues in the field of Croatian children's literature; - participate in thematic conferences and round tables on literary topics; - with particular emphasis on authors and works that have marked the development of this literary genre.		
Course content	- Introductory session – course organization and work plan. - Children's literature (brief overview of world children's literature); beginnings of Croatian children's literature and problems of periodization. - Ivan Filipović. First period of Croatian children's literature and children's magazines. Krunoslav Kuten. Folk tales and pedagogical literature. Translations of world children's literature. - The era of Ivana Brlić-Mažuranić. Tales of Long Ago (Priče iz davnine). Vladimir Nazor. Jagoda Truhelka. Other writers of the Ivana Brlić-Mažuranić period. The Lovrak era. - Dragutin Tadijanović. Ivan Goran Kovačić. Contemporary Croatian children's literature. Contemporary children's poetry. - Vitez, Balog, Paljetak, Kanižaj, and other authors; nonsense and dialect poetry; fables. - Croatian children's novel: historical children's novel; war children's novel; "jeans novel"; socio-psychological children's novel; action children's novel. - Fairy-tale children's novel; crime children's novel; animal children's novel; children's romance novel; humorous children's novel. - Contemporary Croatian novel: thematic and genre diversity (summary). - Journals of Croatian children's literature. - Adventure works; travel writing; biographical works and diaries in Croatian children's literature.		

<table>
<tr><td></td><td colspan="4">- Drama texts and comics in Croatian children’s literature.
- Histories of Croatian children’s literature; scholars of Croatian children’s literature; literary criticism.
- Final lecture; discussion about the exam.
- Exam discussion; literature.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Students are required to:
- attend classes regularly (lectures 70% and seminars 80%);
- prepare a seminar paper and participate actively in seminar discussions;
- take the written and oral exams.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☒ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Student performance is assessed on the basis of the following components:
- participation in the teaching process (regular attendance and active participation in lectures and seminars): 20 %
- seminar requirements (preparation of a seminar paper and active participation in discussions): 20 %
- written examination: 30 %
- oral examination: 30 %
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Crnković, M. (1990.). Dječja književnost, Školska knjiga, Zagreb.</td><td colspan="2"></td><td></td></tr>
<tr><td></td><td>Crnković, M., Težak, D. (2002.). Povijest hrvatske dječje književnosti, Znanje, Zagreb.</td><td colspan="2">3</td><td></td></tr>
<tr><td></td><td>Skok, J. (1990.). Sunčeva livada djetinjstva – antologijska čitanka dječjeg pjesništva, Zagreb.</td><td colspan="2">0</td><td></td></tr>
<tr><td></td><td>Hrvatski dječji pisci I-III (1991.). PSHK, MH, Zagreb.</td><td colspan="2">0</td><td></td></tr>
<tr><td></td><td>Hranjec, S. (1998.). Hrvatski dječji roman, Znanje, Zagreb.</td><td colspan="2">6</td><td></td></tr>
<tr><td></td><td>Biti, V. (1981.). Bajka i predaja, Liber, Zagreb.</td><td colspan="2">2</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Umjetnost i dijete, brojevi od 1969. do 1997.
Crnković, M. (1978.). Hrvatska dječja književnost do kraja XIX. Stoljeća, Školska knjiga, Zagreb.
Zalar, I. (1991.). Pregled hrvatske dječje poezije, Zagreb.</td></tr>
</table>

	Skok, J. (1990.). Lijet Ikara. Antologija hrvatskog dječjeg pjesništva, Zagreb. Težak, D. (2001.). Bajke. Antologija, Zagreb. Težak, D. (2001.). Basne. Antologija, Zagreb. More vedrine (2004.). Izbor pjesama za djecu 44 (splitska) autora, Split. Idrizović, M. (1984.). Hrvatska književnost za djecu, Matica hrvatska, Zagreb. Odrastanje u zrcalu suvremene književnosti za djecu i mladež. Zbornik tekstova. Ur. R. Javor, Zagreb, 1998. Berislav Majhut (2005.). Pustolov, siroče i dječja družba. Hrvatski dječji roman do 1945. FF Press, Zagreb.
Quality assurance methods	
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory session – course organization and work plan.	2	P 8
Seminar	Seminar topic assignment.	1	P 8
Week 2			
Lectures	Children's literature (brief overview of world children's literature). Beginnings of Croatian children's literature and problems of periodization.	2	P 8
Seminar	Beginnings of Croatian children's literature.	1	P 8
Week 3			
Lectures	Ivan Filipović. First period of Croatian children's literature and children's magazines. Krunoslav Kuten. Folk tale and pedagogical literature. Translations of world children's literature.	2	P 8
Seminar	Ivan Filipović. Krunoslav Kuten. Folk tale and pedagogical literature.	1	P 8
Week 4			
Lectures	The era of Ivana Brlić-Mažuranić. Tales of Long Ago (Priče iz davnine). Vladimir Nazor. Jagoda Truhelka. Other writers from the Ivana Brlić-Mažuranić period. The Lovrak era.	2	P 8
Seminar	Tales of Long Ago. Vladimir Nazor. Jagoda Truhelka. Other writers from the Ivana Brlić-Mažuranić period. The Lovrak era.	1	P 8
Week 5			
Lectures	Dragutin Tadijanović. Ivan Goran Kovačić. Contemporary Croatian children's literature. Contemporary children's poetry.	2	P 8
Seminar	Dragutin Tadijanović. Ivan Goran Kovačić. Contemporary children's poetry.	1	P 8
Week 6			
Lectures	Vitez, Balog, Paljetak, Kanižaj, and other authors… nonsense and dialect poetry. Fables.	2	P 8

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Vitez, Balog, Paljetak, Kanižaj, and other authors… nonsense and dialect poetry.	1	P 8
Week 7			
Lectures	Croatian children's novel: historical children's novel; war children's novel.	2	P 8
Seminar	Croatian children's novel: historical children's novel; war children's novel.	1	P 8
Week 8			
Lectures	"Jeans novel" (youth/urban children's novel); socio-psychological children's novel; action children's novel.	2	P 8
Seminar	"Jeans novel"; socio-psychological children's novel; action children's novel.	1	P 8
Week 9			
Lectures	Fairy-tale children's novel; crime children's novel.	2	P 8
Seminar	Fairy-tale children's novel; crime children's novel.	1	P 8
Week 10			
Lectures	Animal children's novel; children's romance novel; humorous children's novel.	2	P 8
Seminar	Animal children's novel; children's romance novel; humorous children's novel.	1	P 8
Week 11			
Lectures	Contemporary Croatian novel: thematic and genre diversity.	2	P 8
Seminar	Contemporary Croatian novel.	1	P 8
Week 12			
Lectures	Journals of Croatian children's literature.	2	P 8
Seminar	Journals of Croatian children's literature.	1	P 8
Week 13			
Lectures	Adventure works; travel writing; biographical works and diaries in Croatian children's literature.	2	P 8
Seminar	Adventure works; travel writing; biographical works and diaries in Croatian children's literature.	1	P 8
Week 14			
Lectures	Drama texts and comics in Croatian children's literature.	2	P 8
Seminar	Drama texts and comics in Croatian children's literature.	1	P 8
Week 15			
Lectures	Histories of Croatian children's literature; scholars of Croatian children's literature; literary criticism.	2	P 8
Seminar	Scholars of Croatian children's literature; literary criticism.	1	P 8

Teaching Methodology of Physical Education 2

Course name	**Teaching Methodology of Physical Education 2**		
Course code	VUU134	*Year of study*	3.
Course leader	doc. dr. sc. Bojan Babin	*ECTS credits*	4.0
Associates	dr. sc. Damir Bavčević, pred.	*Number of hours (L / S / E / P)*	0 / 30 / 15 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To qualify students for professional and methodologically high-quality planning and programming of all organizational forms of work in physical and health education, and to enable them to apply teaching methods, methodological procedures, and methodological organizational forms of work in physical and health education classes.		
Enrolment requirements	Completed attendance for the course Kinesiological Methodology I		
Learning outcomes	Students will be able to: - Acquire motor information necessary for the successful implementation of curriculum contents in primary education. - Correlate the evaluation of motor skills and motor achievements with total achievement based on progress in specific aspects of the students' anthropological status in primary education. - Differentiate among educational objectives, motor skills, motor achievements, and the motor and functional abilities of students in primary education. - Develop independence and the capacity for teamwork. - Understand and apply the specific methodological features of kinesiological methodology in primary education within regular, elective, remedial, and advanced classes. - Organize and lead educational activities in teaching, with a particular focus on extended-day care programs. - Prepare lesson plans tailored to specific educational periods in primary education.		
Course content	- Developing a physical and health education lesson plan for the 1st grade. - Developing a physical and health education lesson plan for the 2nd grade. - Developing a physical and health education lesson plan for the 3rd grade. - Developing a physical and health education lesson plan for the 4th grade. - Exemplary lessons delivered by mentors and subsequent analysis. - Measurement of students' anthropological characteristics and abilities (boys and girls).		
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Participate in the instructional process: seminars (80%) and practical classes (80%)		

	2. Behave in accordance with ethical and academic principles of the higher education institution. 3. Participate in and complete instructional and extracurricular activities that enable the acquisition of the course learning outcomes. 4. Prepare and present a seminar paper according to predetermined criteria. 5. Attend exemplary lessons delivered by mentors.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	1. Written examination – 50% 2. Seminar paper prepared in accordance with the instructor's guidelines – 20% 3. Performance in solving individual and group assignments – 20% 4. Class participation – 10% The evaluation and grading criteria for individual components are detailed in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Findak,V. (2024). Kineziološka metodika – priručnik za kineziologe,učitelje i odgojitelje. Zagreb: Školska knjiga	0	online
	Pejčić, A. (2002). Igre za male i velike. Visoka učiteljska škola u Rijeci	0	online
	Findak, V. (2003). Metodika tjelesne i zdravstvene kulture. Priručnik za nastavnike razredne nastave. Školska knjiga, Zagreb	0	online

Supplementary literature	Prskalo, I., Findak, V., Babin, J. (2003). Uspješnost metoda učenja u nastavi tjelesne i zdravstvene kulture mlađe školske dobi, Napredak, 44(4): 486-493.
Quality assurance methods	1. Class attendance, class participation, and performance in completing assignments. 2. University-wide student survey on the quality of teaching and instructors. 3. Passed examination and fulfillment of other requirements prescribed by the syllabus. 4. Individual consultations. 5. Student self-assessment of the achieved learning outcomes. 6. Peer assessment of the implementation and quality of the instructional process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Introduction and overview of further obligations and seminar coursework literature	1	Classroom
Methodological exercises	Introduction and Orientation to Methodological Exercises Obligations	1	Classroom
Week 2			
Seminar	Teacher preparation for a physical education	2	Classroom
Methodological exercises	Lesson plan creation for the first grade of primary school	1	Classroom
Week 3			
Seminar	Teacher preparation for a physical education	2	Classroom
Methodological exercises	Lesson plan creation for the first grade of primary school	1	Classroom
Week 4			
Seminar	The concept and structure of physical exercise	2	Classroom
Methodological exercises	Lesson plan creation for the first grade of primary school	1	Classroom
Week 5			
Seminar	Methodical-organizational forms of work or methodological-organizational forms for physical education	2	Classroom
Methodological exercises	Lesson plan creation for the second grade of primary school	1	Classroom
Week 6			
Seminar	Theoretical approach to organizational forms of teaching	2	Classroom
Methodological exercises	Lesson plan creation for the second grade of primary school	1	Classroom
Week 7			
Seminar	Frontal work for physical education	2	Classroom
Methodological exercises	Lesson plan creation for the second grade of primary school	1	Classroom
Week 8			
Seminar	Group work formats: pair work, triads (groups of three), and groups of four	2	Classroom
Methodological exercises	Lesson plan creation for the third grade of primary school	1	Classroom
Week 9			
Seminar	Parallel class organization form or parallel group work format	2	Classroom
Methodological exercises	Lesson plan creation for the third grade of primary school	1	Classroom

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 10			
Seminar	Parallel-alternating organizational form of work format	2	Classroom
Methodological exercises	Lesson plan creation for the third grade of primary school	1	Classroom
Week 11			
Seminar	Educational methods	2	Classroom
Methodological exercises	Lesson plan creation for the fourth grade of primary school	1	Classroom
Week 12			
Seminar	Forms of work with supplementary exercises	2	Classroom
Methodological exercises	Lesson plan creation for the fourth grade of primary school	1	Classroom
Week 13			
Seminar	Physical education teaching methods	2	Classroom
Methodological exercises	Lesson plan creation for the fourth grade of primary school	1	Classroom
Week 14			
Seminar	Practice methods	2	Classroom
Methodological exercises	Analysis of lesson plans written during the semester	1	Classroom
Week 15			
Seminar	Exam	2	Classroom
Methodological exercises	Analysis of lesson plans written during the semester	1	Classroom

Visual Arts

Course name	**Visual Arts**		
Course code	VUU121	*Year of study*	3.
Course leader	izv. prof. dr. sc. Marija Brajčić	*ECTS credits*	3.0
Associates	Mia Mijaljica	*Number of hours (L / S / E / P)*	30 / 0 / 15 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To enable students to understand, recognize, and interpret visual language, art language, visual communications, fine arts, and design.		
Enrolment requirements	Entry requirements: computer literacy. Requirements: none.		
Learning outcomes	Upon completion of the course, the student will be able to: - observe, describe, interpret and interpret basic concepts in visual arts and visual language - observe, describe, interpret and interpret the division and interdependence of diverse areas of art		
Course content	1 .Introduction to Art theory 2. Subject and areas of Art theory 3. Visual perception 4. Visual language and visual speech 5. Artistic language and artistic speech 6. Art elements: point, line, color, surface, surface, volume, space 7. Building elements of artistic syntax: rhythm, balance, contrast, proportion, unity, dominant 8. Types of compositions 9. Recomposition, redefinition 10. Painting, sculpture, architecture and design 11. Art techniques: drawing, painting, graphic techniques, techniques of spatial plastic design. 12. Analysis of basic works of fine art.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 75%, exercises 90% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course 4. pass a written exam (two passed midterms are equivalent to a written exam) and achieve a minimum of 50% accuracy on the exam/midterms 5. obtain information about classes that were missed during consultations with teachers and other students		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☒ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	1. written exam/two passed midterms – 50% 2. success in solving individual and group tasks – 20% 3. creation of practical art works in accordance with the teacher's instructions – 30% The criteria for evaluating and grading individual elements are described in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Ivančević, R. (1997.), Likovni govor. Profil, Zagreb.	1	
	Peić, M. (1986.), Pristup likovnom djelu. Školska knjiga, Zagreb.	1	
	Damjanov, J. (1988.), Likovna umjetnost I i II, Školska knjiga, Zagreb.	1	
	Damjanov, J. (1991.), Vizualni jezik i likovna umjetnost: uvod u likovno obrazovanje. Školska knjiga, Zagreb.	1	
	Damjanov, J., (2001.), Likovna umjetnost. Školska knjiga, Zagreb	1	

Supplementary literature	P. Breber, D. Leg, Percepcija i informacija, Beograd 1976. R. Arnhajm, Umetnost i vizualno opažanje, Beograd 1981. R. Ivančević, Perspektive, Zagreb 1996. E. H. Gombrih, Umetnost i iluzija, Beograd 1984.
Quality assurance methods	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to Art theory	2	P 23
Methodological exercises	Drawing; types of lines, lines according to meaning	1	P 23
Week 2			
Lectures	Subject and areas of Art theory	2	P 23
Methodological exercises	Drawing; contrast line	1	P 23

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 3			
Lectures	Visual perception	2	P 23
Methodological exercises	Drawing; rhythm of lines, raster	1	P 23
Week 4			
Lectures	Visual language and visual speech	2	P 23
Methodological exercises	Painting; basic and derived colors, color mixing	1	P 23
Week 5			
Lectures	Artistic language and artistic speech	2	P 23
Methodological exercises	Painting; color tones, modulation and gradation	1	P 23
Week 6			
Lectures	Art elements: point, line, color	2	P 23
Methodological exercises	Painting; color contrast	1	P 23
Week 7			
Lectures	Art elements: surface, area, volume, space	2	P 23
Methodological exercises	Painting; coloristic modulation	1	P 23
Week 8			
Lectures	Elements of building visual syntax: rhythm, balance, contrast, proportion, unity, dominant	2	P 23
Methodological exercises	Painting; recomposition, redefinition	1	P 23
Week 9			
Lectures	Types of compositions	2	P 23
Methodological exercises	Combined art techniques; types of compositions, compositional elements	1	P 23
Week 10			
Lectures	Recomposition, redefinition	2	P 23
Methodological exercises	Painting; optical color mixing	1	P 23
Week 11			
Lectures	Painting, sculpture, architecture and design	2	P 23
Methodological exercises	Graphics; rhythm of colors, surface	1	P 23
Week 12			
Lectures	Art techniques: drawing, painting, graphic techniques.	2	P 23
Methodological exercises	Three-dimensional design; mass, volume, space, types of masses	1	P 23
Week 13			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Spatial plastic shaping techniques	2	P 23
Methodological exercises	Three-dimensional design; spatial line	1	P 23
Week 14			
Lectures	Analysis of basic works of Visual art	2	P 23
Methodological exercises	Three-dimensional design; high, low, sunken relief, contrast of shapes	1	P 23
Week 15			
Lectures	Analysis of basic works of Visual art	2	P 23
Methodological exercises	Combined art techniques; composition, frame, stop animation	1	P 23

Methodological Practice 1

Course name	**Methodological Practice 1**		
Course code	VUU126	*Year of study*	3.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	1.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	0 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to equip students to identify, analyse, and interpret the elements of the teaching process in primary education, enabling them to connect, analyse, and interpret the competencies acquired at university, with the support of teachers, within a direct educational setting.		
Enrolment requirements	There are no prerequisites.		
Learning outcomes	Upon successful completion of the course, students will be able to: -identify and analyse, with the support of teachers, the ways in which operational curricula are designed and implemented on the basis of subject curricula across different school subjects; -analyse and evaluate the quality of the school curriculum and the ways in which it is implemented in educational practice; -analyse and interpret the planning, organisation, and implementation of the teaching process; -identify and interpret group dynamics at the class level; -identify teachers' working styles; -distinguish different approaches to working with gifted pupils and explain the process of individualising the teaching process; -distinguish different approaches to working with pupils with learning difficulties and explain the process of individualising the teaching process; -monitor the alignment of educational outcomes, teaching methods, strategies, and social forms of work used in the teaching process, as well as the assessment of pupil achievement; -monitor the elements and processes involved in assessing pupil achievement across different school subjects; -become familiar with different forms of cooperation with parents and interpret the characteristics of effective communication with them; -interpret the main characteristics of a class teacher's period.		
Course content	Subject curricula in primary education Operational curricula in primary education The school curriculum Planning, organisation, and implementation of the teaching process based on subject curricula Teacher preparation for the teaching process Classroom climate and group dynamics Teachers' working styles Gifted and talented pupils Pupils with learning and developmental difficulties The process of assessing pupil achievement The class teacher's period		

<table>
<tr><td></td><td colspan="3">Parent consultations and parent meetings
Cross-curricular themes</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">The course Teaching Practice 1 is conducted within a direct educational setting in which, in accordance with the defined learning outcomes, students identify, analyse, and interpret the main elements of the educational process in primary education. In line with the learning outcomes and course content, students are required to:
-participate in the teaching process within an educational institution with 100% attendance (a detailed plan and schedule are provided in the course repository);
-conduct themselves in accordance with ethical and professional principles within the educational institution;
-prepare a teaching observation journal (portfolio) documenting educational practice.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam
☒ Portfolio</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the student's obligations, the course does not carry a final grade. Instead, students obtain course completion certification (signature) upon fulfilling the following requirements:
-a signed confirmation of the completion of all prescribed obligations in the school;
-submission of the teaching observation journal.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Kurikulum nastavnog predmeta Likovna kultura za osnovne škole i Likovna umjetnost za gimnazije (2019.), Zagreb, Ministarstvo znanosti i obrazovanja Republike Hrvatske .</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>Kurikulum nastavnog predmeta Tjelesna i zdravstvena kultura za osnovne i srednje škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja Republike Hrvatske.</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>Kurikulum nastavnog predmeta Priroda i društvo za osnovne škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja Republike Hrvatske</td><td>0</td><td>Yes</td></tr>
<tr><td></td><td>Kurikulum nastavnog predmeta Glazbena kultura za osnovne škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja.</td><td>0</td><td>Yes</td></tr>
</table>

	Kurikulum nastavnog predmeta Hrvatski jezik i književnost za osnovne i srednje škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja Republike Hrvatske.	0	Yes
	Kurikulum nastavnog predmeta Matematika za osnovne škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja.	0	Yes
	Kurikulum međupredmetne teme Građanski odgoj i obrazovanje za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.	0	Yes
	Kurikulum međupredmetne teme Uporaba informacijske i komunikacijske tehnologije za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.	0	Yes
	Kurikulum međupredmetne teme Održivi razvoj za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.	0	Yes
	Kurikulum međupredmetne teme Osobni i socijalni razvoj za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.	0	Yes
	Kurikulum međupredmetne teme Poduzetništvo za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.	0	Yes
	Kurikulum međupredmetne teme Učiti kako učiti za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.	0	Yes
	Kurikulum međupredmetne teme Zdravlje za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske	0	Yes
Supplementary literature			
Quality assurance methods	-successful completion of the tasks prescribed by the course syllabus; -student evaluation survey on the quality of teaching and lecturers at the university level; -individual consultations; -students' self-assessment of achieved learning outcomes; -peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Subject curricula in primary education.	2	Faculty training classroom
Week 2			
Methodological exercises	Operational curricula in primary education.	2	Faculty training classroom
Week 3			
Methodological exercises	The school curriculum.	2	Faculty training classroom
Week 4			
Methodological exercises	Planning the teaching process based on subject curricula.	2	Faculty training classroom
Week 5			
Methodological exercises	Organisation of the teaching process based on subject curricula.	2	Faculty training classroom
Week 6			
Methodological exercises	Implementation of the teaching process based on subject curricula.	2	Faculty training classroom
Week 7			
Methodological exercises	Teacher preparation for the teaching process.	2	Faculty training classroom
Week 8			
Methodological exercises	Classroom climate and group dynamics.	2	Faculty training classroom
Week 9			
Methodological exercises	Teachers' working styles.	2	Faculty training classroom
Week 10			
Methodological exercises	Gifted and talented pupils.	2	Faculty training classroom
Week 11			
Methodological exercises	Pupils with learning and developmental difficulties.	2	Faculty training classroom
Week 12			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	The process of assessing pupil achievement.	2	Faculty training classroom
Week 13			
Methodological exercises	The class teacher’s period.	2	Faculty training classroom
Week 14			
Methodological exercises	Parent consultations and parent meetings.	2	Faculty training classroom
Week 15			
Methodological exercises	Cross-curricular themes.	2	Faculty training classroom

Family Pedagogy

Course name	**Family Pedagogy**		
Course code	VUU138	*Year of study*	3.
Course leader	doc. dr. sc. Joško Barbir	*ECTS credits*	3.0
Associates	Sara Pivac	*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To acquire general knowledge in the field of study and to recognise and respect the particularities of family communities in order to respond appropriately to the specific needs of their members. To develop teamwork skills and the ability to use information for practical purposes, and to communicate and present one's own work successfully orally and in writing. To acquire general knowledge in the field of study, and to recognize and respect the specific characteristics of family communities in order to adequately address the unique needs of their members. To develop teamwork skills and the capacity to apply information for practical purposes, as well as to communicate effectively in both oral and written forms and to present one's own outputs.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - Correctly interpret basic concepts in the field of family pedagogy (the family in the pedagogical and psychological sense, parenthood, assessment and self-assessment) - Analyse and explain with arguments different theories of and approaches to understanding the family - Design and carry out a plan of activities for working with parents, applying new paradigms in approaching the family - Create material suitable for parent education (raising awareness of roles, responsibilities, functions, parenting styles, communication, self-assessment, relationships, etc.) - Carry out and interpret simpler research tasks in the field of family pedagogy. Upon completion of the course, the student will be able to: Correctly interpret fundamental concepts in the field of family pedagogy (family in the pedagogical and psychological sense, parenting, assessment and self-assessment), Analyze and provide reasoned explanations of different theories and approaches to understanding the family, Design and implement a plan of activities for working with parents, applying new paradigms in approaching the family, Create material suitable for parent education (raising awareness of roles, responsibilities, functions, parenting styles, communication, self-assessment, relationships, etc.), Conduct and interpret simpler research tasks in the field of family pedagogy.		
Course content	The course covers the following content: 1. The family – trends, problems and perspectives; defining the family, from modern to vital families		

	2. The family community as a system 3. Characteristics of contemporary families 4. Functional and dysfunctional families 5. Family atmosphere and family functioning 6. The contemporary family in the Republic of Croatia 7. Parenthood – relationship, role and/or process? 8. Parenthood and the factors that influence it 9. Parenting styles and children's behaviour as possible responses to them 10. The influence of the mother and father on child development and upbringing 11. Pedagogical education of parents as a prerequisite for parental pedagogical competence 12. Self-assessment and assessment (meta-level) – relationship and effects 13. Relationships and communication processes (family–school–kindergarten) 14. Communication habits that jeopardise and improve human relationships 15. Conducting effective conversations with parents. The course covers the following content: Family – trends, problems, and perspectives – defining the family, from modern to vital families The family community as a system Characteristics of contemporary families Functional and dysfunctional families Family atmosphere and family functioning The contemporary family in the Republic of Croatia Parenting – a relationship, a role, and/or a process? Parenting and the factors that influence it Parenting styles and children's behaviors as possible responses to them The influence of the mother and father on child development and upbringing Pedagogical education of parents as a prerequisite for parental pedagogical competence Self-assessment and assessment (meta-level) – relationship and effects Relationships and communication processes (family-school-kindergarten) Communication habits that jeopardize and improve human relationships Conducting effective conversations with parents	
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Attend classes regularly (lectures 80%, seminars 80%), prepare and present a seminar paper according to predetermined criteria, pass the written exam (two passed midterm exams are equivalent to the written exam) and achieve a minimum of 50%–64% accuracy on the exam/midterm exams. Prepare and present a seminar paper in line with established criteria Pass the written exam (two successfully passed midterm exams are equivalent to the written exam)	

<table>
<tr><td></td><td colspan="3">Achieve a minimum of 50%–64% correct answers on the exam/midterms</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is determined on the basis of the following components:
1. Written exam, i.e. two successfully passed midterm exams (a passing grade in both midterm exams is equivalent to the written exam) – 80%
2. Seminar paper prepared and presented in accordance with the teacher's instructions – 10%
3. Activity in class, participation in discussions during lectures and seminars – 10%.
The criteria for the assessment and grading of individual elements are described in the course repository.
In accordance with the course learning outcomes and student obligations, the final course grade is determined based on the achievement of the following components:
Written exam, i.e., successfully passing two midterm exams (a passing grade on both midterms is equivalent to the written exam) – 80% A completed and presented seminar paper in accordance with the instructor's guidelines – 10%
Activity in class, participation in discussions during lectures and seminars – 10%
The criteria for evaluating and grading each individual component are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Čudina-Obradović, M., Obradović, J. (2006). Psihologija braka i obitelji. Zagreb, Golden Marketing – Tehnička knjiga (odabrana poglavlja).</td><td>4</td><td>No</td></tr>
<tr><td></td><td>Ljubetić, M. (2007). Biti kompetentan roditelj. Zagreb, Mali profesor.</td><td>9</td><td>No</td></tr>
<tr><td></td><td>Ljubetić, M. (2011). Stabilna obitelj i poželjno roditeljstvo u kaotičnom svijetu (moguća) stvarnost ili iluzija? (Imaju li perspektivu i/ili alternativu?) U: Nove paradigme ranog odgoja (Maleš, D. Ur.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.</td><td>10</td><td>No</td></tr>
<tr><td></td><td>Ljubetić, M. (2012). Nosi li dobre roditelje roda?! Odgovorno roditeljstvo za kompetentno dijete. Zagreb. Profil International. (odabrana poglavlja)</td><td>10</td><td>No</td></tr>
<tr><td></td><td>Maleš, D., Kušević, B. (2011). Nova paradigma obiteljskog odgoja. U: Nove paradigme ranog odgoja (Maleš, D. Ur.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.</td><td>10</td><td>No</td></tr>
</table>

	Stričević, I. (2011). Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja. U: Nove paradigme ranog odgoja (Maleš, D. Ur.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.	10	No
	Pećnik, N., Radočaj, T., Tokić, A. (2011). Uvjerenja javnosti o ispravnim roditeljskim postupcima prema djeci najmlađe dobi. Društvena istraživanja, Časopis za opća društvena pitanja 113, Vol. 20 (3) str. 626 – 646.	0	Yes
Supplementary literature	1. Longo, I. (2000). Roditeljstvo se može učiti. Zagreb, Alinea. 2. Benett, J., Grimley, L. K. (2001). Parenting in the Global Community: A Cross- Cultural International Perspective. In: Fine, M. J. & Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic Press. (odabrana poglavlja) 3. Covey, R. S. (1998). Sedam navika uspješnih obitelji – Kako izgraditi izvrsnu obiteljsku kulturu u uzburkanom svijetu? Zagreb, Mozaik knjiga. 4. Maleš, D. (1984). Psihosocijalni elementi pedagoške atmosfere u obitelji.Split, Školski vjesnik, br. 3-4; (str. 187-197). 5. Maleš, D. (1999). Uloga majke i oca u odgoju djeteta. U: Obitelj u suvremenom društvu. Zagreb, Državni zavod za zaštitu materinstva i mladeži. 6. Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000). Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. Zagreb, UNICEF-Ured za Hrvatsku i Ministarstvo prosvjete i športa RH, Targa. 7. Collins, W. A., Russell, G. (1991). Mother-child and father-child relationships in middle childhood and adolescence: A developmental analysis. Developmental Review, 11, 99-136. 8. Žižak, A. (1997). Kompetentnost roditelja za odgoj djece. Pomozimo im rasti – priručnik za partnerstvo odgojitelja i roditelja. Zagreb, Ministarstvo prosvjete i športa RH, UNICEF, Kustoš.		
Quality assurance methods	Class attendance, activity in class, performance in completing assignments; university-level student survey on the quality of teaching and teachers; passed exam and fulfilment of other obligations prescribed by the syllabus; students' self-assessment of the achieved learning outcomes. Participation in class activities Successful completion of assignments Student surveys on the quality of teaching and instructors at the university level Passing the exam and fulfilling other obligations prescribed by the syllabus Student self-assessment of achieved learning outcomes		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Family – trends, problems and perspectives; defining the family, from modern to vital families	2	P
Seminar	Overprotective and indulgent parenting	1	P
Week 2			
Lectures	The family community as a system	2	P
Seminar	Family discipline and parenting styles	1	P
Week 3			
Lectures	Characteristics of contemporary families	2	P
Seminar	Single-parent families	1	P
Week 4			
Lectures	Functional and dysfunctional families	2	P
Seminar	Foster and adoptive families	1	P
Week 5			
Lectures	Family atmosphere and family functioning	2	P
Seminar	Alternative families and parenthood	1	P
Week 6			
Lectures	The contemporary family in the Republic of Croatia	2	P
Seminar	How to support a child through divorce / Divorce and raising children	1	P
Week 7			
Lectures	Parenthood – relationship, role and/or process?	2	P
Seminar	Gender stereotypes in the family / Gender roles in the family	1	P
Week 8			
Lectures	Parenthood and the factors that influence it	2	P
Seminar	Raising children in the family, then and now	1	P
Week 9			
Lectures	Parenting styles and children's behaviour as possible responses to them	2	P
Seminar	Traditional and contemporary marriages	1	P
Week 10			
Lectures	The influence of the mother and father on child development and upbringing	2	P
Seminar	Parental burnout	1	P
Week 11			
Lectures	Pedagogical education of parents as a prerequisite for parental pedagogical competence	2	P
Seminar	The role of parents/the family in promoting the mental health of children and young people	1	P
Week 12			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Self-assessment and assessment (meta-level) – relationship and effects	2	P
Seminar	Families with children with special educational needs	1	P
Week 13			
Lectures	Relationships and communication processes (family–school–kindergarten)	2	P
Seminar	The importance of family communication for the development of positive relationships	1	P
Week 14			
Lectures	Communication habits that jeopardise and improve human relationships	2	P
Seminar	Migrant families	1	P
Week 15			
Lectures	Conducting effective conversations with parents	2	P
Seminar	Families at risk of social exclusion	1	P

Natural Science

Course name	**Natural Science**		
Course code	VUU150	*Year of study*	3.
Course leader	izv. prof. dr. sc. Ivana Restović	*ECTS credits*	6.0
Associates	Jelena Blašković	*Number of hours (L / S / E / P)*	30 / 30 / 15 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	To master the basics of natural science content and become familiar with the fundamental laws of life, the structure of living beings and their connection with nature, with the aim of developing general and specific competences for high-quality work in the teaching process and for application in everyday life.		
Enrolment requirements	Basic knowledge of natural science subjects (biology, chemistry, physics) acquired at previous levels of education.		
Learning outcomes	Upon completion of the course, the student will be able to: - Communicate with arguments the basic concepts, laws and relationships of the living and non-living world, forming personal views and judgements on the evolution of life. - Compare and discuss different forms of life and living conditions - Define and critically reflect on adaptation to basic natural processes and laws while respecting sustainability. - Discuss with arguments the diversity of the living world and the relationship between the living and the non-living world. - Recognise and name different plant and animal species. - Solve and analyse problem tasks using the scientific method. - Design and carry out simple experiments. - Integrate acquired knowledge of human anatomy, physiology and health and apply it in everyday life. - Plan and carry out individual and group research in and outside the classroom (fieldwork). - Compare facts and acquired knowledge about nature and natural laws, analyse them, reflect critically and reason logically, and become capable of lifelong learning.		
Course content	1. Introduction to the course. 2. The development of life. 3. The chemical composition of living beings. 4. Diversity of organisms. 5. The cell – structure and function of cell organelles. 6. Cell chemistry and metabolism. 7. The cell cycle and the life cycle. 8. Molecular biology and contemporary genetics. 9. The flowering plant. 10. Zoology – invertebrates and vertebrates 11. Basics of human anatomy and physiology, part 1 12. Basics of human anatomy and physiology, part 2 13. Humans and health. 14. Ecology – basic concepts.		

	15. Ecology – nature conservation. SEMINARS: 1. The Big Bang theory 2. Atoms and molecules 3. The periodic table of elements and biogenic elements 4. Covalent and ionic chemical bonds 5. Organic compounds: carbohydrates – chemical structure and biological significance 6. Organic compounds: fats – chemical structure and biological significance 7. Organic compounds: proteins and nucleic acids – chemical structure and biological significance 8. Viruses 9. Bacteria 10. Energy (types and transfer of energy; the first and second laws of thermodynamics) 11. Chemical reactions and energy – exothermic and endothermic chemical reactions 12. Types and composition of solutions – saturated, unsaturated and supersaturated 13. Diffusion and osmosis 14. Enzymes – structure and role 15. The DNA molecule – structure and role 16. Mitosis 17. Meiosis 18. Gregor Mendel and genetics 19. Recombinant DNA 20. The Human Genome Project 21. Photosynthesis 22. Plant movement 23. Thermoregulation in vertebrates 24. Parental care in vertebrates 25. Puberty – the period of maturation 26. Addiction problems 27. Vaccines and vaccination 28. Human evolution 29. The most common infectious diseases in children 30. AIDS 31. Air and water pollution 32. Formation and consequences of ozone holes 33. Waste management EXERCISES: 1. The herbarium and preparing plants for the herbarium. 2. Fieldwork – collecting plants for the herbarium. 3. The periodic table of elements. 4. Water and its properties (states of matter, boiling and melting points of water, water as a solvent, heat capacity of water, surface tension of water, water hardness). 5. Detecting carbohydrates (starch), lipids and proteins.

	6. The microscope and microscopy of plant and animal cells – onion epidermis and epithelial cells from the oral mucosa. Life in a drop of water. 7. Plant morphology and physiology 8. Detecting CO2 – photosynthesis, respiration in plants and humans 9. Air – basic physical properties. 10. Soil as a condition for life. 11. Global environmental changes 12. Measuring blood pressure and pulse. Making a lung model. 13. Healthy nutrition. 14. Human senses		
Types of teaching	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning		☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	1. Participate actively in the teaching process – lectures (85%), seminars (85%) and exercises (100%) 2. Prepare and present a seminar paper according to agreed criteria 3. Attend the fieldwork that forms part of the exercises 4. Prepare and present a herbarium according to agreed criteria 5. Pass the oral exam on the exercises 6. Participate actively in exercises, discuss with arguments and draw conclusions in experimental work 7. Pass the written exam (two passed midterm exams are equivalent to the written exam) and achieve a minimum of 50% accuracy on the exam/midterm exams 8. Comply with the time frames required for completing course activities 9. Behave in accordance with ethical and academic principles in higher education teaching		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☒ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	The final course grade will be based on activity in lectures, seminars and exercises (participation in discussions, observation and monitoring of practical work, expressing personal views and ideas, critical reflection, drawing conclusions…), the grade for the seminar paper, the results of the midterm exams and/or the final exam (written or oral), the passed oral exam on the exercises and the prepared and presented herbarium. 1. Written exam / two passed midterm exams – 60% 2. Seminar paper prepared and presented in accordance with the teacher's instructions – 20% 3. Oral exam on the exercises (reasoned discussion of experimental work in exercises), prepared and presented herbarium – 20%. The criteria for the assessment and grading of individual elements are described in the course repository. Continuous assessment Evaluation elements lectures seminars		

<table>
<tr><td></td><td colspan="3">Midterm exam
herbarium and exercises
final exam
Evaluation
Points
(%)
seminars
herbarium and
exercises
midterm exams
final
exam
final
grade</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Delić, A., Vijtiuk, N. (2004). Prirodoslovlje. Školska knjiga, Zagreb.</td><td>5</td><td>No</td></tr>
<tr><td></td><td>Novoselić, D., Vidović, Lj. (2019). Čovjek i zdravlje. Alfa d.d., Zagreb</td><td>3</td><td>No</td></tr>
<tr><td></td><td>Pevalek-Kozlina, B., Springer, O. P. (2007). Živi svijet 3, Fiziologija čovjeka i životni procesi u biljkama. Profil international, Zagreb.</td><td>1</td><td>No</td></tr>
<tr><td></td><td>Flora Croatica Datebase. Botanički zavod, PMF, FER-ZPR, Sveučilište u Zagrebu. https://hirc.botanic.hr/fcd/Search.aspx</td><td>0</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Bačić, T., Erben, R., Krajačić, M. (2003). Raznolikost živoga svijeta. Školska knjiga. Zagreb.
2. E-škola Hrvatskog prirodoslovnog društva. http://hpd.botanic.hr/index.html.
3. Cooper, G. M., Hausman, R. E. (2004). Stanica: molekularni pristup. Zagreb.
4. Springer, O., Papeš, D., Kalafatić, M. (1998). Biologija 4: Genetika, Evolucija, Ekologija, Profil international, Zagreb.
5. Sikirica, M., Korpar-Čolig, B. (2001). Kemija s vježbama 1 i 2. Školska knjiga. Zagreb.
6. Paar, V. (2004). Fizika 4. Školska knjiga. Zagreb.
7. Glavač, V. (2003). Uvod u globalnu ekologiju. HSN, POU. Zagreb.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">1. Monitoring of activity in lectures, participation in discussions, expressing personal opinions, critical judgement and the ability to draw conclusions;
2. Skill in presenting selected content of seminar topics, stimulating interest and involving students in discussion;
3. Active participation in exercises; the ability to monitor changes, observe and draw conclusions in experimental work.
4. University-level student survey on the quality of teaching and teachers
5. Passed exam and fulfilment of other obligations prescribed by the syllabus</td></tr>
</table>

Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course Natural Science	2	P24
Seminar	The Big Bang theory; atoms and molecules; the periodic table of elements and biogenic elements; covalent and ionic chemical bonds	2	P14
Laboratory exercises	The herbarium and preparing plants for the herbarium.	1	P14
Week 2			
Lectures	The development of life.	2	P24
Seminar	Organic compounds: carbohydrates, fats, proteins and nucleic acids – chemical structure and biological significance	2	P14
Laboratory exercises	Fieldwork – collecting plants for the herbarium.	1	Field
Week 3			
Lectures	The chemical composition of living beings.	2	P24
Seminar	Viruses; bacteria; energy (types and transfer of energy; the first and second laws of thermodynamics); chemical reactions and energy – exothermic and endothermic reactions	2	P14
Laboratory exercises	The periodic table of elements.	1	P14
Week 4			
Lectures	Diversity of organisms.	2	P24
Seminar	Energy (types and transfer of energy; the first and second laws of thermodynamics); chemical reactions and energy – exothermic and endothermic reactions	2	P14
Laboratory exercises	Detecting carbohydrates (starch), lipids and proteins.	1	P14
Week 5			
Lectures	The cell – structure and function of cell organelles.	2	P24
Seminar	Types and composition of solutions – saturated, unsaturated and supersaturated; diffusion and osmosis	2	P14
Laboratory exercises	Water and its properties	1	P14
Week 6			
Lectures	Cell chemistry and metabolism.	2	P24
Seminar	Enzymes – structure and role; the DNA molecule – structure and role	2	P14
Laboratory exercises	The microscope and microscopy of cells	1	P14

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 7			
Lectures	The cell cycle and the life cycle.	2	P24
Seminar	Mitosis; meiosis; Gregor Mendel and genetics	2	P14
Laboratory exercises	Plant morphology and physiology	1	P14
Week 8			
Lectures	Molecular biology and contemporary genetics.	2	P24
Seminar	Recombinant DNA; the Human Genome Project	2	P14
Laboratory exercises	Detecting CO2 – photosynthesis, respiration in plants and humans	1	P14
Week 9			
Lectures	The flowering plant.	2	P24
Seminar	Photosynthesis; plant movement; thermoregulation in vertebrates	2	P14
Laboratory exercises	Air – basic physical properties.	1	P14
Week 10			
Lectures	Zoology – invertebrates and vertebrates	2	P24
Seminar	Parental care in vertebrates; puberty – the period of maturation	2	P14
Laboratory exercises	Soil as a condition for life.	1	P14
Week 11			
Lectures	Basics of human anatomy and physiology, part 1	2	P24
Seminar	Addiction problems; vaccines and vaccination	2	P14
Laboratory exercises	Global environmental changes	1	P14
Week 12			
Lectures	Basics of human anatomy and physiology, part 2	2	P24
Seminar	The most common infectious diseases in children; AIDS	2	P14
Laboratory exercises	Making a lung model.	1	P14
Week 13			
Lectures	Humans and health.	2	P24
Seminar	Air and water pollution; formation and consequences of ozone holes	2	P14
Laboratory exercises	Measuring blood pressure and pulse.	1	P14
Week 14			
Lectures	Ecology – basic concepts.	2	P24
Seminar	Waste management; recycling	2	P14

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Laboratory exercises	Healthy nutrition.	2	P14
Week 15			
Lectures	Ecology – nature conservation.	2	P14
Seminar	Microplastics; human evolution	2	P14
Laboratory exercises	Human senses	1	P14

Distance Teaching Systems

Course name	**Distance Teaching Systems**		
Course code	VUU223	*Year of study*	3.
Course leader	izv. prof. dr. sc. Suzana Tomaš	*ECTS credits*	4.0
Associates	Zoa Šimundić	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	Introduction to the fundamental elements of applying information and communication technology in distance teaching, as well as to the directions in which the field is expected to develop in the near future.		
Enrolment requirements	None		
Learning outcomes	Upon completion of the course, the student will be able to: independently evaluate distance learning systems based on modern information and communication technology; participate in teams that collaboratively design new distance learning systems; independently develop teaching content intended for use within a learning management system (LMS); monitor activities within a developed learning management system in the roles of teaching content administrator and teacher; independently engage in lifelong learning related to the application of information and communication technology for educational purposes; prepare users to work with distance learning systems.		
Course content	Introductory concepts History of distance learning Information infrastructure as the foundation of modern distance learning Classification of distance learning systems Synchronous distance learning systems Asynchronous distance learning systems Learning management systems (part I) Learning management systems (part II) Digital technology for monitoring and assessment.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, practical classes 90%; Conduct themselves in accordance with ethical and scientific principles in higher education teaching; Participate in and complete curricular and extracurricular individual and group activities that enable the achievement of the learning outcomes envisaged by the course; Complete an assignment according to predefined criteria; Pass the written exam with a minimum score of 60%; Pass the oral exam;		

	Pass the practical exam with a minimum score of 80%; Obtain information about missed classes during the lecturer's consultation hours and from other students.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Written exam – 30% Oral exam – 25% Performance in completing individual and group assignments (practical work) – 25% Practical exam – 15% Class participation, including participation in discussions during lectures and practical classes – 5% The criteria for assessing and grading individual components are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Tomaš S. (2018), Digitalna tehnologija kao potpora praćenju i vrednovanju		Yes
	Prensky, M. (2010). In M. R. Prensky (Ed.), Teaching digital natives: Partnering for real learning (Vol. 6). Thousand Oaks, California: Corwin Press		Yes
Supplementary literature	S. Stankov, V. Glavinić, M. Rosić (Eds): "Intelligent Tutoring Systems in E-Learning Environments: Design, Implementation and Evaluation", IGI Global, USA, 2010.		
Quality assurance methods	Class attendance, class activity, and success in completing assignments. Student survey evaluating teaching work at the university level. Exam pass,ed and other obligations prescribed by the syllabus fulfilled. Individual consultations. Student self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Internet security	2	P9
Laboratory exercises	Introduction and exercises (presentation of H5P tools)	2	P9
Week 2			
Lectures	Computer games	2	P9
Laboratory exercises	Interactive H5P tool (assigned topic)	2	P9
Week 3			
Lectures	Computer games	2	P9

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Laboratory exercises	Interactive H5P tool	2	P9
Week 4			
Lectures	Computer games	2	P9
Laboratory exercises	Interactive H5P tool - Presentation of the tool and work with the tool in Moodle.	2	P9
Week 5			
Lectures	Assistive technology	2	P9
Lectures	ICT-AAC applications	2	P9
Week 6			
Lectures	Assistive technology.	2	P9
Lectures	Visual schedule Omoguru Dictation	2	P9
Week 7			
Lectures	Assistive technology.	2	P9
Laboratory exercises	Visual schedule Omoguru Dictation	2	P9
Week 8			
Lectures	Digital quiz tools.	2	P9
Laboratory exercises	Wayground, Quizlet, Kahoot and Mentimeter	2	P9
Week 9			
Lectures	Digital quiz tools.	2	P9
Laboratory exercises	Wayground, Quizlet, Kahoot and Mentimeter	2	P9
Week 10			
Lectures	Digital Bloom’s taxonomy and connectivism	2	P9
Laboratory exercises	Wayground, Quizlet, Kahoot and Mentimeter	2	P9
Week 11			
Lectures	Social networks The importance of video lessons in the teaching process	2	P9
Laboratory exercises	Canva, Genially	2	P9
Week 12			
Lectures	The importance of video lessons in the teaching process.	2	P9
Laboratory exercises	Pre-production, production, post-production	2	P9
Week 13			
Lectures	Communication and collaboration using digital tools.	2	P9
Laboratory exercises	Padlet, Nearpod	2	P9

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 14			
Lectures	Learning management systems (LMS) in teaching	2	P9
Laboratory exercises	Microsoft Teams and Google Classroom	2	P9
Week 15			
Lectures	Portals – publishing content for learning and teaching purposes Videoconferencing	2	P9
Laboratory exercises	Portal tools Videoconferencing tools	2	P9

Digital Tools and the Application of Artificial Intelligence in English Language Teaching

Course name	**Digital Tools and the Application of Artificial Intelligence in English Language Teaching**		
Course code	VUU332	*Year of study*	4.
Course leader	izv. prof. dr. sc. Suzana Tomaš	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 30 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The goal of the course is to empower students for the critical and creative use of digital tools and tools based on artificial intelligence in the teaching of English as a foreign language. Students will become familiar with available technologies, understand their advantages and limitations, and develop practical skills for designing and implementing teaching activities appropriate for various English language learning contexts.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - select various digital tools and tools based on artificial intelligence in the context of English as a foreign language teaching - apply appropriate tools in accordance with the age, language proficiency level, and needs of the learners - design and adapt activities and projects that encourage motivation, collaboration, and creativity in foreign language teaching with the help of digital and AI tools - critically discuss the pedagogical aspects of using digital tools and tools based on artificial intelligence in English language teaching - assess their own digital competencies and teacher identity in the context of English language teaching		
Course content	1. Introduction – Possibilities and limitations of digital and artificial intelligence-based tools (AI tools) in English language teaching 2. Criteria for selecting digital and AI tools, exploration, presentation, and evaluation of tools 3. Artificial intelligence in English language learning and teaching – benefits and risks 4. Tools for motivation and gamification 5. Digital storytelling and reading 6. Project-based learning: collaborative and multimedia projects 7. Digital tools and AI tools as support in differentiated teaching 8. Managing English language teaching in a digital environment 9. Digital and AI tools for assessment and progress tracking 10. Artificial intelligence as support in planning and preparing English language teaching 11. Designing a lesson using digital and AI tools 12. Ethical issues in the use of digital and AI tools 13. Reflection on teachers' digital competencies 14. Practical application of digital and AI tools: portfolio and presentations		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: lectures 80%, exercises 80%.
Behave in accordance with ethical and scientific principles in higher education teaching.
Participate actively and constructively in the teaching process.
Complete course obligations in a timely manner.
Create a portfolio according to instructions.
Design and present an activity for using digital tools in English language learning according to instructions.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Portfolio</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes and student obligations in the course, the final grade is formed based on the following elements:
1. continuous monitoring and evaluation of participation in discussions and solving tasks assigned during class – 20%
2. a completed portfolio with independent tasks – 50%
3. presentation of a teaching activity – 30%
Evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Muñoz-Basols, J., Fuentes Gutiérrez, M. i Cerezo, L. (2025). Technology-Mediated Language Teaching. Multilingual Matters. (odabrana poglavlja)</td><td></td><td>Yes</td></tr>
<tr><td></td><td>Son, J. – B. (2020). Technology-Enhanced Language Teaching in Action. APACALL. (odabrana poglavlja)</td><td></td><td>Yes</td></tr>
<tr><td></td><td>Fominykh M., Giordano A., Perifanou M., Soule M.V., Shikhova E., Talmo T.M. i Zhukova D. (2022). Technologies, Resources, and Practices for Language Teachers: a Toolkit. DC4LT Consortium.</td><td></td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Farr, F., & Murray, L. (Eds.). (2016). The Routledge handbook of language learning and technology. Routledge. (chosen chapters)
Moorhouse, B. L., & Wong, K. M. (2025). Generative Artificial Intelligence and Language Teaching. Cambridge University Press.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- class attendance, class activity, success in performing tasks
- student survey on the quality of teaching and teachers at the university level
- fulfillment of obligations prescribed by the syllabus
- individual consultations
- student self-assessment of achieved learning outcomes</td></tr>
</table>

	- peer assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction – possibilities and limitations of digital and AI-based tools in English language teaching	1	
Lectures	Possibilities and limitations of digital and AI-based tools in English language teaching – practical tasks	2	
Week 2			
Lectures	Criteria for selecting digital and AI tools	1	
Lectures	Exploring, presenting and evaluating tools	2	
Week 3			
Lectures	Artificial intelligence in learning and teaching English – benefits and risks	1	
Lectures	Exploring, presenting and evaluating tools	2	
Week 4			
Lectures	Tools for motivation and gamification	1	
Lectures	Exploring, presenting and evaluating tools	2	
Week 5			
Lectures	Digital storytelling and reading	1	
Lectures	Exploring, presenting and evaluating tools	2	
Week 6			
Lectures	Project-based learning: collaborative and multimedia projects	1	
Lectures	Project work	2	
Week 7			
Lectures	Digital and AI tools as support for differentiated teaching	1	
Lectures	Exploring, presenting and evaluating tools	2	
Week 8			
Lectures	Managing English language teaching in a digital environment	1	
Lectures	Exploring, presenting and evaluating tools	2	
Week 9			
Lectures	Digital and AI tools for assessment and progress monitoring	1	
Lectures	Exploring, presenting and evaluating tools	2	
Week 10			
Lectures	Artificial intelligence as support in planning and preparing English lessons	1	
Lectures	Exploring, presenting and evaluating tools	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 11			
Lectures	Designing a lesson using digital and AI tools	1	
Lectures	Working with selected tools on a lesson plan; analysis and discussion	2	
Week 12			
Lectures	Ethical issues in using digital and AI tools	1	
Lectures	Ethical issues in using digital and AI tools – discussion	2	
Week 13			
Lectures	Reflection on teachers' digital competences	1	
Lectures	Working with selected tools	2	
Week 14			
Lectures	Applying digital and AI tools in practice: portfolio and presentations	1	
Lectures	Applying digital and AI tools in practice: portfolio and presentations	2	
Week 15			
Lectures	Applying digital and AI tools in practice: portfolio and presentations	1	
Lectures	Applying digital and AI tools in practice: portfolio and presentations	2	

Visual Arts Group as a Form of Extracurricular Activity

Course name	**Visual Arts Group as a Form of Extracurricular Activity**		
Course code	VUU120	*Year of study*	4.
Course leader	izv. prof. dr. sc. Dubravka Kuščević	*ECTS credits*	2.0
Associates	Mia Mijaljica	*Number of hours (L / S / E / P)*	0 / 0 / 30 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to equip students for the successful practical mastery of various techniques and materials of visual artistic expression.		
Enrolment requirements	There are no prerequisites for enrolling in the course.		
Learning outcomes	Upon completion of the course, students will be able to: - Recognize different visual arts techniques and materials of artistic expression. - Analyze and evaluate visual arts activities. - Develop the ability of visual perception, experience, and understanding of works of art. - Design and create their own artworks.		
Course content	1. Linear and tonal drawing. 2. Tonal painting. 3. Coloristic painting. 4. Exploration of graphic art problems through the visual elements of graphic expression. 5. Exploration of sculptural values and relationships.		
Types of teaching	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Attend and participate in practical classes (minimum 90%). 2. Act in accordance with ethical and academic principles in higher education. 3. Participate in and complete curricular and extracurricular activities that enable the achievement of the course learning outcomes. 4. Prepare a report in accordance with predefined assessment criteria. 5. Obtain information regarding missed classes during the instructor's consultation hours and from fellow students.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam	☐ Research ☒ Paper ☐ Midterm exam ☐ Project	☒ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	1. Report prepared in accordance with the instructor's guidelines – **30%** 2. Portfolio of artworks – **70%** The assessment and grading criteria for each component are described in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	1. Peić, M. (1975). Pristup likovnom djelu, Školska knjiga, Zagreb.	3	
	2. Jakubin, M. (1989). Osnovne likovnoga jezika i likovne tehnike. Zagreb: Institut za pedagogijska istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu.	1	
	3. Ivančević R.. (2007). Likovni govor: uvod u svijet likovnih umjetnosti. Zagreb, Profil.	3	
	4. Grgurić, N. (2003). Oblikovanje papirom, alufolijom i didaktički neoblikovanim materijalima. Zagreb: Educa.	2	
Supplementary literature	1. Peić, M. (1975.). Pristup likovnom djelu, Školska knjiga, Zagreb. 2. Paro, F. (1991.). Grafika, Mladost, Zagreb. 3. Restek, J. (1980.). Osnove grafičkog dizajna, Viša grafička škola, Zagreb.		
Quality assurance methods	1. Class attendance, participation in class activities, and successful completion of assigned tasks. 2. Student evaluation surveys on the quality of teaching and instructors conducted at the university level. 3. Successful completion of the examination and fulfilment of other course requirements specified in the syllabus. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Methodological exercises	Art area: Drawing; line, rhythm of line	2	P 15
Week 2			
Methodological exercises	Art area: Drawing; tonal modelling, light and shadow	2	P 15
Week 3			
Methodological exercises	Art area: Drawing; linear drawing, perspective	2	P 15
Week 4			
Methodological exercises	Art area: Painting; primary and secondary colours, colour mixing	2	P 15
Week 5			
Methodological exercises	Art area: Painting; warm–cool contrast	2	P 15
Week 6			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Art area: Painting; complementary contrast	2	P 15
Week 7			
Methodological exercises	Art area: Painting; colour modulation	2	P 15
Week 8			
Methodological exercises	Art area: Painting; colour tones, tonal painting	2	P 15
Week 9			
Methodological exercises	Art area: Painting; light–dark contrast	2	P 15
Week 10			
Methodological exercises	Art area: Painting; recomposition, redefinition	2	P 15
Week 11			
Methodological exercises	Art area: Printmaking; surface, line, contrast	2	P 15
Week 12			
Methodological exercises	Art area: Printmaking; graphic texture, rhythm	2	P 15
Week 13			
Methodological exercises	Art area: Sculpture; form and volume in space	2	P 15
Week 14			
Methodological exercises	Art area: Sculpture; spatial line	2	P 15
Week 15			
Methodological exercises	Art area: Sculpture; relief, types of relief	2	P 15

Visual Arts in the Croatian Territory

Course name	**Visual Arts in the Croatian Territory**		
Course code	VUU122	*Year of study*	4.
Course leader	izv. prof. dr. sc. Marija Brajčić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to acquire knowledge of fine arts in Croatia from prehistory to the end of the 20th century so that the acquired knowledge can be presented and brought closer to students, which is a prerequisite for quality work. The specific objectives are to raise awareness of the importance of knowing fine arts in Croatia, to develop the ability to use information, and to develop creative and critical thinking, research skills, independence and individuality.		
Enrolment requirements	There is none.		
Learning outcomes	Upon completion of the course, the student will be able to: - classify periods of fine arts in Croatia - classify periods of fine arts in Croatia - explain, describe and interpret individual periods of fine arts in Croatia - observe the differences between individual periods of fine arts in the most important examples of works of art in architecture, sculpture and painting - recognize individual periods of fine arts in the examples of the most important works of art in Croatia - recognize and name the most important works of art in architecture, sculpture and painting in Croatia - analyze the most important works of art in architecture, sculpture and painting in Croatia		
Course content	1. Paleolithic in Croatia - Paleolithic sites in Croatia 2. Neolithic and Eneolithic: Neolithic and Eneolithic sites in Croatia; Ornamentation and figuration of the Neolithic and Eneolithic 3. Metal Age: Vučedol culture; Illyrian hillforts in Croatia 4. Ancient times - Greek enclave on the eastern coast of the Adriatic: Issa; Pharos 5. Roman art: Roman cities; Diocletian's Palace 6. Early Christian art: Salona, Euphrasian Basilica 7. Pre-Romanesque art: St. Donatus; Pre-Romanesque sculpture 8. Romanesque: Trogir Cathedral; Buvina's gates on the cathedral in Split 9. Gothic: Gothic art in northern Croatia, Juraj Dalmatinac 10. Renaissance: Šibenik Cathedral; Dubrovnik School of Painting 11. Baroque: Church of St. Blaise in Dubrovnik; Frederiko Benković 12. The dawn of a new era in the 19th century – architecture and sculpture: Classicism in architecture; Sculptors of the period 1830-1860 13. Art in the 19th century – painting: Vjekoslav Karas; Vlaho Bukovac		

<table>
<tr><td></td><td colspan="4">14. Art in the 20th century – architecture and sculpture: Ivan Meštrović; Dušan Džamonja
15. Art in the 20th century – painting: Emanuel Vidović; Edo Murtić</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">1. Participate in the teaching process: lectures 75%, seminars 75%
2. Behave in accordance with ethical and academic principles in higher education teaching
3. Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course
4. Prepare and present a seminar paper according to predetermined criteria
5. Pass the written exam (two passed midterm exams are equivalent to the written exam) and achieve a minimum of 50% accuracy on the exam/midterm exams
6. Obtain information about missed classes during the teacher's office hours and from other students</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">1. written exam/two passed midterms – 50%
2. seminar paper prepared and presented in accordance with the teacher's instructions – 30%
3. class activity – 20%
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Ivančević, R. (1993.). Umjetničko blago Hrvatske, ITP Motovun.</td><td colspan="2">1</td><td></td></tr>
<tr><td></td><td>Marasović, T. (2001.). Kulturna baština 1/2, Veleučilište u Splitu, 2001.</td><td colspan="2">1</td><td></td></tr>
<tr><td></td><td>Damjanov, J. (2001.). Likovna umjetnost. Školska knjiga Zagreb.</td><td colspan="2">1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Cambi, N., Antika, Zagreb, 2002.
Marasović, T. (1982.). Dioklecijanova palača, Sloboda, Beograd.
Ratković, K. (2001.). Likovna umjetnost 20. stoljeća, Školska knjiga, Zagreb.
Prijatelj, K. (1983.). Dalmatinsko slikarstvo 15. i 16. stoljeća, Grafički zavod Hrvatske, Zagreb. Gamulin, G. (1988.). Hrvatsko slikarstvo XIX. i XX. stoljeća, Naprijed, Zagreb.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">- class attendance, class activity, success in completing assignments
- student survey on the quality of teaching and teachers at the university level
- passed exam and fulfilled other obligations prescribed by the syllabus</td></tr>
</table>

	- individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Paleolithic in Croatia - Paleolithic sites in Croatia	1	P21
Seminar	Independent seminar presentation by a student on a given topic - Neanderthal Museum in Krapina	1	P21
Week 2			
Lectures	Neolithic and Eneolithic: Neolithic and Eneolithic sites on the soil of Croatia; Ornamentation and figuration of the Neolithic and Eneolithic	1	P21
Seminar	Independent presentation of the student's seminar on the given topic - Danilo sites near Šibenik and Smilčić near Zadar	1	P21
Week 3			
Lectures	Metal Age: Vučedol culture; Illyrian hillforts on Croatian soil	1	P21
Seminar	Independent student seminar presentation on a given topic - Vučedol Site	1	P21
Week 4			
Lectures	Ancient times - Greek enclave on the eastern coast of the Adriatic: Issa; Pharos	1	P21
Seminar	Independent student seminar presentation on a given topic - The Ancient City of Issa and the Ancient City of Pharos	1	P21
Week 5			
Lectures	Roman Art: Roman Cities; Diocletian's Palace	1	P21
Seminar	Independent presentation of the student's seminar on the given topic - Roman military camps: Burnum, Tilurium, Agua Iasse	1	P21
Week 6			
Lectures	Early Christian Art: Salona, Euphrasian Basilica	1	P21
Seminar	Independent presentation of a student seminar on the given topic - The Christian Conversion of Saxony - Basil Urban. Basilica Geminae	1	P21
Week 7			
Lectures	Pre-Romanesque Art: St. Donatus; Pre-Romanesque Sculpture	1	P21
Seminar	Independent presentation of the student's seminar on the given topic - Split's pre-Romanesque churches (Holy Trinity, Saint Martin, Our Lady of the Bell Tower).	1	P21

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 8			
Lectures	Romanesque: Trogir Cathedral; Buvina's gates on the Cathedral in Split	1	P21
Seminar	Independent seminar presentation by a student on a given topic - Romanesque sculpture in Dalmatia.	1	P21
Week 9			
Lectures	Gothic: Gothic Art in Northern Croatia, Juraj Dalmatinac.	1	P21
Seminar	Independent seminar presentation by the student on a given topic - Zagreb Cathedral, Renaissance fortresses in Croatia, Bell towers in Croatia.	1	P21
Week 10			
Lectures	Renaissance: Šibenik Cathedral; Renaissance fortresses in Croatia; Dubrovnik School of Painting	1	P21
Seminar	Independent presentation of a student's seminar on a given topic - Nikola Božidarević, Mihajlo, Hamzić, Lovro Dobričević, Julije Klović.	1	P21
Week 11			
Lectures	Baroque: Church of St. Blaise in Dubrovnik; Frederiko Benković	1	P21
Seminar	Independent seminar presentation by a student on a given topic - Baroque altar sculpture in Dalmatia	1	P21
Week 12			
Lectures	The dawn of a new era in the 19th century – architecture and sculpture: Classicism in architecture; Sculptors of the period 1830-1860.	1	P21
Seminar	Independent seminar presentation by a student on a given topic - 19th century Croatian sculptors Ivan Rendić, Robert Frangeš- Mihanovići and Rudolf Valdec.	1	P21
Week 13			
Lectures	19th century art – painting: Vjekoslav Karas; Vlaho Bukovac	1	P21
Seminar	Independent presentation of a student seminar on a given topic - Mate Celestin Medović, Bela Čikoša Sesija and Slava Raškaj,	1	P21
Week 14			
Lectures	20th century art – architecture and sculpture: Ivan Meštrović; Dušan Džamonja	1	P21
Seminar	Independent seminar presentation by a student on a given topic - Croatian sculptors of the 20th century. Frano Kršinić, Vojin Bakić, Vasko Lipovac. Ivan Kožarić and Marija Ujević, Galetović	1	P21
Week 15			
Lectures	20th century art – painting: Emanuel Vidović; Edo Murtić	1	P21

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Independent seminar presentation by a student on a given topic - Croatian sculptors of the 20th century. Frano Kršinić, Vojin Bakić, Vasko Lipovac. Ivan Kožarić and Marija Ujević, Galetović	1	P21

Basics of Kinesiological Transformation

Course name	**Basics of Kinesiological Transformation**		
Course code	VUU334	*Year of study*	4.
Course leader	doc. dr. sc. Damir Jurko	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the basic theoretical knowledge and principles of kinesiology and of kinesiological methodology and didactics, and to enable them to apply methods and procedures for analysing and managing kinesiological activities of children. The aim of the course is to acquaint students with basic theoretical knowledge and laws in kinesiology, and kinesiology methodologies and methodologies. Train students to apply methods and procedures for analysis and management of kinesiology activities of preschool children.		
Enrolment requirements	Entry competencies: computer literacy. Prerequisites: none. Entry competencies: computer literacy. Prerequisites: none.		
Learning outcomes	- Explain the general laws of human movement. - Recognise the level of acquisition of motor knowledge and the level of characteristics and abilities. - Design different kinesiological operators. - Distinguish characteristic states of preschool children within transformation processes. - Use different modes of work. - Interpret the basic research findings on the impact of physical activity on children's psychosomatic status. - Explain the general principles of human movement. - Recognize the degree of mastery of motor knowledge, the level of characteristics and abilities. - Design different kinesiological operators. - Distinguish the characteristic states of preschool children within the framework of transformational processes. - Use different work modalities. - Interpret the basic results of research on the influence of physical activity on the psychosomatic status of children.		
Course content	1. Kinesiology: concept, definition, aims and structure. 2. Anatomical and physiological foundations of movement. 3. The structure of kinesiological activities. 4. The impact of kinesiological activities on health. 5. The impact of kinesiological activities on anthropological characteristics. 6. Anthropological characteristics and their development in preschool children. 7. Methodological procedures in kinesiology.		

<table>
<tr><td></td><td colspan="3">8. Basics of pedagogical procedures and didactic principles in kinesiology.
9. Theory and methods of motor learning.
10. Changes in anthropological status under the influence of motor learning.
11. Biotic motor knowledge. Basics of kinesiological transformation procedures.
12. Change in anthropological status under the influence of kinesiological treatments.
13. Basics of research methodology in kinesiology, with kinesiometry.
1. Kinesiology, concept, definition, goals and structure.
2. Anatomical and physiological foundations of movement.
3. Structure of kinesiological activities.
4. Influence of kinesiological activities on health.
5. Influence of kinesiological activities on anthropological characteristics.
6. Anthropological characteristics and their development in preschool children.
7. Methodological procedures in kinesiology.
8. Fundamentals of pedagogical procedures and didactic principles in kinesiology.
9. Theory and methods of motor learning.
10. Changes in anthropological status under the influence of motor learning.
11. Biotic motor knowledge. Fundamentals of kinesiological transformational procedures.
12. Change in anthropological status under the influence of kinesiological treatments.
13. Fundamentals of research methodology in kinesiology with kinesiometry.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3"></td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Student activity during the course (regular attendance, critical discussion, conclusions) – 40%. Practical and theoretical knowledge is assessed continuously during the semester through one midterm exam – 20%.
The final grade is given at the end of the semester (oral exam) – 40%.
The criteria for the assessment and grading of individual elements are described in the course repository. Student activity during the course (regular attendance, critical discussion, conclusions) – 40%. Practical and theoretical knowledge is assessed continuously during the semester through one midterm exam – 20%.
The final grade is given at the end of the semester (oral exam) – 40%.
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
</table>

Required literature	*Title*	*Number of copies available*	*Availability via other media*
		available	
	Findak, V., D. Metikoš, M. Mraković (1996). Primjenjena	1	
	Mraković, M. (1997). Uvod u sistematsku kineziologiju. Kineziološki fakultet u Zagrebu, Zagreb.	1	
	Katić, R., N. Rogulj (2005). Osnove kineziologije – priručnik za praćenje nastave i pripremanje ispita.Visoka učiteljska škola u Splitu, Split.	1	
	Kosinac, Z. (1998). Osnove anatomije i fiziologije. Razvoj pokreta i psihomotoričkih sposobnosti. Udruga za šport i rekreaciju djece i mladeži grada Splita.	3	
	Pejčić, A. (2005). Kineziološke aktivnosti za djecu predškolske i rane školske dobi. Visoka učiteljska škola Sveučilišta u Rijeci, Rijeka.	3	
Supplementary literature	1. Hopple C.J. (2005). Elementary Physical Education Teaching & Assessment. Human kinetics. 2. Katić, R., D. Bonacin (2001). Kineziologija za sva vremena, Split. 3. Prskalo, I. (2001). Osnove kineziologije. Visoka učiteljska škola u Petrinji, Petrinja. 4. Rogulj, N., V. Srhoj, I. Šimunović (2003). Promjene u motoričkim sposobnostima djece predškolske dobi nakon jednogodišnjeg programiranog kineziološkog tretmana. Zbornik radova Fakulteta prirodoslovno-matematičkih znanosti i odgojnih područja u Splitu, Split, str. 165-173.		
Quality assurance methods	Student evaluation by means of an anonymous survey; student performance in the midterm exam and oral exam.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Applied kinesiology exercises	Introduction to the content and obligations for course attendance. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Introduction to the content and obligations for course attendance.	1	
Week 2			
Applied kinesiology exercises	Kinesiology: concept, definition, aims and structure. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Kinesiology: concept, definition, aims and structure	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 3			
Applied kinesiology exercises	Anatomical and physiological foundations of movement. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Anatomical and physiological foundations of movement.	1	
Week 4			
Applied kinesiology exercises	The structure of kinesiological activities. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	The structure of kinesiological activities.	1	
Week 5			
Applied kinesiology exercises	The impact of kinesiological activities on health. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	The impact of kinesiological activities on health.	1	
Week 6			
Applied kinesiology exercises	The impact of kinesiological activities on anthropological characteristics. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	The impact of kinesiological activities on anthropological characteristics.	1	
Week 7			
Applied kinesiology exercises	Anthropological characteristics and their development in preschool children. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Anthropological characteristics and their development in preschool children.	1	
Week 8			
Applied kinesiology exercises	Methodological procedures in kinesiology. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Methodological procedures in kinesiology.	1	
Week 9			
Applied kinesiology exercises	Basics of pedagogical procedures and didactic principles in kinesiology. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Basics of pedagogical procedures and didactic principles in kinesiology.	1	
Week 10			
Applied kinesiology exercises	Theory and methods of motor learning. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Theory and methods of motor learning.	1	
Week 11			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Applied kinesiology exercises	Changes in anthropological status under the influence of motor learning. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Changes in anthropological status under the influence of motor learning.	1	
Week 12			
Applied kinesiology exercises	Biotic motor knowledge. Basics of kinesiological transformation procedures. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Biotic motor knowledge. Basics of kinesiological transformation procedures.	1	
Week 13			
Applied kinesiology exercises	Change in anthropological status under the influence of kinesiological treatments. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Change in anthropological status under the influence of kinesiological treatments.	1	
Week 14			
Applied kinesiology exercises	Basics of research methodology in kinesiology, with kinesiometry. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Basics of research methodology in kinesiology, with kinesiometry.	1	
Week 15			
Applied kinesiology exercises	Midterm exam. Physical exercise in organised conditions in indoor and outdoor spaces.	1	
Lectures	Midterm exam.	1	

Family–School Partnership

Course name	**Family–School Partnership**		
Course code	VUU142	*Year of study*	4.
Course leader		*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to enable students to respond appropriately and in a timely manner to the specific needs of family members and to understand, analyse and respect the particularities of the partnership between the family and the local community.		
Enrolment requirements	Completed course Family Pedagogy.		
Learning outcomes	Upon completion of the course, the student will be able to: - Correctly interpret basic concepts in the field of partnership between the family and the local community (family, institutions, community, cooperation vs. partnership) - Analyse and explain with arguments different theories of and approaches to understanding the partnership between the family and the local community - Design a plan and independently carry out activities aimed at strengthening parental/teacher competences - Create a concrete plan and programme of activities aimed at building partnership and a programme of pedagogical education for parents - Carry out and interpret simpler research tasks in the field of partnership between the family and the community.		
Course content	Principles of building, maintaining and improving relationships; Expectations of parents and teachers regarding the partnership between the family, educational institutions and the local community; motivation of the participants in the educational process for partnership; High-quality communication; Involvement vs. engagement; Functioning of microsystems (family/school) and possible paths of their cooperation; forms of communication with parents; The role of the educator in the pedagogical education of parents; High-quality guidance (parents, children); Counselling work with parents.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Attend classes regularly (lectures 80%, seminars 80%), prepare and present a seminar paper according to predetermined criteria, prepare a plan of activities for parents, pass the written exam and achieve a minimum of 50%–64% accuracy on the exam.		

<table>
<tr><td>Monitoring of student work</td><td colspan="3">☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☐ Research
☐ Paper
☐ Midterm exam
☐ Project
☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is determined on the basis of the following components:
1. Written exam – 60%
2. Seminar paper prepared and presented in accordance with the teacher's instructions – 30%
3. Activity in class, participation in discussions and (self-)reflection activities during lectures and seminars – 10%. The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Handbook of school-family partnership (2010) Christenson, S.L. i Reschly, A.L. (Ed.), Taylor & Francis (odabrana poglavlja).</td><td>1</td><td>Yes</td></tr>
<tr><td>Ljubetić, M. (2014) Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice. Zagreb, Element.</td><td>15</td><td>No</td></tr>
<tr><td>Ljubetić, M. (2011) Partnerstvo obitelji, vrtića i škole – vježbe, zadatci, primjeri. Zagreb: Školska knjiga, 2011. (priručnik).</td><td>0</td><td>Yes</td></tr>
<tr><td>Maleš, D. (1988) Suradnja predškolske ustanove i obitelji kao pretpostavke uspješnog odgojnog djelovanja. Pojavni oblici poremećaja u ponašanju djece u predškolskim ustanovama i uvjeti života u obitelji. Zagreb, Fakultet za defektologiju Sveučilišta u Zagrebu.</td><td>0</td><td>Yes</td></tr>
<tr><td>Spajić-Vrkaš, V.; Stričević, I.; Maleš, D.; Matijević, M. (2004). Poučavati prava i slobode: priručnik za učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo.</td><td>2</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Rosić, V., Zloković, J. (2003) Modeli suradnje obitelji i škole. Đakovo Pedagoška biblioteka za učitelje i odgajatelje. Kolo I., «Tempo» d.o.o. Đakovo, str. 10-70.
2. Maleš, D. (1995) Pedagoško obrazovanje roditelja. U: Pedagoško obrazovanje roditelja – Međunarodni znanstveni kolokvij. Rijeka, Sveučilište u Rijeci, Pedagoški fakultet u Rijeci.
3. Maleš, D. (1996) Od nijeme potpore do partnerstva između obitelji i škole. Zagreb, U: Društvena istraživanja god. 5, br. 1 (21), (str. 75-87).
4. Ljubetić, M. (2000) Važno je znati kako živjeti. Zagreb, Alinea.
5. Dinkmeyer, D., Mc Kay, G. D., Dinkmeyer, J. S. (1989) Parenting young children – helpful strategies based on systematic training for effective parenting (STEP). Inc. Minnesota, American guidance service.</td></tr>
</table>

	6. Hiatt-Michel, D. B., Hands, C. M. (2010) Family Involvement Policy, Research and Practice. In: Hiatt-Michel, D. B. (Ed.) Promising Practices to Support Family Involvment in School. Information Age Publiching, Inc., 7. Lines, C., Miller, G. E., Artur-Stanley, A. (2011) The Power of Family-School Partnering (FSP): A practical Guide for School Mental Helth Professionals and Educators. New York, Routledge, Taylor& Francis Groupe.
Quality assurance methods	Class attendance, activity in class, performance in completing assignments; university-level student survey on the quality of teaching and teachers; passed exam and fulfilment of other obligations prescribed by the syllabus; students' self-assessment of the achieved learning outcomes.
Other (in the opinion of the proponent)	

School Pedagogy

Course name	**School Pedagogy**		
Course code	VUU319	*Year of study*	4.
Course leader	prof. dr. sc. Sonja Kovačević	*ECTS credits*	2.0
Associates	dr. sc. Joško Barbir	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the concept and subject of school pedagogy; - enable students to transfer relevant content and their application in practice; - sensitize students to various school problems and train them to solve them; - develop a critical attitude among students towards existing solutions in the field of school education; - train students to create new approaches to the educational potential of the school; - train students to create quality learning environments; - to acquaint students with different approaches in determining the function of the school with regard to different social contexts; - strive for students to acquire the theoretical knowledge necessary to understand the dominant theories of the school; - to enable students to create new relations between the school and the environment in the context of cultural, socio-political conditions; - to enable students for a constructive approach to institutional (school) educational issues and practice.		
Enrolment requirements	Completed didactic practice (mandatory subject Didactic practice in the 4th semester).		
Learning outcomes	Upon completion of the course the student will be able to: - systematize and critically use theoretical knowledge from school pedagogy; - recognize the structure of the school and its role in that system and recognize and encourage the role of the school in society and analyze the impact of social processes on school development; - analyze the organizational issues of the school, school cooperation and other factors of the educational process with the inevitable encouragement of school innovation and cooperation with other schools; - work closely with parents, families, authorities and other subjects from the environment; - be able to create a stimulating learning environment and to transmit and deliver the fundamental values of society and democracy; - analyze and evaluate the role of the school in different societies; - analyze and evaluate contemporary pedagogical developments from the aspect of different school theories.		
Course content	Course content broken down in detail by weekly class schedule: 1. School pedagogy as a pedagogical discipline		

<table>
<tr><td></td><td colspan="4">2. School as a socio-historical phenomenon (place and characteristics of school in different socio-economic formations)
3. School transformation in the reform directions of pedagogy
4. School as a socialization institution
5. School as a system and organization (theoretical-methodological problems of studying systems and organization: conceptual diversity, different
approaches, different models, projection of hypothetical models of school, legal regulations of school work)
6. School and social environment (school program and social problems; distinction of the process of learning, education and schooling; the relationship between the secular and religious in the contents of schooling)
7. Educational potentials of the school
8. School culture
9. School climate
10. The future of school and other forms of institutional education.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☒ Workshops</td></tr>
<tr><td>Student obligations</td><td colspan="4">In addition to participating in at least 80% of lectures and 80% of seminars, students will present certain teaching contents through essays. Students will pass a written exam and achieve a minimum of 51% accuracy on the exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☒ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Success will be evaluated based on participation in classes and a written essay (40%) and the results of the final written exam (60).</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Vrcelj, S. (2018). Što školu čini školom. Rijeka: Filozofski fakultet u Rijeci.ISBN978-953-7975-63-0</td><td colspan="2">5</td><td></td></tr>
<tr><td></td><td>Vrcelj, S. (2000), Školska pedagogija. Rijeka: Filozofski fakultet u Rijeci.</td><td colspan="2">2</td><td></td></tr>
<tr><td></td><td>Matijević, M. (2001), Alternativne škole. Zagreb: Tipex</td><td colspan="2">1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Glasser, W.(1999), Nastavnik u kvalitetnoj školi. Zagreb: Educa 9 / online 15
2. Glasser,W. (1994) , Kvalitetna škola. Zagreb: Educa 7 / online 15
3.Tillmann, K.J. (ed.), (1994), Teorije škole. Zagreb: Educa 3 15
4. Ilich, I. (1980), Dole škole. Beograd. BIGZ</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual</td></tr>
</table>

	consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exams.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	School pedagogy as a pedagogical discipline. School as a socio-historical phenomenon (place and characteristics of the school in different socio-economic formations).	2	
Week 2			
Seminar	Organization of the work of the class department - the role of the class teacher in a modern school. School curriculum - how to create and evaluate it at the school level.	2	
Week 3			
Lectures	School Transformation in Pedagogical Reform Directions. School as a Socialization Institution.	2	
Week 4			
Seminar	Pedagogical documentation – keeping diaries, directories and pedagogical folders of students. School culture and climate – identifying and improving the atmosphere in the school.	2	
Week 5			
Lectures	School as a system and organization (theoretical and methodological problems of studying systems and organizations: conceptual diversity, different approaches, different models, projection of hypothetical models of schools, legal regulations of school work).	2	
Week 6			
Seminar	Extracurricular activities - function, planning and examples of good practice. Pedagogical council - structure, topics and ways of making decisions.	2	
Week 7			
Lectures	School and social environment (school curriculum and social problems; distinction between learning processes, education and schooling; relationship between secular and religious in schooling content).	2	
Week 8			
Seminar	School-parent collaboration – ways, challenges and effective models. Adapting the program for students with disabilities – the role of the school pedagogue and teacher.	2	
Week 9			
Lectures	Educational potential of the school.	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 10			
Seminar	School rules and house rules – pedagogical justification of rules and sanctions. Evaluation of school work – internal and external evaluation, self-evaluation.	2	
Week 11			
Lectures	School culture.	1	
Week 12			
Seminar	Prevention of violence among students - programs and the role of school pedagogy. Involvement of students in decision-making - student council, rights and responsibilities. Transition of students from classroom to subject teaching - pedagogical support and continuity.	2	
Week 13			
Lectures	School climate.	2	
Week 14			
Seminar	School as an educational community – beyond teaching influences on student development. Teacher professional development – the role of school pedagogy in mentoring and professional development.	3	
Week 15			
Lectures	The future of school and other forms of institutional education.	2	

Introduction to Linguistic Stylistics

Course name	**Introduction to Linguistic Stylistics**		
Course code	VUU320	*Year of study*	4.
Course leader	izv. prof. dr. sc. Gordana Laco	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The objective of this course is to introduce students to stylistics as a discipline within the field of linguistics; to introduce students to fundamental theories, approaches and terminology of linguistic stylistics; to instruct students how to competently apply stylistic theories when analysing written and spoken expression, private and public communication, literary and non-literary texts, and especially literary works intended for elementary education.		
Enrolment requirements	A pass in courses Croatian Language 1 and Croatian Language 2; attended course Language Culture.		
Learning outcomes	Students are expected to: - expand language competences - differentiate the functional styles in Croatian language - analyse various texts at all linguistic levels - identify and interpret expressive means and stylistic devices; perceive how important they are to develop language creativity - choose critically, analyse and evaluate literary texts intended for elementary education.		
Course content	1. Language and speech; language expression; linguistic stylistics (1L) 2. The functional styles in Croatian language (2L+3S) 3. Literary style (2L+2S) 4. Phonostylistic devices, expressive means (2L+2S) 5. Morpho-stylistic devices, expressive means (2L+2S) 6. Lexical stylistic devices, expressive means (2L+2S) 7. Lexico-semantic stylistic devices, expressive means (2L+2S) 8. Syntactic stylistic devices, expressive means (2L+2S).		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Actively and constructively participate in class; write a seminar paper in line with previously determined criteria; pass a written exam (or an equivalent of 2 tests); pass an oral exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	-		

	- Written exam (or 2 tests) = 50 % - Oral exam = 20 % - Seminar essay 20 % - Active participation in classes, discussions = 10 %. The assessment and marking criteria of individual elements can be found in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Radoslav Katičić, Književnost i jezik, u Uvod u književnost, ur. Z. Škreb i A. Stamać, Zagreb, 1986.4, 1998.5	6	
	Josip Silić, Funkcionalni stilovi hrvatskoga jezika, Zagreb, 2006.	5	
	Milivoj Solar: Stilistika, u Teorija književnosti, Zagreb, 1997.18., 2005.20., str. 67. – 94. www.scribd.com/doc/48265325/Milivoj-Solar-Teorija	13	www.scribd.com /doc/48265325/ Milivoj-Solar-Teorija
	network: www.stilistika.org/...		
Supplementary literature	Antica Antoš, Osnove lingvističke stilistike: za studente pedagoških akademija, Zagreb, 1974. Gordana Laco, Neka jezičnostilska obilježja usmene proze iz Dalmatinske zagore, u Deveti neretvanski književni, znanstveni i kulturni susret, Zagreb, 2014., str. 67. – 83. Krunoslav Pranjić, Jezik i književno djelo, Zagreb, 1968. Sanja Vulić i Gordana Laco, Jezik hrvatskih književnih djela u 20. st., u Povijest hrvatskoga jezika, 5. knjiga: 20. stoljeće, Zagreb, 2018., str. 191. – 244. Branko Vuletić, Govorna stilistika, Zagreb, 2006.; www.scribd.com/document/47787729/Lingvistika-govora-		
Quality assurance methods	- class attendance, class activity, discussion with students, independent student work, student survey results; student questionnaire on the quality of teaching and teachers at the university level; students' self-assessment of the learning outcomes they achieved; passed exam and the fulfillment of the other obligations prescribed by the syllabus.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Language and speech; language expression; linguistic stylistics	2	
Seminar	Stylistically marked and stylistically neutral linguistic expressions	2	
Week 2			
Lectures	The functional styles in Croatian language	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Literary style	2	
Week 3			
Lectures	Phonostyles and morphostyles	2	
Seminar	Phonostylistic values of expressions	2	
Week 4			
Lectures	Morphostylemes	2	
Seminar	Morfostylistic values of expressions	2	
Week 5			
Lectures	Lexicostylemes	2	
Seminar	Stylistic values of lexemes	2	
Week 6			
Lectures	Semantostylemes	2	
Seminar	Semantostylemes	2	
Week 7			
Lectures	Syntactostylemes	2	
Seminar	Syntactostylemes	2	
Week 8			
Lectures	Linguistic-stylistic analyses	1	
Seminar	Linguistic and stylistic analyses of selected texts	1	

Information and Communications Technology for School-Age Children

Course name	**Information and Communications Technology for School-Age Children**		
Course code	VUU203	*Year of study*	4.
Course leader	izv. prof. dr. sc. Suzana Tomaš	*ECTS credits*	4.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	The aim of the course is to equip students to apply competencies in the field of information and communication technology in primary school classroom teaching.		
Enrolment requirements	No prerequisites		
Learning outcomes	Upon completion of the course, the student will be able to: analyze existing examples and create their own examples demonstrating the importance of concepts in the field of information and communication technology with early school-age pupils; define the basic principles in the field of information and communication technology with early school-age pupils; apply teaching content in the field of information and communication technology with early school-age pupils; manage teaching content in the field of information and communication technology with early school-age pupils.		
Course content	The role of ICT in teaching Informatics in primary school classroom teaching: Analysis of the curriculum for the school subject Informatics for early school-age pupils. Development of pupils' digital competencies and educational outcomes related to the use of ICT. Digital safety and responsible behaviour of pupils: Protection of privacy, digital identity, copyright, and safe use of the Internet in working with pupils in the lower grades of primary school. Application of digital tools in pupils' learning and creation: Use of educational applications, multimedia and interactive tools for exploring, creating, and sharing age-appropriate content. Analysis and evaluation of digital educational tools: Assessment of the pedagogical value, interactivity, safety, and age appropriateness of applications and platforms for primary school classroom teaching. Planning and delivering Informatics lessons: Preparation of annual and monthly plans. Designing teaching units and teaching scenarios. Preparation of a written lesson plan with ICT integration. Methodological integration of ICT into other school subjects: Connecting Informatics content with Mathematics, Croatian Language, Science and Social Studies, and the Arts. Collaborative learning and pupils' digital communication: Application of tools for collaborative work, exchange and evaluation of pupils' work, and organisation of pupils' work in a digital environment.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☒ Classroom observation</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: lectures 80%, practical exercises 90%
Behave in accordance with ethical and scientific principles in higher education teaching
Participate in and complete curricular and extracurricular individual and group activities that enable the acquisition of the learning outcomes planned for the course
Complete the assignment according to pre-defined criteria
Pass the oral exam and achieve a minimum of 60% accuracy on the exam
Pass the practical exam and achieve a minimum of 80% accuracy on the exam
Deliver one Informatics lesson in a classroom with pupils from the first to the fourth grade of primary school, or an equivalent simulated lesson Obtain information about classes missed during the teacher's consultation hours and from other students</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam
☒ Group assignment</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project
☒ Classroom observation</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final course grade is formed based on the achievement of the following elements:
Group assignment (GIK) – 10%
Design and deliver an Informatics lesson at school – 30%
Plan, organise, and deliver two teaching units at the faculty – 60%
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Nacionalni kurikulum nastavnog predmeta Informatika, 2018. https://narodne-novine.nn.hr/clanci/sluzbeni/2018_03_22_436.html</td><td></td><td>Yes</td></tr>
<tr><td></td><td>Bognar, L., Matijević, M. (2002.), Didaktika, Školska knjiga, Zagreb.</td><td>2</td><td></td></tr>
<tr><td></td><td>The book of Trend sin Education 2.0 (2015), Young digital planet SA a Sanoma Company https://www.ydp.eu/assets/pdf/The-Book-of-Trends-in-Education-2.0-YDP.pdf</td><td></td><td>Yes</td></tr>
</table>

	Priručnici za učitelje uz radni udžbenik informatike za prvi, drugi, treći i četvrti razred osnovne škole	1	
	Udžbenici iz nastavnog predmeta Informatika od prvog do četvrtog razreda osnovne škole (izdanja 2019. godina)	1	Yes
Supplementary literature			
Quality assurance methods	Class attendance, class participation, and successful completion of assignments. Student survey evaluating teaching at the university level. Passed exam and fulfilled other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of achieved learning outcomes. Peer assessment of the implementation and quality of the teaching process. Application of teaching content in the field of information and communication technology with early school-age pupils — students' performance in the exam and practical work at school.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	The role of ICT in teaching Informatics in primary school classroom teaching.	2	P9
Laboratory exercises	The role of ICT in teaching Informatics in primary school classroom teaching.	2	P9
Week 2			
Lectures	Analysis of the curriculum for the school subject Informatics for early school age.	2	P9
Laboratory exercises	Analysis of the curriculum for the school subject Informatics for early school age.	2	P9
Week 3			
Lectures	Development of pupils' digital competencies and educational outcomes related to the use of ICT.	2	P9
Laboratory exercises	Development of pupils' digital competencies and educational outcomes related to the use of ICT.	2	P9
Week 4			
Lectures	Digital safety and responsible behaviour of pupils: protection of privacy, digital identity, copyright, and safe use of the Internet in working with pupils in the lower grades of primary school.	2	P9
Laboratory exercises	Digital safety and responsible behaviour of pupils: protection of privacy, digital identity, copyright, and safe use of the Internet in working with pupils in the lower grades of primary school.	2	P9
Week 5			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Application of digital tools in pupils' learning and creation.	2	P9
Laboratory exercises	Writing a lesson plan.	2	P9
Week 6			
Lectures	Using educational applications, multimedia, and interactive tools to explore, create, and share age-appropriate content.	2	P9
Laboratory exercises	Writing a lesson plan.	2	P9
Week 7			
Lectures	Analysis and evaluation of digital educational tools: assessment of the pedagogical value, interactivity, safety, and age appropriateness of applications and platforms for primary school classroom teaching.	2	P9
Laboratory exercises	Assessment of the pedagogical value, interactivity, safety, and age appropriateness of applications and platforms for primary school classroom teaching.	2	P9
Week 8			
Lectures	Planning and delivering Informatics lessons.	2	P9
Laboratory exercises	Preparation of annual and monthly plans. Designing teaching units and teaching scenarios. Preparation of a written lesson plan with ICT integration.	2	P9
Week 9			
Lectures	Planning and delivering Informatics lessons.	2	P9
Laboratory exercises	Preparation of annual and monthly plans. Designing teaching units and teaching scenarios. Preparation of a written lesson plan with ICT integration.	2	P9
Week 10			
Lectures	Methodological integration of ICT into other school subjects.	2	P9
Laboratory exercises	Connecting Informatics content with Mathematics, Croatian Language, Science and Social Studies, and the Arts.	2	P9
Week 11			
Lectures	Methodological integration of ICT into other school subjects.	2	P9
Laboratory exercises	Connecting Informatics content with Mathematics, Croatian Language, Science and Social Studies, and the Arts.	2	P9
Week 12			
Lectures	Designing teaching units and teaching scenarios.	2	P9
Laboratory exercises	Designing teaching units and teaching scenarios.	2	P9
Week 13			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Written lesson plan with ICT integration.	2	P9
Laboratory exercises	Written lesson plan with ICT integration.	2	P9
Week 14			
Lectures	Collaborative learning and pupils' digital communication.	2	P9
Laboratory exercises	Application of tools for collaborative work, exchange and evaluation of pupils' work, and organisation of pupils' work in a digital environment.	2	P9
Week 15			
Lectures	Collaborative learning, presentations of students' work, and final reflection.	2	P9
Laboratory exercises	Collaborative learning, presentations of students' work, and final reflection.	2	P9

Interculturalism in Early English as a Foreign Language Learning

Course name	**Interculturalism in Early English as a Foreign Language Learning**		
Course code	VUU321	*Year of study*	4.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of this course is to familiarize students with the basic concepts of interculturalism, intercultural competence, and the teaching of culture in early foreign (English) language learning, with a special emphasis on the importance of the source (Croatian) culture. A further goal is to introduce students to the fundamental elements and specificities of the culture of Anglophone countries.		
Enrolment requirements	None.		
Learning outcomes	Introductory lecture – instructions, introduction to course content Distribution of topics for student oral presentations, instructions for oral reports Definitions and concepts related to culture (cultural iceberg, little/big "c" culture, etc.). The connection between culture and language. Activities and discussion – examples of cultural elements specific to Croatia, the connection between culture and language (video), proverbs in different cultures Intercultural competence and pragmatic competence (speech acts, teaching intercultural and pragmatic competence) – definitions, concepts, models Practical activities, analysis of curricula and textbooks, student oral presentations Culture and foreign language teaching – trends, the role of the teacher, the importance of the source culture, integrating cultural elements into teaching Culture in foreign language teaching – activities, student oral presentations Cultural elements of the British Isles Additional activities, student oral presentations Elements of American culture Additional activities, student oral presentations Elements of other Anglophone cultures (Australia, New Zealand, India, Jamaica), the concept of the Commonwealth Additional activities, student oral presentations End-of-term exam Analysis of exam results, student evaluation		
Course content			
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	

<table>
<tr><td>Student obligations</td><td colspan="4">Participate in the teaching process: lectures 80%, seminars 80%
Behave in accordance with ethical and scientific principles in higher education teaching
Participate in and complete teaching and extracurricular activities that enable the acquisition of learning outcomes provided for by the course
Prepare and orally present a report lasting 20 minutes, according to pre-established criteria
Pass the written exam (a passed end-of-term exam is equivalent to the written exam) and achieve a minimum of 50% accuracy on the exam</td></tr>
<tr><td>Monitoring of student work</td><td colspan="4">☒ Class attendance ☐ Research ☐ Practical work
☐ Experimental work ☒ Paper ☐ Essay
☐ Seminar paper ☐ Midterm exam ☐ Oral exam
☒ Written exam ☐ Project ☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the students' obligations, the final grade for the course is formed based on the achievement of the following elements:
Written exam, or a successfully passed end-of-term exam– 60%
Prepared and orally presented report in accordance with the teacher's instructions – 40%.
Evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td>Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td>Kompilacija tekstova vezanih uz povijest i kulturu anglofonih zemalja</td><td></td><td colspan="2">Yes</td></tr>
<tr><td>Vickov, G. (2016). Hrvatska kultura u učenju stranog jezika. Hrvatska sveučilišna naklada, Zagreb.</td><td>7</td><td colspan="2">Yes</td></tr>
<tr><td>McConachy, T. (2018). Developing Intercultural Perspectives on Language Use. Multilingual Matters, Bristol.</td><td>1</td><td colspan="2">Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Rader, D. (2018). Teaching and Learning for Intercultural Understanding. Engaging Young Hearts and Minds. Routledge, London & New York. Mauk, D. i Oakland, J. (2018). American civilization: an introduction. Routledge.
Oakland (2016). British civilization: an introduction. Routledge
Corbett, J. (2010). Intercultural language activities. Cambridge University Press</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">- class attendance, class activity, success in performing tasks
- student survey on the quality of teaching and teachers at the university level
- passed exam and fulfillment of other obligations prescribed by the syllabus
- individual consultations
- student self-assessment of achieved learning outcomes
- peer assessment of the implementation and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="4"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture – instructions, introduction to the course content	1	
Seminar	Allocation of topics for students' oral presentations; instructions for oral reports	1	
Week 2			
Lectures	Definitions and concepts related to culture (cultural iceberg, little/big c culture, etc.). The relationship between culture and language.	1	
Seminar	Definitions and concepts related to culture (cultural iceberg, little/big c culture, etc.). The relationship between culture and language.	1	
Week 3			
Lectures	Activities and discussion – examples of cultural elements specific to Croatia; the relationship between culture and language (video); proverbs in different cultures	1	
Seminar	Activities and discussion – examples of cultural elements specific to Croatia; the relationship between culture and language (video); proverbs in different cultures	1	
Week 4			
Lectures	Intercultural competence and pragmatic competence (speech acts; teaching intercultural and pragmatic competence) – definitions, concepts, models	1	
Seminar	Students' oral presentations	1	
Week 5			
Lectures	Intercultural competence and pragmatic competence (speech acts; teaching intercultural and pragmatic competence) – definitions, concepts, models	1	
Seminar		1	
Week 6			
Lectures	Practical activities; analysis of curricula and textbooks	1	
Seminar	Students' oral presentations	1	
Week 7			
Lectures	Culture and foreign language teaching – trends, the role of the teacher, the importance of the source culture, incorporating cultural elements into teaching	1	
Seminar	Students' oral presentations	1	
Week 8			
Lectures	Culture and foreign language teaching – trends, the role of the teacher, the importance of the source culture, incorporating cultural elements into teaching	1	
Lectures	Culture in foreign language teaching – activities	1	
Seminar	Additional activities; students' oral presentations	1	
Seminar	Additional activities; students' oral presentations	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 9			
Lectures	Cultural elements of the British Isles	1	
Seminar	Additional activities; students' oral presentations	1	
Week 10			
Lectures	Elements of American culture	1	
Seminar	Additional activities; students' oral presentations	1	
Week 11			
Lectures	Elements of other English-speaking cultures (Australia, New Zealand, India, Jamaica); the concept of the Commonwealth	1	
Seminar	Additional activities; students' oral presentations	1	
Week 12			
Lectures	Elements of other English-speaking cultures (Australia, New Zealand, India, Jamaica); the concept of the Commonwealth	1	
Seminar	Additional activities; students' oral presentations	1	
Week 13			
Lectures	Recapitulation and revision	1	
Seminar	Additional activities; students' oral presentations	1	
Week 14			
Lectures	Midterm exam	1	
Seminar	Midterm exam	1	
Week 15			
Lectures	Analysis of midterm exam results; student evaluation	1	
Seminar	Analysis of midterm exam results; student evaluation	1	

Language Exercises 3

Course name	**Language Exercises 3**		
Course code	VUU021	*Year of study*	4.
Course leader	Siniša Ninčević, v. lekt.	*ECTS credits*	2.0
Associates	dr. sc. Eva Jakupčević	*Number of hours (L / S / E / P)*	0 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to encourage students to express their own stance and thoughts, and enable them to acquire relevant vocabulary acquisition (lexical units, collocations, phrases, opaque and transparent idioms...).		
Enrolment requirements	Language Exercises 2 course attendance requirements fulfilled.		
Learning outcomes	Upon completion of the course, the student will be able to: - develop the skill of conversing about a specific topic. - spontaneously express their attitude and opinion. - speak the English language fluently in terms of natural rhythm, speed, and accent. - use the English language at an advanced speaking level.		
Course content	1. Not my type - what do you avoid–in a partner? 2. Swearing - Is it OK to swear – What swear words do/could you use? 3. Torture - Does torture happen in your country? Is torture always wrong? 4. Sexual harassment - What's wrong with telling a colleague she has nice legs? 5. Children who kill - When a child kill someone, who is responsible? - the child, the parents, society? 6. Marriage-for better or for worse, What is the point of marriage these days? What's wrong with divorce? 7. The sale of human organs - Would you let doctors remove your organs?, What about people who sell their organs? 8. Telling lies - How honest are you? 9. Abortion - Are you pro-life or pro-choice? 10.Cheating on your partner What is cheating? 11.The right to die - Euthanasia- who has the right to choose? 12. Old enough to be her grandfather! 13. Gay families - What is a normal family these days? 14. Begging - Should we give beggars money or lock them up? 15. Sport and money - Are top sports professionals overpaid?		
Types of teaching	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Mandatory regular attendance (80%) and active participation in class. Independent presentation on a given topic (dialogic form of work).		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam	☐ Research ☒ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Class activity and independent presentation – 50% Oral exam – 50% Evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	MacAndrew, R., & Martinez, R. (2001). Photocopiable lessons on controversial topics. Language Teaching Practice.		Yes
Supplementary literature	English language texts from various sources related to one of the (40) offered topics of the student's choice English-English dictionary, such as Cambridge International Dictionary of English: CUP 1995. Reference grammar of choice McCarthy, M., O'Dell, F. (2002), English Vocabulary in Use (Advanced), Cambridge: CUP Bujas, Ž. (1999), Large Croatian-English Dictionary. Zagreb: Globus.		
Quality assurance methods	- student survey on the quality of teaching and teachers at the university level - passed exam and fulfillment of other obligations prescribed by the syllabus		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Speaking exercises	Not my type - what do you avoid–in a partner?	2	
Week 2			
Speaking exercises	Swearing - Is it OK to swear – What swear words do/could you use?	2	
Week 3			
Speaking exercises	Torture - Does torture happen in your country? Is torture always wrong?	2	
Week 4			
Speaking exercises	Sexual harassment - What's wrong with telling a colleague she has nice legs?	2	
Week 5			
Speaking exercises	Children who kill - When a child kill someone, who is responsible? - the child, the parents, society?	2	
Week 6			
Speaking exercises	Marriage-for better or for worse, What is the point of marriage these days? What's wrong with divorce?	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 7			
Speaking exercises	The sale of human organs - Would you let doctors remove your organs?, What about people who sell their organs?	2	
Week 8			
Speaking exercises	Telling lies - How honest are you?	2	
Week 9			
Speaking exercises	Abortion - Are you pro-life or pro-choice?	2	
Week 10			
Speaking exercises	Cheating on your partner What is cheating?	2	
Week 11			
Speaking exercises	The right to die - Euthanasia- who has the right to choose?	2	
Week 12			
Speaking exercises	Old enough to be her grandfather!	2	
Week 13			
Speaking exercises	Gay families - What is a normal family these days?	2	
Week 14			
Speaking exercises	Begging - Should we give beggars money or lock them up?	2	
Week 15			
Speaking exercises	Sport and money - Are top sports professionals overpaid?	2	

Teaching Methodology of Physical Education 3

Course name	**Teaching Methodology of Physical Education 3**		
Course code	VUU217	*Year of study*	4.
Course leader	dr. sc. Bojan Babin	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	0 / 15 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To qualify students for the independent organization and delivery of physical and health education classes. To apply acquired knowledge in conducting public and individual lessons, and to develop an interest in creative activities within the physical and health education field.		
Enrolment requirements	Completed attendance for the course Kinesiological Methodology II		
Learning outcomes	Students will be able to: - Independently prepare and process data obtained through initial, transitive, and final testing of characteristics and abilities designated for monitoring and evaluation in primary physical and health education. - Analyze and evaluate their own work and the work of others. - Develop a desire and need for lifelong learning and professional development in the physical and health education field. - Compare independent and teamwork as well as creative and critical thinking. - Create a teaching unit for a physical and health education class in primary education. - Plan teaching units according to specific curriculum thematic units in primary education. - Program the instructional workload in primary education. - Design, interpret, and demonstrate a teaching unit for a physical and health education class in primary education. - Link and assess the effects of independent work.		
Course content	1. Exemplary lessons delivered by mentors and subsequent analysis 2. Developing global, operational, and instructional plans and programs. 3. Preparing, delivering, and analyzing public lessons conducted by students.		
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	- Participate in the instructional process: seminars (80%) and practical classes (80%). - Behave in accordance with ethical and academic principles of the higher education institution. - Participate in and complete instructional and extracurricular activities that enable the acquisition of the course learning outcomes. - Prepare a seminar paper according to predetermined criteria. Present the seminar paper according to predetermined criteria. - Plan, organize, and deliver a teaching unit.		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☐ Written exam	☒ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work	1. Seminar paper prepared and presented in accordance with the instructor's guidelines – 40% 2. Performance in solving individual and group assignments – 50% 3. Class participation – 10% The evaluation and grading criteria for individual components are detailed in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Findak,V. (2024). Kineziološka metodika – priručnik za kineziologe,učitelje i odgojitelje. Zagreb: Školska knjiga	0	online
	Pejčić, A., Trajkovski, B. (2018). Što i kako vježbati s djecom u vrtiću i školi. Drugo prerađeno i dopunjeno izdanje, Učiteljski fakultet Sveučilišta u Rijeci	8	online
	Findak, V., Prskalo, I., Babin, J. (2011). Sat tjelesne i zdravstvene kulture u primarnoj edukaciji. Učiteljski fakultet Sveučilišta u Zagrebu	8	online

Supplementary literature	Delija, K., Pokec, J. (2002). Programiranje rada u području edukacije. Zbornik radova 11. ljetne škole kineziologa Republike Hrvatske, Motorička znanja u funkciji čovjeka, Rovinj, 58-60. Babin, J., Vlahović, L. (2002). Utjecaj programirane nastave tjelesne i zdravstvene kulture na promjene morfoloških karakteristika sedmogodišnjih učenica. Zbornik radova, 11. ljetne škole pedagoga fizičke kulture Republike Hrvatske. Programiranje rada u području edukacije, sporta, sportske rekreacije i kineziterapije, Rovinj, 50-52.
Quality assurance methods	1. Class attendance, class participation, and performance in completing assignments. 2. University-wide student survey on the quality of teaching and instructors. 3. Fulfillment of requirements prescribed by the syllabus. 4. Individual consultations. 5. Students' self-assessment of the achieved learning outcomes. 6. Peer assessment of the implementation and quality of the instructional process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Introduction and Course Requirements	1	Classroom

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Introduction to Coursework Requirements and Teaching Practicum	2	Sports hall (Elementary school)
Week 2			
Seminar	Documentation in physical education	1	Classroom
Methodological exercises	Exemplary demonstration lesson by a mentor teacher in primary school	2	Sports hall (Elementary school)
Week 3			
Seminar	General Characteristics of the Educational Process	1	Classroom
Methodological exercises	Exemplary demonstration lesson by a mentor teacher in primary school	2	Sports hall (Elementary school)
Week 4			
Seminar	Teaching process: fundamentals, organization, and course	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 5			
Seminar	Measures of motivation, stimulation, and mobilization during the teaching process	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 6			
Seminar	Measures for safeguarding the educational process	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 7			
Seminar	Health and hygiene measures, Preventive measures	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 8			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Facilities and equipment in kinesiological culture	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 9			
Seminar	Facilities and equipment in kinesiological culture	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 10			
Seminar	The role of students in monitoring and evaluating work	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 11			
Seminar	Concept and definition, stages of programming	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 12			
Seminar	Model of the global, operational, and executive plan and program of kinesiological culture	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 13			
Seminar	Adapted Physical Education	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 14			
Seminar	Monitoring, Assessment, and Evaluation Content of Monitoring, Assessment, and Evaluation Types of Monitoring, Assessment, and Evaluation	1	Classroom

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)
Week 15			
Seminar	Assessment principles	1	Classroom
Methodological exercises	Student Teacher's Public Showcase Lesson in Elementary school and analysis	2	Sports hall (Elementary school)

Didactics of Music 1

Course name	**Didactics of Music 1**		
Course code	VUU046	*Year of study*	4.
Course leader	prof. dr. sc. Snježana Dobrota	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce the concept of music education in the early years of schooling, and to encourage critical reflection as well as the effective planning and preparation of music teaching.		
Enrolment requirements	Prerequisites for enrolment in the course include successful completion of the courses Music Notation, Music Culture, Vocal and Instrumental Practicum, and Didactics.		
Learning outcomes	Upon completion of the course, students will be able to: Recognise the importance of music education for the holistic development of pupils. Define teaching methods used in music education. Apply contemporary teaching aids and resources in music education. Distinguish between traditional and contemporary approaches to music teaching. Develop an awareness of the importance of lifelong learning and professional development in the field of music education.		
Course content	1. The relationship between didactics and methodology. 2. The aims of music education teaching. 3. The tasks of music teaching. 4. Teacher preparation. 5. Counting rhymes. 6. Singing as an activity in music teaching – fundamentals of vocal technique. 7. Singing as an activity in music teaching – stages of teaching a song by ear. 8. Singing as an activity in music teaching – choreography for a learned song. 9. Singing as an activity in music teaching – the treatment of folk songs. 10. Singing as an activity in music teaching – lesson planning. 11. Listening as an activity in music teaching – introduction to musical literature. 12. Listening as an activity in music teaching – stages of listening activities. 13. Listening as an activity in music teaching – identifying mood, performers, tempo, dynamics, and musical form. 14. Listening as an activity in music teaching – the treatment of folk music. 15. Listening as an activity in music teaching – lesson planning.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Attend and participate in the teaching process: lectures 75%, seminars 75%.
2. Conduct oneself in accordance with ethical and academic principles in higher education teaching.
3. Participate in and complete curricular and extracurricular (individual and group) activities that facilitate the achievement of the learning outcomes specified for the course.
4. Prepare and present a seminar paper in accordance with predefined criteria.
5. Pass the written examination (two successfully completed mid-term tests are considered equivalent to the written examination) and achieve a minimum of 50% accuracy in the examination/mid-term tests.
6. Obtain information regarding missed classes during the lecturer’s consultation hours and through communication with fellow students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☒ Midterm exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project
☒ Individual and group assignments</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">1. Written examination/two successfully completed mid-term tests – 50%
2. Preparation and presentation of a seminar paper in accordance with the lecturer’s instructions – 30%
3. Success in completing individual and group assignments – 10%
4. Class participation and engagement – 10%
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Dobrota, Snježana (2012). Uvod u suvremenu glazbenu pedagogiju. Filozofski fakultet Sveučilišta u Splitu</td><td>10</td><td></td></tr>
<tr><td>Svalina, Vesna (2015). Kurikulum nastave glazbene kulture i kompetencije učitelja za poučavanje glazbe. Sveučilišta J. J. Strossmayera u Osijeku</td><td>5</td><td></td></tr>
<tr><td>Brdarić, Radovan (1986). Pripremanje nastavnika za nastavu glazbene kulture. Priručnik za nastavnike razredne nastave i glazbene kulture u odgoju i osnovnom te usmjerenom obrazovanju. Zagreb: Školska knjiga</td><td>5</td><td></td></tr>
<tr><td>Rojko, Pavel (1996). Metodika nastave glazbe. Teorijsko tematski aspekti. Sveučilište J. J. Strossmayera u Osijeku</td><td>5</td><td></td></tr>
</table>

Supplementary literature	1. Bogunović, Blanka (2010). Muzički talenat i uspešnost. Beograd: Fakultet Muzičke umetnosti, Institut za pedagoška istraživanja 2. Levitin, Daniel (2016). Mozak i muzika. Zagreb: Vuković & Runjić
Quality assurance methods	1. Attendance, class participation, and success in completing assigned tasks. 2. Student evaluation survey on the quality of teaching and teaching staff at the university level. 3. Successful completion of the examination and fulfilment of other obligations prescribed by the syllabus. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	The relationship between didactics and methodology.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 2			
Lectures	The aims of music education teaching.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 3			
Lectures	The tasks of music teaching.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 4			
Lectures	Teacher preparation.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 5			
Lectures	Counting rhymes.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 6			
Lectures	Singing as an activity in music teaching – fundamentals of vocal technique.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 7			
Lectures	Singing as an activity in music teaching – stages of teaching a song by ear.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 8			
Lectures	Singing as an activity in music teaching – choreography for a learned song.	2	P6
Seminar	Presentation of a seminar topic.	1	P6

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 9			
Lectures	Singing as an activity in music teaching – the treatment of folk songs.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 10			
Lectures	Singing as an activity in music teaching – lesson planning.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 11			
Lectures	Listening as an activity in music teaching – introduction to musical literature.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 12			
Lectures	Listening as an activity in music teaching – stages of listening activities.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 13			
Lectures	Listening as an activity in music teaching – identifying mood, performers, tempo, dynamics, and musical form.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 14			
Lectures	Listening as an activity in music teaching – the treatment of folk music.	2	P6
Seminar	Presentation of a seminar topic.	1	P6
Week 15			
Lectures	Listening as an activity in music teaching – lesson planning.	2	P6
Seminar	Presentation of a seminar topic.	1	P6

Didactics of Art 1

Course name	**Didactics of Art 1**		
Course code	VUU048	*Year of study*	4.
Course leader	izv. prof. dr. sc. Dubravka Kuščević	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarize students with the concept of visual arts education in the early years of primary schooling and to develop their ability to critically reflect upon, effectively plan, and prepare visual arts activities in classroom teaching through the application of contemporary knowledge and approaches in visual arts teaching methodology.		
Enrolment requirements	There are no prerequisites for enrolling in this course.		
Learning outcomes	Upon completion of the course, students will be able to: - Recognize the importance of visual arts education for the holistic development of pupils. - Understand the visual language of children. - Identify and distinguish pupils' perceptual, formative, and creative abilities. - Define the fundamental principles of visual arts education. - Define teaching methods and methodological forms of work in visual arts education. - Apply contemporary teaching resources and instructional aids in visual arts education. - Understand the structure and organization of a visual arts lesson.		
Course content	1. Definition, aims, objectives, and interdisciplinarity of the methodology of visual arts education. 2. Historical development of the theory and practice of art education. 3. Objectives and essential characteristics of visual arts education (contemporary approaches to visual arts teaching). 4. Characteristics of children's visual expression and artistic creation – stages of visual-artistic development. 5. Aesthetic education and visual arts education (aesthetic and artistic components of learning objectives in visual arts education). 6. The process of cognition in visual arts education (criteria for and functions of distinguishing visual thinking from artistic thinking). 7. Visual arts education as a means of fostering creativity. 8. Negative phenomena in children's artistic creativity and factors hindering children's visual-artistic development. 9. Psychological foundations of the reception of works of art (development of pupils' abilities to observe and experience works of art). 10. Motivation in visual arts teaching. 11. Sources of knowledge, teaching resources, and contemporary instructional aids in visual arts education. 12. Teaching methods, didactic principles, forms of work, and their application in visual arts education. 13. Cross-curricular integration and correlation in visual arts education.		

<table>
<tr><td></td><td colspan="4">14. Assessment, monitoring, and evaluation in visual arts teaching.
15. Methodological design and structuring of a visual arts lesson.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">1. Attend and actively participate in the teaching process: lectures (minimum 75%) and seminars (minimum 75%).
2. Conduct themselves in accordance with ethical and academic principles in higher education.
3. Participate in and complete curricular and extracurricular activities (both individual and group) that facilitate the achievement of the course learning outcomes.
4. Prepare and present a seminar paper in accordance with predetermined assessment criteria.
5. Pass the written examination (or, alternatively, pass two midterm tests as an equivalent form of assessment) and achieve a minimum score of 50% on the examination/midterm tests.
6. Obtain information regarding missed classes during the instructor’s office hours and through consultation with fellow students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">1. Written examination / two successfully completed midterm tests – 70%
2. Seminar paper prepared and presented in accordance with the instructor’s guidelines – 30% The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td>Jakubin, M., Grgurić, N. (1996.). Vizualno–likovni odgoj i obrazovanje, Eduka, Zagreb.</td><td>4</td><td colspan="2"></td></tr>
<tr><td>Karlavaris, B. (1991.). Metodika likovnog odgoja 1, Hofbauer p.o., Rijeka.</td><td>5</td><td colspan="2"></td></tr>
<tr><td>Karlavaris, B. (1991.). Metodika likovnog odgoja 2, Hofbauer p.o., Rijeka</td><td>10</td><td colspan="2"></td></tr>
<tr><td>Tanay, E. R. (1990.). Likovna kultura u razrednoj nastavi, Školska knjiga, Zagreb</td><td>1</td><td colspan="2"></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Kuščević, D. i Vajić I. (2018). Kič u nastavi likovne kulture u nižim razredima osnovne škole. Školski vjesnik: časopis za pedagoška i školska pitanja, 67(2), 211-225.
Brajčić, M., Kuščević D. i Dobrota, S. (2023). Stavovi studenata o primjeni animalističkih motiva u suvremenom kurikulumu likovne i glazbene kulture. Nova prisutnost-časopis za intelektualna i duhovna pitanja, XXI(3), 625-640. https://doi.org/10.31192/np.21.3.9
Kuščević, D. (2022). Ometanje dječjeg likovnog stvaralaštva, odmak od slobode izražavanja i stvaranja. U H. Ivon i L. Krolo (ur.), Procesi usklađivanja i održivi razvoj iz perspektive pedagogije Marije Montessori (str. 115-135). Split: Dječji vrtić Montessori dječja kuća, Split; Grad Split; Hrvatska komora edukacijskih rehabilitatora; hrvatska udruga</td></tr>
</table>

	Montessori pedagogije. https://www.montessori-split.hr/2022/06/02/e-zbornik/ Brajčić, M., Kuščević, D. i Pupić Bakrač, M. (2018). Identifikacija likovno nadarene djece u nastavi likovne kulture. Croatian Journal of Education-Hrvatski časopis za odgoj i obrazovanje, 20(3), 765-788. https://doi.org/10.15516/cje.v20i3.2617 Kuščević, D., Brajčić, M. i Talijan, Z. (2019). Stavovi studenata o muzeju kao okruženju u kojemu se odvija učenje. Metodički ogledi-časopis za filozofiju odgoja Hrvatskog filozofskog društva, 26(1), 99-120. https://doi.org/10.21464/mo.26.1.8 Huzjak, M. (2020). Probijanje »četvrtog zida« kao interaktivni postupak suvremenog umjetničkog stvaralaštva. Metodički ogledi, 27 (1), 43-55. https://doi.org/10.21464/mo.27.1.7 Tomljenović, Z., Novaković S. (2013). Mišljenja učitelja razredne nastave o učenju i poučavanju likovne kulture u osnovnoj školi. Inovacije u nastavi, 27 (1), 31-41
Quality assurance methods	1. Class attendance, participation in class activities, and successful completion of assigned tasks. 2. Student evaluation surveys on the quality of teaching and instructors conducted at the university level. 3. Successful completion of the examination and fulfilment of other course requirements specified in the syllabus. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Definition, aims, objectives, and the interdisciplinary nature of the methodology of visual arts education.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 2			
Lectures	Historical development of the theory and practice of art education.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P23
Week 3			
Lectures	Aesthetic education and visual arts education (the aesthetic and visual-artistic components of learning tasks in visual arts education). The cognitive process in visual arts education (the criteria for and function of distinguishing visual thinking from visual-artistic thinking).	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 4			
Lectures	Objectives and fundamental principles of visual arts education (contemporary approaches to visual arts education).	2	P 23

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Presentation of the Seminar Paper	1	P 23
Week 5			
Lectures	Characteristics of children's visual expression and artistic creation – stages of the development of visual expression: the optical– thematic stage of development.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 6			
Lectures	Characteristics of children's visual expression and artistic creation – stages of the development of visual expression: the formal development stage.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 7			
Lectures	Characteristics of children's visual expression and artistic creation – stages of the development of visual expression: the development of three-dimensional modelling.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 8			
Lectures	Midterm test	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 9			
Lectures	Visual arts education as a means of promoting creativity.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 10			
Lectures	Psychological foundations of the reception of works of art (development of pupils' abilities to observe and experience works of art).	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 11			
Lectures	Negative influences on children's artistic creativity and factors hindering children's visual-artistic development. Motivation in visual arts education.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 12			
Lectures	Sources of knowledge, teaching resources, and contemporary instructional aids in visual arts education. Assessment, monitoring, and grading in visual arts education.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 13			
Seminar	Teaching methods, didactic principles, forms of work, and their application in visual arts educatio	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 14			
Lectures	Cross-curricular integration in visual arts education. Methodological structuring of a visual arts lesson.	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23
Week 15			
Lectures	Midterm test	2	P 23
Seminar	Presentation of the Seminar Paper	1	P 23

Didactics of Mathematics 1

Course name	**Didactics of Mathematics 1**		
Course code	VUU049	*Year of study*	4.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	5.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to learn the basic characteristics of teaching mathematics in primary school, and to critically reflect, plan and prepare mathematics teaching in primary school in a quality and creative way by applying modern knowledge of didactics and mathematics teaching methodology.		
Enrolment requirements	Prerequisites for enrolling in the course are completion of the courses Didactics, Mathematics 1, Mathematics 2 and Mathematics 3. Students must have basic mathematical literacy.		
Learning outcomes	Upon completion of the course, students will be able to: - Recognize the importance of learning mathematics. - Describe the cognitive characteristics of the mathematics learning process. - Define and encourage contemporary standards of mathematical competences. - Define and apply basic principles in teaching mathematics. - Define teaching methods and methodological forms of work in teaching mathematics. - Apply modern teaching aids and aids in elementary mathematics teaching. - Distinguish between traditional and contemporary mathematics teaching in theory and practice. - Develop the need for lifelong learning and improvement in the methodology of elementary mathematics teaching.		
Course content	LECTURES: 1. Definition, goals and objectives, interdisciplinarity, and organization of mathematics teaching methodology. Mathematics as a science and as a subject. The specificity and importance of mathematics teaching. Mathematical literacy. 2. The relationship of primary school teachers to mathematics. Student results in mathematics. The influence of teachers on student results in mathematics. 3. Traditional and contemporary mathematics teaching. Processes that we develop through mathematics teaching. Standards of mathematical competences. 4. Problem solving. Problem solving strategies. 5. Thinking, reasoning and proving. Mental operations and methods of reasoning in mathematics. 6. Written and verbal communication. 7. Connecting mathematics with life. Connections within mathematics. 8. Representations in mathematics. MIDTERM EXAM 1		

	9. Characteristics of initial mathematics teaching. Developmental characteristics of students in initial mathematics teaching. Basic principles in mathematics teaching. 10. Teaching methods and their application in mathematics teaching Forms of work in mathematics teaching. 11. Sources of knowledge, modern teaching aids and aids in mathematics teaching. Types of mathematical tasks. 12. Stages of teaching lessons. Methodical design of mathematics lessons. 13. Difficulties in learning mathematics. Supplementary mathematics teaching. Supplementary mathematics teaching. 14. Motivation in initial mathematics teaching. 15. Monitoring, checking and assessing students' achievements and activities. Monitoring and evaluating teaching activities. COLLOQUIUM 2 SEMINARS: - Methodical design of mathematical content - Application of certain thought operations and forms of reasoning in mathematical tasks - Achieving motivation in mathematics lessons - Application of principles, teaching methods and forms of work in mathematics teaching - Methodical design of mathematics lessons - Organization of supplementary and additional mathematics classes - Evaluation of students' knowledge in mathematics - what, why, how, when - Mathematical contents of classroom teaching	
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	- participate in the teaching process: lectures 80%, seminars 80% - behave in accordance with ethical and scientific principles in higher education - participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated in the course - actively and constructively participate in classes - prepare and present a seminar paper according to pre-determined criteria - pass a written exam (equivalent to the exam are 2 passed preliminary exams) and achieve a minimum of 50% accuracy on the exam/interviews - prove success in solving mathematical problems from regular and additional mathematics classes for primary school through two tests whose success must be higher than 80% - get information about classes that were missed - adhere to the time frames required for carrying out activities in the course - complete individual and group tasks in a timely and high-quality manner	

Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam ☒ Problem solving	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements: 1. exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to a written exam) – 50% 2. seminar paper prepared and presented in accordance with the teacher's instructions – 30% 3. success in solving mathematical problems – 10% 4. activity in class, participation in discussions during classes and seminars – 10% The criteria for evaluating and grading individual elements are described in the course repository Continuous assessment Evaluation elements Midterm exams / exam Seminar paper Mathematical problems Activity in class		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Mišurac, I. (2014.). Suvremeni standardi matematičkih kompetencija u početnoj nastavi matematike, Filozofski fakultet Split, Split.	2	Yes
	Markovac, J. (2001.). Metodika početne nastave matematike, Školska knjiga, Zagreb.	10	Yes
Supplementary literature			
Quality assurance methods	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Determination, goal and tasks, interdisciplinarity, and organization of mathematics teaching methodology. Mathematics as a science and as a subject. The particularity and importance of teaching mathematics. Mathematical literacy.	2	
Seminar	- Application of certain thought operations and forms of reasoning in mathematical tasks - Application of principles, teaching methods and forms of work in mathematics teaching - Methodical design of mathematics lessons	2	
Week 2			
Lectures	Attitude of primary school teachers towards mathematics. Student results in mathematics. Influence of teachers on student results in mathematics	2	
Seminar	Methodical design of mathematical content	2	
Week 3			
Lectures	Traditional and contemporary mathematics teaching. Processes that we develop through mathematics teaching. Standards of mathematical competences.	2	
Seminar	Achieving motivation in mathematics teaching	2	
Week 4			
Lectures	Problem solving. Problem solving strategies.	2	
Seminar	Organization of supplementary and additional mathematics lessons Evaluating students' knowledge in mathematics - what, why, how, when	2	
Week 5			
Lectures	Thinking, reasoning and proving. Mental operations and ways of reasoning in mathematics.	2	
Seminar	Mathematical content of classroom teaching	2	
Week 6			
Lectures	Written and verbal communication.	2	
Seminar	Student seminars	2	
Week 7			
Lectures	Connecting mathematics to life. Connections within mathematics.	2	
Seminar	Student seminars	2	
Week 8			
Lectures	Representations in mathematics.	2	
Seminar	Student seminars	2	
Week 9			
Lectures	Characteristics of elementary mathematics teaching. Developmental characteristics of students in elementary mathematics teaching. Basic principles in mathematics teaching.	2	
Seminar	Student seminars	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 10			
Lectures	Teaching methods and their application in mathematics teaching. Forms of work in mathematics teaching.	2	
Seminar	Student seminars	2	
Week 11			
Lectures	Sources of knowledge, modern teaching aids and aids in teaching mathematics. Types of mathematical tasks.	2	
Seminar	Student seminars	2	
Week 12			
Lectures	Stages of teaching lessons. Methodical design of mathematics lessons.	2	
Seminar	Student seminars	2	
Week 13			
Lectures	Difficulties in learning mathematics. Supplementary mathematics teaching. Supplementary mathematics teaching.	2	
Seminar	Student seminars	2	
Week 14			
Lectures	Motivation in elementary mathematics teaching.	2	
Seminar	Student seminars	2	
Week 15			
Lectures	Monitoring, checking and evaluating student achievements and activities. Monitoring and evaluating teaching activities.	2	
Seminar	Review of the seminars and concluding remarks	2	

Methodology of Scientific Research Work

Course name	**Methodology of Scientific Research Work**		
Course code	VUU211	*Year of study*	4.
Course leader	prof. dr. sc. Zorana Šuljug Vučica	*ECTS credits*	4.0
Associates	dr. sc. Martina Lončar, pred.	*Number of hours (L / S / E / P)*	30 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	10%
Course description			
Course aims	To train students for the initial independent and successful implementation of scientific research work; the use of scientific literature and research results during their studies and in future work; the ability to independently write professional and scientific papers in accordance with the requirements of the methodology.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - state the epistemological characteristics of science - explain the characteristics of scientific knowledge - distinguish between qualitative and quantitative methodology - state the basic characteristics of data collection procedures - develop various instruments for data collection - analyze scientific papers and identify the characteristics of good professional and scientific work - based on the research problem, develop a draft of qualitative (action) and quantitative research and select appropriate data collection procedures - discuss methodological issues.		
Course content	Introduction to the general methodology of scientific research - basic conceptual definitions; epistemological foundations and epistemological characteristics of science; society and science. System and classification of science. Characteristics and problems of scientific knowledge. Basics of pedagogical research methodology; limits and possibilities of pedagogical research; sources for selecting research problems. Types and methods of pedagogical research; action research. Research project. Techniques and instruments for data collection. Methods of data analysis. Characteristics of good professional and scientific work. Writing reports and applying research results. Seminar: Analysis of scientific papers and research projects. Independent/team development of a research project. Discussion of methodological issues.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	

<table>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: lectures 70%, seminars (80%)
Behave in accordance with ethical and scientific principles in higher education.
Participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes foreseen by the course.
Take an analytical approach and discuss methodological problems in seminars.
Prepare and present a seminar paper according to pre-determined criteria. In a group/individually design qualitative/quantitative research plans. Pass a written exam (equivalent to a written exam are 2 passed mid-term tests) and achieve a minimum of 50% accuracy on the exam/midterms. Inform yourself about classes you have missed during consultations with teachers and other students.
Adhere to the time frames required for carrying out course activities.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">n accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements:
1. written exam, or two successfully passed midterms (a positive grade from both midterms is equivalent to the written exam) - 70%
2. seminar paper prepared and presented in accordance with the teacher's instructions - 20%
3. class activity: success in solving individual and group tasks - 10%
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Milat, J. (2005). Osnove metodologije istraživanja. Zagreb: Školska knjiga (odabrana poglavlja)</td><td>1</td><td>No</td></tr>
<tr><td></td><td>Mužić, V. (2002). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa (odabrana poglavlja)</td><td>1</td><td>No</td></tr>
<tr><td></td><td>Tkalac Verčić, A., Sinčić Ćorić, D., Pološki Vokić, N. (2010). Priručnik za metodologiju istraživačkog rada: kako osmisliti, provesti i opisati znanstveno i stručno istraživanje. Zagreb: M.E.P. d.o.o. (odabrana poglavlja)</td><td>3</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Andrilović, V. (1991). Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja. Zagreb: Školska knjiga.
2. McNiff, J. (2002). Action research for professional development: Concise advice for new action researchers (dostupno: http://www.jeanmcniff.com/booklet1.html).
3. Sekulić-Majurec, A. (1994). Akcijska istraživanja u praksi školskog pedagoga. U: Vrgoč, H. (ur.) Iz prakse pedagoga osnovne škole. Zagreb: HPKZ, 9-16.
4. Vujević, M. (2001). Uvođenje u znanstveni rad u području društvenih znanosti. Zagreb: Školska knjiga.</td></tr>
</table>

Quality assurance methods	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture	2	P7
Seminar	Selection of seminar topics	1	P7
Week 2			
Lectures	Definition of science – concept, development, basic characteristics, classification; scientific activity, scientific research, scientific method and methodology	2	
Seminar	Presentation of seminar papers on the topics of defining science	1	P7
Week 3			
Lectures	Nature of research – conceptions of social reality, reasoning; context of social research (ontological and epistemological assumptions, human nature and methodology); scientific paradigms (positivism, interpretive paradigms, critical theory)	2	P7
Seminar	Presentation of seminar papers on the nature of research	1	P7
Week 4			
Lectures	Research planning (phases of research work: determining the area, defining the methodological approach, collecting literature, developing the theoretical framework, defining goals and research questions)	2	P7
Seminar	Presentation of seminar papers on research planning	1	P7
Week 5			
Lectures	Review of literature: types of scientific and professional works; parts and structure of works; creating a list of literature and citing sources; plagiarism	2	P7
Seminar	Presentation of seminar papers on the subject of scientific papers	1	P7
Week 6			
Lectures	Review of literature: types of scientific and professional works; parts and structure of works; creating a list of literature and citing sources; plagiarism	2	P7
Seminar	Presentation of seminar papers on the subject papers	1	P7

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 7			
Lectures	1st mid-term test	2	P7
Seminar	Presentation of seminar papers on the subject of plagiarism	1	P7
Week 8			
Lectures	Research approaches (basic and applied; nomothetic and idiographic; quantitative and qualitative) and types of research; research methods	2	P7
Seminar	Presentation of seminar papers on research approaches	1	P7
Week 9			
Lectures	Research designs	2	P7
Seminar	Presentation of seminar papers on the topic of research designs	1	P7
Week 10			
Lectures	Sampling	2	P7
Seminar	Presentation of seminar papers on the topic of sampling	1	P7
Week 11			
Lectures	Ethics in social research and educational research	2	P7
Seminar	Presentation of seminar papers on the subject of ethics	1	P7
Week 12			
Lectures	Survey research (sample selection, hypotheses, questionnaire design, question types and measurement scales, fieldwork, data entry, statistical processing, interpretation and generalizations)	2	P7
Seminar	Presentation of seminar papers on the topic of surveys	1	P7
Week 13			
Lectures	Qualitative research: interview, focus groups, observation	2	P7
Seminar	Presentation of seminar papers on the topic of interview	1	P7
Week 14			
Lectures	Action research (characteristics, critical practice, procedures, reflexivity) Case studies (types, advantages, disadvantages, planning)	2	P7
Seminar	Presentation of seminar papers on the subject of focus groups	1	P7
Week 15			
Lectures	2nd mid-term test	2	P7
Seminar	Presentation of seminar papers on the topic of observation	1	P7

Statistics in Pedagogy

Course name	**Statistics in Pedagogy**		
Course code	VUU147	*Year of study*	4.
Course leader	doc. dr. sc. Ivana Jadrić	*ECTS credits*	3.0
Associates	Paula Andabak Pivac	*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	Introduction to basic statistical concepts and procedures.		
Enrolment requirements	None.		
Learning outcomes	1. organise data collected through research 2. prepare collected data for statistical analysis 3. independently carry out a descriptive analysis of a data set 4. explain the conditions for applying basic procedures of inferential statistics 5. formulate research and statistical hypotheses 6. compare different statistical methods with regard to the aim and purpose of their use 7. propose a statistical analysis suitable for a given research question 8. independently compare two groups of collected data statistically 9. interpret the results obtained		
Course content	Methodology and statistics in research. Basic concepts in statistics. Data collection in research. Descriptive statistics. Grouping data. Tabular presentation of results. Graphical presentation of results. Measures of central tendency. Measures of dispersion. Normal distribution. Position of a result within a group. Inferential statistics. Hypothesis testing. Parameter estimation. t-test. Chi-square test. Correlation.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☒ E-learning (20%)	
Student obligations	Students are required to: - participate actively in the teaching process: lectures 70%, exercises 75% - behave in accordance with ethical and academic principles in higher education teaching		

<table>
<tr><td></td><td colspan="3">- participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course
- prepare group and individual assignments according to predetermined criteria
- pass the written exam (two passed midterm exams may be equivalent to the written exam) and achieve a minimum of 50% accuracy on the exam/midterm exams
- comply with the time frames required for completing course activities
- complete individual and group assignments on time and to a high standard
- participate actively and constructively in class.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is determined on the basis of the following components:
1. Written exam, i.e. two successfully passed midterm exams (a passing grade in both midterm exams is equivalent to the written exam) – 60%
2. Performance in solving individual and group assignments and participation in discussions during lectures and seminars – 40%
The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Petzova statistika, Petz, B., Kolesarić, V. i Ivanec, D., Jastrebarsko: Naklada Slap, 2012.</td><td></td><td></td></tr>
<tr><td>Osnove statistike u društvenim i obrazovnim znanostima, Bubić, A., Split: Filozofski fakultet, 2015.</td><td></td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Mejovšek, M. (2007). Metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: Naklada Slap.
Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa. Milas, G. (2009). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- Class attendance, activity in class, performance in completing assignments
- University-level student survey on the quality of teaching and teachers
- Passed exam and fulfilment of other obligations prescribed by the syllabus
- individual consultations.</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Methodology and statistics in research.	1	
Auditory exercises	Basic displays in Excel – data entry and processing. Tabular and graphical presentation.	1	
Week 2			
Lectures	Methodology and statistics in research. Basic concepts in statistics. Data collection in research.	1	
Auditory exercises	Basic displays in Excel – data entry and processing. Tabular and graphical presentation.	1	
Week 3			
Lectures	Basic concepts in statistics. Data collection in research.	1	
Auditory exercises	Basic displays in Excel – data entry and processing. Tabular and graphical presentation.	1	
Week 4			
Lectures	Descriptive statistics. Grouping data.	1	
Auditory exercises	Grouping data.	1	
Week 5			
Lectures	Tabular presentation of results. Graphical presentation of results.	1	
Auditory exercises	Grouping data, sorting data.	1	
Week 6			
Lectures	Measures of central tendency.	1	
Auditory exercises	Measures of central tendency.	1	
Week 7			
Lectures	Measures of central tendency. Midterm exam on the theoretical part.	1	
Auditory exercises	Measures of central tendency. Midterm exam on the practical part.	1	
Week 8			
Lectures	Measures of central tendency.	1	
Auditory exercises	Measures of central tendency – practical part.	1	
Week 9			
Lectures	Measures of dispersion.	1	
Auditory exercises	Measures of dispersion – practical part.	1	
Week 10			
Lectures	Measures of dispersion.	1	
Auditory exercises	Introduction to JASP/Jamovi software for statistical data analysis.	1	
Week 11			
Lectures	Normal distribution. Position of a result within a group.	1	
Auditory exercises	Exercises in analysing the normal distribution of data.	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 12			
Lectures	Inferential statistics. Hypothesis testing.	1	
Auditory exercises	Descriptive statistics in JASP/Jamovi.	1	
Week 13			
Lectures	Parameter estimation.	1	
Auditory exercises	Descriptive statistics in JASP/Jamovi.	1	
Week 14			
Lectures	t-test.	1	
Auditory exercises	t-test in JASP/Jamovi. Chi-square test and correlation in JASP/Jamovi.	1	
Week 15			
Lectures	Chi-square test. Correlation. Midterm exam on the theoretical part.	1	
Auditory exercises	Correlation in JASP/Jamovi. Midterm exam on the practical part.	1	

Argumentation and Philosophy of Language

Course name	**Argumentation and Philosophy of Language**		
Course code	VUU314	*Year of study*	4.
Course leader	doc. dr. sc. Gabriela Bašić Hanžek	*ECTS credits*	2.0
Associates	dr. sc. Josip Guć	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	To introduce students into theoretical (philosophical and linguistic, ethical and communicative) assumptions of argumentation as critically aware thinking aimed at non-authoritative, non-dominant resolution of difference in opinion.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course students will be able to: 1. determine normative status of speech acts in cooperative communication, 2. determine normative status of speech acts in argumentative discourse, 3. recognize values of fostering critical and communicative rationality in humanistic education, 4. logically analyze argumentative discourse.		
Course content	LECTURES: First part of the course is an introduction to theoretical assumptions of argumentation within philosophy of language. Exposure of basis of speech act theory and illocutionary logic. (Searle and Vanderveken). Second part is a research of various theories of argumentation, with an emphasis on Pragmadialectics by van Eemeren and Grootendorst. Third part examines communicative rationality in social context starting from Habermas' theory of communicative action. SEMINAR: Seminar classes are in accordance with the lectures, introducing examples of application of theory of argumentation in social communication, with a special emphasis on its application within education.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are obbliged to behave in accordance with ethical and scientific principles within academic settings, to engage regularly in activities during classes (attendance, participation in discussions, independent assignments) which ensure obtaining outcomes here stated (80%). Students are obbliged to deliver a successful talk during class, submit a written version of the talk and pass an oral exam.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☐ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class

Assessment and evaluation of student work	Evaluation and assessment criteria of each element are described in class repository. Complete student work during classes is evaluated: activity during classes, participation in class discussion. Final exam is oral. Continuous assessment Evaluation elements Written essay and talk Class activity Final assessment Evaluation elements Oral exam		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	- Devitt, M. I Sterelny, K. (2002) Jezik i stvarnost: Uvod u filozofiju jezika. Zagreb: KruZak.	5	
	-.Miščević, N. (2003). Filozofija jezika. Zagreb: Jesenski i Turk	0	Teacher's archives.
	Searle, J. R. (2018) Govorni činovi. Ogled iz filozofije jezika. Zagreb: Matica hrvatska.	0	
	Van Eemeren, F., Grootendorst, R. (2004) A Systematic Theory of Argumentation. The pragma- dialectical approach. New York: Cambridge University Press.	0	Teacher's archives.
Supplementary literature	Škarić, I. (2011) Argumentacija. Zagreb: Globus. Kalin, B. (1982) Logika i oblikovanje kritičkog mišljenja. Zagreb: Školska knjiga. Besnard P. A. Hunter (2008) Elements of Argumentation, London: The MIT Press. Huttunen, R. (2003) “Habermas and the Problem of Indoctrination”, u The Encyclopaedia of Educational Philosophy and Theory, M. Peters, T. Besley, A. Gibbons, B. Žarnić, P. Ghiraldelli (eds.), http://eepat.net/doku.php?id=habermas_and_the_problem_of_indoctrination		
Quality assurance methods	Class attendance and activity, efficiency in execution of assignments. Student evaluation of classes. Passing exams and other students' obbligation here stated.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction: argumentation theory and philosophy of language as philosophical disciplines. Connection between argumentation and logic.	1	P15
Seminar	Introducing students to class methodology and topic assignment (topics and literrature may vary from one academic year to another).	1	P15
Week 2			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Concepts of argument and argumentation: thesis, reasons, relation of support. Inference as logical form of arguments. Distinction: argument vs. explanation.	1	P15
Seminar	1st student talk.	1	P15
Week 3			
Lectures	Identification of arguments in text (argumentative indicators).	1	P15
Seminar	2nd student talk.	1	P15
Week 4			
Lectures	Identification of arguments in text (by argumentative indicators or without them).	1	P15
Seminar	3rd student talk.	1	P15
Week 5			
Lectures	Reconstructing arguments.	1	P15
Seminar	4th student talk.	1	P15
Week 6			
Lectures	Types of argumentation: positiv/negative, practical/theoretical, simple/complex. Pragmadialectical definition of argumentation.	1	P15
Seminar	5th student talk.	1	P15
Week 7			
Lectures	Pragmadialectic theory of argumentation: basic concepts, starting points. Delineation from rhetorical approaches to argumentation.	1	P15
Seminar	6th student talk.	1	P15
Week 8			
Lectures	Speech act theory as a starting point of pragmadialectic theory of argumentation.	1	P15
Seminar	7th student talk.	1	P15
Week 9			
Lectures	Speech act theory as a starting point of pragmadialectic theory of argumentation.	1	P15
Seminar	8th student talk.	1	P15
Week 10			
Lectures	Critical discussion model. Rules for critical discussion.	1	P15
Seminar	9th student talk.	1	P15
Week 11			
Lectures	Fallacies: introduction and types of classification.	1	P15
Seminar	1oth student talk.	1	P15
Week 12			
Lectures	Fallacies.	1	P15
Seminar	11th student talk.	1	P15

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 13			
Lectures	Fallacies.	1	P15
Seminar	12th student talk.	1	P15
Week 14			
Lectures	Argument mapping (diagrams).	1	P15
Seminar	13th student talk.	1	P15
Week 15			
Lectures	Argument mapping (diagrams). Concluding discussion.	1	P15
Seminar	Concluding discussion and general assessment of studen talks.	1	P15

Democracy in Theory and Practice

Course name	**Democracy in Theory and Practice**		
Course code	VUU315	*Year of study*	4.
Course leader	prof. dr. sc. Marita Brčić Kuljiš	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the philosophical way of thinking in the field of political philosophy, with special emphasis on the philosophical aspect of democracy. Through the analysis of philosophical theories of democracy, students will acquire appropriate knowledge that can be applied in the civic processes of a democratic society. Through the analysis of philosophical teachings, students will acquire appropriate philosophical knowledge that can be applied in educational processes. To study the basic concepts of democracy and the development of democratic thought. To enable students to reflect critically on politics.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - Define key philosophical and political concepts. - Interpret the leading theories and the development of the philosophy of democracy. - Compare individual positions and arguments. - Critically examine and evaluate democracy in theory and practice. - Argue for and against positions in the philosophy of democracy. - Interpret the role of democracy in educational processes. - Explain the problem of democratic values. - Compare different democratic practices. - Critically re-examine their own understanding of democracy.		
Course content	1. Introductory lecture. 2. Values of democracy; models and forms of democracy. 3. The ancient understanding of democracy. 4. The early modern understanding of democracy. 5. The contemporary understanding of democracy. 6. The contemporary understanding of democracy. 7. Who is a citizen? 8. Democracy and plural/multicultural societies. 9. Democracy and human/civil rights. 10. Democracy and minority rights. 11. Democracy in the education system. 12. Through education to democracy. 13. Democracy and the media. 14. Critique of democracy. 15. Concluding class.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Behave in accordance with ethical and academic principles in higher education teaching.
Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course (80%). Prepare and present a seminar. Pass the oral exam. Before taking the oral exam, the student must submit the seminar paper in written form. If the student chooses to take the exam by means of a seminar paper, the student must prepare a separate seminar paper in agreement with the course teacher and according to predetermined criteria.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">The criteria for the assessment and grading of individual elements are described in the course repository. The student's overall work during the course is assessed. Activity in class and participation in discussions during lectures and seminars (10%). The student may take the oral exam after presenting and submitting the seminar paper. Presented seminar paper (30%), oral exam (60%). If the student decides to take the exam by means of a seminar paper, the teacher will assign a problem-based topic and precise instructions for preparing the seminar paper (90%).</td></tr>
<tr><td rowspan="9">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Dahl, R. A. (2000). O demokraciji. Zagreb: Politička kultura.</td><td>1</td><td>No</td></tr>
<tr><td>Dewey, J., (1941). Democracy and Education: An Introduction to the Philosophy of Education,. The New York. The Macmillan Company.</td><td>0</td><td>Yes</td></tr>
<tr><td>Dewey, J. Vaspitanje i demokracija, Obod Cetinje</td><td>1</td><td>No</td></tr>
<tr><td>Demokracija i ljudska prava u osnovnim školama – Teorija i praksa http://www.ombudsman.hr/dodaci/533_Knjiga %20prijelom_final.pdf</td><td>0</td><td>Yes</td></tr>
<tr><td>Bobbio, N. 1992. Liberalizam i demokracija,. Zagreb: Novi liber.</td><td>1</td><td>No</td></tr>
<tr><td>Tocqueville, A. de (1995) O demokraciji u Americi. Zagreb: Informator.</td><td>1</td><td>No</td></tr>
<tr><td>Mill, J. S. (1988). Izabrani politički spisi. Zagreb: Informator.</td><td>1</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Platon, Država, Naklada Jurčić, Zagreb, 2009.
Aristotel, Politika, Globus, Zagreb, 1988.
John Locke, Dvije rasprave o vladi, Filozofska biblioteka, Zagreb 2013.</td></tr>
</table>

	Jean Jacques Rousseau, Rasprava o podrijetlu i osnovama nejednakosti među ljudima. Društveni ugovor, Prosveta, Beograd, 1949. Robert A. Dahl, Demokracija i njezini kritičari, Politička kultura, Zagreb, 1999. David Held, Modeli demokracije, Školska knjiga, Zagreb 1990. John Rawls, Politički liberalizam, Kruzak, Zagreb 2000. Ralf Dahrendorf, U potrazi za novim poretkom: predavanja o politici slobode u 21. stoljeću. Canivez, P., Odgojiti građanina?, Durieux, Zagreb 1999. Gutmann, A., Democratic Education, Princeton University Press, Princeton 1999. Jacques Ranciere, Mržnja demokracije, Naklada Ljevak, Zagreb 2008. Franz Neumann, Demokratska i autoritarna država, Naprijed, Zagreb 1974. Ronald Dworkin, Is democracy possible here?, Princeton University Press, 2006.
Quality assurance methods	Class attendance, activity in class, performance in completing assignments. University-level student survey on the quality of teaching and teachers. Passed exam and fulfilment of other obligations prescribed by the syllabus.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introductory lecture.	1	P17
Seminar	Agreement on seminar papers	1	P17
Week 2			
Lectures	Values of democracy; models and forms of democracy.	1	P17
Seminar	Values of democracy; models and forms of democracy.	1	P17
Week 3			
Lectures	The ancient understanding of democracy.	1	P17
Seminar	The ancient understanding of democracy	1	P17
Week 4			
Lectures	The early modern understanding of democracy	1	P17
Seminar	The early modern understanding of democracy	1	P17
Week 5			
Lectures	The contemporary understanding of democracy.	1	P17
Seminar	The contemporary understanding of democracy.	1	P17
Week 6			
Lectures	Who is a citizen?	1	P17
Seminar	Who is a citizen?	1	P17
Week 7			
Lectures	Democracy and plural/multicultural societies.	1	P17
Seminar	Democracy and plural/multicultural societies.	1	P17

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 8			
Lectures	Democracy and human/civil rights.	1	P17
Seminar	Democracy and human/civil rights.	1	P17
Week 9			
Lectures	Democracy and human/civil rights.	1	P17
Seminar	Democracy and human/civil rights	1	P17
Week 10			
Lectures	Democracy and minority rights.	1	P17
Seminar	Democracy and minority rights.	1	P17
Week 11			
Lectures	Democracy in the education system.	1	P17
Seminar	Democracy in the education system.	1	P17
Week 12			
Lectures	Through education to democracy.	1	P17
Seminar	Through education to democracy.	1	P17
Week 13			
Lectures	Democracy and the media.	1	P17
Seminar	Democracy and the media.	1	P17
Week 14			
Lectures	Critique of democracy.	1	P17
Seminar	Critique of democracy.	1	P17
Week 15			
Lectures	Concluding class	1	P17
Seminar	Concluding class	1	P17

Rhetorical Skills in Teaching

Course name	**Rhetorical Skills in Teaching**		
Course code	VUU324	*Year of study*	4.
Course leader	izv. prof. dr. sc. Helena Dragić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarize students with the historical development of rhetoric, the most significant speakers, to describe their role in the development of public speaking, and to define and interpret types of speeches, with special emphasis on dialogic forms in the teaching process. The course will also present and explain the basic rules of rhetoric. The goal is to develop awareness of the importance of applying public speaking skills in the teaching process and to explain the importance of speech preparation, i.e., its structure and compositional scheme. Special attention will be given to the importance of nonverbal communication in classroom teaching, particularly in the interaction between teachers and students during the teaching process.		
Enrolment requirements	None.		
Learning outcomes	Upon successful completion of the course, students will be able to: - explain the meaning and role of rhetoric in teaching; - describe the history of rhetoric, identify the most significant speakers according to historical periods, and explain their role; - critically evaluate speeches; - independently create texts according to different types and occasions; - apply rhetorical skills in teaching.		
Course content	- Oratory (concept, definition, and description). Differences between public and private speaking. - History of oratory, with emphasis on canonical figures. Oratory in Croatian context. - Types of speeches. - Note-taking techniques. - Language activities in teaching. - Speech preparation: compositional structure and planning. - Rhetorical figures, modal expressions, and filler words. - Culture of listening and speaking. - Audience profiling and adapting speeches to the established audience profile. - Nonverbal communication – the importance of interpreting nonverbal cues in the classroom. - Fear and anxiety related to public speaking. - Description of monologic (lectures, reports, occasional speeches, etc.) and dialogic speech types (debates, meetings) and their application in the classroom. - Speaking in teaching practice. - Speech and language errors in the classroom and strategies to avoid them; speech elegance.		

<table>
<tr><td></td><td colspan="4">- Final lecture and discussion about the exam.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">- Regular attendance in classes (lectures 70%, seminars 80%) and active participation in the teaching process.
- Preparation and presentation of a seminar paper according to predefined criteria.
- Timely and high-quality completion of individual and group assignments.
- Passing the written exam, which is a prerequisite for taking the oral exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Student performance will be assessed on the basis of the following components:
- Regular attendance and active participation in the teaching process (20 %).
- Midterm exams (40 % of the final grade; first midterm 20 %, second midterm 20 %).
- Preparation and presentation of speeches according to predefined criteria: monologic speech (15 %), ceremonial speech (10 %), and dialogic speech (15 %).
- Timely and high-quality completion of individual and group assignments.
- Passing both midterm exams or the written exam, which is a prerequisite for taking the oral exam.
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Škarić, I. (2005.) Temeljci suvremenoga govorništva. Školska knjiga. Zagreb.</td><td>1</td><td></td></tr>
<tr><td colspan="2">Šego, J. (2005.). Kako postati uspješan govornik, Profil international, Zagreb.</td><td>0</td><td></td></tr>
<tr><td colspan="2">Govori za sve prilike i ukratko o govorništvu. (1997.) Poslovni zbornik d.o.o. Zagreb.</td><td>0</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4">- Aristotel (1989.). Retorika. Naprijed. Zagreb.
- Barac, K. i dr. (1999.) Audiokaseta Učimo hrvatski 1. Zagreb.
- Beker, M. (1997.). Kratka povijest antičke retorike. ArTresor. Zagreb.
- Gottesman, D. (2006.). Umijeće javnoga nastupa. Jesenski i Turk. Zagreb.
- Katnić-Bakaršić, M. (2001.) Stilistika. Ljiljan. Sarajevo.
- Lucas, S. E. (2015.) Umijeće javnoga govora. Mate d.o.o. Zagreb.</td></tr>
</table>

	- Pease, A. (2002.) Govor tijela: kako misli drugih ljudi pročitati iz njihovih kretnji. AGM. Zagreb. - Rijavec, M. i dr. (2001.) Kako svladati tremu? IEP d.o.o. Zagreb. - Težak, S. i dr. (2000.) Slušamo i izgovaramo hrvatski. Zvučna vježbenica na CD-u i kaseti – pomoć pri savladavanju izgovora i prepoznavanja hrvatskih naglasaka. - Zadro, I. (1999.) Glasoviti govori. Naklada Zadro. Zagreb.
Quality assurance methods	
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Rhetoric (concept, definition, and meaning). Differences between public and private speech.	1	P 18
Lectures	Assignment of topics.	1	P 18
Week 2			
Lectures	History of rhetoric with emphasis on canonical figures. Croatian rhetoric.	1	P 18
Lectures	Analysis of historical speeches with emphasis on canonical figures.	1	P 18
Week 3			
Lectures	Types of speeches.	1	P 18
Seminar	Types of speeches: writing and identification (seminar work).	1	P 18
Week 4			
Lectures	Notes.	1	P 18
Seminar	Note-taking.	1	P 18
Week 5			
Lectures	Language activity in teaching.	1	P 18
Seminar	Language activity in teaching: oral and written exercises.	1	P 18
Week 6			
Lectures	Speech preparation: compositional scheme.	1	P 18
Seminar	Preparation and evaluation of seminar speeches.	1	P 18
Week 7			
Lectures	Rhetorical figures, modal expressions, and filler words.	1	P 18
Seminar	Identification and composition exercises.	1	P 18
Week 8			
Lectures	Culture of listening and speaking.	1	P 18
Seminar	Exercises in the culture of listening and speaking.	1	P 18
Week 9			
Lectures	Audience profiling and adapting speech according to the identified audience profile.	1	P 18

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Audience profiling and adapting speech according to the identified audience profile.	1	P 18
Week 10			
Lectures	Nonverbal communication – the importance of interpreting nonverbal cues in the classroom.	1	P 18
Seminar	Nonverbal communication in the classroom.	1	P 18
Week 11			
Lectures	Fear and anxiety of public speaking.	1	P 18
Seminar	Overcoming fear and anxiety of public speaking.	1	P 18
Week 12			
Lectures	Description of monologic (lectures, presentations, ceremonial speeches, etc.) and dialogic speech forms (debates, meetings) and their application in the classroom.	1	P 18
Seminar	Monologic and dialogic speech forms and their application in the classroom.	1	P 18
Week 13			
Lectures	Speech in teaching.	1	P 18
Seminar	Speech in teaching.	1	P 18
Week 14			
Lectures	Speech and language errors in teaching and how to avoid them; speech elegance.	1	P 18
Seminar	Analysis of speech and language errors in teaching; speech elegance.	1	P 18
Week 15			
Lectures	Final lecture; exam discussion.	1	P 18
Seminar	Final lecture; exam discussion.	1	P 18

Selected Topics in Early Mathematics Teaching

Course name	**Selected Topics in Early Mathematics Teaching**		
Course code	VUU139	*Year of study*	4.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	2.0
Associates	dr. sc. Nives Baranović, v. pred.	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	To further develop professional-methodological knowledge, skills, and attitudes necessary for planning, preparing, and implementing selected areas of early mathematics education. To further develop mathematical abilities, creative and critical thinking, independence and individuality in work, as well as teamwork skills. To foster a positive attitude toward learning and teaching selected areas of early mathematics education, and to develop responsibility for one's own progress and achievement. To build a solid foundation for lifelong learning and continued professional development.		
Enrolment requirements	None		
Learning outcomes	Upon completion of the course, the student will be able to: independently plan, prepare, and implement content in early mathematics education, particularly in relation to children with special needs and tasks of a special type.		
Course content	Introductory session: familiarisation with aims and learning outcomes, course plan and programme, assessment methods and grading criteria, rules of behaviour and work procedures Open tasks Games in mathematics teaching Mathematics and the gifted child Mathematics and the child with learning difficulties Mind maps for the purpose of knowledge systematisation		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning		☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Active participation in discussions and in solving assigned tasks during classes. Preparation and presentation of a seminar paper or independent tasks according to predefined criteria.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☐ Written exam ☒ Independent tasks	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	The final grade is formed according to the following elements:		

	1) Continuous monitoring and evaluation of participation in discussions and task-solving during classes – 10% 2) Completed seminar paper or independent tasks – 90% Criteria for evaluating each element are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Baranović, N. (2020). Odabrana područja početne nastave matematike. Nastavni materijal dostupan na: https://inet1.ffst.hr/predmet/oppnm		Yes
Supplementary literature	XX. Dječji enigmatski školski časopis ALKICA. Matematičko-enigmatsko društvo MED, Zagreb XX. Časopis za mlade matematičare MATKA. Hrvatsko matematičko društvo, Zagreb Posamentier, A. S., Krulik, S. (2008). Problem-Solving Strategies for Efficient and Elegant Solutions. Corwin Press, USA Sharma, M. C. (2001). Matematika bez suza. Ostvarenje, Zagreb		
Quality assurance methods	University-level student survey on the quality of teaching and teachers. Student performance in the exam and fulfilment of other obligations prescribed by the syllabus.		
Other (in the opinion of the proponent)	University-level student evaluations of teaching quality Student success on assessments and fulfilment of course obligations		

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction: course overview, requirements, mode of work, assessment criteria	1	P5
Seminar	Initial test	1	P5
Week 2			
Lectures	Analysis of the initial test – aligning the mode of work with evaluation results	1	P5
Seminar	Introduction to and basic activities with didactic materials	1	P5
Week 3			
Lectures	Open tasks: classification and characteristics	1	P5
Seminar	Examples of open tasks according to the classification	1	P5
Week 4			
Lectures	Selected open tasks and problem-solving strategies	1	P5
Seminar	Solving selected open tasks in various ways and discussion	1	P5
Week 5			
Lectures	The potential of didactic materials in designing open tasks	1	P5
Seminar	Solving selected open tasks using didactic materials and discussion	1	P5

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 6			
Lectures	Designing open tasks	1	P5
Seminar	Solving designed open-ended tasks and discussion	1	P5
Week 7			
Lectures	Mathematical games and possibilities of application in teaching	1	P5
Seminar	Examples of mathematical games used in teaching	1	P5
Week 8			
Lectures	Selected mathematical game 1: characteristics and method of implementation	1	P5
Seminar	Implementation of the selected mathematical game and discussion	1	P5
Week 9			
Lectures	Selected mathematical game 2: characteristics and method of implementation	1	P5
Seminar	Implementation of the selected mathematical game and discussion	1	P5
Week 10			
Lectures	Selected mathematical game 3: characteristics and method of implementation	1	P5
Seminar	Implementation of the selected mathematical game and discussion	1	P5
Week 11			
Lectures	Selected mathematical game 4: characteristics and method of implementation	1	P5
Seminar	Implementation of the selected mathematical game and discussion	1	P5
Week 12			
Lectures	Children with special needs: identification and approaches to teaching	1	P5
Seminar	Tasks for identifying children with special needs	1	P5
Week 13			
Lectures	The potential of selected tasks in working with children with special needs	1	P5
Seminar	Solving selected tasks and discussion	1	P5
Week 14			
Lectures	The potential of didactic materials in working with children with special needs	1	P5
Seminar	Activities with didactic materials and discussion	1	P5
Week 15			
Lectures	Reflection and systematisation; Mind maps	1	P5
Seminar	Creating a reflection on the completed work and discussion	1	P5

Scientifically Gifted Pupils

Course name	**Scientifically Gifted Pupils**		
Course code	VUU328	*Year of study*	4.
Course leader	doc. dr. sc. Mila Bulić	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 30 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to equip students with the skills to identify potentially gifted students in the natural sciences, plan educational opportunities for scientifically gifted students, and implement differentiated instructional activities.		
Enrolment requirements	None.		
Learning outcomes	After completing the course, the student will be able to: - recognize the characteristics of gifted students in natural sciences - design a differentiated and individual curriculum for gifted students in natural sciences - critically discuss the differentiation of programs for the education of gifted students in natural sciences - solve problem-based tasks using the scientific method - analyze and critically evaluate the appropriateness and effectiveness of different strategies in working with gifted students in natural sciences - individualize the teaching/learning process - cooperate with the professional support service and other external and internal stakeholders of the school with the aim of ensuring the quality of the teaching process and student well-being		
Course content	Introduction to the course Gifted students in inclusive education Theoretical models of giftedness Characteristics of scientifically gifted and talented students Identification of potential giftedness in the natural sciences Teaching gifted students: differentiated instruction Forms of educational support for gifted students Mentoring in working with gifted students Giftedness through cooperative learning – constructivist context STEM activities for gifted students Activities for scientifically gifted students Excellence promotion activities – Excellence Center in Natural Sciences Science promotion activities – Science Festival		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to attend lectures (80%) and seminars (80%), write and present a seminar paper, and pass two midterm exams (or a written exam).		

<table>
<tr><td>Monitoring of student work</td><td colspan="3">☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☐ Research
☐ Paper
☒ Midterm exam
☐ Project
☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">The final grade is based on the achievement of the following components:
Seminar paper – 33.4%
Midterm exam 1 – 33.3%
Midterm exam 2 – 33.3%
Students who do not take the midterm exams will take a written exam. Students pass the written exam and achieve a minimum of 65% accuracy on the exam/midterm exams.
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Winebrenner, S. (2016). Želim znati više – Kako poučavati darovitu djecu u suvremenoj nastavi. Zagreb: Naklada Kosinj.</td><td>1</td><td></td></tr>
<tr><td>Burušić, J., Šerepac, V. (ur) (2019). STEM daroviti i talentirani učenici – Identifikacija, metode rada i profesionalno usmjeravanje. Zagreb: Alfa</td><td>1</td><td></td></tr>
<tr><td>George, D. (2005). Obrazovanje darovitih: Kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa. – odabrana poglavlja</td><td>1</td><td></td></tr>
<tr><td>Jensen, E. (2004). Različiti učenici, različiti mozgovi. Zagreb: Educa.</td><td>21</td><td></td></tr>
<tr><td>George, D. (2005). Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa.</td><td>6</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Renzulli, J. S. (2016). The three-ring conception of giftedness: A developmental model for promoting creative productivity. Prufrock Press Inc.
2. Blažević, I., Bulić, M. (2022). Do future teachers and Educators Have Different Attitudes Towards the Gifted Education?/ Znanstvena monografija: Research and Theoretical Approaches in Education / Blažević, I., Bulić, M, Herzog, J. (ur). Hamburg, Verlag Dr. Kovač.
3. Blažević, I., Bulić, M. & Mamić, D. (2021). School Curriculum as a Stimulus in the Development of Giftedness in the Field of Natural Sciences. // Giftedness in a Variety of Educational Fields / Herzog, J. (ur.). Hamburg: Verlag Dr. Kovač, 2021. str. 43-57
4. Vrbanović, D., Šimić Šašić, S. i Radanović, I. (2021). Procjena potencijalne darovitosti u prirodoslovnom području kao alat za unaprjeđenje pristupa poučavanja darovitih učenika. Educatio biologiae, (7.), 17-23. https://doi.org/10.32633/eb.7.25.
5. Vlahović-Štetić. V. (2005). Daroviti učenici: Teorijski pristup i primjena u školi. Zagreb: Institut za društvena istraživanja u Zagrebu.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Attendance in classes, activity during classes, success in completing assignments; student survey on the quality of teaching and instructors at the university level; passed exam and fulfillment of other syllabus</td></tr>
</table>

	requirements; individual consultations; students' self-assessment of achieved learning outcomes; peer assessment of the implementation and quality of the teaching process during classes; written exam grades.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course	2	
Seminar	Seminar assignments	2	
Week 2			
Lectures	Gifted students in inclusive education	2	
Seminar	Examples of good practice in working with scientifically gifted students in Croatia	2	
Week 3			
Lectures	Theoretical models of giftedness	2	
Seminar	Brain and learning – neuroscience and giftedness	2	
Week 4			
Lectures	Characteristics of scientifically gifted and talented students Scales for assessing potential giftedness	2	
Seminar	Development of scientific giftedness through enriched instructional activities	2	
Week 5			
Lectures	Identification of potential giftedness in the natural sciences field	2	
Seminar	Socio-emotional support for gifted children and their parents	2	
Week 6			
Lectures	Teaching gifted students: differentiated instruction	2	
Seminar	Acceleration as a form of educational support: advantages and disadvantages	2	
Week 7			
Lectures	Forms of educational support for gifted students	2	
Seminar	Gifted students and anatomy: models, simulations, and experiments	2	
Week 8			
Lectures	Mentorship in working with gifted students	2	
Seminar	School garden as a laboratory for scientifically gifted students: investigating plant growth through experimental work; plants as bioindicators	2	
Week 9			
Lectures	Giftedness through cooperative learning – constructivist context	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Engineering: project-based tasks for scientifically gifted students	2	
Week 10			
Lectures	STEM activities for gifted students: problem-based and project-based learning	2	
Seminar	Application of STEM projects in working with scientifically gifted students	2	
Week 11			
Lectures	Innovative activities in working with scientifically gifted students	2	
Seminar	Fieldwork and research in nature as a form of work with gifted students	2	
Week 12			
Lectures	Excellence Center in Natural Sciences as a model of support and development for gifted students	2	
Seminar	Gifted girls in STEM fields – barriers and fostering talent development	2	
Week 13			
Lectures	Science Festival as a stimulating environment for scientifically gifted students	2	
Seminar	STEM projects as a form of work with scientifically gifted students	2	
Week 14			
Lectures	Opportunities and challenges of applying artificial intelligence in working with scientifically gifted students	2	
Seminar	AI – support for differentiated instruction, risks, and ethical issues	2	
Week 15			
Lectures	Out-of-classroom teaching and the development of scientific giftedness	2	
Seminar	Examples of projects for working with gifted students	2	

Development of Children's Musicality

Course name	**Development of Children's Musicality**		
Course code	SRPOG35	*Year of study*	4.
Course leader	prof. dr. sc. Snježana Dobrota	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarise students with the development of children's musical abilities.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course and successful completion of the examination, students will be able to: - Interpret the developmental stages of children's musical abilities. - Evaluate the development of children's musical abilities. - Explain the importance of music-psychological knowledge for music pedagogy. - Conduct research on children's musical abilities.		
Course content	1. Perception and experiencing of music. 2. Development of musical abilities in early and preschool-aged children. 3. Theories on the structure of musical abilities. 4. Assessment of musical abilities. 5. Musical activities and cognitive development in early and preschool-aged children. 6. Musical activities and psychomotor development in early and preschool-aged children. 7. Musical activities and socio-emotional development in early and preschool-aged children. 8. Musical preferences of early and preschool-aged children.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Participate in the teaching process: lectures 75%, seminars 75%. 2. Act in accordance with ethical and academic principles in higher education. 3. Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes. 4. Prepare and present a seminar paper according to predefined criteria. 5. Pass the written examination (two successfully completed mid-term tests are considered equivalent to the written examination) and achieve a minimum of 50% accuracy in the examination/mid-term tests. 6. Obtain information about missed classes during the lecturer's consultation hours or from fellow students.		

<table>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">1. Written examination / two successfully completed mid-term tests – 50%
2. Preparation and presentation of a seminar paper in accordance with the lecturer’s guidelines – 30%
3. Success in completing individual and group tasks – 10%
4. Class participation and activity – 10%
The criteria for the assessment and grading of individual components are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Dobrota, S., & Sodina, D. (2025). Mjesto i uloga glazbenih aktivnosti za cjelovit razvoj djeteta rane i predškolske dobi – perspektiva odgojitelja predškolske djece. Nova prisutnost: časopis za intelektualna i duhovna pitanja, 23(1), 141-153. https://doi.org/10.31192/np.23.1.9</td><td>0</td><td>Yes</td></tr>
<tr><td>Nikolić, L. (2021). Ritamske aktivnosti: poticaj za razvoj djeteta. Metodički ogledi: časopis za filozofiju odgoja, 28(2), 193-220. https://doi.org/10.21464/mo.28.2.5</td><td>0</td><td>Yes</td></tr>
<tr><td>Nikolić, L., & Ruškan, S. (2022). Utjecaj glazbenoga obrazovanja na socijalno-emocionalni razvoj djeteta. Diacovensia: teološki prilozi, 30(1), 129-149. https://doi.org/10.31823/d.30.1.7</td><td>0</td><td>Yes</td></tr>
<tr><td>Nikolić, L. (2018). Utjecaj glazbe na opći razvoj djeteta. Napredak, 159, 139-158.</td><td>0</td><td>Yes</td></tr>
<tr><td>Dobrota, S. i Reić Ercegovac, I. (2016), Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija. Split: Filozofski fakultet</td><td>0</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Lu, Y., Shi, L., & Music, A. F. (2025). Effects of music training on executive functions in preschool children aged 3–6 years: Systematic review and meta-analysis. Frontiers in Psychology, 15. https://doi.org/10.3389/fpsyg.2024.1522962
2. Dobrota, S., Škoko, P., & Kalenić, Ž. (2024). Stavovi roditelja o važnosti glazbeno poticajne sredine za cjeloviti razvoj djece jasličke dobi. Metodički ogledi: časopis za filozofiju odgoja, 31(1), 175-193. https://doi.org/10.21464/mo.31.1.6
3. Selmani, T. A. (2024). The influence of music on the development of a child: Perspectives on the influence of music on child development. EIKI Journal of Effective Teaching Methods, 2(1). https://doi.org/10.59652/jetm.v2i1.162.
4. Juslin, Patrik N, Sloboda, John A. (eds.). (2010). Hanbook of Music and Emotion. Theory, Research, Applications. Oxford: Oxford University Press</td></tr>
</table>

	5. McPherson, Gary E. (2006). The Child as Musician: A Handbook of Musical Development. Oxford: Oxford University Press 6. Rojko, Pavel. (1981). Testiranje u muzici. Zagreb: Muzikološki zavod Muzičke akademije
Quality assurance methods	1. Class attendance, active participation in classes, and success in completing assigned tasks. 2. University-level student survey on the quality of teaching and academic staff. 3. Passing the examination and fulfilling other syllabus-required obligations. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Peer assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Perception and experiencing of music. Development of musical abilities in early and preschool-aged children.	5	P8
Week 2			
Lectures	Theories on the structure of musical abilities. Assessment of musical abilities.	5	P8
Week 3			
Lectures	Musical activities and cognitive development in early and preschool-aged children. Musical activities and psychomotor development in early and preschool-aged children. Musical activities and socio-emotional development in early and preschool-aged children. Musical preferences of early and preschool-aged children.	5	P8
Week 4			
Seminar	Presentation of a seminar topic.	5	P8
Week 5			
Seminar	Presentation of a seminar topic.	5	P8
Week 6			
Seminar	Presentation of a seminar topic.	5	P8

Regional Geography of Croatia

Course name	**Regional Geography of Croatia**		
Course code	VUU326	*Year of study*	4.
Course leader	prof. dr. sc. Nikola Glamuzina	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	Introduction to the main geographical features of Croatia, principles and methods of regionaliSation and the regional structure of Croatia. Training students to understand the regional diversity and structure of Croatia. Acquiring basic knowledge about individual regions.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - Interpret material from general geography and the geography of Croatia. - Evaluate scientific and professional geographical literature. - Explain the origin and developmental characteristics of individual natural and social elements on the Earth's surface.		
Course content	Introduction to the course Croatia – basic statistical data, geographical location and position, main geographical features Formation of the modern borders of the Republic of Croatia Regional structure of Croatia – historical, natural and modern regions Peripannonian region – Zagreb urban region, northern part Peripannonian region – eastern part Peripannonian region – southern part Pannonian region Mountain region Northern coast: Istria Northern coast: Kvarner Southern coast: northern Dalmatia Southern coast: central Dalmatia Southern coast: southern Dalmatia Final discussion		
Types of teaching	☒ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations	Pass the written exam (or two midterm exams) and achieve 60% of the total number of points. Pass the oral exam. Obtain information about missed classes during the teacher's office hours and from other students.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☐ Participation in class

Assessment and evaluation of student work	During the exam period, students take a written and oral exam. Two midterm exams are organized during the semester, through which students can take the entire course material in written form. The condition for taking the second midterm exam is to have passed the first midterm exam. The criteria for evaluating and grading individual elements are described in the course repository. In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed with regard to the achievement of the following elements: 1. written exam or successfully passed two midterm exams (a positive grade from both midterm exams is equivalent to a passed written exam) – 70% 2. oral exam – 30%		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Borovac, I. (ur.) (2002.), Veliki atlas Hrvatske, Mozaik knjiga, Zagreb	1	University Library, City Library
Supplementary literature	Fuerst-Bjeliš, B. (1996), Pristup definiciji prostornog pojma tradicionalne regije, u: Pepeonik, Z. (ur.), Zbornik radova 1. hrvatskog geografskog kongresa, Geografija u funkciji razvoja Hrvatske, Hrvatsko geografsko društvo, Zagreb, str. 326-330 Boban, Lj. (1995), Hrvatske granice 1918.-1993., Školska knjiga, Zagreb Cvitanović, A. (ur.) (1974.), Geografija SR Hrvatske, knj. 1-6, Školska knjiga, Zagreb Glamuzina, N., Fuerst-Bjeliš, B. (2015.), Historijska geografija Hrvatske, Sveučilište u Splitu, Split Rogić, V. (1990.), Regionalna geografija Jugoslavije, knj. 1: Prirodna osnova i historijska geografija, Školska knjiga, Zagreb		
Quality assurance methods	Attendance at classes, consultations, passing the exam and other obligations prescribed by the syllabus.		
Other (in the opinion of the proponent)	None.		

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course	2	P22
Week 2			
Lectures	Croatia – basic statistical data, geographical location and position, main geographical features	2	P22
Week 3			
Lectures	Formation of the modern borders of the Republic of Croatia	2	P22
Week 4			
Lectures	Regional structure of Croatia – historical, natural and modern regions	2	P22

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 5			
Lectures	Peripannonian region – Zagreb urban region, northern part	2	P22
Week 6			
Lectures	Peripannonian region – eastern part	2	P22
Week 7			
Lectures	Peripannonian region – southern part	2	P22
Week 8			
Lectures	Pannonian region	2	P22
Week 9			
Lectures	Mountain region	2	P22
Week 10			
Lectures	Northern coast: Istria	2	P22
Week 11			
Lectures	Northern coast: Kvarner	2	P22
Week 12			
Lectures	Southern coast: northern Dalmatia	2	P22
Week 13			
Lectures	Southern coast: central Dalmatia	2	P22
Week 14			
Lectures	Southern coast: southern Dalmatia	2	P22
Week 15			
Lectures	Final discussion	2	P22

Children's Literature in English

Course name	**Children's Literature in English**		
Course code	VUU003	*Year of study*	4.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates	dr. sc. Ana Sarić	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarise students with representative works and authors of children's literature in English, as well as with basic concepts of literary theory and history, with special emphasis on English-speaking countries. In addition, the course aims to develop the ability to understand and interpret literary texts, particularly in the context of teaching English in the lower grades of primary school.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - develop the ability to understand literary texts - interpret literary texts - develop the ability to critically evaluate literary texts - competently present a literary text from the corpus of children's literature		
Course content	LECTURE: Introduction. Children's literature and its role in the overall development of the child (intellectual, emotional, moral, social). A brief historical overview of the development of children's literature, especially in English-speaking countries. Oral tradition, myths, legends, fairy tales. Representative authors and works. SEMINAR: Study and interpretation of selected texts from the classics of children's literature (fairy tales by the Brothers Grimm, H. C. Andersen, Lewis Carroll, Mark Twain, Robert Louis Stevenson, A. A. Milne, Oscar Wilde, C. S. Lewis, etc.) and their applicability in the teaching of various school subjects, particularly English, in the lower grades of primary school.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: 80% attendance at lectures and 80% attendance at seminars. Students are required to attend classes regularly and to complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged for the course. They are required to prepare and present a seminar paper in accordance with the previously defined criteria, as well as to pass the written examination (the equivalent of the written examination is passing two midterm tests) and achieve a minimum of 60% accuracy on the examination/midterm tests.		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☒ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the student's obligations, the final grade in the course is determined on the basis of the following components: Written examination, i.e. successfully passed two midterm tests (a passing grade in both midterm tests is equivalent to the written examination) – 60% Preparation and presentation of a seminar paper – 30% Activity in class, participation in discussions during classes – 10% The criteria for the assessment and grading of each component are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Humphrey Carpenter and Mary Pritchard, (1984). The Oxford Companion to Children's Literature, Oxford University Press.	1	Yes
	Donna Norton, (2010). Through the Eyes of a Child: An Introduction to Children's Literature (relevant chapters). Pearson.	2	Yes
Supplementary literature	1. Townsend, J. R. (1990). Written for Children, Penguin, Harmondsworth. 2. Iona and Peter Opie (1973). The Oxford Book of Children's Verse, Oxford University Press. 3. Abrams, M. H. (1999). A Glossary of Literary Terms, Cornell University.		
Quality assurance methods	Attendance and participation in classes; performance in completing assigned tasks University-level student survey on the quality of teaching and the course instructor Passed examination and fulfilment of other obligations prescribed in the syllabus Individual consultations Students' self-assessment of the achieved learning outcomes Collaborative evaluation of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to children's literature	1	
Seminar	Introduction to children's literature in the English-speaking world	1	
Week 2			
Lectures	Children's literature and its role in the child's overall development (intellectual, emotional, moral, social).	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	A good story is...	1	
Week 3			
Lectures	Literary elements	1	
Seminar	Main/supporting characters; point of view	1	
Week 4			
Lectures	Literary elements	1	
Seminar	Plot, setting, tone, style	1	
Week 5			
Lectures	Historical overview of the development of children's literature, especially in English-speaking countries	1	
Seminar	Literary genres; seminar paper presentations	1	
Week 6			
Lectures	Classical world. Oral tradition. Aesop's fables	1	
Seminar	Aesop's fables; seminar paper presentations	1	
Week 7			
Lectures	Myths, legends (Middle Ages)	1	
Seminar	Myths, legends (comparison with the Croatian oral tradition; development of intercultural communicative competence)	1	
Week 8			
Lectures	Fairy tales (Brothers Grimm, H. C. Andersen)	1	
Seminar	Analysis and interpretation of a fairy tale (Cinderella)	1	
Week 9			
Lectures	Renaissance world, Orbis sensualium pictus	1	
Week 10			
Seminar	ABC poems; seminar paper presentations	1	
Week 11			
Lectures	18th and early 19th Century, John Newbery	1	
Seminar	Seminar paper presentations	1	
Week 12			
Lectures	The Victorians: Golden Age, Lewis Carroll, Mark Twain, R. L. Stevenson	1	
Seminar	The Wonderful Wizard of Oz; seminar paper presentations	1	
Week 13			
Lectures	20th Century, C. S. Lewis, E. B. White	1	
Seminar	A. A. Milne; seminar paper presentations	1	
Week 14			
Lectures	20th Century, J. R. R. Tolkien	1	
Seminar	The Lord of the Rings	1	
Week 15			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Recapitulation; reflection on the role of literature in early language teaching	1	
Seminar	The educational dimension of children's literature	1	

English Language Learning at an Early School Age

Course name	**English Language Learning at an Early School Age**		
Course code	VUU164	*Year of study*	4.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the basic postulates related to early EFL, with a special emphasis on the current Croatian educational context and the role of Croatian as L1		
Enrolment requirements	None.		
Learning outcomes	Upon successful completion of this course, students will be able to: 1. define the fundamental postulates of the contemporary theories of (foreign) language learning and teaching at an early school age 2. explain the role of the mother tongue (L1) in the process of early EFL teaching and learning 3. explain the differences between the processes of language acquisition and language learning 4. explain the benefits of early EFL learning 5. explain the differences and characteristics of FL learning and teaching with young learners, teenagers and adults 6. relate the basic characteristics of young language learners with the appropriate EFL teaching and learning methods and techniques with respect to the four language skills, grammar, vocabulary, L1 use, story-telling, topic-based learning, task-based learning and the role of L1 (Croatian) culture in the process of early EFL		
Course content	1.The most common misunderstandings and basic empirical truths about foreign (English) language learning and teaching at an early school age 2. Seminar assignments and guidelines concerning the performance of students' oral presentations of seminar papers (the most common misunderstandings and basic empirical truths about foreign (English) language learning and teaching at an early school age 3. Benefits of early (E)FL learning 4. Benefits of early (E)FL learning 5. Piaget and early FL learning theories 6. "Younger and older learners" 7. Vygotsky and early FL learning theories 8. "Children learning English as a FL" 9. Mother tongue and early FL learning 10. "Code-Switching in the Young Learner Classroom" 11. Vocabulary learning 12. "Young learners: how do they remember vocabulary?" 13. Grammar learning 14. "Should we teach children grammar?" 15. Developing literacy in EFL 16. "To write or not to write in the first grade- that is the question!" 17. The role of stories in early EFL teaching		

<table>
<tr><td></td><td colspan="4">18. "Learners´own cultural identity in early EFL"
19. Topic-based teaching and learning
20. "The teacher´s role: what is its significance in early LL?“
21. Extralinguistic context in early EFL
22. "Out-of-school factors - the home"
23. End-of-term exam
24. Analysis of the end-of-term exam results and student evaluation</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td colspan="2">☐ Fieldwork
☐ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Participate in the teaching process: lectures 80%, seminars 80%.
Behave in accordance with ethical and scientific principles in higher education teaching.
Participate in and complete teaching and extracurricular activities that enable the acquisition of learning outcomes provided for by the course. Prepare and present a seminar paper according to pre-established criteria.
Pass the written exam (a passed end-of-term exam is equivalent to the written exam) and achieve a minimum of 50% accuracy on the exam/end-of-term exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the students' obligations, the final grade for the course is formed based on the achievement of the following elements:
Written exam, or a successfully passed end-of-term exam – 50%
Prepared and presented seminar paper in accordance with the teacher's instructions – 40%
Class activity, participation in discussions during lectures and seminars – 10%
Evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge: Cambridge University Press.</td><td colspan="2">2</td><td></td></tr>
<tr><td></td><td>Bland (2015). Teaching English to young learners: critical issues in language teaching with 3-12 year olds. Bloomsbury Academic. (odabrana poglavlja)</td><td colspan="2">1</td><td>Yes</td></tr>
<tr><td></td><td>Harmer, J. (2015). The practice of English language teaching. Pearson. (odabrana poglavlja)</td><td colspan="2">1</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Enver, J. (2011). Early Language Learning in Europe. British Council</td></tr>
</table>

	Garton, S. I Copland, F. (2019). The Routledge Handbook of Teaching English to Young Learners. Routledge. (odabrana poglavlja) Lightbown, P. M. I Spada, N. (2013). How Languages are learned (4. izdanje). Oxford: Oxford University Press. Vilke, M. I Vrhovac, Y. (ur.) (2001). Children and Foreign Languages III. Zagreb: Faculty of Humanities and Social Sciences, University of Zagreb.
Quality assurance methods	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - fulfillment of obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - peer assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	The most common misconceptions and basic empirical truths about early foreign (English) language learning	1	
Seminar	Allocation of seminar assignments and agreement on student presentations of seminar papers; the most common misconceptions and basic empirical truths about early foreign (English) language learning	1	
Week 2			
Lectures	Advantages of early foreign language learning	1	
Seminar	Advantages of early foreign language learning	1	
Week 3			
Lectures	Piaget and theories of foreign language learning at an early school age	1	
Seminar	"Younger and older learners“	1	
Week 4			
Lectures	Vygotsky and theories of foreign language learning at an early school age	1	
Seminar	„Children learning English as a FL“	1	
Week 5			
Lectures	The mother tongue and early foreign language learning	1	
Seminar	„Code-Switching in the Young Learner Classroom“	1	
Week 6			
Lectures	Vocabulary learning	1	
Seminar	„Young learners: how do they remember vocabulary?“	1	
Week 7			
Lectures	Grammar learning	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	"Should we teach children grammar?"	1	
Week 8			
Lectures	Early literacy in English as a foreign language	1	
Seminar	„To write or not to write in the first grade – that is the question!“	1	
Week 9			
Lectures	The role of stories in the process of learning English at an early school age	1	
Seminar	„Learners´own cultural identity in early EFL“	1	
Week 10			
Lectures	Topic-based teaching and learning	1	
Seminar	„The teacher´s role: what is its significance in early LL?“	1	
Week 11			
Lectures	Extralinguistic context in early English language learning	1	
Seminar	„Out-of-school factors – the home“	1	
Week 12			
Lectures	Recapitulation and final coverage of course content	1	
Seminar	Recapitulation and final coverage of course content	1	
Week 13			
Lectures	Consolidation and revision of the content covered	1	
Seminar	Consolidation and revision of the content covered	1	
Week 14			
Lectures	Midterm exam	1	
Seminar	Midterm exam	1	
Week 15			
Lectures	Analysis of midterm exam results and student evaluation	1	
Seminar	Analysis of midterm exam results and student evaluation	1	

Kinesiological Recreation

Course name	**Kinesiological Recreation**		
Course code		*Year of study*	4.
Course leader	doc. dr. sc. Damir Jurko	*ECTS credits*	0.0
Associates		*Number of hours (L / S / E / P)*	0 / 0 / 30 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To motivate students to participate continuously in sports and physical activities and to acquire competences for designing and implementing individual transformation programmes of recreational exercise. To motivate students for continuous participation in sports and physical activities and to acquire competences in the creation and implementation of individual transformation programs of recreational exercise.		
Enrolment requirements	None. There are none.		
Learning outcomes	Upon completion of the course, the student will be able to: - Use correct race-walking techniques - Recognise the technical structure of step aerobics - Apply basic Pilates techniques - Use correct badminton techniques - Prepare a mountain tour and a hiking trip - Self-evaluate the importance and role of physical activity for improving health status - Use proper sports walking techniques - Recognize the technical structure of step aerobics - Apply basic pilates techniques - Use proper badminton techniques - Prepare a hiking tour and hiking trip - Self-evaluate the importance and role of physical activity for the benefit of improving health status		
Course content	Race walking Step aerobics Pilates. Corrective gymnastics for students with spinal deformities. Badminton. Excursions: mountain tours and hiking trips. Sports walking Step aerobics Pilates. Corrective gymnastics for students with spinal deformities. Badminton. Excursions: mountain tours and hiking trips.		
Types of teaching	☐ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☒ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	

<table>
<tr><td>Student obligations</td><td colspan="3">- participate in the teaching process
- behave in accordance with ethical and academic principles in higher education teaching
- participate in and complete teaching activities that enable the achievement of the learning outcomes envisaged for the course
- participate in the teaching process
- behave in accordance with ethical and scientific principles in higher education
- participate in and carry out teaching activities that enable the acquisition of learning outcomes foreseen by the course</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">While attending the course Kinesiological Recreation, students will assess their own initial and final status in psychomotor and functional abilities, and at the end of the course a group evaluation of the importance and effectiveness of physical recreation in promoting a healthy lifestyle will be carried out.
While attending the Kinesiological Recreation course, the student will assess their own initial and final state of psychomotor and functional abilities, and at the end of the course, a group evaluation of the importance and effectiveness of physical recreation in promoting a healthy lifestyle will be conducted.
Evaluation
Points (%)
No grade.</td></tr>
<tr><td rowspan="2">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>D.Jurko, D.Čular, M.Badrić, G.Sporiš (2015). Osnove kineziologije</td><td></td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Zenić Sekulić, N. (2015.). Elementi kineziološke rekreacije, Kineziološka rekreacija, slobodno vrijeme i društveni utjecaj, Kineziološki fakultet Split Andrijašević, M. (2010). Kineziološka rekreacija. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu
Andrijašević, M., Jurakić, D (ur) (2011). Sportska rekreacija u funkciji unapređenja zdravlja. Zagreb: Kineziološki fakultet Badminton u školi (2000). Badminton u školi. Hrvatski badmintonski savez.
Hrestak, D. Janković (2008.). Sportski penjač-priručnik Hrvatski planinarski savez</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Student evaluation and peer evaluation. Class attendance, activity in exercises, performance
in completing assignments. Individual consultations. Collaborative evaluation of the delivery and quality of the teaching process.
Student evaluation and peer evaluation. Class attendance, activity in exercises, success in completing assignments. Individual consultations. Collaborative assessment of the implementation and quality of the teaching process.</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Applied kinesiology exercises	Introduction to the course content and student obligations.	2	
Week 2			
Applied kinesiology exercises	Different forms of movement. Acquiring the correct technique.	2	
Week 3			
Applied kinesiology exercises	Aerobics technique.	2	
Week 4			
Applied kinesiology exercises	Aerobics exercises.	2	
Week 5			
Applied kinesiology exercises	Different techniques for performing Pilates exercises.	2	
Week 6			
Applied kinesiology exercises	Pilates exercises with props.	2	
Week 7			
Applied kinesiology exercises	Technique of performing corrective gymnastics exercises.	2	
Week 8			
Applied kinesiology exercises	Various corrective exercises for the spine and exercises during pregnancy.	2	
Week 9			
Applied kinesiology exercises	Badminton rules and technique.	2	
Week 10			
Applied kinesiology exercises	Badminton tournament.	2	
Week 11			
Applied kinesiology exercises	Mountaineering safety protocols and climbing techniques.	2	
Week 12			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Applied kinesiology exercises	Mountain tour.	2	
Week 13			
Applied kinesiology exercises	Mountain tour.	2	
Week 14			
Applied kinesiology exercises	Walking tour – excursion.	2	
Week 15			
Applied kinesiology exercises	Walking tour – excursion.	2	

Methodological Practice 2

Course name	**Methodological Practice 2**		
Course code	VUU208	*Year of study*	4.
Course leader	izv. prof. dr. sc. Ivana Odža	*ECTS credits*	1.0
Associates		*Number of hours (L / S / E / P)*	0 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to train students to analyze, assess and evaluate the quality of the teaching process in primary education.		
Enrolment requirements	-		
Learning outcomes	Upon completion of the course, the student will be able to: - analyze the implementation of the teaching process in different subjects - analyze the implementation of the teaching process in different subjects in accordance with the learning outcomes of the implementation curricula - propose activities within the school curriculum - analyze group dynamics and the quality of the teaching atmosphere and propose improvements - propose learning material in accordance with the individual characteristics of students in the classroom - analyze the work styles of teachers - analyze and evaluate the consistency of educational outcomes, used teaching methods, strategies and social forms of work in the direct teaching process and the process of evaluating student achievements - analyze and evaluate the used teaching methods, strategies and social forms of work in the direct teaching process - analyze and evaluate the elements and processes of evaluating student achievements in the teaching process of different subjects - participate with the teacher in various forms of cooperation with parents and propose topics and methods of communication and cooperation.		
Course content	1. subject curricula and implementation programs in primary education 2. planning, organization and implementation of the teaching process based on subject curricula and constructive alignment 3. school curriculum and extracurricular activities 4. harmonization of educational outcomes at the subject level with cross-curricular topics 5. teaching strategies, methods and social forms of work in planning and implementing the teaching process 6. classroom atmosphere and environment 7. teacher work styles 8. individualization of the teaching process 9. teaching process for children with special needs 10. monitoring, checking and assessing student achievements 11. class hour 12. cooperation with parents in the educational context		

<table>
<tr><td>Types of teaching</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">The course Methodological Practice 2 is implemented in the direct educational process so that, according to the defined learning outcomes, the student analyzes, interprets and evaluates the main elements of the educational process in primary education and suggests possible solutions. In accordance with the learning outcomes and course content, the student's obligations are:
1. participate in the teaching process in the educational institution 100% (a detailed plan and workflow are listed in the course repository)
2. behave in accordance with ethical and professional principles in the educational institution
3. create a diary of monitoring educational work.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam
☒ Portfolio</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the student's obligations, the course does not have a final grade, but the student exercises the right to a signature based on the achievement of the following elements:
1. signed confirmation of completion of all prescribed obligations at school
2. submitted monitoring log.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Kurikulum nastavnog predmeta Likovna kultura za osnovne škole i Likovna umjetnost za gimnazije (2019.), Zagreb, Ministarstvo znanosti i obrazovanja Republike Hrvatske.</td><td></td><td>online</td></tr>
<tr><td>Kurikulum nastavnog predmeta Tjelesna i zdravstvena kultura za osnovne i srednje škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja Republike Hrvatske.</td><td></td><td>online</td></tr>
<tr><td>Kurikulum nastavnog predmeta Priroda i društvo za osnovne škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja Republike Hrvatske.</td><td></td><td>online</td></tr>
<tr><td>Kurikulum nastavnog predmeta Glazbena kultura za osnovne škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja.</td><td></td><td>online</td></tr>
<tr><td>Kurikulum nastavnog predmeta Hrvatski jezik i književnost za osnovne i srednje škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja Republike Hrvatske.</td><td></td><td>online</td></tr>
</table>

	Kurikulum nastavnog predmeta Matematika za osnovne škole (2019.), Zagreb, Ministarstvo znanosti i obrazovanja.		online
	Kurikulum međupredmetne teme Građanski odgoj i obrazovanje za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		online
	Kurikulum međupredmetne teme Uporaba informacijske i komunikacijske tehnologije za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		online
	Kurikulum međupredmetne teme Održivi razvoj za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		online
	Kurikulum međupredmetne teme Osobni i socijalni razvoj za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		online
	Kurikulum međupredmetne teme Poduzetništvo za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		online
	Kurikulum međupredmetne teme Učiti kako učiti za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		online
	Kurikulum međupredmetne teme Zdravlje za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		online
Supplementary literature	Kurikulum nastavnog predmeta Informatika za osnovne škole i gimnazije (2019), Zagreb Ministarstvo znanosti i obrazovanja. Kurikulum za nastavni predmet Engleski jezik za osnovne škole i gimnazije u Republici Hrvatskoj (2019), Zagreb Ministarstvo znanosti i obrazovanja.		
Quality assurance methods	1. success in completing tasks prescribed by the course syllabus 2. class attendance, class activity, success in completing tasks 3. student survey on the quality of teaching and teachers at the university level 4. individual consultations 5. self-assessment of achieved learning outcomes by students 6. collaborative assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Methodological exercises	Introduction to subject curricula and implementation programs in primary education.	2	Training classroom
Week 2			
Methodological exercises	Meeting with the school's professional service and the regulations within the educational institution.	2	Training classroom
Week 3			
Methodological exercises	Introduction to planning, organization and implementation of the teaching process.	2	Training classroom
Week 4			
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 5			
Methodological exercises	Monitoring the classroom hours and work with students with special needs.	2	Training classroom
Week 6			
Methodological exercises	Analysis of cooperation with parents.	2	Training classroom
Week 7			
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 8			
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 9			
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 10			
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 11			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 12			
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 13			
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 14			
Methodological exercises	Monitoring the teaching process. Introduction to teaching strategies, methods and social forms of work in planning and implementing the teaching process. Monitoring the classroom atmosphere, teaching styles and student evaluation.	2	Training classroom
Week 15			
Methodological exercises	Critical review of the overall monitoring of the teaching process.	2	Training classroom

Didactics of Music 2

Course name	**Didactics of Music 2**		
Course code	VUU128	*Year of study*	4.
Course leader	prof. dr. sc. Snježana Dobrota	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 15 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to familiarise students with children's musical creativity and the fundamentals of the psychology of music, as well as to prepare them for the practical implementation of musical activities in schools and the preparation of seminar papers at university level.		
Enrolment requirements	A prerequisite for enrolment in the course is the successful completion of the course Didactics of Music I.		
Learning outcomes	Upon completion of the course, students will be able to: - Recognise the importance of music-psychological knowledge in the design of musical activities. - Define the fundamental terms of the psychology of music. - Interpret the structure of musical abilities. - Conduct tests of musical preferences. - Explain methods for assessing musical abilities. - Apply the acquired knowledge in the independent implementation of musical activities in schools. - Independently prepare and present a seminar paper.		
Course content	1. Theories of creativity. 2. Musical creativity in primary education – imitation of sounds. 3. Musical creativity in primary education – inventing lyrics and their rhythmic adaptation. 4. Musical creativity in primary education – creating rhythmic accompaniment for songs and rhythmic units independent of text. 5. Musical creativity in primary education – melodic improvisation. 6. Musical creativity in primary education – lesson planning. 7. Introduction to the psychology of music. 8. Defining musical abilities. 9. The development of musical abilities. 10. Stable and developmental musical abilities. 11. Factors influencing the development of musical abilities. 12. Tests for measuring musical abilities. 13. The Primary Measures of Music Audiation test. 14. The structure of musical abilities. 15. The importance of music-psychological research for music education.		
Types of teaching	☒ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	

<table>
<tr><td>Student obligations</td><td colspan="3">1. Attend and participate in the teaching process: lectures 75%, seminars 75%, and practical classes 90%.
2. Conduct themselves in accordance with ethical and academic principles in higher education teaching.
3. Participate in and complete curricular and extracurricular (individual and group) activities that enable the achievement of the learning outcomes specified for the course.
4. Prepare and present a seminar paper according to predefined criteria.
5. Prepare and deliver a lesson in school practice.
6. Pass the written examination (two successfully completed mid-term tests are considered equivalent to the written examination) and achieve a minimum of 50% accuracy in the examination/mid-term tests.
7. Obtain information regarding missed classes during the lecturer’s consultation hours and through communication with fellow students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☒ Delivering a lesson</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">1. Written examination / two successfully completed mid-term tests – 50%
2. Preparation and presentation of a seminar paper in accordance with the lecturer’s guidelines – 20%
3. Successful preparation and delivery of a lesson in school practice – 20%
4. Class participation and activity – 10%
The criteria for the assessment and grading of individual components are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Dobrota, Snježana; Reić Ercegovac, Ina (2016). Zašto volimo ono što slušamo: Glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija. Filozofski fakultet Svečilišta u Splitu</td><td>5</td><td></td></tr>
<tr><td></td><td>Volk, Therese M. (1998). Music, Education and Multiculturalism. Foundations and Principles. New York, Oxford: Oxford University Press</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Njirić, Nikša. (1994). Pjevanka: priručnik za učitelje s metodičkim uputama za nastavu glazbene kulture u prvom, drugom i trećem razredu osnovne škole,. Zagreb: Školska knjiga.
2. Njirić, Nikša. (2001). Put do glazbe. Zagreb: Školska knjiga.
3. Juslin, Patrik N, Sloboda, John A. (eds.). (2010). Hanbook of Music and Emotion. Theory, Research, Applications. Oxford: Oxford University Press
4. McPherson, Gary E.; Welch, Graham F. (eds.). (2012). The Oxford Handbook of Music Education. Volume 1. Oxford: Oxford University Press</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">1. Class attendance, active participation in classes, and success in completing assigned tasks.</td></tr>
</table>

	2. Student survey on the quality of teaching and instructors at the university level. 3. Passing the examination and fulfilling other syllabus-required obligations. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Peer assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Theories of creativity.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Mentor's demonstration lesson.	1	Faculty training classroom
Week 2			
Lectures	Musical creativity in primary education – imitation of sounds.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Mentor's demonstration lesson.	1	Faculty training classroom
Week 3			
Lectures	Musical creativity in primary education – inventing lyrics and their rhythmic adaptation.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 4			
Lectures	Musical creativity in primary education – creating rhythmic accompaniment for songs and rhythmic units independent of text.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 5			
Lectures	Musical creativity in primary education – melodic improvisation.	1	P8
Seminar	Presentation of a seminar topic.	1	P8

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 6			
Lectures	Musical creativity in primary education – lesson planning.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 7			
Lectures	Introduction to the psychology of music.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 8			
Lectures	Defining musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 9			
Lectures	The development of musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 10			
Lectures	Stable and developmental musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 11			
Lectures	Factors influencing the development of musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 12			
Lectures	Tests for measuring musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 13			
Lectures	The Primary Measures of Music Audiation test.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 14			
Lectures	The structure of musical abilities.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom
Week 15			
Lectures	The importance of music-psychological research for music education.	1	P8
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student trial lecture.	1	Faculty training classroom

Didactics of the Croatian Language 1

Course name	**Didactics of the Croatian Language 1**		
Course code	VUU047	*Year of study*	4.
Course leader	izv. prof. dr. sc. Ivana Odža	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim od the course is familiarisation with basic properties of teaching the Croatian language as well as critical thinking, planning and preparing primary writing and reading of the Croatian language, speaking and writing expression, literature and media culture by applying contemporary cognisance of teaching methods of linguistic and literary guidance and education.		
Enrolment requirements	Conditions for admission to the course: Croatian Language 1 & 2, Language Culture, Literature for Youth, Croatian Children Literature audited. Entry competences: Advanced knowledge level of the Croatian standard language, knowledge of the children's literature, and basic knowledge in terms of literary theory.		
Learning outcomes	The student shall be able to: - compare traditional and modern teaching of the Croatian language and literature; - discern intra- and inter-subject correlations; - explain theoretical basis for teaching initial reading and writing, classes of the Croatian language, spoken and written expression and literature: - employ principles, teaching methods and classroom techniques and aids in teaching beginners' reading and writing of the Croatian language, linguistic expression, literature and media coverage. - plan class period of beginners' reading and writing, Croatian language, spoken and written expression, literature and media and culture; - work out a methodical specimen for the selected teaching unit; - present to fellow-students the teaching unit planned out; - break down the planned out teaching units of beginners' reading and writing, Croatian language, spoken and written expression, literature and media culture; - assess the planned teaching units of beginners' reading and writing, Croatian language, spoken and written expression, literature and media and culture.		
Course content	New educational paradigms in the context of contemporary social changes. Comprehensive curriculum reform. Methodics within the system of sciences with a special reference to the teaching method of the Croatian language. Purpose, objectives and assignments of the classes of Croatian, linguistic expression, literature and media and culture. Principles of teaching the Croatian language. Methodical approaches and systems in teaching Croatian. Teaching beginners' reading and writing. Primers and letter designing. School interpretation of literary text. Literary interests of students and their motivation.		

<table>
<tr><td></td><td colspan="3">Methods of making grammatical notions and orthographic rules familiar to junior students.
Classes of the Croatian orthography.
Particularities of teaching linguistic expression. Style and composition drill.
Approaches to teaching of writing.
Making corrections to students' written assignments.
Evaluating and marking of students' essays.
Culture and media (visit to the theater or other local cultural institutions).
Follow-up and assessment of teaching activities.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Regular attendance at lectures (75%) and seminars (75%).
2. Participate in and complete in-class and out-of-class activities which enable the acquisition of course outcomes.
3. Students must produce present their seminar papers.
4. Pass an oral exam (or an equivalent of 2 oral tests).
5. Conduct themselves in line with ethical and scientific principles of higher education.
6. Complete individual and group tasks in a timely manner and to the best of their ability.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam
☒ Individual and group assignments</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements:
1. a passing grade in an oral exam, i.e. two oral tests (a positive grade in both tests is equivalent to the written examination) – 50%
2. written and presented seminar paper in line with the course teacher's instructions – 20%
3. successful fulfilment of individual and group tasks – 20%
4. activity in class, participation in discussions during class and seminars, success in solving individual and group tasks – 10% Two oral exams are taken during the semester. Both exams passed exempt the student from the oral exam. If the student does not pass both exams, he/she will take the exam in its entirety. The final grade is based on all the criteria listed. The exams are conducted during classes, in accordance with the dynamics of the implementation of the implementation plan, and upon completion of individual parts of the class. The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Budinski, V. (2019). Početno čitanje i pisanje na hrvatskom jeziku. Alfa.</td><td>2</td><td>No</td></tr>
</table>

	Listeš, S. i Belina-Grubišić, L. (2016). Kompetencijski pristup u nastavi Hrvatskoga jezika. Agencija za odgoj i obrazovanje.	6	No
	Musa, Š., Šošić, M. i Tokić, M. (2015). Uvod u metodiku, interpretaciju i recepciju književnosti. Sveučilište u Zadru.	1	No
	Rosandić, D. (2005). Metodika književnoga odgoja. Školska knjiga.	5	No
	Težak, S. (1996). Teorija i praksa nastave hrvatskoga jezika 1. Školska knjiga.	5	No
	Visinko, K. (2014). Čitanje – poučavanje i učenje. Školska knjiga.	8	No
	Ministarstvo znanosti i obrazovanja. (2019). Kurikulum nastavnog predmeta Hrvatski jezik za osnovne škole i gimnazije.	0	Yes
Supplementary literature	Aladrović Slovaček, K. (2019). Od usvajanja do učenja hrvatskoga jezika. Zagreb. Bežen, A. (2005). Metodički pristup početnom čitanju i pisanju na hrvatskom jeziku: Priručnik za učiteljice/učitelje uz početnicu „Prvi koraci“. Zagreb. Čudina-Obradović, M. (2000). Kad kraljevna piše kraljeviću. Zagreb. Gabelica, M., & Težak, D. (2017). Kreativni pristup lektiri. Zagreb. Lazzarich, M. (2017). Metodika hrvatskoga jezika u razrednoj nastavi. Rijeka. Nemeth-Jajić, J. (2018). Hrvatski jezik u nastavi: metodičke rasprave i ogledi. Split. Nemeth-Jajić, J., i Dvornik, D. (2008). Igrokaz u razrednoj nastavi. Hrvatski, 1, 97–111. Pavličević-Franić, D. (2005). Komunikacijom do gramatike. Zagreb. Peti-Stantić, A., i Velički, V. (2008). Jezične igre za velike i male. Zagreb. Posokhova, I. (Ur.). (2000). Kako pomoći djetetu s teškoćama u čitanju i pisanju. Lekenik. Slavić, D. (2011). Peljar za tumače: Književnost u nastavi. Zagreb. Šabić, A. G. (1991). Učenik i lirika. Zagreb. Zalar, D. (2002). Poezija u zrcalu nastave. Zagreb. Udžbenici i priručnici za učitelje. Hrvatski, časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture		
Quality assurance methods	- evaluations of students by carrying out anonymous surveys; - students' success in producing and presenting seminar papers, and at the exam; - attendance at lectures and seminars, active participation and completion of in-class and out-of-class activities; - successfully passed exam and successfully fulfilled other requirements which enable the acquisition of course outcomes; - collaborative assessment of implementation and quality of the teaching and learning process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	New educational paradigms in the context of contemporary social changes. Comprehensive curriculum reform. Methodics within the system of sciences with a special reference to the teaching method of the Croatian language.	2	
Seminar	Determining the rules for conducting the seminar. Distribution of seminar topics.	2	
Week 2			
Lectures	Purpose, objectives and assignments of the classes of Croatian, linguistic expression, literature and media and culture.	2	
Seminar	Curriculum and Bloom's Taxonomy on the Example of Teaching Croatian Language.	2	
Week 3			
Lectures	Principles of teaching the Croatian language. Methodical approaches and systems in teaching Croatian.	2	
Seminar	Principles of teaching the Croatian language.	2	
Week 4			
Lectures	Teaching beginners' reading and writing. Primers and letter designing.	2	
Seminar	Textbooks and reading books of the Croatian language.	2	
Week 5			
Lectures	Methods of making grammatical notions and orthographic rules familiar to junior students. Classes of the Croatian orthography.	2	
Seminar	Beginners' reading and writing (preparatory period).	2	
Week 6			
Lectures	Particularities of teaching linguistic expression. Style and composition drill. Approaches to teaching of writing.	2	
Seminar	Teaching beginners' reading and writing (formal and handwritten letter).	2	
Week 7			
Lectures	1st preliminary exam.	2	
Seminar	Teaching the Croatian language. Teaching the Croatian ortography.	2	
Week 8			
Lectures	Literary interests of students and their motivation. School interpretation of literary text.	2	
Seminar	Teaching linguistic expression.	2	
Week 9			
Lectures	Teaching of mandatory reading in the context of creativity and a problem-based, creative methodological system.	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Interpretive reading.	2	
Week 10			
Lectures	The subject area of culture and media.	2	
Seminar	Literature teaching.	2	
Week 11			
Lectures	Subject area culture and media (going to a theater performance).	2	
Seminar	Culture and media teaching (analysis of a theatre performance).	2	
Week 12			
Lectures	Evaluation in Croatian language teaching.	2	
Seminar	Media literacy.	2	
Week 13			
Lectures	Evaluating and marking of students’ essays. Descriptors.	2	
Seminar	Project-based teaching.	2	
Week 14			
Lectures	Critical thinking.	2	
Seminar	Critical thinking.	2	
Week 15			
Lectures	2nd preliminary exam.	2	
Seminar	Systematization of acquired outcomes. Review of students' seminar presentations.	2	

Didactics of Art 2

Course name	**Didactics of Art 2**		
Course code	VUU130	*Year of study*	4.
Course leader	izv. prof. dr. sc. Dubravka Kuščević	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	0 / 30 / 15 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the latest professional and methodological insights in the field of visual arts education and to prepare them for the successful delivery of art teaching at both theoretical and practical levels.		
Enrolment requirements	Completed course: DIDACTICS OF ART 1		
Learning outcomes	Upon completion of the course, students will be able to: - Participate in the analysis of the content of the subject Visual Arts Education from both a professional and methodological perspective. - Recognize the integrative (correlational) approach in planning and delivering Visual Arts Education lessons. - Plan and design a teaching programme for Visual Arts Education. - Understand the structure of a Visual Arts lesson and successfully design and develop individual teaching units within the curriculum. - Plan contemporary Visual Arts Education teaching. - Independently prepare and present a seminar paper in the field of Didactics of Art.		
Course content	Introduction to and analysis of the curriculum of the subject Visual Arts Education. Attendance at model lessons delivered by mentor teachers. Participation in simulated teaching sessions conducted by students in schools. Participation in public teaching sessions conducted by students in schools. Evaluation and self-evaluation of delivered lessons in the teaching practice classroom (training school).		
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Attend and participate in the teaching process: seminars (minimum 75%) and practical classes (minimum 90%). 2. Act in accordance with ethical and academic principles in higher education. 3. Participate in and complete curricular and extracurricular activities (both individual and group) that contribute to the achievement of the course learning outcomes. 4. Prepare and present a seminar paper in accordance with predefined criteria. 5. Prepare and deliver a teaching lesson in school.		

<table>
<tr><td></td><td colspan="3">6. Obtain information regarding missed classes during the instructor's consultation hours and through discussions with fellow students.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☐ Group assignment (GIK)</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">1. Seminar paper prepared and presented in accordance with the instructor's guidelines – 60%
2. Successfully prepared and delivered teaching lesson in school – 40%
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Kuščević, D., Brajčić, M., Vejić, D. (2011). Etnografska baština i nastava likovne kulture. U: A. Balić Šimrak (ur.), Umjetničko djelo u likovnom odgoju i obrazovanju. Zbornik umjetničko znanstvenih skupova 2009.-2011. (str. 74- 85). Zagreb: ECNSI Europski centar za sustavna i napredna istraživanja. https://metodikalikovnekulture.weebly.com/uploads/2/3/9/9/23990305/zbornik-umjetnicko_djelo_u_likovnom_odgoju_i_obrazovanju.pdf</td><td>1</td><td></td></tr>
<tr><td>Kuščević, D., Tomaš, S., Mornar, I. (2015). Primjena sustava Moodle u metodici nastave likovne kulture. U A. Jakir (ur.), Sveučilište u profesionalnom usavršavanju učitelja u osnovnoj školi, Deveti dani osnovne škole Splitsko- dalmatinske županije. Zbornik radova Prema kvalitetnoj školi (str. 89-97). Split: Filozofski fakultet, Sveučilište u Splitu.</td><td>4</td><td></td></tr>
<tr><td>Brajčić M., Kuščević (2016.). Dijete i likovna umjetnost – doživljaj likovnog djela, Split: Filozofski fakultet.</td><td>10</td><td></td></tr>
<tr><td>Ježić, I. (2022). Likovni poticaji i izazovi: Metodika likovne kulture za rad s djecom s teškoćama. Zagreb: Školska knjiga.</td><td>1</td><td></td></tr>
<tr><td>5. Petrač, L. (2015.). Dijete i likovno umjetničko djelo, Alfa.</td><td>2</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Lesandrić, M. (2022). Primjena alternativnih pedagoških pristupa u nastavi likovne kulture: na primjeru Montessori pedagogije. U A. Radočaj-Jerković, M. Milinović (ur.), 3. međunarodni znanstveni i umjetnički simpozij o pedagogiji u umjetnosti: Inovativne metode poučavanja u umjetničkom području (str. 149–165). Osijek: Akademija za umjetnost i kulturu Sveučilišta J. J. Strossmayera u Osijeku i Hrvatska akademija znanosti i umjetnosti, Zavod za znanstveni i umjetnički rad u Osijeku</td></tr>
</table>

	Kuščević, D. (2015). Kulturna Baština - poticatelj dječjeg razvoja (likovni aspekt), Školski vjesnik - časopis za pedagoška i školska pitanja, 3(64), 479-491. Brajčić, M. i Kuščević D. (2023). Hrvatska kulturna baština u interakciji i kontekstu održivog razvoja: Implementacija u odgoj i obrazovanje. Metodički ogledi - časopis za filozofiju odgoja Hrvatskog filozofskog društva. 30(1), 199-221. https://doi.org/10.21464/mo.30.1.9 Kuščević, D. (2016). Likovne preferencije učenika mlađeg školskog uzrasta s obzirom na sociodemografske značajke i učiteljsku procjenu dječjih sposobnosti, Školski vjesnik časopis za pedagoška i školska pitanja, 65 (tematski broj), 219 – 232. Kuščević, D., Ćosić, M. i Mišurac, I. (2020). Samoprocjena učiteljica o razini povezivanja likovnih i matematičkih sadržaja u nižim razredima osnovne škole. Magistra Iadertina, 15(1), 23-40. Tomljenović, Z. (2016). Nastavne metode kao čimbenik kvalitete u nastavi likovne kulture. Školski vjesnik, 65 (Tematski broj), 261-273. Preuzeto s https://hrcak.srce.hr/160183 Tacol, T. (2003.). Uspješno poučavanje likovnog odgoja prema suvremenoj metodi rada, Napredak, časopis za pedagogijsku teoriju i praksu, 144 (1), 81-92. Huzjak, M. (2011). Osjećaji, razum i umjetničko djelo. U Balić, Šimrak, A. (ur.),Umjetničko djelo u likovnom odgoju i obrazovanju, (str 86-96). Učiteljski fakultet, Zagreb. Huzjak, M. (2016.). Utjecaj međupredmetnog povezivanja na uspješnost učenika pri poučavanju likovne kulture. Hrvatski časopis za odgoj i obrazovanje, 18 (Sp.Ed.2), 85-109. Huzjak, M. (2005.). Odgoj, misao i smisao Pogled na odgoj kroz prizmu teorije umjetnosti. Metodički ogledi, 12 (2).
Quality assurance methods	1. Class attendance, participation in class activities, and successful completion of assigned tasks. 2. Student evaluation surveys on the quality of teaching and instructors conducted at the university level. 3. Successful completion of the examination and fulfilment of other course requirements specified in the syllabus. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	The role of Visual Arts Education in fostering pupils' creative expression in primary classroom teaching	2	P 5
Methodological exercises	Structure of an Art Education Lesson	1	P 20
Week 2			
Seminar	Cross-curricular integration of Visual Arts Education with other subjects in primary classroom teaching	2	P 5

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Structure of an Art Education Lesson	1	P 20
Week 3			
Seminar	Identification and fostering of visually gifted children	2	P 5
Methodological exercises	Structure of an Art Education Lesson	1	P 20
Week 4			
Seminar	Kitsch in Visual Arts Education: aesthetic-educational and methodological aspects.	2	P 5
Methodological exercises	Structure of an Art Education Lesson	1	P 20
Week 5			
Seminar	Emotions in Visual Arts Education as a stimulus for pupils' visual expression	2	P 5
Methodological exercises	Structure of an Art Education Lesson	1	P 20
Week 6			
Seminar	Artificial Intelligence as a tool in Visual Arts Education, opportunities and limitations	2	P 5
Methodological exercises	Structure of an Art Education Lesson	1	P 20
Week 7			
Seminar	Contemporary artistic creation as a topic for an art project in primary school	2	P 5
Methodological exercises	Structure of an Art Education Lesson	1	P 20
Week 8			
Seminar	Disruption of children's artistic creativity: causes and pedagogical implications	2	P 5
Methodological exercises	Structure of an Art Education Lesson	1	P 20
Week 9			
Seminar	Cultural heritage as a source of inspiration for pupils' artistic expression	2	P 5
Methodological exercises	Structure of an Art Education Lesson - Mentor Demonstration Lessons	1	Faculty training classroom
Week 10			
Seminar	Computer graphics in Visual Arts Education in the lower grades of primary school	2	P 5
Methodological exercises	Structure of an Art Education Lesson - Mentor Demonstration Lessons	1	Faculty training classroom
Week 11			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Development and presentation of the annual Visual Arts Education curriculum – student presentations	2	P 5
Methodological exercises	Structure of an Art Education Lesson – Grade Level – Student Teachers	1	Faculty training classroom
Week 12			
Seminar	Development and presentation of the annual Visual Arts Education curriculum – student presentations	2	P 5
Methodological exercises	Structure of an Art Education Lesson – Grade Level – Student Teachers	1	Faculty training classroom
Week 13			
Seminar	Development and presentation of the annual Visual Arts Education curriculum – student presentations	2	P 5
Methodological exercises	Structure of an Art Education Lesson – Grade Level – Student Teachers	1	Faculty training classroom
Week 14			
Seminar	Development and presentation of the annual Visual Arts Education curriculum – student presentations	2	P 5
Methodological exercises	Structure of an Art Education Lesson – Grade Level – Student Teachers	1	Faculty training classroom
Week 15			
Seminar	Evaluation and reflection on lessons delivered during teaching practice	2	P 5
Methodological exercises	Structure of an Art Education Lesson – Grade Level – Student Teachers	1	Faculty training classroom

Didactics of Mathematics 2

Course name	**Didactics of Mathematics 2**		
Course code	VUU131	*Year of study*	4.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	5.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	0 / 30 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to reflect, plan and prepare mathematics lessons in a quality and creative manner in primary school by applying modern knowledge of mathematics methodology.		
Enrolment requirements	A prerequisite for enrolling in the course Mathematics Teaching Methods 2 is having completed (signed) the course Mathematics Teaching Methods 1. Students must have basic mathematical literacy.		
Learning outcomes	Upon completion of the course, students will be able to: - recognize the mathematics content for primary school that is included in the Mathematics curriculum; - plan and prepare regular, supplementary and additional mathematics classes; - monitor, evaluate and assess one's own work and the work of students; - be critical of one's own work and the work of colleagues; - develop independence, the ability to work in a team, creativity and critical thinking; - develop a love and interest in mathematics; - apply modern strategies in teaching mathematics; - improve the natural environment in which initial mathematics teaching is carried out.		
Course content	SEMINARS: - Mathematics content for primary school - Preparing mathematics for the school year - Correlation of mathematics content with the content of other subjects - Written preparation for teaching mathematics - Games in mathematics teaching - Mathematical concepts in elementary mathematics teaching - Types and specifics of mathematical tasks - Methods of solving mathematical tasks - Extracurricular mathematics teaching - Educational potential of mathematics teaching EXERCISES: - Simulated Mathematics Teaching Lectures – 1th Grade - Simulated Mathematics Teaching Lectures – 2nd Grade - Simulated Mathematics Teaching Lectures – 3rd Grade - Simulated Mathematics Teaching Lectures – 4th Grade - Visits to schools and practice rooms - Model lectures by mentors with analysis - Individual lectures by students in schools		

<table>
<tr><td>Types of teaching</td><td colspan="2">☐ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td>☒ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">- participate in the teaching process: seminars 80%, exercises 80%
- participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes stipulated by the course (creating an operational program, writing outcomes, tasks, teaching sheets and similar teaching materials, and analyzing the lessons attended)
- prepare and present a seminar paper that includes written preparation for two mathematics lessons
- hold at least one simulated mathematics lesson in front of students
- attend four lessons of the mentor in the practice room and hold one independent lesson with students
- adhere to the time frames required for carrying out course activities
- complete individual and group tasks in a timely and high-quality manner
- actively and constructively participate in classes
- obtain information about classes that have been missed
- behave in accordance with ethical and scientific principles in higher education</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Individual and group assignments</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project
☒ Activity in the training classroom</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the course learning outcomes and student obligations, the final grade for the course is formed based on the achievement of the following elements:
1. seminar paper prepared and presented in accordance with the teacher's instructions - 50%
2. success in solving individual and group tasks - 20%
3. active participation in classes in the practice room - 15%
4. activity in classes, participation in discussions during classes - 15%
The criteria for evaluating and grading individual elements are described in the course repository
Continuous assessment
Evaluation elements
Seminar paper
Individual and group assignments
Activity in the training classroom
Activity in class</td></tr>
<tr><td rowspan="2">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Mathematics textbooks in primary school</td><td>20</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3"></td></tr>
</table>

Quality assurance methods	- class attendance, class activity, success in completing assignments - student survey on the quality of teaching and teachers at the university level - positively assessed seminar paper and other obligations prescribed by the syllabus fulfilled - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Mathematics teaching content for primary school. Mathematics subject curriculum.	2	
Methodological exercises	Methodology for solving mathematical problems. Creating mathematical problems.	2	
Week 2			
Seminar	Preparing mathematics lessons for the school year.	2	
Methodological exercises	Preparing for a mathematics lesson. Formulating learning outcomes for the lesson.	2	
Week 3			
Seminar	Correlation of mathematics content with the content of other subjects. Extracurricular mathematics teaching. Educational potential of mathematics teaching	2	
Methodological exercises	Games in mathematics teaching	2	
Week 4			
Seminar	Written preparation for teaching a mathematics lesson	2	
Methodological exercises	Preparing for math class	2	
Week 5			
Methodological exercises	Preparing for math class	2	
Seminar	Student seminars - simulated lessons	2	
Week 6			
Methodological exercises	Visits to schools	2	Training classroom
Seminar	Student seminars - simulated lessons	2	
Week 7			
Seminar	Student seminars - simulated lessons	2	
Methodological exercises	lectures by mentor teachers at school with analysis	2	Training classroom
Week 8			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Student seminars - simulated lessons	2	
Methodological exercises	Individual student lessons in the school	2	Training classroom
Week 9			
Seminar	Student seminars - simulated lessons	2	
Methodological exercises	Individual student lessons in the school	2	Training classroom
Week 10			
Seminar	Student seminars - simulated lessons	2	
Methodological exercises	Individual student lessons in the school	2	Training classroom
Week 11			
Seminar	Student seminars - simulated lessons	2	
Methodological exercises	Individual student lessons in the school	2	Training classroom
Week 12			
Seminar	Student seminars - simulated lessons	2	
Methodological exercises	Individual student lessons in the school	2	Training classroom
Week 13			
Seminar	Student seminars - simulated lessons	2	
Methodological exercises	Individual student lessons in the school	2	Training classroom
Week 14			
Seminar	Student seminars - simulated lessons	2	
Methodological exercises	Individual student lessons in the school	2	Training classroom
Week 15			
Seminar	Seminar analysis and concluding remarks	2	
Methodological exercises	Analysis of lessons and concluding remarks	2	Training classroom

Didactics of Science and Society 1

Course name	**Didactics of Science and Society 1**		
Course code	VUU050	*Year of study*	4.
Course leader	doc. dr. sc. Mila Bulić	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to develop students' competencies for planning, organizing, implementing, and evaluating teaching activities in the subject Nature and Society, through the application of contemporary teaching methods, forms of work, and instructional strategies.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: explain the importance of the school subject Nature and Society explain the cognitive processes involved in teaching the subject Nature and Society distinguish between sources of knowledge, teaching materials, and teaching aids used in Nature and Society teaching apply contemporary teaching materials and aids in Nature and Society teaching distinguish between teaching methods and teaching strategies plan Nature and Society lessons prepare a lesson in Nature and Society monitor, evaluate, and assess their own work evaluate the achievement of students' educational outcomes in Nature and Society teaching apply acquired knowledge in teaching practice prepare and present the elaboration of a specific methodological topic		
Course content	1. Objectives and content of the school subject Nature and Society. 2. Definition, structure, tasks, and interdisciplinarity of the methodology of teaching Nature and Society. 3. Development of Nature and Society teaching. 4. The specific characteristics and importance of the school subject Nature and Society. 5. Cognitive processes in Nature and Society teaching. 6. Sources of knowledge in Nature and Society teaching. 7. Teaching aids in Nature and Society teaching. 8. Teaching methods in Nature and Society teaching. 9. Teaching strategies in Nature and Society teaching. 10. Forms of work and their integration in Nature and Society teaching. 11. Extracurricular forms of Nature and Society teaching. 12. Project-based and problem-based teaching in Nature and Society. 13. Evaluation of the achievement of students' educational outcomes in Nature and Society teaching. 14. Planning and preparation of teaching activities in Nature and Society teaching. 15. Implementation and evaluation of teaching activities in Nature and Society teaching.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☒ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Participate in the teaching process: lectures 87%, seminars 87%.
2. Act in accordance with ethical and academic principles in higher education teaching.
3. Participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the learning outcomes prescribed by the course.
4. Prepare a seminar paper in accordance with previously established criteria.
5. Present a seminar paper in accordance with previously established criteria.
6. Pass two midterm exams.
7. Pass the oral examination.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Midterm exams – 20%
Seminar paper (written paper and presentation) – 30%
Final examination – 50%
For students who do not take the midterm exams, the final grade is reduced by the designated 20% (according to the stated criteria). The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Kostović-Vranješ, V. (2015). Metodika nastave predmeta prirodoslovnog područja. Školska knjiga, Zagreb.</td><td>10</td><td></td></tr>
<tr><td></td><td>De Zan, I. (2005): Metodika nastave prirode i društva. Školska knjiga, Zagreb.</td><td>12</td><td></td></tr>
<tr><td></td><td>Matjević, M. I Radovanović, D. (2011): Nastava usmjerena na učenika. Školska knjiga, Zagreb.</td><td>4</td><td></td></tr>
<tr><td></td><td>Jensen, E. (2003): Super-nastava: nastavne strategije za kvalitetnu školu i uspješno učenje. Zagreb: Educa.</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Lučić, K., Matijević, M. (2004): Nastava u kombiniranim odjelima: priručnik za učiteljice i učitelje. Školska knjiga, Zagreb.
Borić, E., Borić Letica I. (2019). Metodički pristupi nastavi. FOOZOS
Rustempašić, S. M. (2018). Problemsko učenje. Sarajevo: Pedagoški fakultet.
Rustempašić, S. M. (2020). Projektna nastava bazirana na ishodima učenja. Sarajevo: Pedagoški fakultet.
Bulić, M. i sur. (2023). Priroda i društvo uz BUBO u 1. razredu osnovne škole – Priručnik za poučavanje i učenje,Hrvatsko biološko društvo,</td></tr>
</table>

	Zagreb. Bulić, M. i sur. (2023). Priroda i društvo uz BUBO u 2. razredu osnovne škole – Priručnik za poučavanje i učenje, Hrvatsko biološko društvo, Zagreb. Bulić, M. i sur. (2023). Priroda i društvo uz BUBO u 3. razredu osnovne škole – Priručnik za poučavanje i učenje, Hrvatsko biološko društvo, Zagreb. Bulić, M., Ćaleta, A., radanović, I. (2023). Učenje otkrivanjem u izvanučioničkoj nastavi Prirode i društva. Educatio biologiae, (9.), 66-73. Buvinić, J., Majstorović, M. (2024). Organizacija izvanučioničke nastave - priručnik za učitelje i učiteljice razredne nastave, Školska knjiga, zagreb. Jurjević Jovanović, I., Rukljač, I., & Viher, J. (2020). Vrednovanje u razrednoj nastavi: Priručnik za učitelje razredne nastave. Zagreb: Školska knjiga. Skok, P. (2002): Izvanučionička nastava. Pedagoški servis, Zagreb. Kyriacou, C. (1997): Temeljna nastavna umijeća: metodički priručnik za uspješno poučavanje i učenje. Educa, Zagreb.
Quality assurance methods	-class attendance, participation in class, and successful completion of assignments -student evaluation survey on the quality of teaching and teaching staff at the university level -passed examination and fulfillment of other obligations prescribed by the syllabus -individual consultations -students' self-assessment of achieved learning outcomes -peer evaluation of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Objectives and content of the school subject Nature and Society	2	
Seminar	Introduction to the seminar paper	2	
Week 2			
Lectures	Definition, structure, tasks, and interdisciplinarity of the methodology of teaching Nature and Society.	2	
Seminar	Seminar teaching is linked to lectures through the treatment of related topics, analysis of examples, and the extension of course content.	2	
Week 3			
Lectures	Development of Nature and Society teaching.	2	
Seminar	Structure and educational learning outcomes of the school subject Nature and Society.	2	
Week 4			
Lectures	Specific characteristics and importance of the school subject Nature and Society.	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	The World Around Us, The Individual and Society, Changes and Relationships, Energy – concepts of the school subject Nature and Society.	2	
Week 5			
Lectures	Cognition in Nature and Society teaching.	2	
Seminar	Forms of cognition in Nature and Society teaching.	2	
Week 6			
Lectures	Sources of knowledge in Nature and Society teaching.	2	
Seminar	Authentic reality, cultural heritage, and digital/computer-based sources – sources of knowledge in Nature and Society teaching.	2	
Week 7			
Lectures	Teaching aids in Nature and Society teaching.	2	
Seminar	Use of ICT in Nature and Society teaching. Use of artificial intelligence in Nature and Society teaching.	2	
Week 8			
Lectures	Teaching methods in Nature and Society teaching.	2	
Seminar	Presentation of sources of knowledge in Nature and Society teaching through the application of various methods.	2	
Week 9			
Lectures	Teaching strategies in Nature and Society teaching.	2	
Seminar	Research-based approach in Nature and Society teaching Structured and guided inquiry in Nature and Society teaching	2	
Week 10			
Lectures	Forms of work and their integration in Nature and Society teaching.	2	
Seminar	Organization of work in cooperative groups in Nature and Society teaching Cooperative learning	2	
Week 11			
Lectures	Outdoor and field-based teaching in Nature and Society	2	
Seminar	Teaching Nature and Society in the immediate school environment, outdoor classroom Organization of out-of-classroom teaching	2	
Week 12			
Lectures	Project-based and problem-based teaching in Nature and Society.	2	
Seminar	Examples of the implementation of school projects.	2	
Week 13			
Lectures	Evaluation of the achievement of students' educational outcomes in Nature and Society teaching.	2	
Seminar	Formative and summative assessment in Nature and Society teaching.	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 14			
Lectures	Planning and preparation of teaching activities in Nature and Society teaching.	2	
Seminar	Written lesson plan.	2	
Week 15			
Lectures	Implementation and evaluation of teaching activities in Nature and Society teaching.	2	
Seminar	Lesson planning and evaluation in the subject Nature and Society.	2	

Instructional Design in E-Learning Systems

Course name	**Instructional Design in E-Learning Systems**		
Course code	VUU17S	*Year of study*	4.
Course leader	izv. prof. dr. sc. Suzana Tomaš	*ECTS credits*	4.0
Associates	Zoa Šimundić	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	The objective is to apply a methodology for designing instructional content for an e-learning system.		
Enrolment requirements	There are no requirements.		
Learning outcomes	Upon completion of the course, the student will be able to: Distinguish the design framework of traditional teaching from teaching through an e-learning system. Analyze teaching content according to instructional design models. Design teaching content in a specific subject area. Develop a model for designing teaching content in an e-learning system.		
Course content	Instructional design. Instructional design models. Phases of instructional design models. Analysis of subject-domain knowledge. Design of subject-domain knowledge. Tools for designing subject-domain knowledge. Development of subject-domain knowledge. E-learning systems for the development of subject-domain knowledge. Implementation and evaluation of subject-domain knowledge. Application of designed instructional content with pupils in primary schools – classroom observation.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, practical exercises 90%. Behave in accordance with ethical and scientific principles in higher education teaching. Participate in and complete curricular and extracurricular individual and group activities that enable the acquisition of the learning outcomes envisaged by the course. Prepare an assignment according to predefined criteria. Pass the written exam and achieve a minimum score of 60%. Pass the practical exam and achieve a minimum score of 80%. Conduct at least one lesson in a classroom, or an equivalent simulated lesson. Obtain information about missed classes during the teacher's consultation hours and from other students.		

<table>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☒ Lesson delivery</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final grade in the course is formed based on the achievement of the following elements:
Written exam – 35%
Success in completing individual and group assignments – 15%
Planning, organizing and delivering a teaching unit – 45%
Class participation – 5%
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>ADDIE Instructional Design Model. Dostupno na: http://www.about-elearning.com/addie-instructional-design-model.html</td><td></td><td>Yes</td></tr>
<tr><td>Ally, M. (2005). Using learning theories to design instruction for mobile learning devices. In: Attwell, J., Savill-Smith, C. (ed.), Mobile learning anytime everywhere Proceedings of the Third World Conference on Mobile Learning, 5–8.</td><td></td><td>Yes</td></tr>
<tr><td>Reigeluth, C. M. (1999). The elaboration theory: Guidance for scope and sequence decisions. In: Reigeluth, C. M. (ed.), Instructional-Design Theories and Models: A New Paradigm of Instructional Theory. (2). New Jersey: Lawrence Erlbaum Associates.</td><td></td><td>Yes</td></tr>
<tr><td>Tomaš S. Oblikovanje nastavnih sadržaja u sustavu e-učenja: Kako oblikovati i implementirati nastavni sadržaj u sustavu e-učenja?, nastavni materijali za studente, neobjavljen priručnik za studente</td><td>10</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Gagnè, R. (1985). The Conditions of Learning and the Theory of Instruction. (4th ed.), New York: Holt, Rinehart and Winston.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Class attendance, class participation, and success in completing assignments.
Student survey evaluating teaching performance at the university level.
Passing the exam and fulfilling other obligations prescribed by the syllabus.
Individual consultations.
Students' self-assessment of achieved learning outcomes.
Peer assessment of the implementation and quality of the teaching process.</td></tr>
</table>

	Application of instructional content in the field of information and communication technology with early primary school pupils – students' success in the exam and practical work at school.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Challenges and opportunities of the digital environment	2	P9
Laboratory exercises	Challenges and opportunities of the digital environment	2	P9
Week 2			
Lectures	Challenges and opportunities of the digital environment	2	P9
Laboratory exercises	Challenges and opportunities of the digital environment	2	P9
Week 3			
Lectures	Instructional design in a digital environment	2	P9
Laboratory exercises	ID - ADDIE model	2	P9
Week 4			
Lectures	Instructional design in a digital environment	2	P9
Week 5			
Laboratory exercises	Preparing a lesson plan according to the ADDIE model	2	P9
Week 6			
Lectures	Learning outcomes and their planning in a digital environment	2	P9
Laboratory exercises	Agreement on learning outcomes and linking them to activities in Moodle	2	P9
Week 7			
Lectures	Gagné's model of instruction	2	P9
Laboratory exercises	Creating teaching topics in Moodle: adding topics by grade	2	P9
Week 8			
Lectures	Creating teaching topics in Moodle: adding topics by grade	2	P9
Laboratory exercises	Moodle: adding blocks (attendance, calendar, course description, book for parents), defining learning outcomes and licences	2	P9
Week 9			
Lectures	Bloom's taxonomy in lesson planning	2	P9
Laboratory exercises	Creating teaching topics in Moodle: the Lesson activity	2	P9
Week 10			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Aligning Bloom's taxonomy with learning outcomes and activities.	2	P9
Laboratory exercises	Moodle: refinement and implementation of the lesson activity.	2	P9
Week 11			
Lectures	ASSURE model	2	P9
Laboratory exercises	Creating teaching topics in Moodle: Quiz.	2	P9
Week 12			
Lectures	MRK model	2	P9
Laboratory exercises	Creating teaching topics in Moodle: H5P and assignment	2	P9
Week 13			
Lectures	Gardner's model and multiple intelligences in teaching	2	P9
Laboratory exercises	Creating teaching topics in Moodle: glossary and game	2	P9
Week 14			
Lectures	The Pedagogical wheel and comparison of instructional design models.	2	P9
Laboratory exercises	Moodle: workshop (collaborative activity), class survey, forum.	2	P9
Week 15			
Lectures	Multiple approaches to understanding. Review.	2	P9
Laboratory exercises	Moodle: badge and certificate (collaborative class activity), workshop and workshop analysis.	2	P9

Tools for Teaching Introductory Programming

Course name	**Tools for Teaching Introductory Programming**		
Course code	VUU322	*Year of study*	5.
Course leader	doc. dr. sc. Lada Maleš izv. prof. dr. sc. Suzana Tomaš	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	The objective of the course is to introduce students to and prepare them for the analysis and application of tools, software platforms, and development environments used in teaching introductory programming. The selection of these resources aligns with the current primary school Computer Science curriculum.		
Enrolment requirements	Successful completion of E-Learning Systems and Distance Learning Systems courses.		
Learning outcomes	Upon completion of the course, students will be able to: - Analyze tools used for teaching introductory programming. - Map the selected tool with core programming concepts. - Design learning tasks using the selected tool. - Integrate the selected tool into instructional content. - Conduct a class.		
Course content	Introduction to tools, software platforms, and development environments for teaching introductory programming. Analysis of selected tools, software platforms, and development environments for teaching introductory programming. Mapping programming concepts to their implementation within the tool. Designing tasks that apply foundational programming language concepts. Implementing primary school educational content using the selected tools. Developing lesson plans for educational content using the selected tool. Student-led open lessons in Computer Science.		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: 80% attendance at lectures and 100% attendance at practical exercises. Adhere to ethical and academic principles in higher education. Participate in and complete curricular and extracurricular (individual and group) activities designed to achieve the course learning outcomes. Complete the assignment according to predefined criteria. Conduct a class. Obtain information about missed classes during the instructor's office hours and from fellow students.		

<table>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☒ Lesson delivery</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the course learning outcomes and student obligations, the final grade is determined based on the achievement of the following components:
- Open lesson conducted 50 %
- Practical exam (programming and application of educational content in selected tools) 50%
The evaluation and grading criteria for each component are outlined in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Maleš, L., Tomaš, S, Course materials available on the course website (faculty intranet and the Moodle LMS https://merlin.srce.hr/)</td><td>0</td><td>Yes</td></tr>
<tr><td>Ozcinar, H., Wong, G., Öztürk, T., (2018), Teaching computational thinking in primary education, IGI Global. DOI: 10.4018/978-1-5225-3200-2</td><td>0</td><td>Yes</td></tr>
<tr><td>Current primary school Computer Science textbooks (Grades 1–4)</td><td>2</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Current Computer Science textbooks for grades 5–7.
Tutorials:
- https://education.lego.com/en-us/lessons/ev3-tutorials
- https://microbit.org/projects/make-it-code-it/
- https://python.microbit.org/v/3
- https://www.kittenbot.cc/blogs/learn
Papadakis, S., Kalogiannakis, M. (2020), Handbook of Research on Tools for Teaching Computational Thinking in P-12 Education, DOI: 10.4018/978-1-7998-4576-8</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- Attendance and participation in class; performance in completing assigned tasks
- University-wide student survey on the quality of teaching and the course instructor
- Passed examination and fulfilment of other obligations prescribed by the syllabus
- Individual consultations
- Students’ self-assessment of the achieved learning outcomes
- Collaborative evaluation of the implementation and quality of the teaching process
- Application of information and communication technology educational content designed within an e-learning system (online instruction)</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Overview of tools, software platforms, and development environments for teaching introductory programming.	2	P9
Laboratory exercises	Review of the Python programming language. Input, output, branching, functions, and string methods.	2	P9
Week 2			
Lectures	Analysis of selected tools, software platforms, and development environments for teaching introductory programming.	2	P9
Laboratory exercises	Review of the Python programming language. Control flow loops and data structures (lists and sets).	2	P9
Week 3			
Lectures	Mapping programming concepts to their implementation within the tool	2	P9
Laboratory exercises	Mapping programming concepts to their implementation within the tool Python - Micro:bit	2	P9
Week 4			
Lectures	Mapping programming concepts to their implementation within the tool	2	P9
Laboratory exercises	Mapping programming concepts to their implementation within the tool Python - Micro:bit	2	P9
Week 5			
Lectures	Designing tasks that apply foundational programming language concepts.	2	P9
Laboratory exercises	Designing tasks that apply foundational programming language concepts. Python - Micro:bit	2	P9
Week 6			
Lectures	Implementing primary school educational content using the tools.	2	P9
Laboratory exercises	Implementing primary school educational content using the tools. Python - Micro:bit	2	P9
Week 7			
Lectures	Implementing primary school educational content using the tools. Python - Micro:bit	2	P9
Laboratory exercises	Implementing primary school educational content using the tools. Python - Micro:bit	2	P9
Week 8			
Lectures	Midterm	2	
Laboratory exercises	Midterm	2	
Week 9			
Lectures	Detailed lesson plan	2	
Laboratory exercises	Detailed lesson plan	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 10			
Lectures	Detailed lesson plan	2	
Laboratory exercises	Detailed lesson plan	2	
Week 11			
Lectures	Detailed lesson plan	2	
Laboratory exercises	Detailed lesson plan	2	
Week 12			
Lectures	Detailed lesson plan	2	
Laboratory exercises	Detailed lesson plan	2	
Week 13			
Lectures	Robotics and Mechanics: Robot assembly, understanding the operation of sensors (touch, color, ultrasonic, gyroscope) and motors. Logical Thinking: Problem-solving through structured tasks. Teamwork: Working in pairs or small groups fosters collaboration and communication. MODI robot kit LEGO Mindstorm	2	
Laboratory exercises	Robotics and Mechanics: Robot assembly, understanding the operation of sensors (touch, color, ultrasonic, gyroscope) and motors. Logical Thinking: Problem-solving through structured tasks. Teamwork: Working in pairs or small groups fosters collaboration and communication. MODI robot kit LEGO Mindstorm	2	
Week 14			
Lectures	Robotics and Mechanics: Robot assembly, understanding the operation of sensors (touch, color, ultrasonic, gyroscope) and motors. Logical Thinking: Problem-solving through structured tasks. Teamwork: Working in pairs or small groups fosters collaboration and communication. MODI robot kit LEGO Mindstorm	2	
Laboratory exercises	Robotics and Mechanics: Robot assembly, understanding the operation of sensors (touch, color, ultrasonic, gyroscope) and motors. Logical Thinking: Problem-solving through structured tasks. Teamwork: Working in pairs or small groups fosters collaboration and communication. MODI robot kit LEGO Mindstorm	2	
Week 15			
Lectures	Workshop - Peer Assessment	2	
Laboratory exercises	Workshop - Peer Assessment	2	

Methodological Practice 3

Course name	**Methodological Practice 3**		
Course code	VUU301	*Year of study*	5.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	1.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	0 / 0 / 15 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to synthesise teachers' instructional practice across all subjects in primary education and to familiarise students with teachers' additional responsibilities and the realities of everyday school life.		
Enrolment requirements	There are no prerequisites.		
Learning outcomes	Upon successful completion of the course, students will be able to: -plan the teaching process based on subject curricula; -evaluate the characteristics and quality of the organisation and implementation of a school subject on the basis of a lesson plan; -propose activities within the context of the school curriculum; -propose possibilities for correlating learning outcomes and educational activities across different subjects, cross-curricular themes, and the school curriculum; -evaluate implemented teaching strategies, methods, and social forms of work and propose alternative approaches for planning and delivering the teaching process in accordance with the learning outcomes of the subject; -interpret approaches and methods used for monitoring, assessing, and grading pupil achievement; -propose processes and elements of individualisation within the teaching process in accordance with pupils' specific abilities and needs; -analyse the characteristics of collaboration with pupils, parents, other teachers, professional support staff, the headteacher, and the local community, and propose appropriate solutions.		
Course content	Planning, organisation, and implementation of the teaching process based on subject curricula Alignment of the school curriculum and extracurricular activities Alignment of subject-specific educational outcomes with cross-curricular themes Teaching strategies, methods, and social forms of work in planning and implementing the teaching process School climate and environment Individualisation of the teaching process The teaching process for pupils with special educational needs Monitoring, assessment, and grading of pupil achievement, including maintaining pupil records Parent consultation sessions Collaboration with the school's professional support services		

<table>
<tr><td>Types of teaching</td><td colspan="2">☐ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">The course Teaching Practice 3 is carried out in a primary school in accordance with the defined learning outcomes. In line with the learning outcomes and course content, students are required to:
-complete 15 hours of teaching observation in a school, of which 10 hours are spent in direct educational work with a mentor teacher in the classroom, while the remaining 5 hours are devoted to other forms of school activities (parent meetings, class or teachers' council meetings, collaboration in the staff room, review of school documentation, and similar activities);
-conduct themselves in accordance with ethical and professional principles within the educational institution;
-prepare a reflective journal documenting all activities in which they participated, including a critical reflection on those activities.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam
☒ Portfolio</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project
☒ Activity at school</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the student's obligations, the course does not carry a final grade. Instead, students obtain course completion certification (signature) upon fulfilling the following requirements:
-a signed confirmation of the completion of all prescribed obligations in the school;
-submission of a complete teaching observation journal.</td></tr>
<tr><td rowspan="4">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Kurikulumi svih nastavnih predmeta (Hrvatski jezik, Matematika, Priroda i društvo, Likovna kultura, Glazbena kultura, Tjelesna i zdravstvena kultura), 2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske</td><td></td><td>Yes – online</td></tr>
<tr><td>Kurikulum međupredmetne teme Građanski odgoj i obrazovanje za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.</td><td></td><td>Yes – online</td></tr>
<tr><td>Kurikulum međupredmetne teme Uporaba informacijske i komunikacijske tehnologije za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.</td><td></td><td>Yes – online</td></tr>
</table>

	Kurikulum međupredmetne teme Održivi razvoj za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		Yes – online
	Kurikulum međupredmetne teme Osobni i socijalni razvoj za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		Yes – online
	Kurikulum međupredmetne teme Poduzetništvo za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		Yes – online
	Kurikulum međupredmetne teme Učiti kako učiti za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske.		Yes – online
	Kurikulum međupredmetne teme Zdravlje za osnovne i srednje škole (2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske		Yes – online
Supplementary literature			
Quality assurance methods	-successful completion of the tasks prescribed by the course syllabus; -critical analysis presented in the student's observation journal; -student evaluation survey on the quality of teaching and lecturers at the university level; -students' self-assessment of achieved learning outcomes; -peer evaluation of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Methodological exercises	Planning the teaching process based on subject curricula.	1	Faculty training classroom
Week 2			
Methodological exercises	Organisation of the teaching process based on subject curricula.	1	Faculty training classroom
Week 3			
Methodological exercises	Implementation of the teaching process based on subject curricula.	1	Faculty training classroom
Week 4			
Methodological exercises	Alignment of the school curriculum and extracurricular activities.	1	Faculty training classroom

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 5			
Methodological exercises	Alignment of subject-specific educational outcomes with cross-curricular themes.	1	Faculty training classroom
Week 6			
Methodological exercises	Teaching strategies in the planning and implementation of the teaching process.	1	Faculty training classroom
Week 7			
Methodological exercises	Teaching methods and social forms of work in the planning and implementation of the teaching process.	1	Faculty training classroom
Week 8			
Methodological exercises	School climate and environment.	1	Faculty training classroom
Week 9			
Methodological exercises	Individualisation of the teaching process.	1	Faculty training classroom
Week 10			
Methodological exercises	The teaching process for pupils with special educational needs.	1	Faculty training classroom
Week 11			
Methodological exercises	Monitoring pupil achievement and maintaining pupil records.	1	Faculty training classroom
Week 12			
Methodological exercises	Assessment of pupil achievement and maintaining pupil records.	1	Faculty training classroom
Week 13			
Methodological exercises	Grading pupil achievement and maintaining pupil records.	1	Faculty training classroom
Week 14			
Methodological exercises	Parent consultation sessions.	1	Faculty training classroom
Week 15			
Methodological exercises	Collaboration with the school's professional support services.	1	Faculty training classroom

Didactics of Music 3

Course name	**Didactics of Music 3**		
Course code	VUU212	*Year of study*	5.
Course leader	prof. dr. sc. Snježana Dobrota	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	0 / 15 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to provide students with practical experience in the implementation of musical activities in schools and to gain insight into contemporary music-pedagogical trends through the study of relevant literature required for the preparation of a seminar paper.		
Enrolment requirements	Successful completion of the course Didactics in Music II.		
Learning outcomes	Upon completion of the course, students will be able to: - Recognise the importance of contemporary music-pedagogical knowledge and trends in designing musical activities. - Apply the acquired knowledge in the independent implementation of musical activities in schools. - Independently prepare and present a seminar paper. - Develop a commitment to lifelong learning and continuous professional development in the field of music education methodology.		
Course content	Presentation of seminar papers (15 hours). Conducting teaching lessons in school practice (30 hours).		
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Regular attendance at classes, preparation and presentation of a seminar, delivery of individual and public lessons in school practice, and visits to cultural and artistic institutions.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☐ Written exam ☒ Delivering a lesson	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	1. Preparation and presentation of a seminar paper in accordance with the lecturer's guidelines – 40% 2. Successful preparation and delivery of a lesson in school practice – 50% 3. Class participation and activity – 10% The criteria for the assessment and grading of individual components are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*

	Dobrota, Snježana. (2012). Uvod u suvremenu glazbenu pedagogiju. Filozofski fakultet Sveučilišta u Splitu	5	
	Dobrota, Snježana; Reić Ercegovac, Ina. (2016). Zašto volimo ono što slušamo: Glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija. Filozofski fakultet Sveučilišta u Splitu	5	
Supplementary literature	1. McPherson, Gary E. (ed.). (2016). The Child as Musician: A Handbook of Musical Development. Oxford: Oxford University Press 2. McPherson, Gary E.; Welch, Graham F. (eds.). (2012). The Oxford Handbook of Music Education. Volume 2. Oxford: Oxford University Press 3. Manasteriotti, Višnja. (1990). Zbornik pjesama i igara za djecu: priručnik muzičkog odgoja. Zagreb: Školska knjiga 4. Golčić, Ivan. (1998). Pjesmarica: za osnovne škole. Zagreb: Hrvatsko književno društvo sv. Jeronima 5. Završki, Josip. (1995). Tratinčice: susreti s glazbom u prva četiri razreda osnovne škole. Zagreb: Školske novine		
Quality assurance methods	1. Class attendance, active participation in classes, and success in completing assigned tasks. 2. University-level student survey on the quality of teaching and academic staff. 3. Passing the examination and fulfilling other syllabus-required obligations. 4. Individual consultations. 5. Student self-assessment of achieved learning outcomes. 6. Peer assessment of the implementation and quality of the teaching process.		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Mentor's demonstration lesson.	2	Faculty training classroom
Week 2			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Mentor's demonstration lesson.	2	Faculty training classroom
Week 3			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 4			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 5			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 6			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 7			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 8			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 9			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 10			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 11			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 12			
Seminar	Presentation of a seminar topic.	1	P8

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 13			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 14			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom
Week 15			
Seminar	Presentation of a seminar topic.	1	P8
Methodological exercises	Student examination lesson.	2	Faculty training classroom

Didactics of the Croatian Language 2

Course name	**Didactics of the Croatian Language 2**		
Course code	VUU129	*Year of study*	5.
Course leader	izv. prof. dr. sc. Ivana Odža	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	0 / 30 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to train students to judge, evaluate, plan, prepare and quality teaching perfomance of initial reading and writing, Croatian language, linguistic expression, literature, and culture and media by applying contemporary insights into the methodology of language and literary education.		
Enrolment requirements	Completed the course Croatian language teaching methods 1. Entry competencies: knowledge of the basic characteristics of teaching beginning reading and writing, Croatian language, spoken and written expression, literature and media and culture.		
Learning outcomes	Upon completion of the course, the student will be able to: - present the selected methodological topic; - comment on the lessons attended in initial reading and writing, Croatian language, linguistic expression, literature and media and culture; - plan a lesson in initial reading and writing, Croatian language, spoken and written expression, literature and media and culture; - create methodological preparation for the selected teaching unit; - conduct a lesson.		
Course content	Planning Croatian language lessons. Croatian language lessons at the beginning of the first grade (preparatory period). Textbooks and manuals for teachers. Encouraging and developing listening and speaking language activities in Croatian language lessons. Encouraging and developing reading and writing language activities in Croatian language lessons. Encouraging student creativity in Croatian language lessons. Key concepts and educational achievements in initial reading and writing (formal and handwritten writing). Key concepts and educational achievements in the teaching area of l iterature. Key concepts and educational achievements in the teaching area of l anguage. Key concepts and educational achievements in the teaching area of l inguistic expression. Key concepts and educational achievements in the teaching area of c ulture and media (visit to the theater or other local cultural institutions). Encouraging a problem-based and creative approach in Croatian language lessons.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☐ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td>☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Regularly attend seminars (75%) and exercises (90%).
2. Prepare and present and critically reflect on the topic of a seminar presentation according to pre-determined criteria.
3. Prepare methodological preparation for the teaching unit and hold a public lesson.
4. Actively participate in seminars and exercises.
5. Behave in accordance with ethical and scientific principles in higher education teaching.
6. Complete individual and group assignments on time and with quality.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Lesson delivery</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes and student obligations, the final grade for the course is formed based on the achievement of the following elements:
1. Active participation of students in seminars and exercises (regularity, critical discussion, solving problems) – 20%;
2. Presentation of the seminar topic and discussion on the selected methodological topic – 30%;
3. Preparation of methodological preparation and held lesson – 50%.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Bežen, A., et al. (2012). Što, zašto, kako u poučavanju hrvatskoga jezika: Metodički praktikum nastave hrvatskoga jezika u nižim razredima osnovne škole. Zagreb.</td><td>5</td><td>No</td></tr>
<tr><td>Pavličević-Franić, D. (2005). Komunikacijom do gramatike. Zagreb.</td><td>2</td><td>No</td></tr>
<tr><td>Visinko, K. (2010). Jezično izražavanje u nastavi hrvatskoga jezika: Pisanje. Zagreb.</td><td>8</td><td>No</td></tr>
<tr><td>Portal Medijska pismenost</td><td>0</td><td>online</td></tr>
<tr><td>Ministarstvo znanosti i obrazovanja (2019). Kurikulum nastavnog predmeta Hrvatski jezik za osnovne škole i gimnazije. Zagreb.</td><td>0</td><td>online</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Diklić, Z., Rosandić, D., Šabić, M., et al. (1990). Dozivi i odzivi lirske pjesme: Metodički priručnik za razrednu nastavu. Z.agreb. Gabelica, M., & Težak, D. (2017). Kreativni pristup lektiri. Zagreb.
Nemeth-Jajić, J. (2007). Udžbenici hrvatskoga jezika u razrednoj nastavi. Split.
Peti-Stantić, A. i Velički, V. (2008). Jezične igre za velike i male. Zagreb.
Pintarić, A. (2008). Umjetničke bajke: teorija, pregled i interpretacije. Osijek.</td></tr>
</table>

	Rosandić, D. (2005). Metodika književnoga odgoja. Zagreb. Težak, S. (1990). Metodika nastave filma. Zagreb. Težak, S. (2002). Metodika nastave filma na općeobrazovnoj razini. Zagreb. Težak, S. (1996). Teorija i praksa nastave hrvatskoga jezika 1. Zagreb. Zalar, D. (2002). Poezija u zrcalu nastave. Zagreb. Udžbenici i priručnici za učitelje. Hrvatski, časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture.
Quality assurance methods	- student evaluation using an anonymous survey; - student success in preparing and performing seminar papers; - class attendance, completing teaching activities, success in completing assignments; - successfully held public class; - collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Introductory class - agreement on the method of performance of the seminar topic. Division of topics.	2	
Methodological exercises	Introductory lesson - agreement on the time and method of conducting the public lesson and on conducting a methodical analysis of the lesson.	2	Training classroom
Week 2			
Seminar	Key concepts and educational achievements in early reading and writing (formal and handwritten writing).	2	
Methodological exercises	Key concepts and educational achievements in initial reading and writing (formal and handwritten letters): determination on the example of a specific teaching unit.	2	Training classroom
Week 3			
Seminar	Key concepts and educational achievements in the teaching area of l iterature and creativity.	2	
Methodological exercises	Key concepts and educational achievements in the teaching area of literature and creativity: determination based on the example of a specific teaching unit.	2	Training classroom
Week 4			
Seminar	Approach to a literary text. Preparation for the interpretation of a literary text.	2	
Methodological exercises	A sample lesson from a mentor teacher in early reading and writing. Methodical analysis of the lesson.	2	Training classroom
Week 5			
Seminar	Approach to a literary text. Preparation for the interpretation of a literary text.	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	A sample lesson by a mentor teacher in the field of literature and creativity. Methodological analysis of the lesson.	2	Training classroom
Week 6			
Seminar	Problem-based teaching using the example of a mandatory reading lesson and a language lesson.	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom
Week 7			
Seminar	Puppet in Croatian language teaching (on the example of outcomes in the field of Croatian language and communication).	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom
Week 8			
Seminar	Encouraging and developing language activities of listening and speaking in Croatian language teaching.	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom
Week 9			
Seminar	Encouraging and developing the language activities of reading and writing in Croatian language teaching.	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom
Week 10			
Seminar	Selected outcomes from the teaching area of c ulture and media using examples of various media content.	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom
Week 11			
Seminar	Tasks in teaching Croatian language.	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom
Week 12			
Seminar	The student as a language researcher – fostering language awareness and research competencies in lower elementary school grades.	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 13			
Seminar	Types of dictation in teaching Croatian language.	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom
Week 14			
Seminar	Textbooks and manuals in teaching Croatian language: a critical analysis.	2	
Methodological exercises	Public lesson in the subject area of literature and creativity/beginning reading and writing. Methodological analysis of the lesson.	2	Training classroom
Week 15			
Seminar	Systematisation of the acquired outcomes. Review of the students' seminar presentations.	2	
Methodological exercises	Public lesson in the subject area of literature and creative writing / early reading and writing. Methodological analysis of the lesson. Students' reflection on the experience of delivering a public lesson.	2	Training classroom

Didactics of Art 3

Course name	**Didactics of Art 3**		
Course code	VUU214	*Year of study*	5.
Course leader	izv. prof. dr. sc. Dubravka Kuščević	*ECTS credits*	4.0
Associates	Petra Lušić	*Number of hours (L / S / E / P)*	0 / 15 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the latest professional and methodological insights in the field of Visual Arts Education and to equip them for the successful delivery of Visual Arts teaching at both theoretical and practical levels.		
Enrolment requirements	Course completed: DIDACTICS OF ART II.		
Learning outcomes	Upon completion of the course, students will be able to: - Recognize the importance of contemporary art-educational knowledge and trends in designing visual arts activities. - Apply acquired knowledge in the independent implementation of visual arts activities in school. - Independently prepare and present a seminar paper. - Develop the skills of a reflective practitioner who continuously evaluates the effects of their own teaching and pupils' achievements in visual arts education. - Develop the ability to evaluate work in the field of implementing visual arts activities in the early years of schooling. - Recognize museums and galleries as places for acquiring diverse visual arts experiences. - Develop a commitment to continuous learning and professional development in the field of Didactics of Art.		
Course content	Seminar topics (key questions and concepts of Didactics of Art) and students' public teaching sessions in school.		
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Attend and participate in the teaching process: seminars (minimum 75%) and practical classes (minimum 90%). 2. Behave in accordance with ethical and academic principles in higher education. 3. Participate in and complete curricular and extracurricular activities (both individual and group) that contribute to the achievement of the course learning outcomes. 4. Prepare and present a seminar paper in accordance with predefined assessment criteria. 5. Prepare and deliver a teaching lesson in school. 6. Obtain information regarding missed classes during the instructor's consultation hours and from fellow students. 7. Visit museums and galleries.		

<table>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☐ Lesson delivery</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">1. Seminar paper prepared and presented in accordance with the instructor's guidelines – 40%
2. Successfully prepared and delivered teaching lesson in school – 60%
The assessment and grading criteria for each component are described in the course repository.</td></tr>
<tr><td rowspan="9">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Kuščević, D., Brajčić, M., Mijaljica, M. (2024) Računalna grafika-novi medij vizualno likovnog odgoja i obrazovanja. U S. Filipović (ur), Umjetnost i obrazovanje (str. 352-366). Novi Sad: Akademija umjetnosti u Novom Sadu. https://akademija.uns.ac.rs/wp-content/uploads/2024/12/Zbornik-radova-ARTnEDU-25.12.2024.pdf</td><td>0</td><td>Yes</td></tr>
<tr><td>Huzjak, M. (2013). Metoda analitičkoga promatranja u razvoju dječjega crteža. Croatian Journal of Education, 15 (Sp.Ed.1), 81-98. https://hrcak.srce.hr/106515</td><td>3</td><td>Yes</td></tr>
<tr><td>Bilić, V., Balić Šimrak, A. i Kiseljak, V. (2012). Nevizualni poticaji za dječje likovno izražavanje i razvoj emocionalne pismenosti. Dijete, vrtić, obitelj, 18 (68), 2-5. https://hrcak.srce.hr/123991</td><td>4</td><td>Yes</td></tr>
<tr><td>Huzjak, M. I Županić Benić, M. (2017). Mjerenje kreativnosti u metodici likovne kulture. Croatian Journal of Education, 19 (Sp.Ed.3), 43-59.</td><td>0</td><td>Yes</td></tr>
<tr><td>Duh, M. I Zupančič, T. (2011). Metoda estetskog transfera – opis specifične likovno-didaktičke metode. Croatian Journal of Education, 13 (1), 42-75.</td><td>0</td><td>Yes</td></tr>
<tr><td>Županić Benić, M. (2018). Samorefleksije studenata učiteljskog studija o praktičnoj izvedbi nastave likovne kulture. Nova prisutnost, XVI (1), 117-130.</td><td>0</td><td>Yes</td></tr>
<tr><td>Herzog, J. I Duh, M. (2013). Primjeri primjene suvremene prakse u umjetnosti u kurikulumu vizualne umjetnosti u osnovnoj školi. Croatian Journal of Education, 15 (Sp.Ed.1), 55-69.</td><td>0</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Kuščević, D. (2015). Kulturna Baština-poticatelj dječjeg razvoja (likovni aspekt), Školski vjesnik - časopis za pedagoška i školska pitanja, 3(64), 479-491.</td></tr>
</table>

	Županić Benić, M. (2017). Povezanost zadovoljstva nastavom metodike likovne kulture s nekim aspektima obveza studenata i organizacije nastave. Nova prisutnost, XV (2), 231-245. https://doi.org/10.31192/np.15.2.4 Županić Benić, M. (2016). Uloga a/r/tografije u istraživanjima umjetničkog područja. Školski vjesnik, 65 (1), 151-163. Preuzeto s https://hrcak.srce.hr/177332 Huzjak, M. (2010). Obrazovanje na distancu i e-učenje u likovnoj kulturi. Metodika, 11 (20), 8-22. Županić Benić, M. i Balić-Šimrak, A. (2018). Propitivanje metodologija istraživanja u umjetničkom području u svjetlu odnosa umjetnika kao pojedinca i društva. Metodički ogledi, 25 (1), 47-62. Preuzeto s https://hrcak.srce.hr/217455 Kuščević, D., Mišurac, I., Brajčić, M. (2013). Pripremljenost učitelja razredne nastave za rad s učenicima s poteškoćama, implikacije u nastavi likovne kulture i matematike. U M. Nikolić (ur.), Unapređenje kvalitete života djece i mladih (str. 633 -644). Tuzla: Edukacijsko-rehabilitacijski fakultet univerziteta u Tuzli, Udruženje za podršku i kreativni razvoj djece i mladih. Brajčić, M., Kuščević, D. (2015). Odgajanje mladih kroz umjetnost. U D. Težak, (ur.), Poučavanje umjetnosti u 21.stoljeću (str. 300-318). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.
Quality assurance methods	1. Class attendance, participation in class activities, and successful completion of assigned tasks. 2. Student evaluation surveys on the quality of teaching and instructors conducted at the university level. 3. Successful completion of the examination and fulfilment of other course requirements specified in the syllabus. 4. Individual consultations. 5. Students' self-assessment of achieved learning outcomes. 6. Evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Child and Visual Arts - experience of an artwork	1	P 23
Methodological exercises	Mentor Demonstration Lessons	2	Faculty training classroom
Week 2			
Seminar	Designing creative games to encourage communication with works of art	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 3			
Seminar	Non-visual stimuli in Visual Arts Education	1	P 23

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 4			
Seminar	Visual-artistic compositional stimuli in Visual Arts Education.	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 5			
Seminar	Land art in Visual Arts Education – theoretical foundations and creative design of practice	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 6			
Seminar	Types of pupils in Visual Arts Education	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 7			
Methodological exercises	Museum programmes for children – analysis of visual arts education practice in Croatia	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 8			
Seminar	Art programmes for children in museums worldwide – educational role and examples of practice	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 9			
Methodological exercises	The method of aesthetic transfer in Visual Arts Education	1	Classroom 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 10			
Seminar	Cross-curricular theme - personal and social development and Visual Arts Education	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 11			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Cross-curricular theme - sustainable development and Visual Arts Education	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 12			
Seminar	Cross-curricular theme - health and Visual Arts Education	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 13			
Seminar	Cross-curricular theme – Civil Education and Visual Arts Education	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 14			
Seminar	Cross-curricular theme – Entrepreneurship and Visual Arts Education	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom
Week 15			
Seminar	Evaluation and reflection on lessons delivered during teaching practice	1	P 23
Methodological exercises	Student Teaching Examination Lesson	2	Faculty training classroom

Didactics of Mathematics 3

Course name	**Didactics of Mathematics 3**		
Course code	VUU215	*Year of study*	5.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	5.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	0 / 15 / 45 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The goal of the course is to train students to successfully plan and implement a mathematics lesson during the classroom period, and to develop successful teaching skills at a theoretical and practical level.		
Enrolment requirements	Prerequisites for enrolling in the course Mathematics Teaching Methods 3 are passing the courses Mathematics Teaching Methods 1 and Mathematics Teaching Methods 2. Students must have basic mathematical literacy.		
Learning outcomes	Upon completion of the course, students will be able to: - plan and prepare a mathematics lesson - write a quality written preparation for a mathematics lesson - apply contemporary teaching guidelines - critically analyze their own teaching and that of their colleagues - critically analyze mathematical content in textbooks - compare and analyze different mathematics lessons - evaluate teaching work		
Course content	SEMINARS: - Introduction and division of the seminar - Methodical processing of the most important mathematical topics from the 1st grade - Methodical processing of the most important mathematical topics from the 2nd grade - Methodical processing of the most important mathematical topics from the 3rd grade - Methodical processing of the most important mathematical topics from the 4th grade - Mathematics in integrated teaching - Analysis of mathematics textbooks for the 1st grade - Analysis of mathematics textbooks for the 2nd grade - Analysis of mathematics textbooks for the 3rd grade - Analysis of mathematics textbooks for the 4th grade EXERCISES: - Public lessons for students in mathematics - Analyzes of students' public classes in mathematics		
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision ☒ School	

<table>
<tr><td>Student obligations</td><td colspan="3">- participate in the teaching process: seminars 80%, exercises 100%
- prepare and present a seminar paper according to pre-determined criteria (analysis of school textbooks)
- regularly attend and actively participate in classes in the practice room (critically observe mathematics lessons and analyze them, participate in supplementary and additional mathematics lessons)
- plan, organize and implement a mathematics teaching unit (if the first lesson is graded negatively, the lesson can be repeated once)
- create a work diary
- adhere to the time frames required for performing course activities
- actively and constructively participate in classes
- cooperate with mentors and respect the rules of conduct and house rules of the practice room
- inform yourself about classes you have missed
- behave in accordance with ethical and scientific principles in higher education teaching</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam
☒ Lesson delivery</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project
☒ Activity in the training classroom</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class
☒ Monitoring journal</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements:
1. seminar paper prepared and presented in accordance with the teacher's instructions - 30%
2. successfully completed and positively assessed class in the lab - 50%
3. active participation in classes in the lab - 15%
4. activity in classes, participation in discussions during classes - 5%
The criteria for evaluating and grading individual elements are described in the course repository
Evaluation
Points (%)
Seminar paper
Lesson delivery
Activity in the training classroom
Activity in class</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Mathematics textbooks in primary school</td><td>20</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3"></td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- class attendance, class activity, success in completing assignments
- student survey on the quality of teaching and teachers at the university level
- positively assessed seminar paper and other obligations prescribed by the syllabus fulfilled
- individual consultations
- student self-assessment of achieved learning outcomes</td></tr>
</table>

	- collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Analysis of 1st grade textbooks	1	
Methodological exercises	Getting to know the school and mentor teachers	3	Training classroom
Week 2			
Seminar	Analysis of 2nd grade textbooks	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 3			
Seminar	Analysis of 3rd grade textbooks	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 4			
Seminar	Analysis of 4th grade textbooks	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 5			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 6			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 7			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 8			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 9			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 10			
Seminar	Student seminars	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 11			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 12			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 13			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 14			
Seminar	Student seminars	1	
Methodological exercises	Students' classes at school with analysis	3	Training classroom
Week 15			
Seminar	Concluding considerations	1	
Methodological exercises	Final analysis of lessons	3	Training classroom

Didactics of Science and Society 2

Course name	**Didactics of Science and Society 2**		
Course code	VUU132	*Year of study*	5.
Course leader	doc. dr. sc. Mila Bulić	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	0 / 30 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	To equip students with the competencies needed for successful preparation and implementation of various forms of Nature and Society teaching based on an integrative approach.		
Enrolment requirements	Completed course: Methodology of Teaching Science and Society I.		
Learning outcomes	Upon completion of the course, students will be able to: -explain the holistic nature of the school subject Science and Society -explain the importance of integrating teaching content in Science and Society teaching -plan Nature and Society teaching based on intra-subject and interdisciplinary integration of content -integrate the teaching content of the Health Education curriculum into Science and Society teaching -apply an integrative approach in Science and Society teaching -plan teaching in multigrade (combined) classrooms -plan outdoor and field-based forms of Science and Society teaching -prepare different forms of remedial and enrichment teaching in Science and Society -monitor, evaluate, and assess their own work -apply acquired knowledge in teaching practice -prepare and present a selected topic from the school subject Science and Society		
Course content	Content of Scienceand Society teaching Curriculum of the school subject Science and Society Holistic nature of Nature and Society teaching content Linking Science and Society content with other school subjects and cross-curricular topics Integration of Health Education curriculum content into Science and Society teaching Inquiry-based approach in Science and Society teaching Preparation for the new school year Thematic lesson planning in Science and Society Immediate (daily) lesson planning in Science and Society Assessment in Science and Society teaching Remedial and enrichment teaching in Science and Society Outdoor teaching in Science and Society Science and Society teaching in the school garden Science and Society teaching in multigrade classrooms Simulated student lessons		

<table>
<tr><td>Types of teaching</td><td colspan="2">☐ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Participate in the teaching process: seminars 87%, exercises 93%
Act in accordance with ethical and scientific principles in higher education teaching
Participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course
Prepare a seminar paper in accordance with predefined criteria
Present a seminar paper in accordance with predefined criteria
Prepare a simulated lesson in accordance with predefined criteria
Deliver a simulated lesson in accordance with predefined criteria</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Simulated lesson</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Seminar paper (written paper and presentation) – 50%
Simulated lesson (planning, preparation, and delivery) – 50%
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>De Zan, I. (2005): Metodika nastave prirode i društva. Školska knjiga, Zagreb.</td><td>1</td><td></td></tr>
<tr><td>Kostović-Vranješ, V.(2015). Metodika nastave predmeta prirodoslovnog područja. Školska knjiga, Zagreb.</td><td>12</td><td></td></tr>
<tr><td>Matjević, M. I Radovanović, D. (2011). Nastava usmjerena na učenika. Školska knjiga, Zagreb.</td><td>4</td><td></td></tr>
<tr><td>Lučić, K., Matijević, M. (2004). Nastava u kombiniranim odjelima: priručnik za učiteljice i učitelje. Školska knjiga, Zagreb.</td><td>3</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Mattes, W. (2007). Nastavne metode 75 kompaktnih pregleda za nastavnike i učenike. Naklada Ljevak, Zagreb.
Bunčić, K., Ivković, I., Janković, J., Penava Pejčinović, A. (2002). Igrom do sebe: 102 igre za rad u grupi. Alinea, Zagreb.
Devernay, B., Garašić, D., Vučić, V. (2001). Odgoj i obrazovanje za okoliš i održivi razvoj. Društvo za unapređivanje odgoja i obrazovanja, Zagreb. Dryden, G., Vos, J. (2001). Revolucija u učenju. Educa, Zagreb.
Uzelac, V. (1996). Okoliš-obrazovanje-odgajatelji/učitelji, Hrvatski pedagoško književni zbor, Zagreb.
Nacionalni kurikulum www.mzos.hr
Jurjević Jovanović, I., Rukljač, I., & Viher, J. (2020). Vrednovanje u razrednoj nastavi: Priručnik za učitelje razredne nastave. Zagreb:</td></tr>
</table>

	Školska knjiga. Buvinić, J., Majstorović, M. (2024). Organizacija izvanučioničke nastave - priručnik za učitelje i učiteljice razredne nastave, Školska knjiga, zagreb Kurikuli svih nastavnih predmeta (Hrvatski jezik, Matematika, Priroda i društvo, Likovna kultura, Glazbena kultura, Tjelesna i zdravstvena kultura), 2019), Zagreb: Ministarstvo znanosti i obrazovanja Republike Hrvatske Kurikulum nastavnog predmeta Priroda i društvo Kurikulumi međupredmetnih tema Kurikulum zdravstvenog odgoja: www.azoo.hr/images/zdravstveni/Kurikulum_ZO.pdf Odobreni udžbenici prirode i društva od 1. do 4. razreda.
Quality assurance methods	-attendance, class participation, and successful completion of assignments -student survey on the quality of teaching and teaching staff at the university level -passed examination and fulfillment of other syllabus requirements -individual consultations -students' self-assessment of achieved learning outcomes -peer evaluation of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Instructions for work in Science and Society teaching	2	
Methodological exercises	Instructions for work – written lesson plan for a simulated lesson	2	
Week 2			
Seminar	School for Life All-day school	2	
Methodological exercises	Simulated student lessons Properties of materials Characteristics of non-living and living nature	2	
Week 3			
Seminar	Curriculum of the school subject Science and Society Concepts in Science and Society teaching	2	
Methodological exercises	Simulated student lessons Classifying living beings Respecting diversity	2	
Week 4			
Seminar	1. Integration of Science and Society content with Croatian Language content in grades 1 and 2 2. Integration of Science and Society content with Croatian Language content in grades 3 and 4 3. Nature-related misconceptions in teaching Croatian Language	2	
Methodological exercises	Simulated student lessons Real and scaled representation – plan, model, scale model Map (geographical map)	2	
Week 5			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	1. Integration of Science and Society content with Mathematics content in grades 1 and 2 2. Integration of Science and Society content with Mathematics content in grades 3 and 4	2	
Methodological exercises	Simulated student lessons Timeline Settlement of the Croats, rulers	2	
Week 6			
Seminar	1. Integration of Science and Society content with Music Education content in grades 1 and 2 2. Integration of Scienceand Society content with Music Education content in grades 3 and 4	2	
Methodological exercises	Simulated student lessons Experiment – water Living world in aquatic environments	2	
Week 7			
Seminar	1. Integration of Science and Society content with Physical and Health Education content in grades 1 and 2 2. Integration of Science and Society content with Physical and Health Education content in grades 3 and 4 3. Movement as a learning tool: contemporary approaches to Science and Society teaching with integration of Physical and Health Education	2	
Methodological exercises	Simulated student lessons Family Human body	2	
Week 8			
Seminar	1. Integration of Science and Society content with Visual Arts content in grades 1 and 2 2. Integration of Science and Society content with Visual Arts content in grades 3 and 4 3. Teacher portals and social media as support for teachers	2	
Methodological exercises	Simulated student lessons Plant and animal life of the local region Economy, transport, and settlements of the local region	2	
Week 9			
Seminar	1. Science and Society teaching content and the Health cross-curricular theme curriculum in grades 1 and 2 2. Science and Society teaching content and the Health cross-curricular theme curriculum in grades 3 and 4	2	
Methodological exercises	Simulated student lessons Energy transfer and transformation Environmental protection, renewable energy sources	2	
Week 10			
Seminar	1. Science and Society teaching content and the cross-curricular theme Use of Information and Communication Technology (ICT) 2. Science and Society teaching content and the cross-curricular theme Entrepreneurship 3. Science and Society teaching content and the cross-curricular theme Sustainable Development	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Simulated student lessons Animal life cycle Animal needs and adaptations	2	
Week 11			
Seminar	1. Activities in Science and Society teaching related to environmental protection 2. Field teaching in Science and Society 3. Project-based learning in Science and Society teaching	2	
Methodological exercises	Simulated student lessons Seasons – changes in nature Seasons – impact on human life	2	
Week 12			
Seminar	1. Distance learning (assessment, communication tools) 2. Enrichment teaching in Science and Society	2	
Methodological exercises	Simulated student lessons Food chains Flowering plant	2	
Week 13			
Seminar	1. e-Matica and e-Dnevnik (electronic school records systems) 2. Extracurricular activities in the field of science and nature 3. Science and Society teaching in multigrade classrooms	2	
Methodological exercises	Simulated student lessons Forces in nature – magnetism Forces in nature – friction and gravity	2	
Week 14			
Seminar	1. Differentiated instruction in Science and Society 2. Gifted students in science and nature education	2	
Methodological exercises	Simulated student lessons Composition and properties of air Composition and properties of soil	2	
Week 15			
Seminar	1. Assessment of the achievement of educational learning outcomes in Science and Society teaching 2. Written assessment in Science and Society teaching 3. Students with special educational needs in Science and Society teaching	2	
Methodological exercises	Simulated student lessons Taking care of health Communities of living organisms	2	

Early EFL Teaching Methodology

Course name	**Early EFL Teaching Methodology**		
Course code	VUU209	*Year of study*	5.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	4.0
Associates	dr. sc. Eva Jakupčević	*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to the strategies, methods, procedures and techniques in the process of teaching English at an early school age, with a special emphasis on the current Croatian educational context and the role of Croatian as L1		
Enrolment requirements	Attendance requirements fulfilled in the course English as a Foreign Language at an Early School Age.		
Learning outcomes	Upon successful completion of this course, students will be able to: - determine and define basic glotodidactic concepts characteristic of teaching English as a foreign language at an early school age - identify and elaborate on various methods, procedures and techniques of teaching EFL learners - develop an EFL lesson plan - explain and analyze the most common issues related to the classroom discipline and classroom management - identify and describe strategies in early EFL teaching with respect to the four language skills, grammar, vocabulary, L1 and L2 culture, children' s literature and didactic games - explain the role of modern media as teaching aids in early EFL		
Course content	Definition and goals of glottodidactics, the influence of other scientific disciplines Overview of seminar topics, distribution of tasks, and determination of the methods for delivering seminar presentations Methods in foreign language learning Characteristics and specifics of young learners in foreign language learning Classroom environment, student grouping, and classroom discipline Developing speaking skills at an early school age Developing listening skills at an early school age Developing reading skills at an early school age Developing writing skills at an early school age Elements of a lesson plan		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, seminars 80% Behave in accordance with ethical and scientific principles in higher education teaching		

<table>
<tr><td></td><td colspan="3">Participate in and complete teaching and extracurricular activities that enable the acquisition of learning outcomes provided for by the course Create a lesson plan
Pass the written and oral exam (two passed midterm exams are equivalent to the written and oral exam) and achieve a minimum of 50% accuracy on the exam/midterms</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☒ Homework</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final grade for the course is formed based on the achievement of the following elements:
Written exam, or two successfully passed colloquia – 60%
Oral exam – 20%
Success in completing independent tasks (homework, lesson preparation) – 15%
Class activity, participation in discussions during lectures and seminars – 5%
Evaluation and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Scott, W. A. I Ytreberg, L. H. (2003). Teaching English to Children, New York: Longman Inc.</td><td>4</td><td></td></tr>
<tr><td></td><td>Moon, J. (2005). Children Learning English: A Guidebook for English Language Teachers. Oxford: Macmillan</td><td>1</td><td></td></tr>
<tr><td></td><td>Pinter (2017). Teaching young language learners (2. izdanje). Oxford University Press</td><td>1</td><td></td></tr>
<tr><td></td><td>Shin, J. K. I Crandall, J. (2014). Teaching young learners English: from theory to practice. National Geographic Learning</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Slattery, M. I Willis, J. (2001). English for Primary Teachers, Oxford: Oxford University Press. Ur, P. (2012). A Course in English language Teaching (chosen chapters), Cambridge: Cambridge University Press.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- Class attendance, class activity, success in performing tasks
- Student survey on the quality of teaching and teachers at the university level
- Passed exam and fulfillment of other obligations prescribed by the syllabus
- Individual consultations
- Student self-assessment of achieved learning outcomes
- Peer assessment of the implementation and quality of the teaching process</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Definition and aims of glottodidactics; the influence of other scientific disciplines	2	
Seminar	Children in the language classroom	2	
Week 2			
Lectures	Methods in foreign language learning	2	
Seminar	Language in the EFL classroom	2	
Week 3			
Lectures	Characteristics and specific features of early school-age learners in foreign language learning	2	
Seminar	Language in the EFL classroom	2	
Week 4			
Lectures	Classroom environment, grouping of pupils and classroom discipline	2	
Seminar	Classroom management	2	
Week 5			
Lectures	Classroom environment, grouping of pupils and classroom discipline	2	
Seminar	Giving instructions	2	
Week 6			
Lectures	Systematisation and consolidation of the material	2	
Seminar	Systematisation and consolidation of the material	2	
Week 7			
Lectures	Developing listening skills at an early school age	2	
Seminar	Midterm exam	2	
Week 8			
Lectures	Developing listening skills at an early school age	2	
Seminar	Listening skills	2	
Week 9			
Lectures	Developing speaking skills at an early school age	2	
Seminar	Speaking skills	2	
Week 10			
Lectures	Developing reading skills at an early school age	2	
Seminar	Reading skills	2	
Week 11			
Lectures	Developing writing skills at an early school age	2	
Seminar	Writing skills	2	
Week 12			
Lectures	Elements of a lesson plan	2	
Seminar	Writing a lesson plan	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 13			
Lectures	Systematisation and consolidation of the material	2	
Seminar	Vocabulary and grammar	2	
Week 14			
Lectures	Systematisation and consolidation of the material	2	
Seminar	Midterm exam	2	
Week 15			
Lectures	Analysis of the midterm exam and course evaluation	2	
Seminar	Analysis of the midterm exam and course evaluation	2	

Work-based Learning at a Partner Institution

Course name	**Work-based Learning at a Partner Institution**		
Course code	HZX009	*Year of study*	5.
Course leader		*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	0 / 30 / 120 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To expose students to work-based learning conditions at the partner institution and enable them to independently identify and solve more complex practical problems in a real work environment.		
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) .		
Learning outcomes	Learning outcomes: 1. applying the knowledge and skills acquired during their undergraduate and graduate studies which are required to independently identify and solve more complex concrete problems in a real work environment; 2. preparing an internship report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report. Individual learning outcomes - upon the completion of the internship, students will be able to: 1. explain the structure of the selected partner institution; 2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges; 3. analyses and evaluate concrete practical situations based on recent scientific sources; 4. monitor, document, and evaluate processes at the partner institution; 5. analyse problems arising from specific work assignments at the partner institution and suggest the procedures for solving them; 6. document personal practice and evaluate it reflexively.		
Course content	The internship is realised through the performance of specific work assignments overseen by a supervisor from the partner institution. The internship lasts 80 working hours. The supervisor from the partner institution plans work assignments with the consent of the supervisor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the supervisor/teacher from the Faculty, 20 hours with the supervisor from the partner institution), literature research (10 working hours), preparation of the internship report (20 working hours), preparation and defense of the report before the supervisor from the Faculty of Humanities and Social Sciences in Split (10 working hours).		

<table>
<tr><td>Types of teaching</td><td>☐ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☒ Blended learning</td><td>☒ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☒ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="2">- 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.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam
☒ Producing and defending the Internship Report</td><td>☒ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="2">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.</td></tr>
</table>

<table>
<tr><td></td><td colspan="3">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%</td></tr>
<tr><td rowspan="2">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Specialist literature is defined by the partner institution supervisor.</td><td></td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Specialist literature is defined by the partner institution supervisor.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">Prior to the internship at the partner institution, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the internship, documenting the process and writing the internship report.
During the internship, the supervisor/teacher from the Faculty of Humanities and Social Sciences in Split, the supervisor from the partner institution and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the internship is continuously monitored.
After completing the internship, the student completes the survey on the quality of the internship in accordance with the Rulebook.</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="3"></td></tr>
</table>

Impact of Climate Change

Course name	**Impact of Climate Change**		
Course code	VUU316	*Year of study*	5.
Course leader	izv. prof. dr. sc. Ivana Restović	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 12 / 3 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	To understand and reflect critically on the impact of anthropogenic and natural factors on climate change and the impact of climate change on living and non-living nature, with the aim of developing competences for application in everyday life and improving its quality.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - explain with arguments the basic causes of climate change - reflect critically on and analyse the significance of greenhouse gases for quality of life - understand that global warming is the greatest threat of biodiversity loss - propose and argue how to align human activities with the preservation of a healthy natural and social environment - discuss with arguments and act in an environmentally friendly and sustainable way - explain the possibilities of preserving biodiversity and protecting nature - analyse human impact on the environment and its negative consequences for life on Earth - communicate with arguments and effectively the importance of preserving and protecting planet Earth for future generations - propose ways of acting towards sustainability and environmental preservation - plan and apply the acquired knowledge in everyday life and teaching practice		
Course content	1. Anthropogenic and natural causes of climate change. 2. Greenhouse gases and global warming. 3. Ozone layer depletion. 4. Melting glaciers. 5. The impact of climate change on abiotic factors – floods and droughts. 6. Soil erosion and changes in forest cover – consequences of climate change. 7. Climate change and water reserves. 8. The impact of climate change on biodiversity. 9. The impact of climate change on aquatic and terrestrial ecosystems. 10. The impact of climate change on human health. 11. Vulnerability of natural systems. 12. Vulnerability of social activities. 13. The global response of the contemporary world. 14. The impact of climate change in the Republic of Croatia. 15. Action and projections for the future.		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Participate in classes – lectures (85%) and seminars (85%)
2. Prepare and present a seminar paper in accordance with the teacher's instructions
3. Design a workshop (practical work) and discuss it with arguments
4. Behave in accordance with ethical and academic principles in higher education teaching</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">The final course grade will be based on activity in lectures and seminars (participation in discussions, expressing personal views and ideas, drawing conclusions…), the grade for the seminar paper and the results of the midterm exam and/or the final exam (written or oral).
1. Written exam (one midterm exam per semester) – 50%
2. Seminar paper prepared and presented in accordance with the teacher's instructions – 25%
3. Workshop designed and presented, reasoned discussion of the workshop – 25%
The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Lay, V., Kufrin, K., Puđak, J. (2007). Kap preko ruba čaše: Klimatske promjene - svijet i Hrvatska. Hrvatski centar „Znanje za okoliš“, Zagreb.</td><td>0</td><td>Yes</td></tr>
<tr><td>Andrić, P., Rogulj, I. (2018). Klima je i naš izbor. Društvo za oblikovanje održivog razvoja (DOOR), Zagreb</td><td>0</td><td>Yes</td></tr>
<tr><td>Turković, Z. Zaštita ozonskog omotača i klimatske promjene. Ur. Cigler, R., Peček, M. UNEP i MZOP</td><td>0</td><td>Yes</td></tr>
<tr><td>Dinko Puntarić, Maja Miškulin, Jasna Bošnir i suradnici (2012). Zdravstvena ekologija. Medicinska naklada. Zagreb</td><td>4</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Flannery, T. (2007). Gospodari vremena - povijest i utjecaj klimatskih promjena na budućnost, Algoritam, Zagreb.
2. National Earth Science Teachers Association http://www.windows2universe.org/earth/climate/cli_controls.html
3. McKibben, Bill: 2005: Smrt prirode – Čovječanstvo, klimatske promjene i priroda. Biovega, Zagreb.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">1. Monitoring of activity in lectures, participation in discussions, expressing personal opinions and critical judgement</td></tr>
</table>

	2. Skill in presenting selected content of seminar topics, leading a workshop and carrying out practical work; stimulating interest and involving students in discussion Stimulating interest and involving students in discussion 3. University-level student survey on the quality of teaching and teachers 4. Passed exam and fulfilment of other obligations prescribed by the syllabus
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Anthropogenic and natural causes of climate change.	1	P17
Seminar	Presentation of seminar topics	1	P17
Week 2			
Lectures	Greenhouse gases and global warming.	0	P17
Seminar	Presentation of seminar topics	1	P17
Week 3			
Lectures	Ozone layer depletion.	1	P17
Seminar	Presentation of seminar topics	1	P17
Week 4			
Lectures	Melting glaciers.	1	P17
Seminar	Presentation of seminar topics	1	P17
Week 5			
Lectures	The impact of climate change on abiotic factors – floods and droughts.	0	P17
Seminar	Presentation of seminar topics	1	P17
Week 6			
Lectures	Soil erosion and changes in forest cover – consequences of climate change.	1	P17
Seminar	Presentation of seminar topics	1	P17
Week 7			
Lectures	Climate change and water reserves.	1	P17
Seminar	Presentation of seminar topics	0	P17
Week 8			
Lectures	The impact of climate change on biodiversity.	1	P17
Seminar	Presentation of seminar topics	1	P17
Week 9			
Lectures	The impact of climate change on aquatic and terrestrial ecosystems.	1	P17
Seminar	Presentation of seminar topics	1	P17
Week 10			
Lectures	The impact of climate change on human health.	1	P17

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Presentation of seminar topics	0	P17
Week 11			
Lectures	Vulnerability of natural systems.	1	P17
Seminar	Presentation of seminar topics	1	P17
Week 12			
Lectures	Vulnerability of social activities.	1	P17
Seminar	Presentation of seminar topics	1	P17
Week 13			
Lectures	The global response of the contemporary world.	0	P17
Week 14			
Lectures	The impact of climate change in the Republic of Croatia.	1	P17
Week 15			
Lectures	Action and projections for the future.	0	P17
Field exercises	Fieldwork	3	

Environmental Protection

Course name	**Environmental Protection**		
Course code	VUU167	*Year of study*	5.
Course leader	izv. prof. dr. sc. Ivana Restović	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 12 / 3 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	To master content on nature conservation and protection and to reflect critically on human impact on the environment, with the aim of becoming capable of environmentally friendly behaviour and sustainable action in everyday life and of applying this in teaching practice.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - explain basic ecological concepts and laws in the environment - explain the relationships between abiotic and biotic factors in the environment - explain with arguments personal views and judgements on the importance of environmental preservation - reflect critically on the importance of caring for the environment - develop their personal role as individuals in preserving nature through sustainable processes - understand and argue the connection between the social, economic and ecological concept of living without polluting and devastating the environment - act in an environmentally friendly and sustainable way towards the environment - explain and apply the possibilities of preserving biodiversity and protecting nature - recognise and name protected plant and animal species in the Republic of Croatia - discuss with arguments the importance of preserving and protecting nature - promote ways of integrating and operationalising a sustainable way of life - plan and apply the acquired knowledge in teaching practice and everyday life		
Course content	1. The environment and environmental protection. 2. Environmental impact of interventions. 3. Climate change and the environment. 4. Disruption of the ecological balance in nature. 5. Protection of the atmosphere. 6. Air pollution and protection. 7. Ozone and climate change. 8. The greenhouse effect and greenhouse gases. 9. Soil pollution and protection. 10. Pollution and protection of the sea and waters. 11. Protected areas of the Republic of Croatia.		

<table>
<tr><td></td><td colspan="3">12. Protected plant and animal species in the Republic of Croatia.
13. Waste management.
14. Genetically modified organisms.
15. The future of the environment.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☒ Workshop</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Participate in classes – lectures (85%) and seminars (85%)
2. Prepare and present a seminar paper in accordance with the teacher's instructions
3. Design a workshop (practical work) and discuss it with arguments
4. Behave in accordance with ethical and academic principles in higher education teaching</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">The final course grade will be based on activity in lectures and seminars (participation in discussions, expressing personal views and ideas, drawing conclusions…), the grade for the seminar paper and the results of the midterm exam and/or the final exam (written or oral).
1. Written exam / midterm exam – 50%
2. Seminar paper prepared and presented in accordance with the teacher's instructions – 25%
3. Workshop (practical work) designed and presented, reasoned discussion of the workshop – 25%
The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Delić, A., Vijtiuk, N. (2004). Prirodoslovlje (odabrana poglavlja). Školska knjiga, Zagreb.</td><td>5</td><td>No</td></tr>
<tr><td>Grozdanić, G., Horvatin, K., Krstanac, Ž. (2015). Čovjek i okoliš. Profil, Zagreb</td><td>3</td><td>No</td></tr>
<tr><td>Benac, Č. (2013). Zaštita okoliša. Skripta. Sveučilište u Rijeci, Građevinski fakultet. Rijeka</td><td>0</td><td>Yes</td></tr>
<tr><td>Dinko Puntarić, Maja Miškulin, Jasna Bošnir i suradnici (2012). Zdravstvena ekologija. Medicinska naklada. Zagreb</td><td>4</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Kipson, S. (2005). Izbjegni, smanji, odvoji – priručnik za ispravno gospodarenje otpadom. Odraz - Održivi razvoj zajednice. Zagreb.
2. Lay, V., Kufrin, K., Puđak, J. (2007). Kap preko ruba čaše: Klimatske promjene - svijet i Hrvatska. Hrvatski centar „Znanje za okoliš“, Zagreb.
3. Lerotić, D. (2001). Štiti okoliš. Udruga za demokratsko društvo. Zagreb.</td></tr>
</table>

	4. Internet portal o zaštiti prirode Ministarstva zaštite prirode i okoliša: http://www.zastita-prirode.hr/ 5. Ministarstvo zaštite okoliša i prirode. Knjige, priručnici i katalozi. http://www.haop.hr/hr/publikacije/knjige-prirucnici-i-katalozi 6. Europska komisija, opća uprava za okoliš. (2003). Ispričat ću vam priču o okolišu. http://www.mzoip.hr/doc/publikacije/Ispricat_cu_vam_pricu_o_okolisu.pdf.
Quality assurance methods	
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	The environment and environmental protection.	1	
Seminar	Presentation of seminar topics.	1	
Seminar	Presentation of seminar topics.	1	
Week 2			
Lectures	Environmental impact of interventions.	1	
Seminar	Presentation of seminar topics.	1	
Week 3			
Lectures	Climate change and the environment.	1	
Seminar	Presentation of seminar topics.	1	
Week 4			
Lectures	Disruption of the ecological balance in nature.	3	
Seminar	Presentation of seminar topics.	1	
Week 5			
Lectures	Protection of the atmosphere.	1	
Seminar	Presentation of seminar topics.	1	
Week 6			
Lectures	Air pollution and protection.	1	
Seminar	Presentation of seminar topics.	1	
Week 7			
Lectures	Ozone and climate change.	1	
Seminar	Presentation of seminar topics.	1	
Week 8			
Lectures	The greenhouse effect and greenhouse gases.	1	
Week 9			
Lectures	Soil pollution and protection.	1	
Seminar	Presentation of seminar topics.	1	
Week 10			
Lectures	Pollution and protection of the sea and waters.	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Presentation of seminar topics.	1	
Week 11			
Lectures	Protected areas of the Republic of Croatia.	1	
Seminar	Presentation of seminar topics.	1	
Week 12			
Lectures	Protected plant and animal species in the Republic of Croatia.	1	
Seminar	Presentation of seminar topics.	1	
Week 13			
Lectures	Waste management.	1	
Week 14			
Lectures	Genetically modified organisms.	1	
Week 15			
Lectures	15. The future of the environment.	1	
Field exercises	Fieldwork	3	TN

Health Education

Course name	**Health Education**		
Course code	VUU327	*Year of study*	5.
Course leader	doc. dr. sc. Mila Bulić	*ECTS credits*	3.0
Associates		*Number of hours (L / S / E / P)*	15 / 30 / 0 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	The aim of the course is to enable students to implement health education programmes in schools, to plan and carry out activities aimed at improving students' health, and to acquire knowledge and skills in the area of first aid and cardiopulmonary resuscitation measures, which are important for working with students.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, students will be able to: - define basic concepts of health education - describe the domains of the cross-curricular theme Health - implement the cross-curricular theme Health and align learning outcomes, content, and activities in teaching - identify the health needs of individual pupils and groups within a class - recognize signs of the most common diseases of specific organ systems in school-aged children - recognize and apply appropriate procedures for the most common injuries in school-aged children - demonstrate cardiopulmonary resuscitation on a manikin and first aid in emergency situations - promote a healthy lifestyle		
Course content	Introduction to the course Historical development of health education Cross-curricular theme Health Mental and social health of pupils Help and self-help aimed at preserving pupils' health First aid for the most common injuries in school-aged children Basic life support procedures – cardiopulmonary resuscitation Fundamentals of the methodology of health education Hygiene and health Risk behaviours in school-aged children and adolescents Healthy lifestyle School preventive programme Health-promoting school		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Students are required to attend lectures (80%), participate in in-class activities, and pass two mid-term exams (or a written exam).		

<table>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">The final grade is based on the following components:
Seminar paper – 33.4%
Mid-term exam 1 – 33.3%
Mid-term exam 2 – 33.3%
Students who do not take the mid-term exams are required to take a written final exam. The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="9">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Kurikulum Međupredmetne teme Zdravlje za osnovne i srednje škole (2019). Ministarstvo znanosti i obrazovanja, Zagreb.</td><td>1</td><td></td></tr>
<tr><td>Novaković, I. E., Karadža, E. (2022). Zdravstveni odgoj, Medicinska naklada, Zagreb. – odabrana poglavlja</td><td>1</td><td></td></tr>
<tr><td>Sindik, J., Rončević, T. (2014). Metode zdravstvenog odgoja i promocije zdravlja, Sveučilište u Dubrovniku – odabrana poglavlja</td><td>30</td><td>Yes</td></tr>
<tr><td>Meštrović, J., Petrić, J., Kljaković-Gašpić, T., Bulić, M., LahTomulić, K., Markić, J., Polić, B. (2016). Tercijarna prevencija: Poučavanje djece u osnovnim školama o oživljavanju, Pediatria Croatica.</td><td></td><td>Yes</td></tr>
<tr><td>Prva pomoć: priručnik: odobreni priručnik udruga St John Ambulance, St. Andrew’s Ambulance Association i Britanskog Crvenog križa (2009). Zagreb: Hrvatski Crveni križ. – odabrana poglavlja</td><td>1</td><td>Yes</td></tr>
<tr><td>Bulić, M., Palčić, N., Sunko, E. (2012). Ovisnosti u zajednici, priručnik za učitelje, Liga za prevenciju ovisnosti, Split. - odabrana poglavlja</td><td>1</td><td>Yes</td></tr>
<tr><td>Bulić, M, Palčić, N., Sunko, E. (2012). Ovisnosti u zajednici, priručnik za učenike, Liga za prevenciju ovisnosti, Split. – odabrana poglavlja</td><td>1</td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="3">1. Kovačević, I., Zaletel-Kragelj, L., Pavleković, G., Krikšić, V., Ozimec Vulinec, Š. i Ilić, B. (2016). Škole koje promoviraju zdravlje nasuprot zdravstvenom odgoju u školama. Hrvatski Časopis za javno zdravstvo, 12 (47), 76-93. Preuzeto s https://hrcak.srce.hr/299034
2. Louis, C. J., Beaumont, C., Velilla, N., Greif, R., Fernandez, J., & Reyero, D. (2022). The “ABC SAVES LIVES”: A Schoolteacher-Led Basic Life Support Program in Navarra, Spain. SAGE Open, 12(3). https://doi.org/10.1177/21582440221124478
3. Rojnić Putarek, N. (2018). Pretilost u dječjoj dobi. Medicus, 27</td></tr>
</table>

Quality assurance methods	- class attendance, participation in class, and successful completion of assignments - student survey on the quality of teaching and teaching staff at the university level - passed exam and completion of other syllabus requirements - individual consultations - students' self-assessment of achieved learning outcomes - peer assessment of the implementation and quality of the teaching process in class - written exam grades
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course	2	
Seminar	Promoting healthy lifestyle habits in primary school education and upbringing.	2	
Week 2			
Lectures	Historical development of health education.	2	
Seminar	Students' health literacy	2	
Week 3			
Lectures	The impact of the development of medical knowledge on human health.	2	
Seminar	Vaccination and health care of pupils The most common infectious diseases in school-aged children and their prevention	2	
Week 4			
Lectures	Cross-curricular theme Health	2	
Seminar	Integration of the Cross-Curricular Theme Health into Teaching Physical health • The importance of movement and physical activity for health • Examples of activities that teachers can include in teaching	2	
Week 5			
Lectures	Help and self-help aimed at preserving pupils' health.	2	
Seminar	Integration of the Cross-Curricular Theme Health into Teaching Healthy nutrition and the development of children's eating habits • The role of teachers in promoting healthy nutrition • Cooperation with parents and the school canteen	2	
Week 6			
Lectures	First aid for the most common injuries – Red Cross.	2	
Seminar	Integration of the Cross-Curricular Theme Health into Teaching Help and self-help • traffic safety • hazards in everyday life – chemicals, medicines, pyrotechnics, electronic devices, etc.	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 7			
Lectures	Crisis situations in schools – prevention, recognition, and response	2	
Seminar	Teachers' behaviour in crisis situations in schools – procedures in case of fire, earthquake, flood, shooting incidents, and epidemics	2	
Week 8			
Lectures	Cardiopulmonary resuscitation – basic life support procedures	2	
Seminar	School evacuation plan and safety protocols in schools	2	
Week 9			
Lectures	Methodological approaches to health education – from lesson planning to teaching implementation	2	
Seminar	Participatory methods in promoting pupils' health	2	
Week 10			
Lectures	School preventive programme – the health-promoting school	2	
Seminar	Overview of national and school prevention programmes	2	
Week 11			
Lectures	Child development in the digital age – implications for upbringing and education	2	
Seminar	The impact of digital technologies on children's health	2	
Week 12			
Lectures	Health education activities in primary classroom teaching	2	
Seminar	Health literacy and responsible behaviour: making healthy decisions, critically understanding health information, and taking responsibility for one's own health and the health of the community	2	
Week 13			
Lectures	Risk behaviours in school-aged children and adolescents	2	
Seminar	Integration of the Cross-Curricular Theme Health into Teaching Mental and social health • The role of teachers in promoting pupils' mental and social health	2	
Week 14			
Lectures	Health promotion in schools: international models of health education	2	
Seminar	Integration of the Cross-Curricular Theme Health into Teaching Physical health • The role of teachers in promoting personal hygiene and environmental hygiene	2	
Week 15			
Lectures	Health promotion in an inclusive classroom – adaptations and teaching strategies for students	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Integration of the Cross-Curricular Theme Health into Teaching Mental and social health • The role of teachers in strengthening pupils' self-confidence and emotional well-being • Relationships with others, communication, cooperation, and stressful situations	2	

Man, Health and the Environment

Course name	**Man, Health and the Environment**		
Course code	VUU103	*Year of study*	5.
Course leader	izv. prof. dr. sc. Ivana Restović	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	30 / 0 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To enable students to reflect critically on human impact on the environment and the importance of environmental preservation for human health, with the aim of acting sustainably on a continuous basis and becoming capable of applying this in teaching practice.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - communicate with arguments and effectively the basic concepts, laws and relationships between living beings and their environment - reflect critically on the relationships and connections between the environment and human health - interpret and reflect on basic natural laws - argue the importance of aligning human activities with environmental preservation - discuss climate change as the main environmental problem - analyse human impact on the environment and its negative consequences for the health of living beings - reflect critically on the impact of environmental pollution on human health - propose how to act towards protecting health and preserving the environment - explain with arguments the connection between humans and the environment and human dependence on the environment - think and act in a sustainable way - encourage processes of raising awareness, reflection and efforts aimed at achieving environmentally friendly and sustainable behaviour - plan and apply the acquired knowledge in everyday life		
Course content	1. Health ecology. 2. Ecosystem disturbances caused by humans. 3. Human impact on climate change. 4. The effects of climate change on human health. 5. The effects of toxic substances on the human body. 6. The impact of air pollution on human health. 7. Water and human health. 8. Nutrition and human health. 9. The impact of waste on the environment and human health. 10. The impact of pesticides on human health. 11. Environmental pollution and cancer. 12. Environmental pollution and reproduction. 13. Environmental radiation and its impact on health.		

<table>
<tr><td></td><td colspan="4">14. The impact of environmental chemicals on health.
15. Environmental diseases.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">1. Participate actively in classes – lectures (85%)
2. Prepare and present a workshop in accordance with the teacher's instructions
3. Design a workshop (practical work) and discuss it with arguments
4. Behave in accordance with ethical and academic principles in higher education teaching</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">The final course grade will be based on activity in lectures (participation in discussions, expressing personal views and ideas, drawing conclusions…), the grade for the designed workshop and the results of the midterm exam and/or the final exam (written or oral).
1. Written exam / midterm exam – 50%
2. Workshop prepared and presented in accordance with the teacher's instructions – 50%
The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Puntarić, D., Miškulin, M., Bošnir, J. (2012). Zdravstvena ekologija. Medicinska naklada. Zagreb.</td><td>4</td><td>No</td></tr>
<tr><td colspan="2">Sofilić, T. (2015). Zdravlje i okoliš. Sveučilište u Zagrebu, Metalurški fakultet. Sisak.</td><td>0</td><td>Yes</td></tr>
<tr><td colspan="2">Šarić, M. i Žuškin, E. (2002). Medicina rada i okoliša. Medicinska naklada. Zagreb.</td><td>2</td><td>No</td></tr>
<tr><td colspan="2">Novoselić, D., Vidović, Lj. (2019). Čovjek i zdravlje. Alfa d. d., Zagreb.</td><td>3</td><td>No</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Flannery, T. (2007). Gospodari vremena - povijest i utjecaj klimatskih promjena na budućnost, Algoritam, Zagreb. Glavač, V. (2003). Uvod u globalnu ekologiju. HSN, POU. Zagreb.
Valić, F. i sur. (2001). Zdravstvena ekologija. Medicinska naklada. Zagreb.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">1. Monitoring of activity in lectures, participation in discussions, expressing personal opinions and critical judgement.
2. Skill in presenting and leading selected content in workshops and practical work; stimulating interest and involving students in discussion.
3. University-level student survey on the quality of teaching and teachers.
4. Passed exam and fulfilment of other obligations prescribed by the syllabus</td></tr>
</table>

Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Health ecology.	2	P16
Week 2			
Lectures	Ecosystem disturbances caused by humans.	2	P16
Week 3			
Lectures	Human impact on climate change.	2	P16
Week 4			
Lectures	The effects of climate change on human health.	2	P16
Week 5			
Lectures	The effects of toxic substances on the human body.	2	P16
Week 6			
Lectures	The impact of air pollution on human health.	2	P16
Week 7			
Lectures	Water and human health.	2	P16
Week 8			
Lectures	Nutrition and human health.	2	P16
Week 9			
Lectures	The impact of waste on the environment and human health.	2	P16
Week 10			
Lectures	The impact of pesticides on human health.	2	P16
Week 11			
Lectures	Environmental pollution and cancer.	2	P16
Week 12			
Lectures	Environmental pollution and reproduction.	2	P16
Week 13			
Lectures	Environmental radiation and its impact on health.	2	P16
Week 14			
Lectures	The impact of environmental chemicals on health.	2	P16
Week 15			
Lectures	Environmental diseases.	2	P16

Outdoor Teaching in Education for Sustainable Development

Course name	**Outdoor Teaching in Education for Sustainable Development**		
Course code	VUU115	*Year of study*	5.
Course leader	doc. dr. sc. Mila Bulić	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	To enable successful planning, preparation, and implementation of various forms of out-of-classroom teaching in education for sustainable development.		
Enrolment requirements	None.		
Learning outcomes	After completing the course, the student will be able to: explain the importance of out-of-classroom teaching distinguish different forms of out-of-classroom teaching plan the implementation of out-of-classroom teaching conduct out-of-classroom forms of teaching apply an interdisciplinary approach during out-of-classroom teaching, with the aim of promoting education for sustainable development monitor, evaluate, and assess their own work apply acquired knowledge in teaching practice		
Course content	Organization of out-of-classroom teaching Field trip – a form of out-of-classroom instruction Half-day excursion – a form of out-of-classroom instruction Full-day study excursion – a form of out-of-classroom instruction School in nature: importance, planning, and organization Interdisciplinary forms of out-of-classroom teaching Out-of-classroom teaching – Museum of Croatian Archaeological Monuments, Split Out-of-classroom teaching – Natural History Museum, Split Out-of-classroom teaching – Kaštela City Museum Out-of-classroom teaching – School botanical garden of Primary School “Ostrog” in Kaštel Lukšić Out-of-classroom teaching – Biblical Garden, Kaštel Lukšić Out-of-classroom teaching – School in nature on Mount Mosor Out-of-classroom teaching – area of the Poljica Republic		
Types of teaching	☒ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☒ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. participate in the teaching process: lectures 87%, field teaching 100% 2. behave in accordance with ethical and scientific principles in higher education teaching 3. participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the learning outcomes defined by the course 4. pass the oral exam		

Monitoring of student work	☒ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☒ Oral exam ☒ Participation in class
Assessment and evaluation of student work	Oral exam – 100% The assessment and grading criteria for individual components are described in the course repository.		

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Husanović Pejnović, D. (2011): Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga, Zagreb.	3	
	Skok, P. (2002): Izvanučionička nastava, Pedagoški servis.	1	

Supplementary literature	1. Anđić, D. (2007): Učenje i poučavanje prirode i društva na otvorenim prostorima. Metodički ogledi 2: 8-23. 2. Kostović-Vranješ, V. (2006): Izvanučionička nastava „Osjetila nas povezuju s okolišem“. Zbornik radova Znanstveno-stručnog skupa s međunarodnom suradnjom „5. dani osnovnih škola Splitsko-dalmatinske županije“ , Split 15. – 18. 11. 2006. 3. Kostović-Vranješ, V., Šustić, M., (2004): Škola u prirodi. Školski vjesnik, 53 (1 – 2): 51- 64. 4. Antolić, I. (2002): Edukativni program jednodnevnih posjeta Parku prirode Žumberak – Samoborsko gorje za I.-IV. Raz. Osnovne škole, Samobor. 5. Kostović-Vranješ, V. (2001): Mogućnosti organiziranja bioloških ekskurzija na području Makarske. Školski vjesnik, 50 (1), 35-41. 6. Vrgoč, D., Petković, M. (1997): Životne zajednice mog zavičaja. Zagreb, Naklada Haid. 7. Vrgoč, D. (1997): Upoznajem prirodu svog zavičaja. Zagreb, Naklada Haid. 8. Lelas, Z. (1987): Ekološke ekskurzije, Školske novine, Zagreb. 9. Jakovljević, N., Vrgoč, D. (1999): Škola u prirodi: priručnik za učitelje. Hrvatski pedagoško-književni zbor, Zagreb.
Quality assurance methods	- attendance in classes, activity during classes, success in completing assignments - student survey on the quality of teaching and instructors at the university level - passed exam and fulfillment of other syllabus-defined obligations - individual consultations - students’ self-assessment of achieved learning outcomes - peer assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Out-of-classroom teaching: development and types	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 2			
Lectures	Importance and objectives of out-of-classroom teaching	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 3			
Lectures	Organization of out-of-classroom teaching	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 4			
Lectures	Visit – a form of out-of-classroom instruction	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 5			
Lectures	Half-day excursion – a form of out-of-classroom instruction	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 6			
Lectures	Full-day professional excursion – a form of out-of-classroom instruction	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 7			
Lectures	School in nature: importance, planning, and organization	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 8			
Lectures	Interdisciplinary forms of out-of-classroom teaching	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 9			
Lectures	Out-of-classroom teaching – Museum of Croatian Archaeological Monuments, Split	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 10			
Lectures	Out-of-classroom teaching – Natural History Museum, Split	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 11			
Lectures	Out-of-classroom teaching – Kaštela City Museum	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 12			
Lectures	Out-of-classroom teaching – School Botanical Garden of Primary School “Ostrog” in Kaštel Lukšić	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 13			
Lectures	Out-of-classroom teaching – Biblical Garden, Kaštel Lukšić	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 14			
Lectures	Out-of-classroom teaching – School in nature on Mount Mosor	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	
Week 15			
Lectures	Out-of-classroom teaching – in the area of the Poljica Republic	2	
Field exercises	Field exercises are aligned with lecture topics and are conducted outside the classroom through visits to museums, botanical gardens, and other relevant institutions, with the aim of gaining practical insight and applying the content in real-life environments.	2	

Methodology of Additional Mathematics Teaching

Course name	**Methodology of Additional Mathematics Teaching**		
Course code	VUU127	*Year of study*	5.
Course leader	doc. dr. sc. Irena Mišurac	*ECTS credits*	2.0
Associates	Josipa Jurić, pred.	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to equip students with the knowledge and skills required for the effective and creative planning, preparation, and delivery of supplementary mathematics instruction in primary education.		
Enrolment requirements	The prerequisites for enrolment in the course Methodology of Supplementary Mathematics Teaching are attendance and completion (signature obtained) of the courses Methodology of Mathematics Teaching 1 and Methodology of Mathematics Teaching 2.		
Learning outcomes	Upon successful completion of the course, students will be able to: -recognise the role of supplementary mathematics instruction; -identify pupils suitable for supplementary mathematics instruction; -solve tasks intended for supplementary mathematics instruction using a variety of strategies; -describe different types of mathematics competitions; -plan, prepare, and deliver supplementary mathematics instruction.		
Course content	Purpose, aims, objectives, and organisation of supplementary mathematics instruction. Identification of pupils for supplementary mathematics instruction. Comparison of teaching and learning in regular mathematics lessons and supplementary mathematics instruction. Curiosity, imagination, play, and creativity in supplementary mathematics instruction. Mathematics competitions. Selected tasks for supplementary mathematics instruction.		
Types of teaching	☒ Lectures ☒ Seminars ☐ Practicals ☐ Remote learning ☒ Blended learning	☒ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	-participate in the teaching process: lectures 80%, seminars 80%; -conduct themselves in accordance with ethical and scientific principles in higher education teaching; -participate in supplementary mathematics instruction in the teaching practice classroom and complete other curricular and extracurricular activities that enable the achievement of the learning outcomes specified for the course (e.g. designing tasks, competitions, mathematics evenings, and similar activities); -pass the examination (equivalent to passing two mid-term tests) and achieve a minimum of 50% accuracy in the examination/mid-term tests; -plan, organise, and deliver a lesson from supplementary mathematics instruction and present it to fellow students; -obtain information about any teaching sessions missed due to absence;		

<table>
<tr><td></td><td colspan="3">-adhere to the timeframes required for completing course activities;
-complete individual and group tasks in a timely and satisfactory manner;
-participate actively and constructively in classes.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the students' obligations, the final course grade is determined on the basis of the following components:
-oral examination, or successful completion of two mid-term tests (a passing grade in both mid-term tests is equivalent to the examination) – 30%;
-preparation and presentation of a simulated lesson in accordance with the lecturer's instructions – 40%;
-performance in completing individual and group tasks – 20%;
-class participation and contribution to discussions during classes – 10%.
The assessment and grading criteria for individual components are described in the course repository.
Evaluation
Points (%)
Oral exam
Seminar paper
Individual and group assignments
Activity in class</td></tr>
<tr><td>Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Đurović, J. (1992.). Dodatna nastava iz matematike u prvom i drugom razredu osnovne škole: priručnik za učitelje, Školska knjiga, Zagreb.</td><td>2</td><td></td></tr>
<tr><td></td><td>Đurović, J. (1998.). Dodatna nastava iz matematike u četvrtom razredu osnovne škole: priručnik za učitelje, Element, Zagreb.</td><td>1</td><td></td></tr>
<tr><td></td><td>Polonijo, M. (2002.). Matematičke zavrzlame: priručnik za kreativne matematičare, Profil international, Zagreb.</td><td>1</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Đurović, J. (2002.). Dodatna nastava iz matematike u trećem razredu osnovne škole: priručnik za učitelje, Školska knjiga, Zagreb. Đurović, J. (1992.). Dodatna nastava iz matematike u prvom i drugom razredu osnovne škole: priručnik za učitelje, Školska knjiga, Zagreb. Ovčar, S. (1991.). Identificiranje nadarenih učenika u početnoj nastavi matematike, Napredak: časopis za pedagogijsku teoriju i praksu, 3, str. 266-270.
Polonijo, M. (2002.). Matematičke zavrzlame: priručnik za kreativne matematičare, Profil international, Zagreb.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">-attendance, participation in class, and successful completion of assigned tasks;
-student evaluation survey on the quality of teaching and lecturers at the university level;</td></tr>
</table>

	-passed examination and fulfilment of other obligations prescribed by the syllabus; -individual consultations; -students' self-assessment of achieved learning outcomes; -peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Purpose, aims, objectives, and organisation of supplementary mathematics instruction.	1	
Seminar	Purpose, aims, objectives, and organisation of supplementary mathematics instruction.	1	
Week 2			
Lectures	Identification of pupils for supplementary mathematics instruction.	1	
Seminar	Comparison of teaching and learning in regular mathematics lessons and supplementary mathematics instruction.	1	
Week 3			
Lectures	Curiosity, imagination, play, and creativity in supplementary mathematics instruction.	1	
Seminar	Motivating pupils to participate in supplementary mathematics instruction.	1	
Week 4			
Lectures	Mathematics competitions.	1	
Seminar	Examples of tasks from mathematics competitions.	1	
Week 5			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological elaboration of solution strategies.	1	
Seminar	Student seminars.	1	
Week 6			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological elaboration of solution procedures.	1	
Seminar	Student seminars.	1	
Week 7			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological elaboration of problem-solving procedures.	1	
Seminar	Student seminars.	1	
Week 8			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Selected tasks for supplementary mathematics instruction with a methodological analysis of solution strategies.	1	
Seminar	Student seminars.	1	
Week 9			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological analysis of solution strategies.	1	
Seminar	Student seminars.	1	
Week 10			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological analysis of solution strategies.	1	
Seminar	Student seminars.	1	
Week 11			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological analysis of solution strategies.	1	
Seminar	Student seminars.	1	
Week 12			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological analysis of solution strategies.	1	
Seminar	Student seminars.	1	
Week 13			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological analysis of solution strategies.	1	
Seminar	Supplementary mathematics instruction in the teaching practice classroom.	1	Training classroom
Week 14			
Lectures	Selected tasks for supplementary mathematics instruction with a methodological analysis of solution strategies.	1	
Seminar	Supplementary mathematics instruction in the teaching practice classroom.	1	Training classroom
Week 15			
Lectures	Concluding remarks.	1	
Lectures	Supplementary mathematics instruction in the teaching practice classroom.	1	Training classroom

Methodology of Working with Children with Special Needs

Course name	**Methodology of Working with Children with Special Needs**		
Course code	VUU133	*Year of study*	5.
Course leader	prof. dr. sc. Jasna Kudek Mirošević	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 0 / 15 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to train students to create an inclusive curriculum for primary school students. To develop critical thinking about the value of teaching methods in relation to the quality of the learning process and the orientation of the methods to the educational goal.		
Enrolment requirements	Completed the course Inclusive Pedagogy.		
Learning outcomes	Upon completion of the course, students will be able to: - identify students' special educational needs and plan, implement, and evaluate individualized curriculum/Personalized Curriculum as a team - adapt methods, teaching materials, and content for students with special educational needs - critically judge observed situations and their compliance with inclusive education - recognize and apply strategies and techniques to support students with special educational needs		
Course content	Identifying and comparing legal regulations and protocols governing the education of children with special educational needs Getting to know and applying different tools for pedagogical assessment of students with special educational needs from the perspective of a classroom teacher Individualized (personal) curriculum Assessment of students with special educational needs Universal design and Universal Design for Learning Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Actively and constructively participate in the teaching process: lectures 75%, exercises 100%		

<table>
<tr><td></td><td colspan="3">2. Behave in accordance with ethical and scientific principles in higher education
3. Participate in and carry out curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes foreseen by the course
4. Prepare a seminar according to pre-established criteria
5. Present a seminar according to pre-established criteria
6. Adhere to the time frames required for carrying out course activities
7. Complete individual and group assignments in a timely and high-quality manner</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Individual and group assignments</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☒ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements:
1. seminar prepared and presented in accordance with the teacher's instructions during exercises - 50%
2. success in solving individual and group tasks - 20%
3. activity in class, participation in discussions during classes and exercises - 30%
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Zrilić, S. (2022). Djeca s teškoćama u inkluzivnom vrtiću i školi: suvremeni pristup i metode učenja, Zagreb: Hrvatska sveučilišna naklada.</td><td>1</td><td></td></tr>
<tr><td>MINISTARSTVO ZNANOSTI I OBRAZOVANJA (2021). Nacionalni dokument Smjernice za rad s učenicima s teškoćama</td><td></td><td>https://mzom.gov.hr/UserDocsImages/dokumenti/Obrazovanje/Smjernice%20za%20rad%20s%20ucenicima%20s%20teskocama.pdf</td></tr>
</table>

	MINISTARSTVO ZNANOSTI I OBRAZOVANJA (2017). Nacionalni dokument okvira za poticanje i prilagodbu iskustava učenja te vrednovanje postignuća djece i učenika s teškoćama		https://mzom.gov.hr/UserDocsImages/dokumenti/Obrazovanje/NacionalniKurikulum/Okviri/Okvir%20za%20poticanje%20i%20prilagodbu%20iskustava%20u%C4%8Denja%20te
			%20vrednovanje%20postignu%C4%87a%20djece%20i%20u%C4%8Denika%20s%20te%C5%A1ko%C4%87ama.pdf
	MINISTARSTVO ZNANOSTI I OBRAZOVANJA (2025) Pravilnik o odgoju i obrazovanju darovite djece i učenika (NN 71/2025)		https://narodne novine.nn.hr/clanci/sluzbeni/1991_07_34_967.ht ml
	MINISTARSTVO ZNANOSTI I OBRAZOVANJA (2022) Smjernice za rad s darovitom djecom i učenicima		https://mzom.gov.hr/UserDocsImages/dokumenti/Publikacije/Smj ernice-za-rad-s-darovitom-djecom-i-ucenicima.pdf

Supplementary literature	Karamatić Brčić, M. (2025). Individualni i kontekstualni čimbenici učitelja i stručnih suradnika u kontekstu osiguravanja efektivnoga inkluzivnog okruženja. Acta Iadertina, 22 (1), 55-72. Car, Ž., Ivšac Pavliša, J., Rašan. I. (2018). Digitalna tehnologija za potporu posebnim odgojno-obrazovnim potrebama, Algebra Ivšac Pavliša, J. (). Potpomognuta komunikacija kao metoda rane intervencije – teorijska ishodišta i klinička praksa, Edukakcijsko rehabilitacijski fakultet https://usluge.ict-aac.hr/udzbenik-pk/
Quality assurance methods	- class attendance, class activity, and success in completing assignments - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by the syllabus - individual consultations - student self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Identifying and comparing legal regulations and protocols governing the education of children with special educational needs	1	P22
Practicum exercises	Identifying and comparing legal regulations and protocols governing the education of children with special educational needs	1	P22
Week 2			
Lectures	Getting to know and applying different tools for pedagogical assessment of students with special educational needs from the perspective of a classroom teacher	1	P22
Practicum exercises	Getting to know and applying different tools for pedagogical assessment of students with special educational needs from the perspective of a classroom teacher	1	P22
Week 3			
Lectures	Individualized (personal) curriculum	1	P22
Practicum exercises	Individualized (personal) curriculum	1	P22
Week 4			
Lectures	Assessment of students with special educational needs	1	P22
Practicum exercises	Assessment of students with special educational needs	1	P22
Week 5			
Lectures	Universal design and Universal Design for Learning	1	P22

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Practicum exercises	Universal design and Universal Design for Learning	1	P22
Week 6			
Lectures	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22
Week 7			
Lectures	Assistive technology in inclusive education: introduction and practical work	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22
Week 8			
Lectures	Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22
Week 9			
Lectures	Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22
Week 10			
Lectures	Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers	1	P22

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22
Week 11			
Lectures	Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22
Week 12			
Lectures	Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22
Week 13			
Lectures	Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22
Week 14			
Lectures	Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 15			
Lectures	Exposition and presentation of observed situations in inclusive education of students with special educational needs (gifted and students with difficulties) Individual and group reflection with an emphasis on recognizing inclusive values and the role of teachers	1	P22
Practicum exercises	Information and communication technology and Assisted communication (Alternative and Augmentative Communications) in inclusive education, introduction and practical work Assistive technology in inclusive education: introduction and practical work	1	P22

Advanced Models of Teaching

Course name	**Advanced Models of Teaching**		
Course code	VUU303	*Year of study*	5.
Course leader	doc. dr. sc. Joško Barbir	*ECTS credits*	2.0
Associates		*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to introduce students to different theories, systems and process models of teaching and learning with a critical and creative attitude towards educational theory and practice; to get to know different theoretical and methodological points of educational process; to learn about the developmental continuity of instruction; to learn about the different concepts (theories)of development and education; to get to know the difference between traditional and modern systems and models of teaching and learning; to see different systems and models of teaching and their characteristics; to be able to organize teaching in accordance with the different systems and models of teaching and learning; to be able to transfer knowledge and interference on different situations of educational processes; to be motivated to research systems and models of teaching and learning .		
Enrolment requirements	Passed examination in Didactics		
Learning outcomes	Students are expected to develop the following general competencies: - Identify and analyze the reasons for the existence of a number of theories, systems and models of teaching and learning - Identify the complexity of the educational process - Explain and analyze the developmental continuity of instruction - Identify and compare the different paradigmatic bases and scientifically theoretical positions of science on education - List traditional and modern systems and models of teaching and learning - Compare and analyze traditional and modern systems and models of teaching and learning - Analyze the fundamental elements of the teaching process in different systems and models of teaching and learning - Vary the basic structure and function of individual systems - Prepare, implement and evaluate the lessons according to the different models in the process of teaching and learning - Identify and describe the impact of the organization of teaching on students' development .		
Course content	1. Course content elaborated in detail according to the timetable. 2. The reasons for the existence of multiple systems and models of teaching and learning. 3. The complexity of teaching and learning. 4. Diversity of approach in teaching and learning. 5.Diversity of paradigmatic bases and scientifically - theoretical positions of science on education. 6. The diversity of methodological starting points. 7. The basic features of communication , purpose , objectives and tasks , relationship between participants.		

<table>
<tr><td></td><td colspan="4">8. Models of teaching :
Transmission model of teaching
Transaction teaching model
Transformation model of teaching
Post-postmodern Maieutics
Post-industrial society
Company knowledge
The concept of lifelong learning
Socratic dialogue
Theories of other modernization or post-postmodern
Theory of McDonaldisation
The theory of the society of risk
The theory of fluid society
The theory of the network society
The theory of communicative action
Critical Pedagogy
Constructivism
Experiential learning theory
Critical thinking - Sapere Aude</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☒ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">In addition to participating in at least 80% of lectures and 80% of seminars, students will present certain teaching contents within workshops and teaching activities. Students will pass a written exam and achieve a minimum of 51% accuracy on the exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☒ Workshops</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">Success will be evaluated on the basis of participation in teaching activities and workshops (40%) and results in the final written exam and study of literature (60%).</td></tr>
<tr><td>Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td colspan="2">Kovačević, S., Mušanović, L. (2013), Od transmisije do majeutike – modeli nastave, HFD, Rijeka.</td><td>10</td><td></td></tr>
<tr><td></td><td colspan="2">Wolfgang Klafki... [et al.] (1993), Didaktičke teorije. Zagreb: Educa.</td><td>9</td><td></td></tr>
<tr><td></td><td colspan="2">Bošnjak, B. (1998), Drugo lice škole. Zagreb: Alinea.</td><td>2</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="4"></td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual</td></tr>
</table>

	consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exams.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Reasons for the existence of multiple systems and models of teaching and learning. The complexity of teaching and learning. The diversity of approaches to teaching and learning problems.	2	P 18
Week 2			
Seminar	Flipped classroom made easy – using short videos and quizzes at home Collaborative learning through pairs and small groups – examples from classroom practice.	2	P 18
Week 3			
Lectures	Diversity of paradigmatic basis and scientific-theoretical positions of the science of upbringing and education. Diversity of methodological starting points. Basic characteristics of communication, purpose, goals and tasks, relationships of participants, effects.	2	P 18
Week 4			
Seminar	The use of mind maps in project-based teaching. Gamification without technology – board games and competitive tasks in the classroom.	2	P 18
Week 5			
Lectures	Teaching Models: Transmission Teaching Model Transactional Teaching Model Transformational Teaching Model Post-postmodern majeutics	2	P 18
Week 6			
Seminar	Individualized tasks according to the student's level (differentiated teaching) using simple tables Learning by solving problems from everyday life - step by step	2	P 18
Week 7			
Lectures	Post-industrial society Knowledge societies Concepts of lifelong learning Post-industrial society Socrates' dialogue	2	P 18
Week 8			
Seminar	Peer evaluation – how students give each other simple feedback Cross-curricular connection – a simple example of cooperation between two subjects (e.g. Croatian and art)	2	P 18
Week 9			
Lectures	Theories of the Second Modernization or Post-Postmodern McDonaldization Theory Risk Society Theory Fluid Society Theory	2	P 18

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 10			
Seminar	Microlearning through short tasks and repetition – application in regular classes Authentic learning model – simulation of a store, post office or clinic in the classroom	2	P 18
Week 11			
Lectures	Network Society Theory Theory of Communicative Action Critical Pedagogy	2	P 18
Week 12			
Seminar	Learning with visuals – from posters to simple infographics Peer teaching – student as short-term assistant in a pair	2	P 18
Week 13			
Lectures	Constructivism Experiential Learning Theory Critical Thinking – sapere aude	2	P 18
Week 14			
Seminar	Fieldwork as a form of inquiry learning – planning and note-taking Learning and reflection journal – a simple tool for developing metacognition Hybrid one-hour teaching – a combination of face-to-face work and online quizzes	3	P 18
Week 15			
Lectures	Majeutic teaching model	1	P 18

Stage Culture

Course name	**Stage Culture**		
Course code	VUU155	*Year of study*	5.
Course leader	doc. dr. sc. Tea-Tereza Vidović Schreiber	*ECTS credits*	2.0
Associates	Sanja Balić Silvana Stanić, pred.	*Number of hours (L / S / E / P)*	15 / 15 / 0 / 0
Course status	Elective	*Online percentage*	20%
Course description			
Course aims	The course aims to prepare students to introduce pupils to the basic elements of theatre art, plan teaching content related to stage culture, and prepare children for attending theatre performances. Students will become familiar with the fundamentals of drama pedagogy and the possibilities of its application in primary education, as well as understand its importance in the educational process and creative development. The course also introduces students to the techniques and methods of Theatre in Education (TIE) and Drama in Education (DIE).		
Enrolment requirements	None.		
Learning outcomes	Upon successful completion of the course, students will be able to: • Correctly interpret the basic concepts of theatre art and drama pedagogy. • Describe and interpret different approaches and models of drama pedagogy in Croatia and worldwide. • Implement and analyse various didactic and methodological decisions in practical educational situations. • Design and analyse curricula and lesson plans. • Use and justify the choice of teaching technologies. • Develop and apply methods for assessing and evaluating pupils' achievements.		
Course content	1. Introduction: the concept of stage culture 2. Drama as a literary genre; drama and theatre 3. Brief history of drama and theatre – Part 1 4. Brief history of drama and theatre – Part 2 5. Brief history of drama and theatre – Part 3 6. How a theatre performance is created 7. The audience in theatre; actor; director; dramaturge 8. Scenography, costume design, stage music, lighting, stage technology, and stage 9. Dramatic forms (tragedy, comedy, drama) and genres (melodrama, opera, operetta, musical, cabaret, variety show, recital, etc.) 10. Children and theatre performance 11. Children and puppetry; the importance of puppet theatre in child development 12. Fundamentals of puppetry art 13. Drama in education; Theatre in Education and Drama in Education; process drama 14. Drama pedagogy and drama education 15. Application of Stage Culture in educational practice		

<table>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☒ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">Students are expected to:
Attend lectures and seminars regularly.
Watch theatre performances.
Read selected dramatic literature.
Prepare and perform oral interpretations of literary texts.
Act in accordance with ethical and academic principles.
Participate in individual and group activities required for achieving learning outcomes. Keep informed about missed classes.
Respect deadlines and complete assignments on time.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Theatre visit – fieldwork</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Monitoring student performance during lectures and seminars; participation in group discussions – 10%
Ability to analyse a theatre performance and children’s reactions to it; demonstrated interest in guest lecturers and their presentations – 10% Preparation and presentation of a seminar paper; participation in discussions following other students’ presentations – 30% Oral examination upon completion of the course – 50%
The assessment and grading criteria for individual components are described in the course repository.</td></tr>
<tr><td rowspan="6">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>Ladika, Z. (1970). Dijete i scenska umjetnost, Priručnik za dramski odgoj djece i omladine. Zagreb: Školska knjiga.</td><td>3</td><td></td></tr>
<tr><td>Pokrivka, V. (1978). Dijete i scenska umjetnost. Zagreb: Školska knjiga.</td><td>4</td><td></td></tr>
<tr><td>Velički, V. (2014). Pričanje priča – stvaranje priča. Zagreb: Alfa.</td><td>4</td><td></td></tr>
<tr><td>Županić-Benić, M. (2019). Lutkarstvo i dijete. Zagreb: Leykam international.</td><td>2</td><td></td></tr>
<tr><td>Županić-Benić, M. (2009). O lutkama i lutkarstvu. Zagreb: Leykam international.</td><td>2</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Ivanac, I. (1988). Najljepši posao na svijetu: kako nastaje kazališna predstava. Zagreb: Školska knjiga.
Bastašić, Z. (1990). Lutka ima pamet i srce. Zagreb: Školska knjiga.
Fleming, M. (2003). Starting Drama Teaching, David Fulton Publish.
D'Amico, S. (1972). Povijest dramskog teatra. Zagreb: Nakladni zavod Matice hrvatske.
Glibo, R. (2000). Lutkarstvo i scenska kultura. Zagreb: Ekološki glasnik.</td></tr>
</table>

	Krušić, V. (2007). Ne raspravljaj, igraj! Priručnik forum-kazališta. Zagreb: Hrvatski centar za dramski odgoj – Pili poslovi. Ladika, Z., Čečuk, S. I Dević, Đ. (1983). Dramske igre. Priručnik za voditelje aktivnosti s djecom; brošura i metodičke upute za igre, te opisi igara. Zagreb: Savez društava Naša djeca SR Hrvatske. Magliaccio-Čučak, N. (2007). Igram se, a učim! : dramski postupci u razrednoj nastavi. Zagreb: Hrvatski centar za dramski odgoj – Pili poslovi. Molinari, C. (1982). Istorija pozorišta. Beograd: Vuk Karadžić. Mrkšić, B. (1971). Riječ i maska: pristup scenskoj umjetnosti. Zagreb: Školska knjiga. Nikolić, S. (1995). Psihodrama. Zagreb: Prosvjeta. Nikolić, S. (1983). Scenska ekspresija i psihoanaliza. Zagreb: Naprijed. Pokrivka, V. (2015).Kazalište pod vedrim nebom. Lutkarsko kazalište Kvak. Zagreb: Zinam Readman, G. I Lamont, G. (1994). Drama. A Handbook for Primary Teachers. BBC Educational Publishing. Škreb, Z. I Stamać A. (1986). Uvod u književnost. Zagreb: Globus. Švacov, V. (1976). Temelji dramaturgije. Zagreb: Školska knjiga (poglavlja: Određenje pojma drame (str. 51 – 66), Glumac (str. 191 – 220)). Vidović Schreiber T.-T. (2015). Drama kao književni rod. WEB predavanja. Postavljeno na mrežnu stranicu Filozofskog Fakulteta u Splitu. https://www.ffst.unist.hr/inet1/images/50013806/Drama %20kao %20knjievni %20rod %20(1)(1).pdf.
Quality assurance methods	- Class attendance, participation in class activities, and successful completion of assignments. - University-level student evaluation surveys on teaching and instructor quality. - Passing the examination and fulfilling other obligations prescribed by the syllabus. - Individual consultations. - Student self-assessment of achieved learning outcomes. - Peer evaluation of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction: the concept of stage culture Visiting the theater	1	FFST
Seminar	Visiting the theater	1	FFST
Week 2			
Lectures	Drama as a literary genre; drama and theatre	1	FFST
Seminar	Drama as a literary genre; drama and theatre Theatre of different nation	1	FFST
Week 3			
Lectures	Brief history of drama and theatre – Part 1	1	FFST

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Different perfomance formats	1	FFST
Week 4			
Lectures	Brief history of drama and theatre – Part 2	1	FFST
Seminar	Shadow Theater	1	FFST
Week 5			
Lectures	Brief history of drama and theatre – Part 3	1	FFST
Seminar	Kamishibai	1	FFST
Week 6			
Lectures	How a theatre performance is created	1	FFST
Seminar	Puppetry	1	FFST
Week 7			
Lectures	Dramaturg.The audience in theatre; actor; director; dramaturge	1	FFST
Seminar	Puppet theatre forms	1	FFST
Week 8			
Lectures	Scenography, costume design, stage music, lighting, stage technology, and stage	1	FFST
Seminar	Types of puppets and animation	1	FFST
Week 9			
Lectures	Dramatic forms (tragedy, comedy, drama) and genres (melodrama, opera, operetta, musical, cabaret, variety show, recital, etc.)	1	FFST
Seminar	Object Theatre	1	FFST
Week 10			
Lectures	Children and theatre performance	1	FFST
Seminar	Children's play	1	FFST
Week 11			
Lectures	Children and puppetry; the importance of puppet theatre in child development	1	FFST
Seminar	Significant children's playwrights	1	FFST
Week 12			
Lectures	Fundamentals of puppetry art	1	FFST
Seminar	Dramatization and adaptation of different literary genres	1	FFST
Week 13			
Lectures	Drama in education; Theatre in Education and Drama in Education; process drama	1	FFST
Seminar	Children and Stage Art	1	FFST
Week 14			
Lectures	Drama pedagogy and drama education	1	FFST
Seminar	Puppetry Theorists	1	FFST
Week 15			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Application of Stage Culture in educational practice	1	FFST
Seminar	Drama games in the classroom	1	FFST

Teaching Critical Thinking in Primary Education

Course name	**Teaching Critical Thinking in Primary Education**		
Course code	VUU331	*Year of study*	5.
Course leader	izv. prof. dr. sc. Bruno Ćurko	*ECTS credits*	3.0
Associates	dr. sc. Josip Guć	*Number of hours (L / S / E / P)*	15 / 0 / 30 / 0
Course status	Elective	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to enable students to apply methods and strategies for teaching critical thinking in primary (grades 1–4) education. Students will learn how to design teaching activities that foster the development of analytical, logical and reflective thinking in children through various forms and methods of teaching. By becoming familiar with theories and practices of critical thinking, students will become capable of applying these competences in the everyday educational context.		
Enrolment requirements	None.		
Learning outcomes	Upon completion of the course, the student will be able to: - Analyse the basic components of critical thinking. - Apply methods of fostering critical thinking in primary (grades 1–4) education. - Evaluate and assess the level of development of pupils' critical thinking. - Plan, implement and evaluate teaching activities aimed at developing pupils' critical thinking in subject teaching - Develop lesson plans and activities that integrate critical thinking into the everyday educational process. - Recognise challenges and propose activities to foster critical thinking among primary school pupils.		
Course content	Lectures: 1. Introduction to critical thinking: definitions, components and importance. 2. Development of critical thinking in children: cognitive development and abilities. 3. Strategies for teaching critical thinking: methods, tools and examples from practice. 4. Integrating critical thinking into different school subjects (language, mathematics, science). 5. Metacognition: how pupils can "learn how to learn" and manage their own thinking. 6. Planning and designing teaching units that foster critical thinking. 7. Evaluating pupils' critical thinking: assessment methods and feedback. 8. The role of the teacher in developing critical thinking and challenges in practice. Exercises: 1. Recognising causes and consequences in everyday situations. 2. Distinguishing facts from opinions in the classroom. 3. Creative problem solving through games and stories. 4. Developing questioning skills.		

<table>
<tr><td></td><td colspan="4">5. Critical interpretation of illustrations and visual content.
6. Researching reliable sources for children.
7. Identifying and correcting logical errors in stories.
8. Developing listening and comprehension skills through guided discussions.</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☐ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td colspan="2">☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="4">Participate in the teaching process: 80% of lectures and 80% of exercises. Behave in accordance with ethical and academic principles in higher education teaching. Participate actively and constructively in the teaching process.
Fulfil teaching duties and course obligations on time.
Design teaching units that foster critical thinking.
Pass the oral exam.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☐ Seminar paper
☐ Written exam</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td colspan="2">☒ Practical work
☐ Essay
☒ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">The final grade will be determined on the basis of the following components:
• Active participation in class (20%)
• Oral exam (40%)
• Designing and presenting a teaching unit that fosters critical thinking (40%)
The evaluation provides a comprehensive picture of student progress and acquired competences, while feedback provides insight into areas for further development.
The criteria for the assessment and grading of individual elements are described in the course repository.</td></tr>
<tr><td>Required literature</td><td>Title</td><td colspan="2">Number of copies available</td><td>Availability via other media</td></tr>
<tr><td></td><td>Kurikul nastavnog predmeta Svijet i ja (2023).</td><td colspan="2"></td><td>Online</td></tr>
<tr><td></td><td>Smjernice za implementaciju kurikula nastavnog predmeta Svijet i ja</td><td colspan="2"></td><td>Online</td></tr>
<tr><td></td><td>Ćurko, Bruno. Kordina, Kristina. Petrović, Ana. [ilustracije Jefimija Stoičić]. 2023. Svijet i ja 1: radni udžbenik i radna bilježnica za predmet Svijet i ja u prvom razredu osnovne škole. Zagreb: Školska knjiga.</td><td colspan="2">1</td><td></td></tr>
<tr><td></td><td>Ćurko, B., & Kordina, K. [ilustracije Stoičić, J.]. 2023. Svijet i ja 2, 3 i 4 udžbenici i radne bilježnice za nastavni predmet Svijet i ja za drugi, treći i četvrti razred osnovne škole. Zagreb: Školska knjiga.</td><td colspan="2">1</td><td></td></tr>
</table>

Supplementary literature	1. Buchberger, I. (2023). Kritičko mišljenje: Peace, Love & Rock and Roll – priručnik za edukatore. Rijeka: Filozofski fakultet Sveučilišta u Rijeci i Udruga za razvoj visokoga školstva Universitas. 2. Ćurko, B. (2017). Kritičko mišljenje u nastavi filozofije, logike i etike. Zagreb: Hrvatsko filozofsko društvo. 3. Ćurko, B., & Guć, J. (2022). Odgoj za životinje: razvoj kritičke misli i bioetičkog senzibiliteta kod djece. Zadar: Udruga Mala filozofija. 4. Fisher, A. (2011). Critical Thinking: An Introduction (2nd ed.). Cambridge, UK: Cambridge University Press. 5. Kincheloe, J. L. (2004.) Critical Thinking and Learning: An Encyclopedia for Parents and Teachers. Westport: Greenwood Publishing Group. 6. Housand, B. (2018). Fighting Fake News! Teaching Critical Thinking and Media Literacy in a Digital Age. New York: Taylor & Francis Group. 7. Paul, R., & Elder, L. (2014). Critical Thinking: Tools for Taking Charge of Your Professional and Personal Life (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc. 8. Walton. D. (2006.) Fundamentals of Critical Argumentation. Cambridge: Cambridge University Press. 9. Vaughn, Lewis (2008.) The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims. New York: Oxford University Press, 2008
Quality assurance methods	Quality is monitored through continuous evaluation of student progress by means of various forms of assessment, including active participation in class, work on practical assignments and final evaluation. The quality of teaching and the achievement of learning outcomes are further ensured through systematic monitoring of the teaching process, regular feedback to students and student evaluations of the course. These methods ensure the acquisition of the planned competences and the achievement of learning outcomes in accordance with the set standards.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to critical thinking: definitions, components and importance. Development of critical thinking in children: cognitive development and abilities.	3	
Week 2			
Lectures	Strategies for teaching critical thinking: methods, tools and examples from practice. Integrating critical thinking into different school subjects (language, mathematics, science).	3	
Week 3			
Lectures	Metacognition: how pupils can "learn how to learn" and manage their own thinking.	3	
Week 4			
Lectures	Planning and designing teaching units that foster critical thinking. Evaluating pupils' critical thinking: assessment methods and feedback.	3	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 5			
Lectures	The role of the teacher in developing critical thinking and challenges in practice.	3	
Week 6			
Methodological exercises	Recognising causes and consequences in everyday situations.	3	
Week 7			
Methodological exercises	Distinguishing facts from opinions in the classroom.	3	
Week 8			
Methodological exercises	Creative problem solving through games and stories.	3	
Week 9			
Methodological exercises	Developing questioning skills.	3	
Week 10			
Methodological exercises	Developing questioning skills.	3	
Week 11			
Methodological exercises	Critical interpretation of illustrations and visual content.	3	
Week 12			
Methodological exercises	Researching reliable sources for children.	3	
Week 13			
Methodological exercises	Identifying and correcting logical errors in stories.	3	
Week 14			
Methodological exercises	Identifying and correcting logical errors in stories.	3	
Week 15			
Methodological exercises	Developing listening and comprehension skills through guided discussions.	3	

Master's Thesis

Course name	**Master's Thesis**		
Course code	VUU302	*Year of study*	5.
Course leader		*ECTS credits*	10.0
Associates		*Number of hours (L / S / E / P)*	0 / 0 / 0 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims			
Enrolment requirements			
Learning outcomes			
Course content			
Types of teaching	☐ Lectures ☐ Seminars ☐ Practicals ☐ Remote learning ☐ Blended learning		☐ Fieldwork ☐ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision
Student obligations			
Monitoring of student work	☐ Class attendance ☐ Experimental work ☐ Seminar paper ☐ Written exam	☐ Research ☐ Paper ☐ Midterm exam ☐ Project	☐ Practical work ☐ Essay ☐ Oral exam ☐ Participation in class
Assessment and evaluation of student work			

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	-		

Supplementary literature	
Quality assurance methods	
Other (in the opinion of the proponent)	

Didactics of the Croatian Language 3

Course name	**Didactics of the Croatian Language 3**		
Course code	VUU213	*Year of study*	5.
Course leader	izv. prof. dr. sc. Ivana Odža	*ECTS credits*	5.0
Associates	Jadranka Buvinić, pred. Dijana Dvornik, v. pred.	*Number of hours (L / S / E / P)*	0 / 15 / 45 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to train students to judge, evaluate, plan, prepare and deliver quality teaching of initial reading and writing, Croatian language, linguistic expression, literature, and culture and media by applying contemporary insights into the methodology of language and literary education.		
Enrolment requirements	Completed the course Croatian Language Teaching Methods 2. Knowledge of the theory and practice of teaching beginning reading and writing, Croatian language, linguistic expression, literature and media culture.		
Learning outcomes	Upon completion of the course, the student will be able to: - present the selected methodological topic; - comment on the lessons attended in initial reading and writing, Croatian language, linguistic expression, literature and media culture; - evaluate the lessons attended in initial reading and writing, Croatian language, linguistic expression, literature and media culture; - plan a lesson in initial reading and writing, Croatian language, linguistic expression, literature and media culture; - prepare methodological preparation for the selected teaching unit; - conduct a lesson.		
Course content	Games in teaching initial reading and writing. Students with reading and writing difficulties. Communicative-creative approach to literary text. Cultivating native speech in teaching Croatian language. Cultivating native speech in teaching Croatian language. Intra-subject correlations. Inter-subject correlations. Dramatic methods in teaching Croatian language. Media culture (drama education). Media culture (film education). Creativity of writers of choice in teaching literature. Croatian language in project teaching. Monitoring, evaluation and grading in teaching Croatian language. Review of students' seminar papers.		
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☐ Fieldwork ☒ Independent work ☐ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	1. Regularly attend seminars (75%) and exercises (90%).		

<table>
<tr><td></td><td colspan="4">2. Prepare and present and critically reflect on the topic of a seminar paper according to pre-determined criteria.
3. Prepare methodological preparation and hold a public lesson.
4. Actively participate in seminars and exercises.
5. Behave in accordance with ethical and scientific principles in higher education teaching.
6. Complete individual and group assignments on time and with high quality.</td></tr>
<tr><td>Monitoring of student work</td><td colspan="4">☒ Class attendance ☐ Research ☐ Practical work
☐ Experimental work ☐ Paper ☐ Essay
☒ Seminar paper ☐ Midterm exam ☐ Oral exam
☐ Written exam ☐ Project ☒ Participation in class
☒ Lesson delivery</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the learning outcomes of the course and the student's obligations, the final grade for the course is formed based on the achievement of the following elements:
1. Active participation of students in seminars and exercises (regularity, critical discussion) - 20%;
2. Preparation, presentation of a seminar paper and discussion on a selected methodological topic - 30%;
3. Methodological preparation and held lesson are evaluated - 50%
The final grade is calculated based on all of the listed criteria.
The criteria for evaluating and grading individual elements are described in the course repository.</td></tr>
<tr><td rowspan="4">Required literature</td><td>Title</td><td>Number of copies available</td><td colspan="2">Availability via other media</td></tr>
<tr><td>Bežen, A. i sur. (2012). Što, zašto, kako u poučavanju hrvatskoga jezika. Metodički praktikum nastave hrvatskoga jezika u nižim razredima osnovne škole. Zagreb.</td><td>5</td><td colspan="2">No</td></tr>
<tr><td>Ministarstvo znanosti i obrazovanja (2019). Kurikulum nastavnog predmeta Hrvatski jezik za osnovne škole i gimnazije. Zagreb.</td><td>0</td><td colspan="2">Yes</td></tr>
<tr><td>Udžbenici i priručnici za učitelje.</td><td>10</td><td colspan="2">Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Čudina-Obradović, M. (2008). Igrom do čitanja. Zagreb.
Dvornik, D. (2009). Grad mi priča. Zagreb.
Gudelj-Velaga, Z. (1990). Nastava stvaralačke pismenosti. Zagreb.
Kermek-Sredanović, M. (1991). Književno-scenski odgoj i obrazovanje mladih. Zagreb.
Kermek-Sredanović, M. (1994). Djeca – film, priča i pjesma. Zagreb.
Nemeth-Jajić, J . i Dvornik, D. (2008). Igrokaz u razrednoj nastavi. Hrvatski, 1, 97–111.
Nemeth-Jajić, J. (2011). Hrvatski književnici u nastavi. Split.
Pintarić, A. (2008). Umjetničke bajke: teorija, pregled i interpretacije. Osijek.
Posokhova, I. (Ur.). (2000). Kako pomoći djetetu s teškoćama u čitanju i pisanju. Ostvarenje. Rosandić, D. (2005). Metodika književnoga odgoja. Zagreb.
Škuflić-Horvat, I. (2004). Scensko stvaralaštvo učenika osnovnoškolske dobi. Hrvatski, 1–2, 83–98. Težak, S. (1990). Metodika nastave filma. Zagreb.</td></tr>
</table>

	Težak, S. (1996). Teorija i praksa nastave hrvatskoga jezika 1. Zagreb. Velički, V. (2014). Pričanje priča – stvaranje priča: Povratak izgubljenomu govoru. Zagreb. Visinko, K. (2010). Jezično izražavanje u nastavi hrvatskoga jezika: Pisanje. Zagreb. Čitanje za školu i život (2013). Zbornik radova IV. simpozija učitelja i nastavnika hrvatskoga jezika. Zagreb.
Quality assurance methods	- student evaluation using an anonymous survey; - student success in preparing and performing seminar papers; - class attendance, completing teaching activities, success in completing assignments; - successfully held public class; - collaborative assessment of the implementation and quality of the teaching process.
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Language games (grammar, spelling, orthography).	1	
Methodological exercises	Curriculum of the Croatian language.	3	Training classroom
Week 2			
Seminar	Creative tasks in language teaching based on selected literary works from children's literature. Intra-subject and inter-subject correlations.	1	
Methodological exercises	Subject areas of the Croatian language: the area of Croatian language and communication, the linguistic activity of listening.	3	Training classroom
Week 3			
Seminar	Types of reading on the example of native texts.	1	
Methodological exercises	Subject areas of the Croatian language: Croatian language and communication, linguistic activity of speaking.	3	Training classroom
Week 4			
Seminar	Reading leads to creativity. Intra-subject and inter-subject correlations.	1	
Methodological exercises	Subject areas of Croatian language: Croatian language and communication, language activities of reading.	3	Training classroom
Week 5			
Seminar	Interpretive reading and active listening.	1	
Methodological exercises	Subject areas of the Croatian language: Croatian language and communication, linguistic activity of writing.	3	Training classroom
Week 6			
Seminar	Examples of reading and writing difficulties. Recognition and support.	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Public lessons in the subject area of C roatian language and communication. Methodological analysis of the lesson.	3	Training classroom
Week 7			
Seminar	Communicative-creative approach to the writing process.	1	
Methodological exercises	Public lessons in the subject area of C roatian language and communication. Methodological analysis of the lesson.	3	Training classroom
Week 8			
Seminar	Didactic and methodological guidelines for conducting additional classes in the Croatian language.	1	
Methodological exercises	Public lessons in the subject area of C roatian language and communication. Methodological analysis of the lesson.	3	Training classroom
Week 9			
Seminar	Texts in Croatian language teaching.	1	
Methodological exercises	Subject areas of the Croatian language: culture and media.	3	Training classroom
Week 10			
Seminar	Process drama.	1	
Methodological exercises	Public classes in the subject area of culture and media. Methodical analysis of the lesson.	3	Training classroom
Week 11			
Seminar	Communicative-creative approach to literary text on the example of reading in 1st grade.	1	
Methodological exercises	Public classes in the subject area of culture and media. Methodical analysis of the lesson.	3	Training classroom
Week 12			
Seminar	Communicative-creative approach to literary text on the example of reading in 2nd grade.	1	
Methodological exercises	Public lessons in the subject area of l iterature and creativity. Methodological analysis of the lesson.	3	Training classroom
Week 13			
Seminar	Communicative-creative approach to literary text on the example of reading in 3rd and 4th grade.	1	
Methodological exercises	Public lessons in the subject area of l iterature and creativity. Methodological analysis of the lesson.	3	Training classroom
Week 14			
Seminar	From educational outcome to evaluation.	1	
Methodological exercises	Correction of students' written work. Evaluation in Croatian language teaching.	3	Training classroom
Week 15			
Seminar	Review of students' seminar presentations.	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Students' reflection on the experience of conducting a public lesson.	3	Training classroom

Didactics of Science and Society 3

Course name	**Didactics of Science and Society 3**		
Course code	VUU216	*Year of study*	5.
Course leader	doc. dr. sc. Mila Bulić	*ECTS credits*	5.0
Associates		*Number of hours (L / S / E / P)*	0 / 15 / 45 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	Enable students to successfully prepare and implement different forms of Science and Social Studies teaching at both the theoretical and practical levels.		
Enrolment requirements	Completed courses: Methodology of Teaching Science and Social Studies 1 and Methodology of Teaching Science and Social Studies 2.		
Learning outcomes	Upon completion of the course, students will be able to: -explain the importance of implementing outdoor teaching in Science and Social Studies -explain the importance of developing educational values in Science and Social Studies teaching -plan Science and Social Studies lessons aimed at introducing students to orientation in space and time -plan Science and Social Studies lessons aimed at developing students' cartographic literacy -integrate Health Education curriculum content into Science and Social Studies teaching -apply an integrated approach in Science and Social Studies teaching -plan teaching in combined classes -plan and organize outdoor forms of Science and Social Studies teaching -implement inquiry-based Science and Social Studies teaching -prepare different forms of remedial and enrichment teaching in Science and Social Studies -monitor, evaluate, and assess their own work -apply acquired knowledge in teaching practice		
Course content	Educational outcomes in Science and Social Studies for the 1st and 2nd grades Educational outcomes in Science and Social Studies for the 3rd and 4th grades Curriculum – the natural science field Planning integrated teaching for the 1st and 2nd grades Planning integrated teaching for the 3rd and 4th grades Introducing students to natural sciences Introducing students to spatial orientation Introducing students to real and scaled representation Introducing students to cartographic literacy Introducing students to the concept of time Introducing students to historical content School local heritage collection, living corner, and school garden The human body and health in Science and Social Studies teaching Students with special educational needs in Science and Social Studies teaching Outdoor school		

<table>
<tr><td>Types of teaching</td><td colspan="2">☐ Lectures
☒ Seminars
☒ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☒ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. participate in the teaching process: seminars 87%, practical classes 93%
2. behave in accordance with ethical and scientific principles in higher education teaching
3. participate in and carry out teaching and extracurricular (individual and group) activities that enable the achievement of the learning outcomes envisaged by the course
4. prepare a seminar paper according to previously established criteria
5. present a seminar paper according to previously established criteria
6. prepare a Science and Social Studies lesson according to previously established criteria
7. conduct a Science and Social Studies lesson</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Lesson delivery</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">Seminar paper (written paper and presentation) – 50%
Public teaching lesson (planning, preparation, and presentation) – 50%
The assessment and grading criteria for individual elements are described in the course repository.</td></tr>
<tr><td rowspan="3">Required literature</td><td>Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td>De Zan, I. (2005): Metodika nastave prirode i društva. Školska knjiga, Zagreb.</td><td>1</td><td></td></tr>
<tr><td>Kostović-Vranješ, V. (2015). Metodika nastave predmeta prirodoslovnog područja. Školska knjiga, Zagreb.</td><td>12</td><td></td></tr>
<tr><td>Supplementary literature</td><td colspan="3">Lučić, K., Matijević, M. (2004): Nastava u kombiniranim odjelima: priručnik za učiteljice i učitelje. Školska knjiga, Zagreb. Devernay, B., Garašić, D., Vučić, V. (2001): Odgoj i obrazovanje za okoliš i održivi razvoj. Društvo za unapređivanje odgoja i obrazovanja, Zagreb.
Burušić, J., Šerepac, V. (2019). STEM daroviti i talentirani učenici, Alfa, Zagreb.
Kurikulum nastavnog predmeta Priroda i društvo
Kurikulum zdravstvenog odgoja www.azoo.hr/images/zdravstveni/Kurikulum_ZO.pdf
Odobreni udžbenici prirode i društva od 1. do 4. razreda.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="3">- class attendance, participation in class, and successful completion of assignments
- student survey on the quality of teaching and teaching staff at the university level
- passed exam and completion of other obligations prescribed by the syllabus
- individual consultations</td></tr>
</table>

	- students' self-assessment of achieved learning outcomes - peer evaluation of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Introduction to the seminar paper	1	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 2			
Seminar	Crisis situations – student education in Science and Social Studies teaching	1	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 3			
Seminar	Natural Science subject Social Studies and Community subject	1	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 4			
Seminar	Introducing students to cartographic literacy in Science and Social Studies teaching	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	2	
Week 5			
Seminar	Introducing students to the study of their local region in Science and Social Studies teaching.	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 6			
Seminar	Holistic learning in Science and Social Studies teaching – phenological observations.	1	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	2	
Week 7			
Seminar	Introducing students to processes and interactions: magnets and gravity – Grade 2 Science.	1	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 8			
Seminar	Introducing students to the investigation of the properties of substances and materials in Science teaching.	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 9			
Seminar	Organization of the world around us – flowering plants in Science and Social Studies teaching.	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 10			
Seminar	Organization of the world around us – seasons in Science and Social Studies teaching.	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 11			
Seminar	Holistic learning in Science and Social Studies teaching – cycles in nature.	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	
Week 12			
Seminar	The importance of time organization and representing chronological sequence in Science and Social Studies teaching.	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	2	
Week 13			
Seminar	National examinations in Science and Social Studies.	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	2	
Week 14			
Seminar	Organization of the world around us – the human body in Science and Social Studies teaching.	1	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	2	
Week 15			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Seminar	Introducing students to the interrelationships among living beings in Science and Social Studies teaching.	0	
Methodological exercises	The topics of practical exercises are determined according to the current teaching units in the classroom of the training school.	3	

Sociology of Education

Course name	**Sociology of Education**		
Course code	VUU159	*Year of study*	5.
Course leader	izv. prof. dr. sc. Vlaho Kovačević	*ECTS credits*	4.0
Associates		*Number of hours (L / S / E / P)*	30 / 30 / 0 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	To familiarize students with the basic goals, concepts, development, theoretical approaches, social context, specific characteristics of educational institutions, as well as the position and relationships of participants within them.		
Enrolment requirements	There is no.		
Learning outcomes	Upon completion of the course, the student will be able to: Describe and define the subject of sociology of education (its origin and development, basic concepts, and place within the system of sciences); Explain the broader social context of education (values, relationships, functions, (in)equality, the importance of education, processes influencing student achievement, deviations, etc.); Recognize sociological (theoretical) perspectives related to education (basic assumptions, advantages/disadvantages); Identify the impact of social and technological changes on the development of education (democratization, multiculturalism, globalization, ecology, technology); Connect the system of educational institutions with the importance of the role of educators/teachers in society (characteristics of the profession) and the position and roles of participants within them; Demonstrate a presentation of the educational content of this course.		
Course content	1. Introduction to the course – obligations, syllabus requirements, literature, and teaching methods (agreement with students) 2. Analysis and explanation of basic concepts: upbringing, education, socialization, etc. 3. Historical overview of the development of sociology of education – origin, development, scope and tasks; relation to other sciences 4. Relevant theoretical approaches – functionalism 5. Relevant theoretical approaches (2) – conflict theory, interactionism 6. Society and upbringing/education; industrialization, modernization 7. Social inequalities and educational opportunities 8. Changes in the structure and role of the family and upbringing/education 9. Education and social change social values socialization and deviant phenomena 10. Division of labor, labor market, and mobility 11. Democratization of society, globalization, multiculturalism 12. Ecology and education 13. Institutional system of upbringing and education in the Republic of Croatia		

<table>
<tr><td></td><td colspan="3">social factors of school success
structure of the school system
kindergarten as an organization
school as an organization
contemporary trends and functions
14. Sociology of the professions of educator and teacher
15. New trends and educational activity
lifelong learning
alternative education, education for the future</td></tr>
<tr><td>Types of teaching</td><td colspan="2">☒ Lectures
☒ Seminars
☐ Practicals
☐ Remote learning
☐ Blended learning</td><td>☐ Fieldwork
☐ Independent work
☐ Multimedia
☐ Laboratory
☐ Supervision
☒ Workshops</td></tr>
<tr><td>Student obligations</td><td colspan="3">1. Participate in the teaching process: lectures 70%, seminars 80%.
2. Act in accordance with ethical and scientific principles in higher education.
3. Participate in and complete teaching and extracurricular (individual and group) activities that enable the achievement of the course learning outcomes.
4. Prepare a seminar paper according to predefined criteria.
5. Present the seminar paper according to predefined criteria.
6. Pass an oral exam.
7. Inform themselves about missed classes during lecturers’ consultation hours and from other students.
8. Adhere to the time frames required for course activities.
9. Complete individual and group assignments on time and with quality.
10. Actively and constructively participate in classes.</td></tr>
<tr><td>Monitoring of student work</td><td>☒ Class attendance
☐ Experimental work
☒ Seminar paper
☐ Written exam
☒ Individual and group assignments</td><td>☐ Research
☐ Paper
☒ Midterm exam
☐ Project</td><td>☐ Practical work
☐ Essay
☒ Oral exam
☐ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="3">In accordance with the learning outcomes of the course and the student's obligations, the final course grade is determined based on the achievement of the following assessment components:
Oral examination – 60%
Preparation and presentation of a seminar paper in accordance with the instructor's guidelines – 20%
Performance in completing individual and group assignments – 10%
Class participation, including engagement in discussions during lectures and seminars – 10%
Throughout the seminar sessions and following the oral examination, students will receive feedback on their progress. During the oral examination, the final grade will be explained, including the contribution of each assessment component to the overall result. Students will also receive guidance on how to improve their future performance.
The assessment and grading criteria for each component are described in the course repository.</td></tr>
</table>

Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.	1	1
	Giddens, A. (2007). Sociologija, Zagreb: Nakladni zavod Globus. (Obrazovanje, str. 491-526).	1	1
	Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja, Znamen, Zagreb (V. Poglavlje: sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371).	1	1
	Pilić, Š. (2008). /ur./, Obrazovanje u kontekstu tranzicije. Split: HPKZ, str. 45-57; 59-66; 129-145; 149-162; 165-174; 239-244.	1	1
	Vrgoč, H. (2001). /ur./, Uspješna škola. Zagreb-Križevci: Hrvatski pedagoško-književni zbor, str. 55-75; 221-237.	1	1
	Bežen, A. (2004). /ur./, Temeljne edukacijske znanosti i metodike nastave, Zageb: Akademija odgojnih znanosti Hrvatske, Profil International, str. 49-54.	1	1
	Kovačević, V., Kardum, G., & Malenica, K. (2019). Kvalitativno narativno istraživanje dječje religioznosti u kontekstu pet dimenzija religioznosti. Bogoslovska smotra, 89(4), 885-898.	1	1
	Vidović Schreiber , T. T., Kovačević, V., Malada, D. (2020). „Baby Shark“ as a Social and Artistic Phenomenon. Universal Journal of Educational Research 8(10): 4449-4458, DOI: 10.13189/ujer.2020.081012	1	1
	Kovacevic, V., Spetic, M., & Pleslic, M. (2018). Language as a social phenomenon in a global context: Implications for teaching practice. New Trends and Issues Proceedings on Humanities and Social Sciences, 5(3), 173-182.	1	1
Supplementary literature	Students are required to select one or two items from the list of recommended supplementary literature. 1. Ballantine, J. H. (2001), The Sociology of Education. A Systematic Analysis. Prentice Hall. 2. Bruhn, John (2011). The Sociology of Community Connections. New York: Springer Science+Business Media, Inc. (111-141, 143-165, 167-183, 185-208, 263-276, 277-290). 3. Coffey, Ammanda. (2001). Education and Social Change. Open University Press. Philadelphia. 4. Delors, J. i sur. (1998). Učenje: blago u nama, Educa, Zagreb.		

	5. Durkheim, E. (1996). Obrazovanje i sociologija, Societas, Zagreb. 6. Lesourne, J. (1993). Obrazovanje i društvo: izazovi 2000. godine, Educa, Zagreb. 7. Marinković, R. & Karajić, N. (ur.) (2004). Budućnost i uloga nastavnika/Future and the role of teachers. Zagreb: PMF/Faculty of science. 8. Pastuović, (2012) Obrazovanje i razvoj, Institut za društvena istraživanja i Učiteljski fakultet, Zagreb. 9. Ballantine, H. Jeanne. (2001) The Sociology of Education. A Systematic Analysis. New Jersey: Prentice Hall. (1-6). 10. Morin, Edgar.(2002) Odgoj za budućnost, Sedam temeljnih spoznaja nužnih u odgoju za budućnost, Zagreb: Educa. 11. Delanty, Gerard (2006). Community. London & New York: Routledge. (18-42). 12. Day, Graham (2006). Community and Everyday Life. London & New York: Routledge. (181-212). 13. Vujičić, Lidija (2011) Istraživanje kulture odgojno-obrazovne ustanove, Zagreb: Mali profesor. 14. Vidović, Vizek Vlasta (2011) Učitelji i njihovi mentori, Uloga mentora u profesionalnom razvoju učitelja, Zagreb: Institut za društvena istraživanja u Zagrebu. (7-95). 15. Hallinan, M. T. (2000), Handbook of the Sociology of Education, Springer University of Notre Dame. 16. Coffey A. (2001), Education and Social Change, Open University Press, Buckingham, Philadelphia. 17. Bridges, Lisa J.; Moore, Kristin A. (2002), Religion and Spirituality in Childhood and Adolescence, Trends Child. 18. Wadsworth, Sarah M. (2015), A Qualitative Study on How a Teacher 's Religious Beliefs Affect the Choices They Make in the Classroom, Otterbein University, Westerville, Ohio.
Quality assurance methods	- Class attendance, participation in class activities, and successful completion of assigned tasks - Student evaluation survey on the quality of teaching and instructors at the university level - Successful completion of the examination and all other course requirements specified in the syllabus - Individual consultations - Student self-assessment of achieved learning outcomes - Peer evaluation of the implementation and quality of the teaching process
Other (in the opinion of the proponent)	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Introduction to the course – course requirements, syllabus, required literature, and teaching methods (agreement with students)	2	P
Seminar	Relationship between society and the education system; theoretical perspectives in the sociology of education.	2	P

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 2			
Lectures	Analysis and explanation of key concepts: upbringing, education, socialization, and related concepts.	2	P
Seminar	Education and the Development of Society	2	
Week 3			
Lectures	Historical overview of the development of the sociology of education – its origins, development, scope, and objectives; its relationship with other academic disciplines.	2	
Seminar	Children and the Media	2	
Week 4			
Lectures	Relevant Theoretical Perspectives – Functionalism	2	
Seminar	School–Family–Community	2	
Week 5			
Lectures	Relevant Theoretical Perspectives (2) – Conflict Theory and Interactionism The Social Context of Upbringing and Education	2	
Seminar	Intercultural Education and Local Culture	2	
Week 6			
Lectures	Society and Upbringing/Education; Industrialization and Modernization	2	
Seminar	The Culture of Educational Institutions	2	
Week 7			
Seminar	Adult Education – Labour Market Perspective	2	
Week 8			
Lectures	Changes in the Structure and Role of the Family and Upbringing/Education	2	
Seminar	Self-Assessment of Teachers' Competencies, Motivation, and Effectiveness in Adult Education	2	
Week 9			
Lectures	Upbringing and Social Change Social Values Socialization and Deviant Phenomena	2	
Seminar	Values, Trust, Leisure Time, and Risk Behaviours among Young People	2	
Week 10			
Lectures	Division of Labour, Labour Market, and Mobility	2	
Seminar	Young People and the Family: Generational Issues and Potential	2	
Week 11			
Lectures	Democratization of Society, Globalization, and Multiculturalism	2	
Seminar	Society – Environmental Awareness – Upbringing	2	
Week 12			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Ecology and Upbringing	2	
Seminar	Theory and Practice of Inclusive Education	2	
Week 13			
Lectures	The Institutional System of Upbringing and Education in the Republic of Croatia Social factors influencing school achievement Structure of the education system Kindergarten as an organization School as an organization Contemporary trends and functions	2	
Seminar	Contemporary School Culture in Croatia	2	
Week 14			
Lectures	Sociology of the Teaching Profession: Educators and Teachers	2	
Seminar	Education for Sustainable Development	2	
Week 15			
Lectures	New Trends and Educational Practice Lifelong Learning Alternative Education and Education for the Future	2	
Seminar	Students, Parents, and the Virtual Environment	2	

Practicum and School Practice

Course name	**Practicum and School Practice**		
Course code	VUU148	*Year of study*	5.
Course leader	prof. dr. sc. Gloria Vickov	*ECTS credits*	4.0
Associates	dr. sc. Eva Jakupčević	*Number of hours (L / S / E / P)*	0 / 30 / 30 / 0
Course status	Compulsory	*Online percentage*	0%
Course description			
Course aims	The aim of the course is to train students for classroom observation and analysis, critical analyzing teaching materials, lesson planning, creating lesson plans and conducting EFL lessons.		
Enrolment requirements	Completed attendance requirements of Early EFL Teaching Methodology		
Learning outcomes	Upon successful completion of this course, students will be able to: - estimate and critically analyze the segments of the teaching process during EFL lessons at an early school age - independently plan and conduct teaching of English at an early school age - independently choose appropriate textbooks and other teaching materials - select and apply appropriate teaching activities for disabled students as well as for the gifted students - use various teaching aids in a methodically and didactically appropriate way. Students will become aware of the necessity of developing tolerance among colleagues, team work, life-long professional training and self-education.		
Course content	1. Demonstration classes 2. Demonstration classes analysis, introductory guidelines and basic characteristics of early EFL lessons 3. Students' individual classes and analyses 4. Classroom language, individual EFL classroom simulations 5. Classroom management, individual EFL classroom simulations 6. Evaluation and selection of teaching materials, individual EFL classroom simulations 7. Use of dictionaries in early EFL teaching 8. TPR method in early EFL teaching 9. Teaching aids 10. Interdisciplinary teaching and erly EFL 11. Language activities for disabled children 12. Language activities for gifted children 13. Professional training and self-evaluation		
Types of teaching	☐ Lectures ☒ Seminars ☒ Practicals ☐ Remote learning ☒ Blended learning	☒ Fieldwork ☐ Independent work ☒ Multimedia ☐ Laboratory ☒ Supervision	
Student obligations	Participate in the teaching process: seminars 80%, exercises 90%		

	Behave in accordance with ethical and scientific principles in higher education teaching Participate in and complete teaching and extracurricular activities that enable the acquisition of learning outcomes provided for by the course. Prepare and conduct two individual teaching lessons in a school.		
Monitoring of student work	☒ Class attendance ☐ Experimental work ☒ Seminar paper ☐ Written exam ☒ Independent assignments	☐ Research ☐ Paper ☐ Midterm exam ☐ Project ☒ Lesson delivery	☐ Practical work ☐ Essay ☐ Oral exam ☒ Participation in class
Assessment and evaluation of student work	In accordance with the learning outcomes of the course and the students' obligations, the final grade for the course is formed based on the achievement of the following elements: Prepared and conducted two individual teaching lessons in a school – 90% Success in completing independent tasks (homework) – 5% Class activity, participation in discussions during lectures and seminars – 5% Evaluation and grading criteria for individual elements are described in the course repository.		
Required literature	*Title*	*Number of copies available*	*Availability via other media*
	Harmer, J. (2015). The practice of English language teaching. Pearson.	1	
	Shin, J. K. I Crandall, J. (2014). Teaching young learners English: from theory to practice. National Geographic Learning.	1	
Supplementary literature	Cameron, L. I McKay, P. (2016). Bringing creative teaching into the young learner classroom. Oxford University Press. Puchta, H. I Elliot, K. (2017). Activities for very young learners. Cambridge University Press. Ur, P. (2016). A Course in English Language Teaching, Cambridge: Cambridge University Press.		
Quality assurance methods	- Class attendance, class activity, success in performing tasks - Student survey on the quality of teaching and teachers at the university level - Passed exam and fulfillment of other obligations prescribed by the syllabus - Individual consultations - Student self-assessment of achieved learning outcomes - Peer assessment of the implementation and quality of the teaching process		
Other (in the opinion of the proponent)			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Seminar	Introduction; instructions for classroom observations	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Classroom observations	2	
Week 2			
Seminar	Analysis of classroom observations; introductory definitions and basic characteristics of an English lesson at an early school age	2	
Methodological exercises	Classroom observations	2	
Week 3			
Seminar	Analysis of classroom observations; introductory definitions and basic characteristics of an English lesson at an early school age	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 4			
Seminar	Classroom language; individual lesson simulations	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 5			
Seminar	Classroom management; individual lesson simulations	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 6			
Seminar	Evaluation and selection of teaching materials; individual lesson simulations	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 7			
Seminar	Using dictionaries in early English language learning	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 8			
Seminar	Applying the TPR method in early English language learning	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 9			
Seminar	Teaching aids and materials	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 10			
Seminar	Interdisciplinary teaching and early English language learning	2	

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Methodological exercises	Students' individual lessons and analysis	2	
Week 11			
Seminar	Language activities for children with developmental difficulties	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 12			
Seminar	Language activities for gifted children	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 13			
Seminar	Assessment of knowledge	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 14			
Seminar	Professional development and self-evaluation	2	
Methodological exercises	Students' individual lessons and analysis	2	
Week 15			
Seminar	Recapitulation	2	
Methodological exercises	Final analysis of students' individual lessons	2	

Evaluation of E-Learning Systems

Course name	**Evaluation of E-Learning Systems**		
Course code	VUU222	*Year of study*	5.
Course leader	izv. prof. dr. sc. Suzana Tomaš	*ECTS credits*	4.0
Associates	Zoa Šimundić	*Number of hours (L / S / E / P)*	30 / 0 / 30 / 0
Course status	Compulsory	*Online percentage*	20%
Course description			
Course aims	By using one of the e-learning systems, students will evaluate its effectiveness in practical application in teaching pupils in early primary education. Building on their previously acquired knowledge of e-learning systems, through this course students will confirm or reject the effectiveness of applying e-learning systems in education and will be able to determine how, when and where to apply such systems in their future practice.		
Enrolment requirements	No prerequisites.		
Learning outcomes	Upon completion of the course, the student will be able to: Explain the methodology for evaluating e-learning systems. Implement the designed instructional content with pupils from first to fourth grade. Manage designed domain knowledge within an e-learning system. Evaluate designed instructional content in e-learning systems.		
Course content	Development of a model for designing instructional content in e-learning systems Evaluation of e-learning systems Experiment as a method for evaluating e-learning systems Classification of methods for evaluating e-learning systems Formative evaluation Summative evaluation Methodology for evaluating the effect of the learning and teaching process Evaluation of e-learning systems – primary school pupils Effect size Evaluation system – EVEDIN		
Types of teaching	☒ Lectures ☐ Seminars ☒ Practicals ☐ Remote learning ☐ Blended learning	☐ Fieldwork ☒ Independent work ☒ Multimedia ☐ Laboratory ☐ Supervision	
Student obligations	Participate in the teaching process: lectures 80%, practical classes 90%. Conduct themselves in accordance with ethical and scientific principles in higher education teaching. Participate in and complete curricular and extracurricular individual and group activities that enable the achievement of the learning outcomes envisaged by the course. Complete an assignment according to predefined criteria. Conduct one Informatics lesson with primary school pupils in Grades 1 to 4 (a simulated lesson is considered equivalent). Pass the written exam with a minimum score of 60%.		

<table>
<tr><td></td><td colspan="4">Pass the practical exam with a minimum score of 80%.
Obtain information about missed classes during the lecturer's consultation hours and from other students.</td></tr>
<tr><td>Monitoring of student work</td><td colspan="2">☒ Class attendance
☐ Experimental work
☐ Seminar paper
☒ Written exam
☒ Individual and group work</td><td>☐ Research
☐ Paper
☐ Midterm exam
☐ Project
☒ Lesson delivery</td><td>☐ Practical work
☐ Essay
☐ Oral exam
☒ Participation in class</td></tr>
<tr><td>Assessment and evaluation of student work</td><td colspan="4">In accordance with the course learning outcomes and student obligations, the final course grade is determined based on achievement in the following components:
Written exam – 25%
Planning, organising and delivering an instructional unit – 40%
Performance in completing individual and group assignments – 30%
Class participation – 5%
The criteria for assessing and grading individual components are described in the course repository.</td></tr>
<tr><td rowspan="5">Required literature</td><td colspan="2">Title</td><td>Number of copies available</td><td>Availability via other media</td></tr>
<tr><td colspan="2">Ani Grubišić: Vrednovanje sustava e-učenja, Prirodoslovno-matematički fakultet, Split, 2009.</td><td></td><td>Yes</td></tr>
<tr><td colspan="2">Mužić, V.: Uvod u metodologiju istraživanja odgoja i obrazovanja, Educa, Zagreb, 2004.</td><td>10</td><td></td></tr>
<tr><td colspan="2">Kirkpatrick's Four Levels of Evaluation http://www.masterminds-ink.com/Evaluation.pdf</td><td></td><td>Yes</td></tr>
<tr><td colspan="2">Clayton R. Wright, Criteria for Evaluating the Quality of Online Courses, Instructional Media and Design Grant MacEwan College Edmonton, Alberta T5J 4S2o</td><td></td><td>Yes</td></tr>
<tr><td>Supplementary literature</td><td colspan="4">Elissavet, G., & Economides, A. A. (2003). An Evaluation Instrument for Hypermedia Courseware. Educational Technology & Society, 6(2), 31-44.</td></tr>
<tr><td>Quality assurance methods</td><td colspan="4">Class attendance, class participation, and successful completion of assignments.
University-level student survey on the evaluation of teaching.
Passing the exam and fulfilling other obligations prescribed by the syllabus.
Individual consultations.
Student self-assessment of achieved learning outcomes.
Peer assessment of the implementation and quality of the teaching process.
Application of instructional content in the field of information and communication technology designed in an e-learning system (online teaching).</td></tr>
<tr><td>Other (in the opinion of the proponent)</td><td colspan="4"></td></tr>
</table>

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Week 1			
Lectures	Student assessment	2	P9
Laboratory exercises	Digital assessment tools	2	P9
Week 2			
Lectures	Formative assessment	2	P9
Laboratory exercises	Digital assessment tools	2	P9
Week 3			
Lectures	Summative assessment	2	P9
Laboratory exercises	Digital assessment tools	2	P9
Week 4			
Lectures	Assessment report in a digital environment	2	P9
Laboratory exercises	Digital tools - assessment report in a digital environment	2	P9
Week 5			
Lectures	Learning analytics in a digital environment	2	P9
Laboratory exercises	Digital tools - Learning analytics in a digital environment	2	P9
Week 6			
Lectures	Classification of assessment methods	2	P9
Laboratory exercises	Model for classifying assessment methods	2	P9
Week 7			
Lectures	Classification of assessment methods	2	P9
Laboratory exercises	Models for classifying assessment methods	2	P9
Week 8			
Lectures	Experiment as an assessment method	2	P9
Laboratory exercises	Experiment simulation	2	P9
Week 9			
Lectures	Methodology for evaluating the effect of the learning and teaching process in e-learning systems	2	P9
Laboratory exercises	Methodology for evaluating the effect of the learning and teaching process in e-learning systems	2	P9
Week 10			
Lectures	Methodology for evaluating the effect of the learning and teaching process in e-learning systems	2	P9
Week 11			

Syllabus			
Class type	*Topic*	*Teaching hours*	*Location*
Lectures	Methodology for evaluating the effect of the learning and teaching process in e-learning systems Effect size	2	P9
Week 12			
Laboratory exercises	Methodology for evaluating the effect of the learning and teaching process in e-learning systems	2	P9
Week 13			
Lectures	Interpretation of the quiz and activities in the designed topic in Moodle	2	P9
Laboratory exercises	Assignment - workshop	2	P9
Week 14			
Lectures	Statistics in Moodle	2	P9
Laboratory exercises	Assignment - Statistics in Moodle	2	P9
Week 15			
Lectures	Written test at the end of the semester	2	P9
Laboratory exercises	Written test at the end of the semester	2	P9

3. ANNEXES

3.1. Learning outcomes of the study programme

Learning outcome code	Description of the learning outcome
LO 1	Analyse, select and apply pedagogical and psychological approaches underpinning the delivery of teaching in lower primary school and the overall educational process
LO 2	Plan, organise and implement a learner-centred teaching process grounded in a competency-based, i.e. constructivist, approach to education
LO 3	Continuously develop professionally and apply insights from the foundational sciences underpinning the subjects taught in lower primary school
LO 4	Apply the grammatical, linguistic-stylistic and normative standards of the Croatian literary language system in order to monitor, evaluate and compare the expression (oral and written) of lower primary school pupils, independently resolve linguistic problems, and teach Croatian language in accordance with the relevant curriculum
LO 5	Teach children's literature and literary theory concepts appropriate to lower primary school pupils
LO 6	Communicate mathematical knowledge, ideas and results relating to mathematical concepts in arithmetic, algebra and geometry in a reasoned and effective manner, at a level appropriate to lower primary school pupils
LO 7	Encourage pupils to develop a positive attitude towards learning and teaching mathematical concepts and ideas

LO 8	Encourage lower primary school pupils to develop mathematical thinking skills (through the processes of conceptualisation and reasoning) and to acquire skills in solving various types of mathematical tasks in accordance with the relevant curriculum
LO 9	Equip lower primary school pupils to solve problem tasks using the scientific method, in accordance with the relevant curriculum
LO 10	Argue for the interconnectedness of the social, economic and ecological concepts of living without polluting or destroying the environment, and to discuss and act in an environmentally responsible manner
LO 11	Analyse the impact of human activity on the environment and the negative consequences for the health of living beings, and propose approaches to protecting health and preserving the environment, at a level appropriate to lower primary school pupils
LO 12	Explain the formation and developmental characteristics of particular natural and social elements on the Earth's surface, at a level appropriate to lower primary school pupils
LO 13	Understand and interpret the geographical characteristics of the Republic of Croatia in accordance with the relevant curriculum and the cognitive development of lower primary school pupils
LO 14	Apply the methodological specificities of teaching all subjects in primary education across the various forms of educational work in school
LO 15	Plan, programme, implement and (self-)evaluate the teaching process
LO 16	Formatively and summatively assess pupil achievement
LO 17	Implement cross-curricular themes and correlate learning outcomes, content and activities across different subjects in lower primary school
LO 18	Apply teaching aids and resources, social forms of work, teaching strategies and teaching methods in accordance with the needs and abilities of lower primary school pupils and the specific requirements of the learning outcomes and the teaching process
LO 19	Individualise the teaching process
LO 20	Analyse a professional text in the English language at all levels of linguistic and content complexity in accordance with the relevant curriculum
LO 21	Plan, organise and implement the teaching of Music and Art in accordance with the relevant curricula and with the individual abilities and capacities of pupils
LO 22	Develop musical and artistic abilities and introduce pupils to musical and artistic works from various styles and cultures, at a level appropriate to lower primary school pupils
LO 23	Plan, organise and implement physical education teaching in accordance with the individual abilities and capacities of lower primary school pupils
LO 24	Explain the impact of physical exercise on health and promote a healthy lifestyle, physical activity and sports culture
LO 25	Use information and communications technology for communication, collaboration and professional development
LO 26	Select and/or adapt existing digital resources and materials and create new ones for learning and teaching in lower primary school
LO 27	Organise and lead educational activities in cultural and artistic societies, associations, open universities, museums, preschool institutions, primary schools (particularly in extended-day programmes) and in other institutions and organisations in the fields of culture, education and the arts

LO 28	Engage in lifelong professional development in the areas of curriculum, the teaching process, work with lower primary school pupils, and collaboration with other stakeholders in the educational process
LO 29	Collaborate with professional services and other internal and external school stakeholders with the aim of ensuring the quality of the teaching process and the well-being of pupils

COMPULSORY COURSES

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**	**LO 13**	**LO 14**	**LO 15**
Total number of courses per LO	57	30	66	9	10	8	13	7	13	18	14	1	1	21	29
Tools for Teaching Introductory Programming			+				+							+	
Didactics Practice	+	+	+												
Didactics	+													+	+
Children's Literature in English			+		+										
English Phonetics and Phonology	+		+												
English Grammar – Word Classes	+		+												
English Language 1	+		+												
English Language 2	+		+												
English Language and Linguistics – Introduction	+		+												
Philosophy of Education			+		+					+	+			+	+
Geography	+	+	+							+	+	+	+		+
Music Culture			+												
Croatian Children's Literature					+										
Croatian Language 1			+	+											
Croatian Language 2			+	+											
Information and Communications Technology for School-Age Children	+	+	+												
Introduction to Computer Science			+				+								
Inclusive Pedagogy	+	+	+											+	+
Instrumental Practicum			+												

Integrated Language Skills	+		+												
Interculturalism in Early English as a Foreign Language Learning	+		+												
Intercultural Music Education			+											+	
Outdoor Teaching in Education for Sustainable Development	+		+						+	+	+				
Language Culture			+	+											
Language Exercises 1	+		+												
Language Exercises 2 (Writing Skills)	+		+												
Language Exercises 3	+		+												
Teaching Methodology of Physical Education 1	+		+												
Teaching Methodology of Physical Education 2	+														
Teaching Methodology of Physical Education 3		+													+
Literature for Youth					+										
Critical Thinking for Sustainable Development	+		+							+	+				
Visual Arts			+												
Logic			+	+		+	+	+	+	+				+	
Mathematics 1						+	+	+							
Mathematics 2						+	+	+							
Mathematics 3						+	+	+							
Media Culture					+										
Methodological Practice 1			+											+	+
Methodological Practice 2	+													+	+
Methodological Practice 3	+	+												+	+
Early EFL Teaching Methodology	+	+	+		+										+
Didactics of Music 1	+		+											+	+
Didactics of Music 2	+		+											+	+
Didactics of Music 3	+		+											+	+

Didactics of the Croatian Language 1	+		+												
Didactics of the Croatian Language 2	+	+	+	+	+					+	+				+
Didactics of the Croatian Language 3	+	+	+	+	+					+	+				+
Didactics of Art 1	+		+											+	+
Didactics of Art 2	+		+											+	+
Didactics of Art 3	+		+											+	+
Didactics of Mathematics 1	+	+	+	+		+	+	+	+	+				+	+
Didactics of Mathematics 2	+	+	+	+		+	+	+	+	+				+	+
Didactics of Mathematics 3	+	+	+	+		+	+	+	+	+				+	+
Didactics of Science and Society 1	+		+						+	+	+				
Didactics of Science and Society 2	+		+						+	+	+				
Didactics of Science and Society 3	+		+						+	+	+				
Methodology of Scientific Research Work			+												
Microhistory and Cultural Heritage	+	+								+	+				+
Musical Notation			+												
Family Pedagogy	+	+													+
Instructional Design in E-Learning Systems	+	+	+												
Basics of Kinesiology	+	+	+						+						+
Basics of Pedagogy	+														
Basics of Developmental Psychology	+	+													
Statistics in Pedagogy	+		+			+	+	+	+						
Historical Phenomenology	+	+	+												+
Practicum and School Practice	+	+	+		+										+
Natural Science	+	+	+						+	+	+			+	
Programming for School-Age Children 1			+				+								
Programming for School-Age Children 2			+				+								

Psychology of Motivation and Socialization in the Classroom	+	+	+												
Psychology of Education	+	+													+
Computer Laboratory			+												
Developmental Psychology of Childhood	+	+													
Sociology										+	+				
Sociology of Education	+	+	+		+		+		+	+	+	+		+	+
Work-based Learning at a Partner Institution														+	
Distance Teaching Systems	+	+	+												
E-Learning Systems	+	+	+												
English Language Learning at an Early School Age	+	+	+												
Impact of Climate Change	+	+	+						+	+	+			+	
Introduction to History	+	+	+												+
Vocal-Instrumental Practicum			+												
Evaluation of E-Learning Systems	+	+	+												+

Learning outcomes of the study programme	**LO 16**	**LO 17**	**LO 18**	**LO 19**	**LO 20**	**LO 21**	**LO 22**	**LO 23**	**LO 24**	**LO 25**	**LO 26**	**LO 27**	**LO 28**	**LO 29**
Total number of courses per LO	23	47	36	29	8	8	13	4	6	57	21	20	34	24
Tools for Teaching Introductory Programming		+								+	+			+
Didactics Practice														+
Didactics	+		+	+										
Children's Literature in English		+								+		+	+	
English Phonetics and Phonology		+								+			+	
English Grammar – Word Classes		+			+					+			+	
English Language 1		+			+					+				
English Language 2		+	+		+					+				

English Language and Linguistics – Introduction		+			+					+			+	
Philosophy of Education		+		+						+	+			
Geography	+	+	+	+						+			+	
Music Culture							+					+		
Croatian Children's Literature														
Croatian Language 1														
Croatian Language 2														
Information and Communications Technology for School-Age Children		+	+							+			+	
Introduction to Computer Science										+	+			+
Inclusive Pedagogy	+	+	+	+						+	+	+	+	+
Instrumental Practicum			+				+					+		
Integrated Language Skills		+			+					+			+	
Interculturalism in Early English as a Foreign Language Learning		+	+							+			+	
Language Culture														
Language Exercises 1		+			+					+			+	
Language Exercises 2 (Writing Skills)		+			+					+			+	
Language Exercises 3		+			+					+			+	
Teaching Methodology of Physical Education 1			+						+					
Teaching Methodology of Physical Education 2			+					+	+	+				
Teaching Methodology of Physical Education 3		+	+	+				+	+	+			+	+
Literature for Youth														
Visual Arts							+			+		+		
Visual Arts in the Croatian Territory							+			+		+		
Logic		+								+				
Mathematics 1										+			+	
Mathematics 2										+			+	
Mathematics 3										+			+	

Media Culture														
Methodological Practice 1		+	+					+	+				+	
Methodological Practice 2		+	+									+		+
Methodological Practice 3	+	+	+	+									+	+
Early EFL Teaching Methodology	+	+	+	+						+	+		+	
Didactics of Music 1	+	+	+	+		+	+			+		+	+	
Didactics of Music 2	+	+	+	+		+	+			+		+	+	
Didactics of Music 3	+	+	+	+		+	+			+		+	+	
Didactics of the Croatian Language 1														
Didactics of the Croatian Language 2	+		+							+	+			
Didactics of the Croatian Language 3	+		+							+	+			
Didactics of Art 1	+	+	+	+		+	+			+		+	+	
Didactics of Art 2	+	+	+	+		+	+			+		+	+	
Didactics of Art 3	+	+	+	+		+	+			+		+	+	
Didactics of Mathematics 1	+	+	+	+						+	+		+	+
Didactics of Mathematics 2	+	+	+	+						+	+		+	+
Didactics of Mathematics 3	+	+	+	+						+	+		+	+
Didactics of Science and Society 1		+	+	+						+	+	+	+	+
Didactics of Science and Society 2		+	+	+						+	+	+	+	+
Didactics of Science and Society 3		+	+	+						+	+	+	+	+
Methodology of Scientific Research Work										+				
Musical Notation							+							
Family Pedagogy		+	+										+	+
Instructional Design in E-Learning Systems		+		+						+	+			
Basics of Kinesiology	+	+	+	+				+	+	+	+		+	+
Basics of Pedagogy														
Basics of Developmental Psychology			+	+									+	+
Statistics in Pedagogy		+												

Historical Phenomenology	+	+		+						+				
Practicum and School Practice	+	+	+	+						+	+		+	+
Natural Science		+								+			+	+
Programming for School-Age Children 1		+								+	+		+	
Programming for School-Age Children 2										+	+			+
Psychology of Motivation and Socialization in the Classroom			+	+						+		+	+	+
Psychology of Education	+	+	+	+										
Computer Laboratory										+	+			+
Developmental Psychology of Childhood			+	+									+	+
Sociology														
Sociology of Education	+	+	+	+		+	+		+	+		+	+	+
Work-based Learning at a Partner Institution		+								+		+	+	+
Distance Teaching Systems			+							+	+			
E-Learning Systems										+	+			
English Language Learning at an Early School Age		+								+			+	
Introduction to History	+	+		+						+				
Vocal-Instrumental Practicum			+				+					+		
Evaluation of E-Learning Systems	+									+	+			

ELECTIVE COURSES

Learning outcomes of the study programme	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**	**LO 13**	**LO 14**	**LO 15**
Total number of courses per LO	22	20	29	6	1	3	4	4	7	8	8	4	2	13	10
Academic Writing		+	+	+											+
Argumentation and Philosophy of Language			+						+	+	+			+	
Bioethics Education	+	+							+	+	+			+	+

Man, Health and the Environment	+	+	+						+	+	+			+	
Democracy in Theory and Practice	+		+												
Digital Tools and the Application of Artificial Intelligence in English Language Teaching															+
Ethics			+							+	+	+			
Philosophy and Sustainable Development			+							+	+	+			
Music Literature for Children			+												
Rhetorical Skills in Teaching														+	+
Hydrogeography and Hydrogeographic Features of Croatia													+	+	
Croatian Linguistic Heritage				+											
Croatian Literary Heritage	+	+	+	+											
Implicit Pedagogy	+														
Visual Arts Group as a Form of Extracurricular Activity			+												
Visual Arts in the Croatian Territory			+												
Media in Education	+	+	+											+	+
Methodology of Additional Mathematics Teaching	+	+	+			+	+	+	+					+	+
Methodology of Working with Children with Special Needs	+	+	+											+	+
Advanced Models of Teaching	+	+												+	
German Language 1	+	+	+												
German Language 2	+	+	+												
German Language 3	+	+	+												
German Language 4	+	+	+												
Selected Topics in Early Mathematics Teaching	+	+	+			+	+	+							
Basics of Kinesiological Transformation	+	+	+												+

Family–School Partnership															
Pedagogical Communication	+														
History of Mathematics	+	+	+			+	+	+							
Prevention of Behavioural Problems in the School Environment	+	+												+	+
Application of Information and Communications Technology in Education															
Scientifically Gifted Pupils		+	+						+						
Development of Children's Musicality			+												
Regional Geography of Croatia													+	+	
Stage Culture				+	+										
Social Ecology										+	+	+			
School Pedagogy	+														
Theory and Practice of Speech and Oral Interpretation				+											
Teaching Critical Thinking in Primary Education	+	+					+	+						+	+
Introduction to Linguistic Stylistics			+	+											
Introduction to Education for Sustainable Development	+	+	+							+					
Environmental Protection	+	+	+						+	+	+	+		+	
Choral Singing 1			+												
Choral Singing 2			+												
Choral Singing 3			+												
Choral Singing 4			+												
Health Education									+		+				

Learning outcomes of the study programme	**LO 16**	**LO 17**	**LO 18**	**LO 19**	**LO 20**	**LO 21**	**LO 22**	**LO 23**	**LO 24**	**LO 25**	**LO 26**	**LO 27**	**LO 28**	**LO 29**
Total number of courses per LO	14	23	15	9	1	7	7	1	2	13	8	8	13	12
Academic Writing		+	+							+				

Argumentation and Philosophy of Language												+		
Bioethics Education	+	+	+										+	+
Man, Health and the Environment		+								+			+	+
Democracy in Theory and Practice											+			+
Digital Tools and the Application of Artificial Intelligence in English Language Teaching			+		+					+	+			
Ethics		+								+			+	+
Philosophy and Sustainable Development		+								+			+	
Rhetorical Skills in Teaching														
Music Literature for Children						+	+							
Hydrogeography and Hydrogeographic Features of Croatia														
Croatian Linguistic Heritage		+										+		
Croatian Literary Heritage			+											
Implicit Pedagogy	+		+											
Intercultural Music Education		+	+			+	+					+		
Outdoor Teaching in Education for Sustainable Development		+	+	+						+	+	+	+	+
Critical Thinking for Sustainable Development				+										
Basics of Kinesiological Transformation	+		+	+				+	+					
Visual Arts Group as a Form of Extracurricular Activity												+		
Media in Education	+	+	+							+	+		+	+
Methodology of Additional Mathematics Teaching	+	+	+	+							+		+	
Methodology of Working with Children with Special Needs	+	+	+	+						+	+		+	+
Microhistory and Cultural Heritage	+			+						+				

Advanced Models of Teaching	+													
German Language 1														
German Language 2														
German Language 3														
German Language 4														
Selected Topics in Early Mathematics Teaching		+	+							+				
Family–School Partnership												+	+	+
Pedagogical Communication	+		+											
History of Mathematics		+												
Prevention of Behavioural Problems in the School Environment	+	+	+	+									+	+
Application of Information and Communications Technology in Education										+	+			
Scientifically Gifted Pupils		+		+										
Development of Children's Musicality						+	+							
Regional Geography of Croatia														
Stage Culture	+	+												
Social Ecology														
School Pedagogy	+													
Theory and Practice of Speech and Oral Interpretation	+	+												
Teaching Critical Thinking in Primary Education	+	+	+	+							+		+	+
Impact of Climate Change		+								+			+	+
Introduction to Linguistic Stylistics		+												
Introduction to Education for Sustainable Development		+												
Environmental Protection		+								+			+	+
Choral Singing 1						+	+					+		
Choral Singing 2						+	+					+		
Choral Singing 3						+	+							
Choral Singing 4						+	+							

Health Education		+							+					

MODULE LEARNING OUTCOMES

MODULE 1: Early foreign language learning

Learning outcome code	Description of the learning outcome
LO 1	Plan, prepare and implement foreign language teaching in primary education
LO 2	Apply and adapt to pupils the language-teaching concepts characteristic of early school-age English as a foreign language instruction
LO 3	Apply a range of methods, procedures and techniques for teaching English as a foreign language to younger learners
LO 4	Evaluate components of the teaching process in an early school-age English language lesson

MODULE 2: Application of information and communications technology (ICT) in learning and teaching

Learning outcome code	Description of the learning outcome
LO 5	Plan, organise and implement Computer Science teaching in primary education
LO 6	Select and apply contemporary tools and programming environments for teaching introductory programming
LO 7	Design, apply and evaluate teaching content within an e-learning system

MODULE 3: Education for sustainable development

Learning outcome code	Description of the learning outcome
LO 8	Explain the concept of sustainable development and analyse and critically evaluate the complexity and importance of education for sustainable development in a manner appropriate to the age of lower primary school pupils
LO 9	Develop teaching skills for the implementation of education for sustainable development
LO 10	Analyse the role of democratic values in the context of sustainable development
LO 11	Make use of high-quality educational programmes that point towards a sustainable future
LO 12	Articulate the role of the humanities in sustainable development

Learning outcomes of the study programme modules	**LO 1**	**LO 2**	**LO 3**	**LO 4**	**LO 5**	**LO 6**	**LO 7**	**LO 8**	**LO 9**	**LO 10**	**LO 11**	**LO 12**
Total number of courses per LO	3	4	12	2	4	5	3	12	13	13	11	12
MODULE 1												
Children's Literature in English			+									
Integrated Language Skills			+									
English Phonetics and Phonology			+									
English Grammar – Word Classes			+									
English Language and Linguistics – Introduction			+									
Language Exercises 1			+									
Language Exercises 2 (Writing Skills)			+									
Language Exercises 3			+									
Interculturalism in Early English as a Foreign Language Learning	+	+	+									
Early EFL Teaching Methodology	+	+	+	+								
Practicum and School Practice	+	+	+	+								
English Language Learning at an Early School Age		+	+									
MODULE 2												
Programming for School-Age Children 1						+						
Programming for School-Age Children 2						+						
E-Learning Systems					+		+					
Distance Teaching Systems						+						
Information and Communications Technology for School-Age Children					+							
Instructional Design in E-Learning Systems					+	+	+					
Tools for Teaching Introductory Programming					+	+						
Evaluation of E-Learning Systems							+					
MODULE 3												
Introduction to Education for Sustainable Development								+	+	+	+	+
Ethics									+	+		+

Microhistory and Cultural Heritage									+			
Critical Thinking for Sustainable Development								+		+	+	+
Social Ecology								+		+		+
Intercultural Music Education								+	+	+		
Croatian Linguistic Heritage								+	+		+	+
Prevention of Behavioural Problems in the School Environment									+		+	+
Philosophy and Sustainable Development								+	+	+	+	+
Visual Arts in the Croatian Territory										+		+
Argumentation and Philosophy of Language								+	+	+	+	+
Democracy in Theory and Practice								+	+	+	+	
Impact of Climate Change								+	+	+	+	
Environmental Protection								+	+	+	+	+
Man, Health and the Environment								+	+	+	+	+
Outdoor Teaching in Education for Sustainable Development								+	+	+	+	+

3.2. Instructors in the study programme

	Bojan Babin	**Nives Baranović**	**Joško Barbir**	**Gabriela Bašić Hanžek**
CROSBI link	https://www.croris.hr/osobe/profil/34184	https://www.croris.hr/osobe/profil/39206	https://www.croris.hr/osobe/profil/34186	https://www.croris.hr/osobe/profil/31774
Title	assistant professor	senior lecturer	senior assistant	assistant professor
Area	social sciences	natural sciences	social sciences	humanities
Field	kinesiology	mathematics	pedagogy	philosophy
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100
Teaching workload at the home institution	1167,2 RS	1309,8 RS	731,7 RS	801,1 RS
Workload at external institutions	-	-	-	-
Planned workload on the new study programme	-	-	-	-
Planned workload at the home institution	1167,2 RS	1309,8 RS	731,7 RS	801,1 RS
Planned workload at external institutions	-	-	-	-
Scientific and review papers in the last 5 years (total)[1]	14	4	14	4

[1] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

Professional papers in the last 5 years (total)[2]	1	1	-	1
Total number of citations (Scopus database only)[3]	8	1	0	4
Total h-index (Scopus database only)[4]	2	-	0	1
Leader and/or associate on competitive projects (total)	-	-	-	2
Leader and/or associate on other projects (total)	-	2	-	
List of courses taught on the programme	1. Teaching Methodology of Physical Education 1 2. Teaching Methodology of Physical Education 2 3. Teaching Methodology of Physical Education 3	1. Mathematics 1 2. Mathematics 2 3. Mathematics 3 4. Selected Topics in Early Mathematics Teaching	1. Didactics 2. Implicit Pedagogy 3. School Pedagogy	1. Argumentation and Philosophy of Language

[2] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

[3] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[4] See the previous note.

List of training for acquiring teaching competences	1. E-learning in higher education (2024)	1. Cooperative learning and logotherapy workshops (2025) 2. Online training: Example of good practice: Education of primary school teachers in Finland 3. Online training: Application of new media and information and communication technologies 4. Training: Challenges in working with gifted children and young people 5. Workshop: Active Learning in STEM Education 6. Workshop: Integration of blind and visually impaired persons into the higher education system 7. Workshop: Developing examination materials – quality criteria and item writing 8. Online training: Communication and collaboration via the internet 9. Workshop: Non-violent communication and peaceful conflict resolution at school	1. Graduate study of pedagogy, Faculty of Humanities and Social Sciences, Rijeka 2. Master of Science in pedagogy, Faculty of Humanities and Social Sciences, Rijeka	1. Pedagogical courses in graduate study (Faculty of Humanities and Social Sciences, University of Split).

		10. Graduate study: teacher of mathematics and computer science; passed professional examination		

	Marija Brajčić	**Marita Brčić Kuljiš**	**Mila Bulić**	
CROSBI link	https://www.croris.hr/osobe/profil/22738	https://www.croris.hr/osobe/profil/6559	https://www.croris.hr/osobe/profil/31448	
Title	associate professor	full professor	assistant professor	
Area	interdisciplinary area of science	humanities	interdisciplinary area of science	
Field	educational sciences	philosophy	educational sciences	
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	
Type of employment	employment contract	employment contract	employment contract	
Percentage of employment at the higher education institution	100	100	100	
Teaching workload at the home institution	1386,4 RS	1447,4 RS	1510,5 RS	
Workload at external institutions	-	-	-	
Planned workload on the new study programme	-	-	-	
Planned workload at the home institution	1386,4 RS	1447,4 RS	1510,5 RS	
Planned workload at external institutions	-	141 RS	-	

Scientific and review papers in the last 5 years (total)[5]	26	10	10	
Professional papers in the last 5 years (total)[6]	1	1	5	
Total number of citations (Scopus database only)[7]	32	3	21	
Total h-index (Scopus database only)[8]	3	1	2	
Leader and/or associate on competitive projects (total)	-	4	1 (associate)	
Leader and/or associate on other projects (total)	2	5	4	
List of courses taught on the programme	1. Visual Arts 2. Visual Arts in the Croatian Territory	1. Democracy in Theory and Practice 2. Critical Thinking for Sustainable Development 3. Introduction to Education for Sustainable Development	1. Didactics of Science and Society 1 2. Didactics of Science and Society 2 3. Didactics of Science and Society 3 4. Scientifically Gifted Pupils 5. Health Education 6. Outdoor Teaching in Education for Sustainable Development	
List of training for acquiring teaching competences	1. Teaching competences acquired during the study of Art Education and Fine Arts (teacher education track)	1. Teacher education track – study of philosophy and sociology, University of Zadar	1. Graduate study of biology and chemistry 2. Passed professional examination – teacher of biology and chemistry	

[5] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[6] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

[7] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[8] See the previous note.

	Bruno Ćurko	**Snježana Dobrota**	**Mladenko Domazet**	**Helena Dragić**	**Nikola Glamuzina**
CROSBI link	https://www.croris.hr/osobe/profil/1112	https://www.croris.hr/osobe/profil/5200	https://www.croris.hr/osobe/profil/30744	https://www.croris.hr/osobe/profil/36308	https://www.croris.hr/osobe/profil/4108
Title	associate professor	full professor with tenure	full professor	associate professor	full professor
Area	humanities	social sciences	humanities	humanities	interdisciplinary area of science
Field	philosophy	pedagogy	history	philology	geography
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100	100
Teaching workload at the home institution	1770,8 RS	1370,2 RS	849 RS	987 RS	1008 RS
Workload at external institutions	162 RS	-	-	-	-
Planned workload on the new study programme	-	-	-	-	-
Planned workload at the home institution	1770,8 RS	1370,2 RS	849 RS	987 RS	1008 RS
Planned workload at external institutions	-	-	-	-	-
Scientific and review papers in the last 5 years (total)[9]	12	31	12	18	8
Professional papers in the last 5 years (total)[10]	1	-	2	2	-

[9] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[10] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

Total number of citations (Scopus database only)[11]	5	142	3	-	30
Total h-index (Scopus database only)[12]	1	7	1	-	4
Leader and/or associate on competitive projects (total)	-	1	-	-	-
Leader and/or associate on other projects (total)	3	4	-	-	-
List of courses taught on the programme	1. Philosophy of Education 2. Logic 3. Critical Thinking for Sustainable Development 4. Bioethics Education 5. Teaching Critical Thinking in Primary Education	1. Didactics of Music 1 2. Didactics of Music 2 3. Didactics of Music 3 4. Music Literature for Children 5. Development of Children's Musicality	1. Microhistory and Cultural Heritage	1. Literature for Youth 2. Croatian Children's Literature 3. Media Culture 4. Rhetorical Skills in Teaching	1. Geography 2. Hydrogeography and Hydrogeographic Features of Croatia 3. Regional Geography of Croatia
List of training for acquiring teaching competences	1. Graduate teacher education study of philosophy, Latin language and Roman literature, Faculty of Humanities and Social Sciences in Zadar, UNIST. 2. Passed professional examination for teachers of philosophy and Latin	3. Graduate study of music pedagogy, UNIST 4. Passed professional examination for music teachers 5. Reading and Writing for Critical Thinking	-	1. Graduate study of Croatian language and literature	1. Graduate study of geography

[11] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[12] See the previous note.

	Josip Guć	**Darko Hren**	**Ivana Jadrić**	**Eva Jakupčević**	**Josipa Jurić**
CROSBI link	https://www.croris.hr/osobe/profil/34161	https://www.croris.hr/osobe/profil/1933	https://www.croris.hr/osobe/profil/39128	https://www.croris.hr/osobe/profil/34164	https://www.croris.hr/osobe/profil/34162
Title	senior assistant	full professor	assistant professor	senior assistant	lecturer
Area	humanities	interdisciplinary area of science	social sciences	humanities	interdisciplinary area of science
Field	philosophy	educational sciences	economics	philology	educational sciences
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100	100
Teaching workload at the home institution	842,4 RS	1243,3 RS	1268,7 RS	670 RS	1264,1 RS
Workload at external institutions	-	-		-	-
Planned workload on the new study programme	-	-		-	-
Planned workload at the home institution	842,4 RS	1243,3 RS	1268,7 RS	670 RS	1264,1 RS
Planned workload at external institutions	-	-		-	-
Scientific and review papers in the last 5 years (total)[13]	12	23	13	8	9
Professional papers in the last 5 years (total)[14]	-	-		-	-

[13] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[14] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

Total number of citations (Scopus database only)[15]	-	1206		39	3
Total h-index (Scopus database only)[16]	-	20		3	1
Leader and/or associate on competitive projects (total)	3	1	2	-	1
Leader and/or associate on other projects (total)	-	3		4	2
List of courses taught on the programme	1. Philosophy of Education 2. Logic 3. Argumentation and Philosophy of Language 4. Teaching Critical Thinking in Primary Education 5. Bioethics Education	1. Psychology of Motivation and Socialization in the Classroom	1. Statistics in Pedagogy 2. Introduction to Education for Sustainable Development	1. English Language 2 2. English Language and Linguistics 3. Early EFL Teaching Methodology 4. Practicum and School Practice 5. Digital Tools and the Application of Artificial Intelligence in Teaching	1. Didactics of Mathematics 1 2. Didactics of Mathematics 2 3. Didactics of Mathematics 3 4. Methodology of Additional Mathematics Teaching 5. Information and Communications Technology for School-Age Children 6. Programming for School-Age Children 1 7. History of Mathematics

[15] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[16] See the previous note.

List of training for acquiring teaching competences	1. E-learning in higher education (2024, FFST) 2. Developing course curricula in higher education (2024, FFST) 3. Communication and group dynamics in higher education (2024, FFST) 4. Ethical aspects of higher education (2025, FFST)	1. Undergraduate study of psychology, FFZG 2. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020) 3. Through teaching competences towards student competences (FFST, 2023)	1. University of Split, Faculty of Humanities and Social Sciences, Pedagogical, psychological, didactic and methodological education (2011) 2. Assessment of student achievement (2025, FFST)	1. Graduate study of English language (teacher education track, FFZG) 2. Developing course curricula in higher education (2024, FFST) 3. Communication and group dynamics in higher education (2024, FFST) 4. E-learning in higher education (2024, FFST) 5. Creating digital educational content in the DOS tool (CARNet, 2024) 6. Assessment of student achievement (2025, FFST) 7. Ethical aspects of higher education (2025, FFST) 8. Challenges of AI in teaching foreign languages, Czech University of Life Sciences Prague (2025)	1. Graduate study of mathematics and computer science 2. Passed professional examination – teacher of mathematics and computer science

	Damir Jurko	**Katija Kalebić Jakupčević**	**Tonći Kokić**	**Goran Kardum**	**Morana Koludrović**
CROSBI link	https://www.croris.hr/osobe/profil/31943	https://www.croris.hr/osobe/profil/32109	https://www.croris.hr/osobe/profil/1087	https://www.croris.hr/osobe/profil/7040	https://www.croris.hr/osobe/profil/28449
Title	assistant professor	assistant professor	full professor	full professor with tenure	associate professor
Area	humanities	social sciences	humanities	social sciences	social sciences
Field	kinesiology	psychology	philosophy	psychology	pedagogy
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100	100
Teaching workload at the home institution	1171,5 RS	1727,9 RS	1202,6 RS	1490,4 RS	1027,7 RS
Workload at external institutions	-	-	-		-
Planned workload on the new study programme	-	-	-		-
Planned workload at the home institution	1171,5 RS	1727,9 RS	1202,6 RS	1490,4 RS	1027,7 RS
Planned workload at external institutions	-	-	-		-
Scientific and review papers in the last 5 years (total)[17]	5	9	8	15	17
Professional papers in the last 5 years (total)[18]	-	-	-	-	6

[17] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[18] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

Total number of citations (Scopus database only)[19]	43	33	1	794	55
Total h-index (Scopus database only)[20]	3	3	1	16	4
Leader and/or associate on competitive projects (total)	-	1	4		1
Leader and/or associate on other projects (total)	-	5	-		11
List of courses taught on the programme	1. Basics of Kinesiology 2. Basics of Kinesiological Transformation 3. Kinesiological Culture 4. Kinesiological Recreation	1. Developmental Psychology of Childhood	1. Ethics 2. Philosophy and Sustainable Development 3. Critical Thinking for Sustainable Development	1. Psychology of Education	1. Media in Education

[19] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[20] See the previous note.

List of training for acquiring teaching competences	1. Undergraduate study of psychology, UNIZD 2. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020) 3. Through teaching competences towards student competences (FFST, 2023)	1.Pedagogical courses in the full-time study of psychology 2.Writing and Reading for Critical Thinking	1. Pedagogical courses in the full-time study of philosophy and comparative literature 2. Writing and Reading for Critical Thinking 3. e-University 4.0 (Digital transformation and innovative teaching methods as drivers of change in higher education)	1. Pedagogical courses in the full-time study of psychology	1. Graduate study of primary education at the Teacher Training College in Split 2. University master's study of pedagogy at the Faculty of Humanities and Social Sciences in Zagreb 3. University doctoral study of pedagogy at the Faculty of Humanities and Social Sciences in Zagreb 4. 3. Completed various training courses in multimedia didactics and the use of media in education

	Sonja Kovačević	**Vlaho Kovačević**	**Marijo Krnić**	**Dubravka Kuščević**	**Gordana Laco**
CROSBI link	https://www.croris.hr/osobe/profil/12788	https://www.croris.hr/osobe/profil/31351	https://www.croris.hr/osobe/profil/28944	https://www.croris.hr/osobe/profil/2588	https://www.croris.hr/osobe/profil/897
Title	full professor	associate professor	assistant professor	associate professor	associate professor

Area	social sciences	social sciences	interdisciplinary area of science and art	interdisciplinary area of science	humanities
Field	pedagogy	sociology	pedagogy and music arts	educational sciences	philology
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100	100
Teaching workload at the home institution	1093,7 RS	972 RS	1747,8 RS	1211,7 RS	1009,8 RS
Workload at external institutions	648 RS	81 RS	-	-	153 RS
Planned workload on the new study programme	-	-	-	-	-
Planned workload at the home institution	1093,7 RS	972 RS	1747,8 RS	1211,7 RS	1009,8 RS
Planned workload at external institutions	800 RS	81 RS	-	-	-
Scientific and review papers in the last 5 years (total)[21]	15	18	8	24	7
Professional papers in the last 5 years (total)[22]	2	1	-	2	4
Total number of citations (Scopus database only)[23]	14	10	2	66	-
Total h-index (Scopus database only)[24]	3	2	1	4	-

[21] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[22] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

[23] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[24] See the previous note.

Leader and/or associate on competitive projects (total)	4	-	-	-	-
Leader and/or associate on other projects (total)	5	2	4	2	1
List of courses taught on the programme	1. Basics of Pedagogy 2. Didactics 3. Pedagogical Communication 4. Advanced Models of Teaching 5. Implicit Pedagogy 6. School Pedagogy 7. Didactics Practice	1. Sociology of Education	1. Musical Notation 2. Instrumental Practicum 3. Vocal-Instrumental Practicum 4. Music Culture 5. Intercultural Music Education 6. Choral Singing 1 7. Choral Singing 2 8. Choral Singing 3 9. Choral Singing 4	1. Didactics of Art 1 2. Didactics of Art 2 3. Didactics of Art 3 4. Visual Arts Group as a Form of Extracurricular Activity	1. Croatian Language 1 2. Croatian Language 2 3. Language Culture 4. Introduction to Linguistic Stylistics
List of training for acquiring teaching competences	1. Reading and Writing for Critical Thinking	1. Full-time study with teaching competences	1. Undergraduate study of music pedagogy at UNIST 2. Passed professional examination for music teachers 3. Undergraduate and graduate study for singing teachers at UNIST 4. Postgraduate doctoral study of pedagogy at the University of Mostar	1. Graduate study: primary school teacher 2. Graduate study: teacher of art education and fine arts 3. Reading and Writing for Critical Thinking	1. Study of Croatian studies at the Faculty of Humanities and Social Sciences in Zadar

	Toni Maglica	**Lada Maleš**	**Mia Mijaljica**

CROSBI link	https://www.croris.hr/osobe/profil/34072	https://www.croris.hr/osobe/profil/4511	https://www.croris.hr/osobe/profil/46321
Title	assistant professor	assistant professor	assistant
Area	social sciences	technical sciences	interdisciplinary area of science
Field	educational rehabilitation	computing	educational sciences
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100
Teaching workload at the home institution	1536,8 RS	1217,4 RS	562,8 RS
Workload at external institutions	81 RS	303 RS	-
Planned workload on the new study programme	-	-	-
Planned workload at the home institution	1536,8 RS	1217,4 RS	562,8 RS
Planned workload at external institutions	108 RS	303 RS	-
Scientific and review papers in the last 5 years (total)[25]	22	9	5
Professional papers in the last 5 years (total)[26]	1	-	2
Total number of citations (Scopus database only)[27]	15	56	-
Total h-index (Scopus database only)[28]	3	4	-
Leader and/or associate on competitive projects (total)	1	1 (associate)	-
Leader and/or associate on other projects (total)	3		-

[25] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[26] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

[27] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[28] See the previous note.

List of courses taught on the programme	1. Prevention of Behavioural Problems in the School Environment	1. Introduction to Computer Science 2. Computer Laboratory 3. Programming for School-Age Children 1 4. Programming for School-Age Children 2 5. Tools for Teaching Introductory Programming	1. Visual Arts 2. Visual Arts Group as a Form of Extracurricular Activity
List of training for acquiring teaching competences	1.– Faculty of Education and Rehabilitation Sciences, University of Zagreb	2. Workshop "Active Learning in STEM Education" 3. Creating digital educational content in the DOS tool for interactive video lessons (2024) – CARNet 4. Planning and delivering hybrid teaching (2025) within the e-University project 5. Creating digital teaching content (2025) within the e-University project	1. Developing course curricula in higher education (2024, FFST) 2. Communication and group dynamics in higher education (2024, FFST) 3. E-learning in higher education (2024, FFST) 4. Using tools for detecting AI-generated text in Turnitin software (2024, SRCE) 5. Statistics for university teachers (2025, FFST) 6. Ethical aspects of higher education (2025, FFST)

	Anđela Milinović Hrga	**Irena Mišurac**	**Siniša Ninčević**	**Ivana Odža**	**Toni Popović**
CROSBI link	https://www.croris.hr/osobe/profil/28946	https://www.croris.hr/osobe/profil/3901		https://www.croris.hr/osobe/profil/33884	https://www.croris.hr/osobe/profil/33375

Title	associate professor	assistant professor	senior language instructor	associate professor	assistant professor
Area	humanities	interdisciplinary area of science	humanities	humanities	social sciences
Field	philology	educational sciences	philology	philology	sociology
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100	100
Teaching workload at the home institution	1095,2 RS	1270,5 RS	926,1 RS	1111 RS	
Workload at external institutions	163 RS	-	-	-	
Planned workload on the new study programme	-	-	-	-	
Planned workload at the home institution	1095,2 RS	1270,5 RS	926,1 RS	1111 RS	
Planned workload at external institutions	262,5 RS	450 RS	-	-	
Scientific and review papers in the last 5 years (total)[29]	10	4	2	16	13
Professional papers in the last 5 years (total)[30]	-	1	-	-	
Total number of citations (Scopus database only)[31]	-	6	-	1	59
Total h-index (Scopus database only)[32]	-	1	-	1	5

[29] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[30] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

[31] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[32] See the previous note.

Leader and/or associate on competitive projects (total)	2 (associate)	-	-	-	1
Leader and/or associate on other projects (total)		1	2	2	1
List of courses taught on the programme	1. Croatian Linguistic Heritage 2. Academic Writing 3. Language Culture	1. Didactics of Mathematics 1 2. Didactics of Mathematics 2 3. Didactics of Mathematics 3 4. Methodology of Additional Mathematics Teaching 5. Methodological Practice 1 6. Methodological Practice 3 7. Mathematics 1 8. Mathematics 2 9. Mathematics 3 10. Selected Topics in Early Mathematics Teaching 11. History of Mathematics	1. Language Exercises 1 2. Language Exercises 2 (Writing Skills) 3. Language Exercises 3 4. Integrated Language Skills	1. Didactics of the Croatian Language 1 2. Didactics of the Croatian Language 2 3. Didactics of the Croatian Language 3 4. Croatian Literary Heritage 5. Methodological Practice 2	1. Social Ecology

List of training for acquiring teaching competences	1. Graduate study of Croatian and English studies – teacher education track 2. Passed professional examination for teachers of Croatian 3. Reading and Writing for Critical Thinking	1. Graduate study of mathematics and physics, teacher education track 2. Master of Science in pedagogy 3. PhD in mathematics teaching methodology	1. Graduate study of English studies and art history – teacher education track	1. Graduate study of Croatian and Italian language and literature – teacher education track	1. Scientific work and information skills (2023) 2. Developing course curricula in higher education (2024) 3. Communication and group dynamics in higher education teaching (2024) 4. E-learning in higher education (2024)

	Ina Reić Ercegovac	**Ivana Restović**	**Ana Sarić**	**Zorana Šuljug Vučica**
CROSBI link	https://www.croris.hr/osobe/profil/3479	https://www.croris.hr/osobe/profil/30745	https://www.croris.hr/osobe/profil/34163	https://www.croris.hr/osobe/profil/162
Title	full professor	associate professor	senior assistant	full professor
Area	social sciences	natural sciences	humanities	social sciences
Field	psychology	biology	interdisciplinary humanities – Linguistics module	sociology
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100
Teaching workload at the home institution	1080,3 RS	1051,1 RS	746,4 RS	996 RS
Workload at external institutions	-	-	-	-
Planned workload on the new study programme	-	-	-	-

Planned workload at the home institution	1080,3 RS	1051,1 RS	746,4 RS	996 RS
Planned workload at external institutions	-	-	-	-
Scientific and review papers in the last 5 years (total)[33]	27	8	8	16
Professional papers in the last 5 years (total)[34]	-	1	2	1
Total number of citations (Scopus database only)[35]	316	165	1	3
Total h-index (Scopus database only)[36]	9	7	1	1
Leader and/or associate on competitive projects (total)	1 (leader), 3 (associate)	2 (associate)	-	-
Leader and/or associate on other projects (total)	7	2 (associate)	associate (1)	1
List of courses taught on the programme	1. Basics of Developmental Psychology	1. Natural Science 2. Man, Health and the Environment 3. Environmental Protection 4. Impact of Climate Change 5. Introduction to Education for Sustainable Development	1. English Language 1 2. English Phonetics and Phonology 3. English Language and Linguistics – Introduction 4. English Grammar – Word Classes 5. Children's Literature in English 6. German Language 1 7. German Language 2 8. German Language 3 9. German Language 4	1. Sociology 2. Methodology of Scientific Research Work

[33] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[34] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

[35] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[36] See the previous note.

List of training for acquiring teaching competences	1. Undergraduate study of psychology, UNIZD 2. Education for Equal Opportunities at Croatian Universities (UNIZG) 3. Adult education (ASOO, 2016) 4. Aligning learning outcomes with teaching methods, student obligations and assessment of learning outcomes (FFST, 2020) 5. Through teaching competences towards student competences (FFST, 2023) 6. Academic Staff Week in Psychology, SEA-EU, 2025.	1. Graduate study of biology and chemistry, teacher education track 2. Passed professional examination for teachers of biology and chemistry 3. Operational Programme Efficient Human Resources 2014–2020. Project: Innovating teacher and preschool teacher education programmes through the application of the CROQF. University of Zagreb, Faculty of Teacher Education 4. Training university teachers to promote inclusiveness in the initial education of early childhood and preschool teachers. 2021. INPUTI project. University of Zagreb, Faculty of Teacher Education 4. Integration of blind and visually impaired persons into the education system. Project Let's Study Together! 2014. Faculty of Humanities and Social Sciences, Split.	1. Graduate study of English language and literature and German language and literature (University of Zadar); passed professional examination 2. Developing course curricula in higher education (2024, FFST) 3. Communication and group dynamics in higher education (2024, FFST) 3. E-learning in higher education (2024, FFST) 4. Assessment of student achievement (2025, FFST) 5. Ethical aspects of higher education (2025, FFST)	1. University graduate study with teaching competences

		5. Training of teaching and non-teaching staff on the GDPR – General Data Protection Regulation and the ISO 9001:2015 quality standard. University of Zagreb, Faculty of Teacher Education 6. Professional Training. Networking in Education, with special focus on Education for Global Citizenship and Sustainable Development. Centre for Research and Innovation in Education of the School of Education of Polytechnic Institute of Porto. 2024.Porto. 7. You're INVITED: Integrating virtual exchange projects with young learners into language teacher education. eTwinning ITE conference: Advancing basic skills and innovation through eTwinning for future teachers. 27-29 November 2025. Milan, Italy 8. Digital, international citizens home and abroad. eTwinning ITE conference:		

		Advancing basic skills and innovation through eTwinning for future teachers. 27-29 November 2025. Milan, Italy		

	Suzana Tomaš	**Nikša Varezić**	**Gloria Vickov**	**Tea-Tereza Vidović Schreiber**
CROSBI link	https://www.croris.hr/osobe/profil/28442	https://www.croris.hr/osobe/profil/27296	https://www.croris.hr/osobe/profil/3011	https://www.croris.hr/osobe/profil/31857
Title	associate professor	associate professor	full professor	assistant professor
Area	social sciences	humanities	humanities	humanities
Field	pedagogy	history	philology	philology
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split	Faculty of Humanities and Social Sciences, University of Split
Type of employment	employment contract	employment contract	employment contract	employment contract
Percentage of employment at the higher education institution	100	100	100	100
Teaching workload at the home institution	1428,3 RS	744 RS	824,6 RS	1241,2 RS
Workload at external institutions	-	-	-	-
Planned workload on the new study programme	-	-	-	-
Planned workload at the home institution	1428,3 RS	744 RS	824,6 RS	1241,2 RS
Planned workload at external institutions	-	-	-	141 RS

Scientific and review papers in the last 5 years (total)[37]	19	8	5	24
Professional papers in the last 5 years (total)[38]	2	6	-	2
Total number of citations (Scopus database only)[39]	41	-	25	26
Total h-index (Scopus database only)[40]	3	-	3	5
Leader and/or associate on competitive projects (total)	associate (1)	1	3 (associate)	-
Leader and/or associate on other projects (total)	associate (4)	-	1 (associate)	1 (associate)

[37] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[38] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

[39] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[40] See the previous note.

List of courses taught on the programme	1. E-Learning Systems 2. Distance Teaching Systems 3. Information and Communications Technology for School-Age Children 4. Instructional Design in E-Learning Systems 5. Tools for Teaching Introductory Programming 6. Evaluation of E-Learning Systems 7. Application of Information and Communications Technology in Education 8. Digital Tools and the Application of Artificial Intelligence in English Language Teaching	1. Introduction to History 2. Historical Phenomenology	1. English Language 1 2. English Language 2 3. English Phonetics and Phonology 4. Integrated Language Skills 5. English Language and Linguistics – Introduction 6. English Grammar – Word Classes 7. Interculturalism in Early English as a Foreign Language Learning 8. English Language Learning at an Early School Age 9. Children's Literature in English 10. Early EFL Teaching Methodology 11. Practicum and School Practice 12. German Language 1 13. German Language 2 14. German Language 3 15. German Language 4	1. Theory and Practice of Speech and Oral Interpretation 2. Stage Culture
List of training for acquiring teaching competences	1. Graduate study: primary school teacher	-	Graduate study of English language and literature and German language and literature (teacher education track, FFZG)	- Graduate study of Croatian language and literature (teacher education track)

	Vedrana Vučković	**Jasna Kudek Mirošević**	**Jasminka Zloković**

CROSBI link	https://www.croris.hr/osobe/profil/46444	https://www.croris.hr/osobe/profil/5658	https://www.croris.hr/osobe/profil/6581
Title	assistant	full professor	full professor
Area	social sciences	social sciences	social sciences
Field	educational rehabilitation	educational rehabilitation	pedagogy
Home institution	Faculty of Humanities and Social Sciences, University of Split	Faculty of Teacher Education, University of Zagreb	Faculty of Humanities and Social Sciences, University of Rijeka
Type of employment	employment contract	external associate	external associate
Percentage of employment at the higher education institution	100	0	0
Teaching workload at the home institution	833,2 RS	240 RS	162 RS
Workload at external institutions	-	-	-
Planned workload on the new study programme	-	-	-
Planned workload at the home institution	833,2 RS	240 RS	162 RS
Planned workload at external institutions	-	-	-
Scientific and review papers in the last 5 years (total)[41]	2	23	12
Professional papers in the last 5 years (total)[42]	-	1	1
Total number of citations (Scopus database only)[43]	-	52	6
Total h-index (Scopus database only)[44]	-	3	1
Leader and/or associate on competitive projects (total)	-	2 (1 leader, 1 associate)	

[41] Scientific and review papers include scientific and review papers published in journals, conference proceedings and book chapters, as well as scientific and review monographs.

[42] Professional papers include professional papers published in journals and conference proceedings, professional book chapters and professional monographs.

[43] For citations and the h-index, the total number excluding self-citations (not only for the last 5 years) and the citation database should be given. (Scopus)

[44] See the previous note.

Leader and/or associate on other projects (total)	3 (associate)	5 (2 leader, 3 associate)	
List of courses taught on the programme	1. Inclusive Pedagogy 2. Methodology of Working with Children with Special Needs	1. Inclusive Pedagogy 2. Methodology of Working with Children with Special Needs	1. Family Pedagogy 2. Family–School Partnership

List of training for acquiring teaching competences	1. Graduate study: educational rehabilitator 2. Improving inclusiveness in the initial education of early childhood and preschool teachers and training of trainers (2021) 3. Developing course curricula in higher education (2024) 4. Communication and group dynamics in higher education (2024) 5. E-learning in higher education (2024) 6. English for higher education teachers (2024) 7.SEA-EU Staff Week: Fostering Educational Excellence and development of the Higher Education quality through transversal skills. (2024) *8. 'Statistics for higher education teachers' (2025), CIRCO, FFST* 9.SEA EU, BIP "*Sustainable, Social and Participatory Learning for Innovative Transformation*, (2025) 10. SEA EU, *Staff Week in Psychology* (2025) 11. Doctoral candidate, 'Quality in Education', scientific field of pedagogy, University of Zadar	1. Graduate study of pedagogical sciences, Faculty of Humanities and Social Sciences, University of Zagreb, primary education track 2. Graduate study at the Faculty of Defectology (now the Faculty of Education and Rehabilitation Sciences), University of Zagreb; graduate defectologist (now: educational rehabilitator) – primary school teacher.	1. Graduate study of pedagogy, Faculty of Education in Rijeka