



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

STUDY PROGRAMME

GRADUATE UNIVERSITY STUDY PROGRAMME

PEDAGOGY (DOUBLE-MAJOR)

Amendments:

Class: 003-08/19-05/00025

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Split, December 23, 2015.

GENERAL INFORMATION ABOUT HIGHER EDUCATION INSTITUTION

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

Name of the study programme	Graduate university study programme in <i>Pedagogy</i> (double-major)		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	-		
Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	Master of Arts (MA) in Pedagogy (mag.paed.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The issue of education in modern society is extremely complex and interdisciplinary and it addresses not only pedagogical but also psychological, sociological and political issues. In a complex social and educational environment one of the key experts to interconnect such diverse areas into one system is the pedagogue. The primary role of the pedagogue within educational institutions (early and pre-school institutions, primary and secondary schools, children's homes, institutions educating adults) is to ensure and improve the quality of overall education, participate in curriculum design, participate in constructing the identity of educational institutions, conduct various developmental and action research, provide advice, participate in extracurricular activities, cooperate with parents and parental organizations.

Even though the role of the pedagogue within systems of formal education was recognized a long time ago, the role of professional colleagues – pedagogues – has been emphasised even more. This is due to the fact that educational systems are streaming towards the development of specific competences and advocate the importance of life-long learning which embraces informal learning along with both formal and informal education. There is an increasing need for professional colleagues – pedagogues – who are to design and organize free time activities, actively and professionally operate within sports clubs and different cultural, social and public institutions associated with life-long learning, students' dorms, health institutions, overall education and the professional education of adults.

In order to achieve all the abovementioned tasks, students of the graduate study programme in Pedagogy will be qualified to work both creatively and professionally within educational institutions and rehabilitation centers. Future pedagogues will also be qualified to work in institutions outside the educational system, i.e. in entrepreneurship and the labor market of both private and public sectors. In modern society, the role of a pedagogue has become even more demanding regarding cooperation with parents and team work with teachers at all levels of education.

The graduate study programme in Pedagogy at the Faculty of Humanities and Social Sciences, University of Split, was created due to the lack of professional colleagues – pedagogues – in Croatia and guided by the idea that the study programme in Pedagogy will have a considerable impact in terms of educating and training experts in this field. Ever since the foundation of the double-major study programme in Pedagogy there has been a growing number of students expressing their desire to enrol into pedagogy at the Faculty of Humanities and Social Sciences in Split. The accomplishments of the graduate study programme in Pedagogy are seen through successfully achieved learning outcomes, the continuation of graduate studies in Pedagogy at the same University, and extremely good results for both the teaching staff and the study programme according to the Center for Quality Improvement of the University of Split.

The graduate study programme in Pedagogy is a continuation of the undergraduate study programme in both formal and organizational aspects. While the undergraduate study programme in Pedagogy emphasises the need to recognize, analyze and evaluate fundamental pedagogical settings along with the settings of other related sciences in the field of education in the broad sense, the goal of the graduate study programme in Pedagogy is to prepare the future Masters of Arts in Pedagogy for professional, creative and competent practical work. With regard to the undergraduate study programme in Pedagogy, the knowledge, skills and competences obtained at the graduate study programme are qualitatively expanded thus there is an insistence on responsible, autonomous, individual and group work when applying existing knowledge in practice. In other words, students are trained to apply theory in practice, focusing on a critically-reflexive, creative and innovative approach to educational, professional and advisory issues. Also, one of more relevant learning outcomes of the graduate study programme is acquiring the competences required for scientific research in practice or a scientific education in postgraduate studies.

1.2. Relationship with the local community (economy, entrepreneurship, civil society, etc.)

Since the role of a pedagogue is associated with numerous diverse areas in the local community and further, the Department of Pedagogy cooperates with many institutions which specialize in educating future pedagogues. Within the city of Split itself as well as in Split-Dalmatia County, the Department of Pedagogy collaborates with the city, private, religious and alternative institutions of early and pre-school education, primary and secondary schools and children's homes.

Students are encouraged to actively participate within these institutions so as to gain a better insight into the roles of a pedagogue. Furthermore, students are also encouraged to participate in humanitarian and voluntary work within the local community.

For the purposes of gaining the required pedagogical practice and better understanding of the roles awaiting future pedagogues, cooperation with many educational institutions has been achieved. The institutions include institutions of tertiary education, sport organizations, the Agency for Science and Higher Education, the Agency for Mobility and EU Programmes, the Ministry of Science, Education, and Sport, and the Ministry of Health and Social Welfare.

1.3. Compatibility with requirements of professional organizations

There are many professional organizations operating in Croatia, such as the Croatian Pedagogical-Literary Society (HPKZ) and the Croatian Pedagogical Society (HPD), which support not only the importance of promoting education following the scientific approach of solving socially relevant issues, but also consider the applicability of pedagogical, psychological, didactic and methodological activities within the educational process.

The graduate study programme in Pedagogy meets the demands of professional organizations operating in Croatia. Furthermore, this study programme was designed according to the guidelines of many professional organizations from Europe, including the European Educational Research Association (EERA), the European Association for Research on Learning and Instruction (EARLI), the Association for Teacher Education in Europe (ATEE) and other similar local and international associations.

The teaching staff at the graduate study programme in Pedagogy are members of some of the previously named associations in Croatia (HPD, HPKZ – the Split branch) and Europe (EERA, EARLI, ATEE).

1.4. Partners outside the higher education system

Partners outside the higher education system showing interest in the study programme in Pedagogy embrace educational institutions at the pre-tertiary level (kindergartens, primary and secondary schools, student dormitories), sports organizations, institutions in the fields of health and social welfare (children's homes, hospitals), business organizations (companies with human resource departments) and non-governmental organizations.

Moreover, cooperation with the Agency for Science and Higher Education along with the Ministry of Science, Education, and Sport, is of extreme importance.

1.5. Financing

This graduate study programme is financed according to the same criteria as for other double-major study programmes at the Faculty of Humanities and Social Sciences, University of Split.

1.6. Comparability of the study programme with other accredited programmes in higher education institutions in the Republic of Croatia and EU countries

The study programme in Pedagogy is comparable to other double-major graduate study programmes in Croatia (e.g. the Faculty of Humanities and Social Sciences, University of Zagreb, <http://www.ffzg.hr/>, the Faculty of Humanities and Social Sciences, University of Rijeka, <http://www.ffri.hr/>) and some of the study programmes in the European Union (the Faculty of Philosophy, University of Maribor, <http://www.ff.unimb.si/>).

The study programme was created in accordance with European educational structures (ECTS system, studycycles, etc.) and is compatible with other similar study programmes within the European Union, thus establishing student mobility within Erasmus agreements.

1.7. Openness of the study programme to student mobility (horizontal, vertical in the Republic of Croatia, and international)

In accordance with the principles of the Bologna process, the graduate study programme in Pedagogy is open to student mobility, thus allowing students to study (one semester or longer) elsewhere. Students can achieve mobility by enrolling in elective courses according to their preferences at other institutions of higher education within the University of Split, Croatia, or abroad. Students who successfully pass a number of courses in pedagogy will be awarded a total of 30 ECTS credits per year. Of the total number of ECTS credits achieved during graduate study programme in Pedagogy, students can be awarded 3 ECTS credits per elective course. The number of students to be enrolled in each year is regulated by the Faculty council.

Upon completion of the graduate study programme, students can continue their education at different postgraduate specialist and doctoral studies in Croatia and abroad.

1.8. Compatibility of the study programme with the University mission and the strategy of the proposer, as well as with the strategy statement of the network of higher education institutions

The study programme is compatible with the Development Strategy of the Faculty of Humanities and Social Sciences, University of Split, due to being focused on the improvement of the teaching process, development of science and the involvement of associates in both scientific and educational activities. It is also focused on the evaluation and improvement of the entire teaching staff. Students are addressed according to the culture of dialogue and in the spirit of cooperation. The Department of Pedagogy encourages life-long learning, research cooperation between teachers and their students as well as the professional development of the staff.

1.9. Current experiences in equivalent or similar study programmes

Since October 2005, the Faculty of Humanities and Social Sciences, University of Split, has been the legal successor of the Primary School Teacher Training College (with a 60 year-long tradition) which can be primarily regarded as a study programme in Pedagogy (class teachers and pre-school educators). At the same time, the Faculty is the legal successor of the Department of Humanities which includes many years of experience in teaching and scientific activities.

It should be noted that in the academic year 2006/2007 the Faculty of Humanities and Social Sciences in Split started the study programme in Pedagogy which was organized as a 5-year period (3 years of undergraduate study programme and 2 years of graduate study programme). Over the years, the study programme in Pedagogy has been critically examined in terms of the compatibility of the anticipated teaching load to all forms of teaching. Depending on personnel conditions, teachers' self-evaluation and students' evaluation, all necessary changes and improvements have been performed.

Students' reflections, during and after the completion of the study programme in Pedagogy, have helped teachers not only in shaping individual courses but also in improving the overall study programme. The modernity, dynamism and flexibility of this study programme, along with its adaptability to the actual needs of the labour market and contemporary pedagogical paradigms, are the basic characteristics of the study programme in Pedagogy at the Faculty of Humanities and Social Sciences in Split.

There is a continual high interest in the study programme in Pedagogy, as shown by the self-evaluation document of the Faculty of Humanities and Social Sciences in Split. It is also necessary to highlight the students' regular fulfilment of all the required academic tasks, which accompanied by excellent results regarding the competences they acquired.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Social science
Duration of the study programme	2 years (4 semesters)
The minimum number of ECTS required for completion of study	60 (120 ECTS)
Enrolment requirements and admission procedure	Undergraduate study programme in <i>Pedagogy</i>

2.2. Learning outcomes of the study programme (name 15-30 learning outcomes)

Upon the completion of the graduate study programme in *Pedagogy* the students will be able to:

1. find, analyze and interpret scientific literature related to the field of their profession
2. analyze and explain different theories and approaches in education, critically reflect on their implications to practice
3. apply reflective and critical methods in forming their own assumptions about education
4. design and evaluate activities with different associates included in education by applying new educational paradigms
5. discuss key issues in the field of education at local, national and international level
6. compare and critically reflect on various educational policies and ways of promoting these in the country and abroad
7. suggest and evaluate different approaches to shaping educational policy
8. analyze, compare and evaluate the specific aspects of curriculum design in Croatia with some other countries of the EU
9. design curriculum based on relevant legislation and educational starting points required for the development of modern curricula
10. apply the basic principles of effective communication with all the members included in education
11. identify, understand and appreciate the needs of both the institution and the participants of the educational process and evaluate the duly response to their needs
12. explain the specific aspects of working with children with special educational needs
13. explain and develop critical thinking about theoretical concepts of long distance education along with different approaches to teaching in virtual environment
14. conduct self-reflection, reflective dialogue and reflection on their practical work
15. independently conduct scientific research and interpret the results of different studies in education
16. apply the basic statistical procedures in scientific research
17. write MA thesis

2.3. Employment possibilities

Interest in hiring a Master of Arts in Pedagogy is remarkable not only due to the lack of professional educators – pedagogues – but also due to the graduates' high level of acquired knowledge, skills and competences. At the end of the graduate study programme students are given the opportunity to work in different educational settings (early and pre-school institutions, primary and secondary schools,

children's homes, institutions educating adults) and other institutions in both public and private sectors and non-governmental organizations.

2.4. Possibilities of continuing studies at a higher level

Upon the completion of the graduate study programme in Pedagogy, students are awarded the title of Master of Arts in Pedagogy which provides them the possibility of continuing their education at specialist and doctoral studies in the field of social sciences.

2.5. Name lower level studies of the proposer or other institutions that qualify for admission to the proposed study

Upon the completion of the undergraduate study programme in Pedagogy, students may enrol into the graduate study programme in Pedagogy. In order to enrol into the graduate study programme, students are required to obtain at least 90 ECTS credits out of a total of 180 ECTS credits.

2.6. Structure of the study

The graduate study programme in Pedagogy is structured as a double-major study programme and can thus be combined with any other double-major study programme at the Faculty of Humanities and Social Sciences in Split (Croatian Language and Literature, English Language and Literature, Italian Language and Literature, History, Art History or Philosophy).

The graduate study programme in Pedagogy lasts for two years (four semesters) and carries 60 out of a total of 120 ECTS credits. It can be combined with any other double-major study programme at the Faculty of Humanities and Social Sciences in Split. The enrolment quota is 36 students. Students who achieve a total minimum of 42 ECTS credits in both study programmes can enrol into the following study year.

2.7. Guiding and tutoring through the study system

The Department of Pedagogy, along with the Faculty of Humanities and Social Sciences, take care of the students' needs on several levels. There is one student representative from each study programme year at the Department of Pedagogy and two student representatives on the Departmental council. The Head of Department is responsible for all student related issues, whereas the teaching staff may be contacted during their office hours or by e-mail to meet students' needs. Also, the Centre for Student Counselling, operating within the Faculty of Humanities and Social Sciences in Split, is responsible for providing the necessary advice and help to students (individually or in groups).

Graduate students in Pedagogy may enroll in one elective course with a minimum of 3 ECTS from other study programs of the Faculty, depending on the specific interests of each student. The list of courses is available on the Faculty's website. They are also given the opportunity to participate in optional study programmes within both the Faculty and the University of Split.

2.8. List of courses offered in a foreign language as well (name which language)

Partnership Between Family and Educational Institutions, Comparative Pedagogy, Educational Policies, Distance Learning, Interpersonal Communication Skills, Educational Neuroscience, Introduction to Social Psychology.

2.9. Criteria and conditions for transferring the ECTS credits

Students who have achieved at least 42 ECTS credits in a preceding academic year are considered students of the following year. Students who did not pass all the courses in a given year in the next year have to enrol first into those courses they failed. Students who accomplish *the* minimum of 60 ECTS credits in the preceding year are allowed to enrol into courses the sum of which is 75 ECTS credits in the following year.

ECTS credits gained outside the Faculty of Humanities and Social Sciences are recognized in accordance with the value of ECTS credits set by the Faculty of Humanities and Social Sciences. The transfer of points can be carried out between different study programmes in Pedagogy. The criteria and transfer requirements follow from the current regulations in place at the Faculty of Humanities and Social Sciences.

2.10. Completion of study

<i>Final requirement for completion of study</i>	BA thesis <input type="checkbox"/> MA thesis <input checked="" type="checkbox"/>	BA exam <input type="checkbox"/> MA exam <input type="checkbox"/>
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	All exams passed and all obligations completed at the study programme in <i>Pedagogy</i>	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	MA thesis is a scientific research which requires the students to demonstrate their competence in understanding the pedagogical theory, their competence in carrying out the research and interpreting the obtained results. MA thesis is approved by the supervisor and graded positively by two other members of the evaluation committee. MA thesis is defended before an evaluation committee consisting of three members.	

2.11. List of mandatory and elective courses

LIST OF COURSES							
Year of study: I							
Semester: I							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD42	Family Pedagogy	30	15	15	0	4
	FFPD13	Methodology of Pedagogical Research	30	15	15	0	4
	FFPD66	Common course: Psychology of Motivation and Socialization in the Classroom	30	30	0	0	2,5 (5)
	HZX004	Common course: Sociology of Education	30	30	0	0	2,5 (5)
	Total						13
Elective	FFPD62	Psychology of Religiosity	15	30	0	0	3
	FFPD106	Research in Early Education	15	30	0	0	3
	FFPD107	Interpersonal Communication Skills	15	15	15	0	3
	FFPD111	Free Time Pedagogy	15	30	0	0	3
	FFPD120	Developmental psychopathology	30	15	0	0	3
	Students choose one (1) elective course. Apart from the above elective courses, it is possible to enroll in other elective courses within the study program.						

LIST OF COURSES							
Year of study: I							
Semester: II							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD12	Statistics in Pedagogy	30	0	15	0	4
	FFPD43	Partnership Between Family and Educational Institutions	15	15	15	0	3
	FFPD71	Common course: Comparative Pedagogy	30	30	0	0	2,5 (5)
	FFPD14	Common course: Methodology of Creating a Curriculum	30	30	0	0	2,5 (5)
	Total						12
Elective	FFPD06	Action Research in Practice of a Pedagogue	15	30	0	0	3
	FFPD108	Introduction to Qualitative Research In Education	15	30	0	0	3
	FFPD63	Psychology of Consciousness	15	30	0	0	3
	FFPD65	Educational Neuroscience	15	30	0	0	3
	FFPD112	Extracurricular and After-school Activities	15	30	0	0	3
	Students choose one (1) elective course. Apart from the above elective courses, it is possible to enroll in other elective courses within the study program.						

List of courses							
Year of study: II							
Semester: III							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD33	The Pedagogue in Educational Institution	30	15	15	0	5
	FFPD89	Evaluation and Self-Evaluation In Contemporary School	15	30	0	0	3
	FFPD72	Educational Policy	30	15	0	0	4
	Total						12

2.12. Course description

NAME OF THE COURSE		FAMILY PEDAGOGY				
Code	FFPD42	Year of study	1			
Course teacher	Dr. Maja Ljubetić, Full professor	Credits (ECTS)	4			
Associate teachers	Dr. Anita Mandarić Vukušić, Assistant Professor	Type of instruction (number of hours)	P	S	V	T
			30	15	15	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Acquire basic - general knowledge in the field of study;- Identify, understand and respect the peculiarities of family community,- To enable students to adequately and timely respond to the specific needs of family members;- Successfully communicate orally and in writing and present their own creations;- Develop skills in the use of information from various sources and use them for practical purposes;- To enable students to work in teams.					
Course enrolment requirements and entry competences required for the course	No					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student upon completion of the course be able to:</p> <ul style="list-style-type: none">- Correctly interpret the fundamental concepts in the field of family pedagogy (the family in the pedagogical and psychological sense, parenting, assessment and self-assessment)- Analyze and arguments to explain various theories and approaches to the understanding of the family,- Develop and implement an action plan to work with parents applying new paradigm in access to family,- Develop material suitable for teaching parents (raising awareness of the role, responsibilities, functions, styles of parenting, communication, self-assessment, relationships, etc.). <p>Carry out and interpret simple research tasks in the field of family pedagogy.</p>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following facilities:</p> <ol style="list-style-type: none">1. The first family - movement, problems and perspectives - definition of the family, from modern to vital families)2. Second family unit as a system3. Characteristics of modern family4. functional and dysfunctional families5. family atmosphere and family functioning6. modern family in Croatia7.parenthood - relationship, role and / or process?8. parenthood and factors that affect it;9.parenting styles and children behavior as possible responses to them,10. influence of mother and father to child development and education,11.pedagogical education of parents as a prerequisite parental educational competence					

	12. Self-assessment and (meta-level) - attitude, effects 13. relations and communication processes (family-school-kindergarten) 14. communication habits that endanger and enhance human relationships 15. Conducting effective interviews with parents					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the execution of individual assignments, write a seminar paper, follow the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Activity	0,5
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students' work during the semester is done through self-assessment of students and professors, and in accordance with pre-agreed standards.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Čudina-Obradović, M. Obradović, J. (2006). Psihologija braka i obitelji. Zagreb, Golden Marketing - Tehnička knjiga (odabrana poglavlja).			2	-	
	Ljubetić, M. (2007) Biti kompetentan roditelj. Zagreb, Mali profesor.			15	-	
	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.			6	-	
	Ljubetić, M. (2012) Nosi li dobre roditelje roda?! Odgovorno roditeljstvo za kompetentno dijete. Zagreb. Profil International. (odabrana poglavlja)			15	-	
	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.			15	-	
	Pašalić-Kreso, A. (2004). Koordinate obiteljskog odgoja. Sarajevo, Jež (odabrana poglavlja).			6	-	
	Pećnik, N., Radočaj, T., Tokić, A. (2011.). Uvjerjenja			1	-	

	javnosti o ispravnim roditeljskim postupcima prema djeci najmlađe dobi. Društvena istraživanja, Časopis za opća društvena pitanja 113, 20 (3), 626 – 646.		
	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.	6	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Benett, J., Grimley, L. K. (2001) Parenting in the Global Community: A Cross-Cultural International 2. Perspective. In: Fine, M. J. & Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic 3. Press. (odabrana poglavlja) 4. Covey, R.S. (1998) Sedam navika uspješnih obitelji ? Kako izgraditi izvrsnu obiteljsku kulturu u uzburkanom svijetu? Zagreb, Mozaik knjiga. 5. Longo, I. (2000) Roditeljstvo se može učiti. Zagreb, Alinea. 6. Maleš, D. (1984) Psihosocijalni elementi pedagoške atmosfere u obitelji. Split, Školski vjesnik, br. 3-4; (str. 187-197). 7. Maleš, D. (1999) Uloga majke i oca u odgoju djeteta. U: Obitelj u suvremenom društvu. Zagreb, Državni zavod za zaštitu materinstva i mladeži. 8. 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. 9. 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 10. 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. 11. Eric D. Widmer (2010). Family Configurations: a Structural Approach to Family Diversity, England, Ashgate Publishing Limited. 12. Ljubetić, Maja (2012). The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindergartens. Saarbrücken, Germany : LAP LAMBERT Academic Publishing GmbH & Co. KG(monografija). 		
Quality assurance methods that ensure the acquisition of exit competences	The assessment appears during the academic year, through: presentations of seminar papers, small studies, tests of active participation in classes and discussions. Examination: colloquium / written / oral. External evaluation: Evaluation sheets, test achievement.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		METHODOLOGY OF PEDAGOGICAL RESEARCH				
Code	FFPD13	Year of study	1			
Course teacher	Dr. Tonča Jukić, Associate Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	P	T

	Sani Kunac, Teaching Assistant		30	15	15	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	To enable students for initial independent and successful implementation of scientific research work; for usage of scientific literature and research results during studies and in future work; for writing professional and scientific papers in accordance with the requirements of the methodology.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - explain the gnoseological basis and epistemological characteristics of science - explain the characteristics of scientific knowledge - distinguish qualitative and quantitative methodology - indicate the basic characteristics of the data collection procedures - create different instruments for data collection - analyze scientific papers and to identify the characteristics of good professional and scientific work - based on research problems, set up research and select appropriate procedures for data collection -conduct a research - discuss methodological issues					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: Introduction to methodology - basic definitions (2 L) Gnoseological basis and epistemological characteristics of science (2 L) Society and science, classification of science (2 L) Characteristics and problems of scientific cognition. (2 L) Basics of pedagogical research methodology (2 L) Limits and possibilities of pedagogical research (1 L) Sources for choosing research problems. (1 L) Types and methods of pedagogical research (2 L) Action research. (2 L) Research project. (4 L) Techniques and instruments for data collection. (4 L) Data analysis methods. (2 L) Characteristics of good professional and scientific paper. (2 L) Writing reports and applying research results. (2 L) Seminar: Analysis of scientific papers and research projects. (5 S) Independent / team development of a research project (5 S) Presentation of research projects (5 S) Exercises: Discussions on methodological issues and solving methodological problems (15 V)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Regular attendance and active participation. Analytical approach and discussions on methodological issues in seminars / workshops. Development of a research design, research implementation and report on it.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	1	Practical training	
	Experimental work		Report	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade will be formed on the basis of research implementation, report on it and written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Milas, G. (2009). Metode istraživanja u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. (selected chapters)				3	-
	Milat, J. (2005). Osnove metodologije istraživanja. Zagreb: Školska knjiga (selected chapters)				1	-
	Mužić, V. (2002). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa (selected chapters)				1	-
	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. (selected chapters)				3	-
Optional literature (at the time of submission of study programme proposal)	-Andrilović, V. (1991). Metode i tehnike istraživanja u psihologiji odgoja i obrazovanja. Zagreb: Školska knjiga. -Cohen, L., Manion, L. i Morrison, K. (2007). Metode istraživanja u obrazovanju. Jastrebarsko: Naklada Slap. (selected chapters) -Jurić, V (2004). Metodika rada školskog pedagoga. Zagreb: Školska knjiga (selected chapters) -McNiff, J. (2002). Action research for professional development: Concise advice for new action researchers (dostupno: http://www.jeanmcniff.com/booklet1.html) -Vujević, M. (2001). Uvođenje u znanstveni rad u području društvenih znanosti. Zagreb: Školska knjiga (selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, active participation, report on research, students evaluations on teaching process					

NAME OF THE COURSE		PSYCHOLOGY OF MOTIVATION AND SOCIALIZATION IN THE CLASSROOM				
Code	FFPD66	Year of study	1			
Course teacher	dr. Darko Hren, Associate Professor	Credits (ECTS)	2,5 (5)			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Introduce students to basic concept relevant for understanding motivation and social processes in classroom and wider educational context. Introduce students to psychological aspects of special education and provide direct experience with special education students					
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- basic computer literacy- reading in English language					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none">- state and explain basic theoretical concepts relevant for understanding motivation in educational context;- determine and apply an adequate approach to support students' motivation for learning but also in a wider context of classroom behaviour;- describe and explain basic principles of efficient communication with students and parents and classroom management;- describe and explain specifics of special education and explain basic elements of legal regulation of special education;- compare different approaches in special education.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Psychology of motivation: need theories and learning theories (2L)2. Psychology of motivation: theories of cognition (2L)3. Understanding and working with student motivation (2L)4. Teacher-student communication (2L)5. Classroom as a group process (2L)6. Classroom management (2L)7. School and classroom as an educational context (2L)8. Preliminary exam (2L) Special education <ol style="list-style-type: none">9. Introduction; learning difficulties; ADHD (2L)10. Language, speech, reading and writing difficulties (2L)11. Behavioural and emotional difficulties (2L)12. Physical difficulties; mental retardation, autism (2L)13. Gifted students (2L)14. Working with parents who have children with special needs (2L)15. Preliminary exam (2L) SEMINARS: <ol style="list-style-type: none">1. Practical implications of psychological theories of motivation (2S)2. Applying behaviorist principles in classroom (2S)3. Applying attributional approach in the classroom (2S)					

	4. Self-regulation (2S) 5. Basics of efficient communication: Active listening (4S) 6. Basics of efficient communication: Expressing complete messages (4S) 7. Basics of efficient communication: Providing Feedback (4S) 8. Group cohesion (2S) 9. Special education – approaches and practice (2S) 10. Difficulties in acquiring reading and writing (2S) 11. Work with gifted students (2S) 12. Communicating with parents (2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student will have two preliminary exams. Passing of both exams they are exempted of the final exam. Students will write a field report about their experience working with persons with special needs.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. i VERN, d.o.o.			5		
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none">Grgin, T. (2001). Edukacijska psihologija. Jastrebarsko: Naklada Slap.Rheinberg, F. (2004). Motivacija. Jastrebarsko: Naklada Slap.Slavin. (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.					
Quality assurance methods that ensure the acquisition of exit competences	Ongoing evaluation of students' knowledge. Student evaluation of the course.					

NAME OF THE COURSE		SOCIOLOGY OF EDUCATION				
Code	HZX004	Year of study	1			
Course teacher	Dr.sc. Ivanka Buzov, Assistant Professor	Credits (ECTS)	2,5 (5)			
Associate teachers	Tea Gutović, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to acquire knowledge about the basic terms of sociology of education, and particularly about the relationship between educational subsystems and global social system. Then the aim is also to introduce students about the major sociological theories of education and contemporary educational perspectives in sociology. Also, gaining knowledge about the social basis of the teaching profession and the processes of action of educational institutions in modern society.					
Course enrolment requirements and entry competences required for the course	Enrolled graduate study. After completing the course, the student will be able to:					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: 1. Describe and define the basic concepts of the sociology of education; 2. Explain the social context of education; 3. Recognize sociological theoretical perspectives on education; 4. Identify the impact of social and technological change on the development of education; 5. Link the system of educational institutions and the social importance of the role of teachers (characteristics of professions).					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to course (guideline through course topics, mode, literature, methods, deadlines, exam), clarification of basic concepts.(2L+2S) 2. The creation and development of the sociology of education; Subject and methods of sociology of education, relation to other sociological disciplines.(2L+2S) 3. Sociological approach and relevant theoretical concepts of education, Part I.: functionalist, liberal and socialdemocratic perspectives. (2L+2S) 4. Sociological approach and relevant theoretical concepts of education, Part II.: Conflict and Interactionist perspectives. (2L+2S) 5. The social character of education: inequalities in education; educational opportunity inequalities (2L+2S) 6. The sociology of school education.(2L+2S) 7. Colloquium (1st), Service Learning (1+1L) 8. Central European and Scandinavian Structure of Education (PISA project) / Bologna process in higher education (2L+2S) 9. Transition problems of education; education and globalization(2L+2S) 10. Education and European Integration (2L+2S) 11. Contemporary Perspectives in the Sociology of Education - Education for Democracy and Human Rights, Environmental Education, Intercultural education (2L+2S). 12. Entrepreneurship education (2L+2S) 13. Sociology of curriculum (2L+2S)					

	14. Sociology of profession; status, role and reputation of teacher. (2L+2S) 15. Colloquium (2nd) and Evaluation (2L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend classes regularly and actively participate in discussions.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	3	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The records of attendance, seminar(essay), and two tests are assessing and evaluating.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.			10	No	
	2. Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Prsitupi i izazovi: Rijeka: Filozofski fakultet.			1	Available on line	
	3. Pilić, Š. (2008.), /ur./, Obrazovanje u kontekstu tranzije. Split: HPKZ, pp.. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244			10	No	
Optional literature (at the time of submission of study programme proposal)	1. Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall. 2. Baranović, B. /ur./ (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog RAZVOJA, 44(2/3):181-200. 3. Barber, B. (1963.) Some problems in the Sociology of Professions, <i>Daedalus</i> , 92(4): 669-688. 4. Bernstein, B. (1994.), Jezik i društvene klase. Beograd: BIGZ. 5. Bourdieu, P. I Passeron, J. C. (2000.), Reproduction in Education,Society and Culture. London: Sage Publications. 6. Buzov, I. (2009).Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak TITIUS, 1(1): 303-315.					

	<p>7. Delors, J. i sur. (1998.), Učenje:blago u nama, Educa, Zagreb.</p> <p>8. Durkheim, E. (1996.), Obrazovanje i sociologija, Societas, Zagreb. 11.</p> <p>9. Favell, A. & Guiraudon, V. (2011). Sociology of European Union, Red Globe Press.</p> <p>10. Giddens, A. (2007.), Sociologija, Ekonomski fakultet, Beograd, (16. chapter – Obrazovanje, str. 494-536)</p> <p>11. Illich, I. (1990.), Dole škole. Beograd:BIGZ:</p> <p>12. Jal, M. & Scott, D.(2018) Education in a New Society: Renewing the Sociology of Education 1st Edition, University of Chicago Press</p> <p>13.. Lesourne, J. (1993.), Obrazovanje i društvo: izazovi 2000.godine. Educa, Zagreb, str. 79-104.</p> <p>14. Liessmann, K.P. (2006.), Teorija neobrazovanosti: zablude društva znanja, Zagreb, Naklada Jesenski i Turk.</p> <p>15 . Mialaret, G. i sur. (1989.), Uvod u edukacijske znanosti, Školske novine, Zagreb. 23. Morin, E. (2002.), Odgoj za budućnost, Educa, Zagreb.</p> <p>16. Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju, Drugi kao polazište, Nova prisutnost 7, 59-84 26.</p> <p>17. Obrazovanje za poduzetništvo - E4E: Znanstveno stručni časopis o obrazovanju za poduzetništvo, Zagreb: Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski.</p> <p>18. Pastuović, N. (2012). Obrazovanje i razvoj, Institut za društvena istraživanja i učiteljski fakultet, Zagreb.</p> <p>19. Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja, Znamen, Zagreb (V. Poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371).</p> <p>20. Pilić, Š. (2008). <i>Knjiga o nastavnicima</i>. Split: Filozofski fakultet, dostupno na https://www.ffst.unist.hr/download/repository/Pilic_nastavnici.pdf</p> <p>21. Pilić, Š. (2002). The Education of Teachers in a Post-Socialist Society: the Case of Croatia. In Sultana, R. G. (Ed.). Teacher Education in the Euro-Mediterranean Region. (pp. 51-68). New York, Washington, Baltimore, Bern, Frankfurt an Main, Berlin, Brussels, Vienna, Oxford: Peter Lang Publishing.</p> <p>22. Pilić, Š. (2007). Bolonjski proces kao proces stvaranja europskog prostora visokog obrazovanja: tragom dokumenata, Školski vjesnik, 3 : 247-271. (theme number)</p> <p>23. Stanić S., Hren D., Buzov I. (2016) Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirić N., Burušić J., Pavičić J., Relja R. (eds.) <i>School Effectiveness and Educational Management</i>. Palgrave Macmillan,</p> <p>24. Štulhofer, A. (1992). Mitologija obrazovnih šansi. Theleme, 38, 2, 61-72. 36.</p> <p>25. Vujčić, V. (1990.), Obrazovne šanse, Školske novine, Zagreb.</p> <p>26. Vujčić, V. (1989.), Obrazovanje i društvo, CDD, Zagreb.</p> <p>27. Waller, R. (2012). Sociologija obrazovanja. U: Duffour, B. i Curtis, W. Studij odgojno-obrazovnih znanosti. Zagreb: Educa, str. 123-151.</p>
Quality assurance methods that ensure the acquisition of exit competences	Records of attendance at lectures and seminars. Seminar discussion activities, preparation and presentation of seminar papers. Results of colloquiums. Oral exams. Discussions with students about ways for improving the work. Students' evaluation.
Other (as the proposer wishes to add)	Optional literature also serves as the basis for seminar literature, which are supplemented by more recent bibliographic in sociology of education.

NAME OF THE COURSE		STATISTICS IN PEDAGOGY					
Code	FFPD12	Year of study	1				
Course teacher	Dr. Andreja Bubić, Associate Professor	Credits (ECTS)	4				
Associate teachers	Bruno Barać, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			30	0	15	0	
Status of the course	mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	The goal of this course is to familiarize students with basic statistical terms and analyses relevant for conducting research in educational sciences.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: - organize data collected in a research study - prepare collected data for statistical analysis - independently conduct descriptive statistical analysis - explain the requirements for using inferential statistics methods - formulate research and statistical hypotheses - compare different statistical analyses based on research goals - choose a statistical analysis approach appropriate for the formulated research goal - statically compare two data sets - interpret the obtained results.						
Course content broken down in detail by weekly class schedule (syllabus)	Methodology and statistics in research. Basic statistical terms. Data collection. Descriptive statistics. Grouping the data. Presenting data using tables. Presenting data using graphs. Measures of central tendency. Measures of data variability. Normal distribution. Z-values. Inferential statistics. Testing hypotheses. Parameter estimation. t-test. Chi-square test. Correlation						
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Students need to actively participate in all activities and tutorials. In addition, they have to successfully pass preliminary and final exams.						
Screening student work (name the	Class attendance	1.5	Research		Practical training	1	

NAME OF THE COURSE		PARTNERSHIP BETWEEN FAMILY AND EDUCATIONAL INSTITUTIONS					
Code	FFPD43	Year of study	1				
Course teacher	Dr. Maja Ljubetić, Full professor	Credits (ECTS)	3				
Associate teachers	Ana Ribičić, Teaching Assistant	Type of instruction (number of hours)	P	S	V	T	
			15	15	15	0	
Status of the course	mandatory	Percentage of application of e-learning	0 %				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Acquire basic - general knowledge in the field of study;- Identify, understand and take into account the peculiarities of the partnership family and the local community;- To enable students to adequately and timely respond to the specific needs of family members;- Successfully communicate orally and in writing and present their own creations;- Develop skills in the use of information from various sources and use them for practical purposes;- To enable students to work in teams						

Course enrolment requirements and entry competences required for the course	Exam in Family Pedagogy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student upon completion of the course be able to:</p> <ul style="list-style-type: none">- Correctly interpret the fundamental concepts in the field of family partnerships and community (family, institution, community, cooperation vs. Partnership)- Analyze and arguments to explain various theories and approaches to understanding the partnership family and the local community,- Develop a plan and independently perform activities aimed at strengthening the parent / teacher competence,- Develop a specific plan and program of activities aimed at building partnerships and program of pedagogical education of parents,- Carry out and interpret simple research tasks in the field of family and community partnerships.- Self operate an effective discussion with parents and other factors of the educational process.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following facilities:</p> <ul style="list-style-type: none">- The principles of the construction, maintenance and improvement of relations (2+2+2);- The expectations of parents and teachers of the partnership between family, educational institutions and local communities (2+2+2);- Motivation of stakeholders in educational process for partnership (2+2+2);- Quality of communication (2+2+2);- Involvement vs. Engagement (2+2+2);- The functioning of the microsystem (family / school /) and possibility of their cooperation (1+1+1);- Types of communication with parents (1+1+1);- The role of educators in pedagogical education of parents (1+1+1);- Quality management (parents, children) (1+1+1);- Advisory work with parents (1+1+1)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, monitoring the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	0,5
	Experimental work		Report		Activity	0,5
	Essay		Seminar essay		homework	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students' work during the semester is done through self-assessment of students and professors, and in accordance with pre-agreed standards.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Handbook of school-family partnership (2010) Christenson, S.L. & Reschly, A.L. (Ed.), Taylor & Francis (odabrana poglavlja).	1	-
	Ljubetić, M. (2014) Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice. Zagreb, Element.	15	-
	Ljubetić, M. (2011) Partnerstvo obitelji, vrtića i škole - vježbe, zadatci, primjeri. Zagreb: Školska knjiga, 2011. (priručnik).	2	-
	Maleš, D. (1988) <i>Suradnja predškolske ustanove i obitelji kao pretpostavke uspješnog odgojnog djelovanja</i> . Pojavni oblici poremećaja u ponašanju djece u predškolskim ustanovama i uvjeti života u obitelji. Zagreb, Fakultet za defektologiju Sveučilišta u Zagrebu.	1	-
	Spajić-Vrkaš, V; Stričević, I; Maleš, D; Matijević, M. (2004) <i>Poučavati prava i slobode: priručnik za učitelje osnovne škole s vježbama za razrednu nastavu</i> . Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo	2	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 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. <p>XXX Internet sources, www.</p>		
Quality assurance methods that ensure the acquisition of exit competences	Preliminary exams, active participation and discussions during year. Course evaluation, tests.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	COMPARATIVE PEDAGOGY					
Code	FFPD71	Year of study	1			
Course teacher	Dr. Ivana Batarelo Kokić, Full Professor	Credits (ECTS)	2,5 (5)			
Associate teachers	Petra Katavić, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<p>The main goal of the course is to introduce students to methods, main concepts and current issues in the area of comparative pedagogy. The course facilitates students' understanding of the main advantages and limitations of international comparative research, introduction to research methodology and the main theoretical issues in comparative pedagogy.</p> <p>Course content:</p> <ul style="list-style-type: none">- Main factors in comparative pedagogy- Comparative pedagogy development- Quantitative and qualitative approaches in comparative pedagogy- Types and levels of comparisons in comparative pedagogy research- The levels of comparison: culture, place, time, value, educational attainment, educational policy, pedagogical novices and learning- Current research approaches in comparative pedagogy					
Course enrolment requirements and entry competences required for the course	Undergraduate degree in pedagogy.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none">- explore meaning by comparison in the area of pedagogy and reflect on relevant factors in comparative research- explore research and practitioners literature while considering main factors of comparison- use reflective and critical methods in formation of educational assumptions- know main research methods used in the area of comparative pedagogy- discuss main educational issues on local, national and international level					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course / Main postulates of comparative pedagogy (2L + 2S)2. Comparative pedagogy development (2L + 2S)3. Researchers in comparative pedagogy (2L + 2S)4. Research methods in comparative pedagogy (2L + 2S)5. Research perspectives in comparative pedagogy (2L + 2S)6. Comparing places (2L + 2S)7. Comparing educational policies (2L + 2S)8. Midterm exam (1L + 1S)9. Comparing educational institutions (2L + 2S)10. Comparing ways of learning (2L + 2S)11. Comparing pedagogical innovations (2L + 2S)12. Comparing times (2L + 2S)13. Comparing cultures (2L + 2S)14. Comparing values (2L + 2S)15. Comparing educational attainments (2L + 2S)16. Final exam (1L + 1S)					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular course attendance, student seminar presentations and participation in online discussions.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Online discussions	0,5
	Essay		Seminar essay	1,5	(Other)	
	Tests	0,75	Oral exam		(Other)	
	Written exam	0,75	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students will be evaluated based on the course attendance, completion of seminar tasks (seminar paper and participation in online discussions), midterm exam and final written exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Dufour, B., Curtis, W. (ur.) (2012). Studij odgojno-obrazovnih znanosti - Uvod u ključne discipline. Zagreb: Educa.				6	-
	Zhao, Y. (2012). Američko obrazovanje u doba globalizacije. Zagreb: Educa.				6	-
	Vrcelj, S. (2005). U potrazi za identitetom-iz perspektive komparativne pedagogije. Rijeka: HFD.				-	YES
	Batarelo Kokić, I. (2015). Uvod u komparativnu pedagogiju. Predavanja.				-	YES
Optional literature (at the time of submission of study programme proposal)	Madelin, A. (1992). Osloboditi školu: obrazovanje a la carte. Zagreb: Educa. Walford, G. (1992). Privatne škole - iskustvo u deset zemalja. Zagreb: Educa. Antić, S. (ur) (1993). Školstvo u svijetu, Zagreb: HPKZ. Benavot, A., Braslavsky, C., Truong, N. (2007). School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education. Dordrecht: Springer. Articles published in Current Issues in Comparative Education. Available at: http://www.tc.edu/cice/					
Quality assurance methods that ensure the acquisition of exit competences	Consultations, course attendance, active participation in discussions, seminar paper, course and teacher evaluation.					

NAME OF THE COURSE		METHODOLOGY OF CREATING A CURRICULUM				
Code	FFPD95	Year of study	1			
Course teacher	Dr. Morana Koludrović, Assistant Professor	Credits (ECTS)	2,5 (5)			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	As part of the course, students will learn about determination and theoretical foundations of curriculum design considering the conceptual, historical and methodological starting points. They will analyze, compare and evaluate the pedagogical and methodological approaches to curriculum design considering the social context, and considering the effects of different theories of education and learning in the approach to curriculum design. Students will differentiate, analyze and interpret the specific characteristics of some curricula, and be trained in the evaluation and design of the curriculum in the early and pre-school education and the system of general and compulsory education.					
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of the course, students will be able to:</p> <ul style="list-style-type: none">- explain and analyze the specifics of curriculum design with regard to its conceptual, historical, social and methodological starting points.- analyze, compare and evaluate the specifics of structuring the curriculum in Croatia and some European Union countries in the system of general and compulsory education.- analyze and evaluate the specifics of structuring the curriculum in some reform pedagogical conceptions.-analyze, review, compare and evaluate the role of specific factors that influence the structure of the curriculum.- plan and design curriculum using the relevant legislation and educational starting points for design of modern curricula.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. The conceptual, historical and methodological basis of curriculum design (3L + 3S)2. The role of social phenomena (knowledge society, the process of globalization) in the curriculum design (3L + 3S)3. Reform of the education and curriculum; contemporary approaches of curriculum design through the example of Croatian and EU countries (3L + 3S)4. Educational - methodological paradigm of curriculum development considering the effects of different theories of school and learning in curriculum approach of education (2L + 2S)5. Constructivist curriculum; Humanistic oriented curriculum (2L + 2S)6. National Curriculum Framework (starting points, principles, objectives, structure) (2L + 2S)7. Specifics of the curriculum design in general and compulsory education (2L + 2S)8. Specifics of the curriculum design in preschool education (2L + 2S)9. Specifics of curriculum design in reform educational concepts (2L + 2S)10. School Curriculum (structure, methodology development, evaluation) (2L + 2S)11. Competences as a starting point of modern curriculum design (2L + 2S)					

	12. The role of participants in the curriculum approach (2L + 2S) 13. The role of self-evaluation and evaluation of the school curriculum (2L + 2S) Seminars are organized as workshops in which students prepare, critically cogitate and discuss issues, current events and problems important for classroom management and plan new strategies of prevention and resolution of detected problems. In the implementation of the seminar active participation, cooperative learning and teamwork are expected from students.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are, in accordance with the existing regulations, obliged to participate in all forms of instruction (consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers).					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Examination success, the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Previšić, V, (ur.) (2007), Kurikulum: teorije, metodologija, sadržaj, struktura. Zagreb: Školska knjiga.				2	-
	Marsh J. C. (1994), Kurikulum - temeljni pojmovi. Zagreb: Educa.				1	-
	Pastuović N. (1999), Edukologija, Zagreb: Znamen. (poglavlje VIII. str. 514-569)				1	-
	xxx Pedagogijska istraživanja, znanstveni časopis, br. 2 2005. Hrvatsko pedagogijsko društvo, Zagreb, Školska knjiga, 2005. (zbornik radova o kurikulumu str. 161 - 352)				1	-
	Slunjski, E. (2011), Kurikulum ranog odgoja: istraživanje i konstrukcija. Zagreb: Školska knjiga.				5	-
Optional literature (at the time of submission of study programme proposal)	1. Jordan, A., Carlile, O., Stack, A. (2008), Aproaches to Learning: A Guide for Teachers. Berkshire: Open University Press. 2. Glasser W. (1994), Kvalitetna škola. Zagreb: Educa. 3. Legrad L. (1993), Obrazovne politike. Zagreb: Educa.					

	4. Milat J. (2005), <i>Pedagogija - teorija osposobljavanja</i> . Zagreb: Školska knjiga. 5. Stool L., Fink, D. (2001), <i>Mijenjajmo naše škole</i> . Zagreb: Educa. 6. Knoll, J. H. (2009), Lifelong learning. A new term for an old idea. The search for historical roots. <i>Odgojne znanosti</i> , 11(1), 103-118. 7. Key competences for lifelong learning. European Reference Framework (2007), http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf 8. McKenzie, P., Santiago, P. (2005), <i>Teachers Matter: Attracting, Developing and Retaining Effective Teachers</i> . OECD Publishing.
Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, conversation, active participation, evaluation conducted by the Quality Assurance Board
Other (as the proposer wishes to add)	

NAME OF THE COURSE		THE PEDAGOGUE IN EDUCATIONAL INSTITUTION				
Code	FFPD33	Year of study	2			
Course teacher	Dr. Anita Mandarić Vukušić, Assistant Professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	P	S	V	T
			30	15	15	0
Status of the course	Mandatory	Percentage of application of e-learning	0 %			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Identify, understand and respect the needs (institutions) / stakeholders of the educational process and to assess the timely and adequate response to their needs;- To enable students to independently conduct certain groups of stakeholders in the educational process;- To enable students to organize and carry out programs and activities with the aim of raising the quality of the institution and the individual segments;- Develop a positive attitude towards lifelong learning;- Actively participate in activities that enable the development of professional competencies of educator;- Self present practices with theoretical explanation					
Course enrolment requirements and entry competences required for the course	No					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student upon completion of the course be able to:</p> <ul style="list-style-type: none">- Correctly interpret and respond to the needs of stakeholders in the educational process,- Carry out and interpret simple research tasks required to raise the quality of institutions,- Critically reflect modern pedagogical theory and its implications for practice,- Develop and implement activities aimed at raising the quality of the institution and					

	the individual segments, - Develop educational documentation required to work educator, - To document and evaluate the practices and apply contemporary knowledge of education for the purpose of its improvement, - Carry out self-reflection, reflective dialogue and reflection practices.					
Course content broken down in detail by weekly class schedule (syllabus)	The course includes the following facilities: - Personality traits and professional competence of pedagogues in the educational institution (kindergarten, schools, home) (5L+2S) - Legislation (kindergarten, school and home); The role of the educator in the community learning (5L+2S) - The role and tasks of the educator to (10L+6S): - Children / students (triage, children with special needs, individual work with children with special needs, design and implementation of the program, cooperation with experts in the local community); - Educators / teachers (cooperation and help educators / teachers in the humanization of space to work and creating an educational context, cooperation in the development and management of pedagogical documentation, documentation process, the construction of the curriculum, continuing education teachers, educators guiding beginners who are in the process of introducing the independent work and preparation for the professional exam; cooperation in the design and implementation of innovation and project design, preparation and conduct of the presentation of achievements in professional conferences and journals, cooperation with the aim of raising the quality of kindergarten teachers activities for children and their parents, the survey and processing the results of surveys for parents); - Parents (PTA meetings, workshops for parents, advisory work with parents); - Expert Team / Principal / (founder kindergarten); Community (professionals, cultural institutions, media information). - Other tasks educator (typical jobs and tasks) (10L+5S): Mentoring (by educators - trainees, active participation in professional meetings and in journals, documenting his own actions and documentation institutions; Development and educational activities (harmonization of individual vision of the development and construction of a shared vision; Development Plan institutions Quality Team) and research activities (projects , research) Self-evaluation and evaluation (in person and share the process); Publication of scientific papers (in person, share processes); Lifelong learning pedagogues (formal, informal). - Demonstration classes in educational institution (15 E)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regularly attend classes, actively participate in discussions and exercises, build portfoglio and independently report on experiences from practice.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of	Class attendance	1	Research		Practical training	2
	Experimental work		Report	1	(Other)	
	Essay		Seminar essay		(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The assessment appears during the academic year, through: presentations according to the protocol monitoring (with a written report), portfogli, active participation in the classroom and on the practicum and discussions. Examination: oral.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Jurić, V. (2004). Metodika rada školskog pedagoga. Zagreb, Školska knjiga.			5	-	
	Kostović-Vranješ, V i Ljubetić, M. (2008). „Kritične točke“ pedagoške kompetencije učitelja. Osijek, Život i škola, časopis za teoriju i praksu odgoja i obrazovanja, 20(2008), 2; 147-162.			-	Yes	
	Ljubetić, M. i Kostović-Vranješ, V. (2008). Pedagoška (ne)kompetencija učitelja/ica za učiteljsku ulogu. Odgojne znanosti, 10(2008), 1(15); 209-230.			?	Yes	
	Nacionalni okvirni kurikulum (2010), http://www.mzos.hr			-	http://www.mzos.hr	
	ZAKONI O ODGOJU I OBRAZOVANJU REPUBLIKE HRVATSKE: Zakon o predškolskom odgoju i obrazovanju Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi Zakon o strukovnom obrazovanju Zakon o umjetničkom obrazovanju xxx. Državni pedagoški standard predškolskog odgoja i naobrazbe xxx. Državni pedagoški standard osnovnoškolskog sustava odgoja i obrazovanja xxx. Državni pedagoški standard srednjoškolskog sustava odgoja i obrazovanja			-	http://www.nn.hr	
Optional literature (at the time of submission of study programme proposal)	1. Day, Ch. (1999): Developing Teachers, The Challenges of Lifelong Learning. London, Falmer Press. 2. Glasser, W. (1994) Kvalitetna škola. Zagreb, Educa. 3. Glasser, W. (1999) Nastavnik u kvalitetnoj školi. Zagreb, Educa. 4. Stoll, L.; Fink, D. (2003) Mijenjamo naše škole. Zagreb, Educa. 5. Rađenović, A., Smiljanić, M. (2007) Priručnik za razrednike. Zagreb: Alinea. 6. Miljević-Ridički, R., Maleš, D., Rijavec, M. (2001). Odgoj za razvoj. Zagreb: Alinea. Bičanić, J. (2009). Vježbanje životnih vještina - Priručnik za razrednike. Zagreb: Alinea.					
Quality assurance methods that ensure the acquisition of exit competences	Twice during the semester will be carried out co-operative assessment of the quality of implementation of the program, and in relation to expectations and set standards and set goals and objectives of the program (evaluation and self-assessment of student / professor). External quality assessment will be carried out by an independent body of the Faculty.					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		EDUCATIONAL POLICY				
Code	FFPD72	Year of study	2			
Course teacher	Dr. Ivana Batarelo Kokić, Full Professor	Credits (ECTS)	4			
Associate teachers	Petra Katavić, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The course 'Educational policy' is designed to develop pedagogy students' critical thinking on educational policies. The course content focuses on different ways in which educational policy is implemented in Croatia and in the world.					
Course enrolment requirements and entry competences required for the course	Undergraduate degree in pedagogy.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course, students will be able to: <ul style="list-style-type: none">- Propose and evaluate different approaches to educational policy design- Compare and critically think about different educational policies and the ways of its implementation- Compare and think critically about different educational policies and ways of educational policy implementation in Croatia and world- Analyse educational policy implementation in different educational systems and on different levels of educational system- Independently explore, analyse and interpret educational policy literature					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course; Introduction to seminars (1L+1S) 2. Framework for design and educational policy implementation (2L+1S) 3. Educational policy and higher education (2L+1S) 4. Market orientation in higher education (2L+1S) 5. Liberal and neoliberal higher education (2L+1S) 6. Technology and educational values (2L+1S) 7. Compulsory education and students rights (2L+1S) 8. Pluralism and educational systems (2L+1S) 9. Midterm Exam (1L+1S) 10. Educational policy in intercultural society (2L+1S) 11. Intercultural education (2L+1S) 12. Intercultural competence development (2L+1S) 13. Educational policy and inclusive education (2L+1S) 14. Educational financing (2L+1S) 15. Human resource management in educational institutions (2L+1S) 16. Final exam (1L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

NAME OF THE COURSE		EVALUATION AND SELF-EVALUATION IN CONTEMPORARY SCHOOL					
Code	FFPD89	Year of study	2				
Course teacher	Dr. Morana Koludrović, Assistant Professor	Credits (ECTS)	3				
Associate teachers	Ante Grčić, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							

Course objectives	Course objectives are to train students for implementation of self-evaluation in educational process, and also for the assessment and evaluation of pupils achievement in school. During the course, students will be trained to create, evaluate and apply the various instruments for monitoring and evaluation of student achievement.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: - Define, explain and distinguish the basic concepts in the field of school docimology Explain and analyze the role of evaluation, assessment and self-evaluation in the educational process - Analyze, evaluate and create various instruments for monitoring and evaluating student progress - Compare and evaluate methods of self- evaluation and assessment in different pedagogical concepts					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">- The role of self-evaluation, evaluation and assessment in the contemporary educational- Individualization in the process of evaluation and assessment- School grades (evaluation, assessment and evaluation of knowledge)- Metric characteristics of school marks. Factors affecting the evaluation.- Revised Bloom's Taxonomy- Peculiarities of making objective type tasks and knowledge tests- Peculiarities of the oral tests- Motivation, self-efficacy and assessment- Classroom teaching atmosphere and evaluation- The role of participants in the educational process in the self-assessment, evaluation and assessment- Assessment characteristics of evaluation and assessment with regard to certain teaching areas- The role and possibilities of implementation of self-assessment in the curricular approach- Peculiarities of self-assessment, evaluation and assessment in some reform pedagogical concepts- Characteristics of evaluation and assessment for students with specific learning disabilities					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are, in accordance with the existing regulations, obliged to participate in all forms of instruction (consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers).					
Screening student work(name the	Class attendance	1	Research		Practical training	0,5

NAME OF THE COURSE		DISTANCE EDUCATION					
Code	FFPD86	Year of study	2				
Course teacher	Dr. Ivana Batarelo Kokić, Full Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The course goal is to provide students with an overview of the main distance education concepts and provides insights into the main postulates of digital communication and distance education platforms.						
Course enrolment requirements and	Undergraduate degree in pedagogy.						

entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course, students will be able to: <ul style="list-style-type: none">- review of the main postulates of distance education- critically think about theoretical concepts of distance education- compare diverse technologies used in distance education- compare diverse types of online communication- critically think about different approaches to teaching in an online environment- determine level of accessibility for web based educational materials- review literature on distance education, virtual learning and teaching					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course; Introduction to seminars (1L+2S) 2. Theories of distance education (1L+2S) 3. Historical development of distance education (1L+2S) 4. Learning with computer technology (1L+2S) 5. Education 1.0/2.0/3.0 (1L+2S) 6. Open educational resources (1L+2S) 7. Intellectual property (1L+2S) 8. Virtual universities (1L+2S) 9. Massive open online courses – MOOC (1L+2S) 10. Midterm exam (1L+2S) 11. Web Accessibility (1L+2S) 12. Characteristics of online learners (1L+2S) 13. Serious games and virtual worlds (1L+2S) 14. Cooperative learning in virtual environment (1L+2S) 15. Final exam (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular course attendance, student seminar presentations and participation in online discussions.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Online discussions	0,5
	Essay		Seminar essay	1	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The students will be evaluated based on the course attendance and participation in online discussions, completion of seminar tasks (seminar paper), midterm exam and final written exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Batarelo Kokić, I., Rukavina, S. (2011). Primjena suradničkog učenja u hibridnom okruženju. <i>Život i škola</i> , 25(1), 24-34			-	YES	
	Batarelo Kokić, I., Nevin, A., i Malian, I. (2013). Facilitation of multi-dimensional learning and			-	YES	

	- Apple and Giroux and critical pedagogy (3L + 3S) - conclusions (1L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, student seminar preparation and presentation and passing the written test.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report	0,25	Active participation in discussions	0,25
	Essay		Seminar essay	0,25	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade will be formed on the basis of a written exam score (60%), written seminar paper on a topic of students' choice (35%) and oral presentations (5%).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Apple, M. W. Away with all teachers: the cultural politics of home schooling. http://www.asu.edu/educ/eps/EPRU/resources/Apple.Away.Tchrs/Apple.Away.rtf			-	yes	
	Burbules, N. C. and Berk, R. (1999). Critical Thinking and Critical Pedagogy: Relations, Differences, and Limits. IN: Popkewitz, T. S. and Fendler, L. (ed.): <i>Critical Theories in Education</i> . New York: Routledge			-	yes	
	Cohen, L., Manion, L, Morrison, K. (2007). <i>Metode istraživanja u obrazovanju</i> . Zagreb: Naklada Slap (selected chapters)			2	-	
	Freire, P. (2002). <i>Pedagogija obespravljenih</i> . Zagreb: Odraz			5	-	
	Giroux, H. A. (2003). Public Pedagogy and the Politics of Resistance: Notes on a critical theory of educational struggle. <i>Educational Philosophy and Theory</i> , 35 (1), 5-16				yes	
	Marples, R. (ur.) (2005). <i>The Aims of Education</i> . London i New York: Routledge (selected chapters)			1	-	
	Masschelein, J. I Ricken, N. (2005). „Bildung“ and Criticque. U: Gur-Ze'ev, I. (ur.): <i>Critical Theory and Critical Pedagogy today. Toward a New Critical Language in Education</i> . Haiha: University Press Haifa, str. 208-225			-	yes	
	Westbrook, R. B. (1993). John Dewey. Prospects: the quarterly review of comparative education (Paris,			-	yes	

class schedule (syllabus)	4. Psychology of personality and religion behavior. 5. Developmental psychology in the context of religion. 6. Religion of children and adolescents. 7. Religion and health, psychological well-being. 8. Psychological coping with stressful events and spirituality. 9. Psychological dimensions of repentance, forgiveness and confession. 10. Psychological dimensions of sins and sacrifice. 11. The role of religion behavior in the context of counselling. 12. Healthy and unhealthy religiosity. 13. Maturity and immaturity mechanisms of religion behavior.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Course attendance, seminar paper, exam(s)					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Activity	0,5
	Essay		Seminar essay	1	Continous assesment	1
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance, seminar paper, exam(s)					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Čorić, Š. Š. (2002). Psihologija religioznosti. Jastrebarsko: Naklada Slap.				1	yes
	Spilka, B., Hood, R. W. Jr. & Gorsuch, R. L. (2009). The psychology of religion: An empirical approach (Fourth Edition). Englewood Cliffs, N. J.: Prentice-Hall.				1	yes
	Handouts, Scientific articles – online databases					Yes
Optional literature (at the time of submission of study programme proposal)	Volney P. Gay, Michael B., Stephan Carlson (Contributor), Tom Gregor (Contributor), Gary Jensen (Contributor), Alicia Juarrero (Contributor), John McCarthy (Contributor), Jeff Schall (Contributor), Edward Slingerland (Contributor). (2009). Neuroscience and Religion: Brain, Mind, Self, and Soul. Lexington Books: Plymouth. Hill, P. C., & Hood, R. W., Jr. (Eds.). (1999). Measures of religiosity. Birmingham, AL: Religious Education Press. Koenig, H., King, D., Carson, V.B. (2012). Handbook of religion and health. Oxford University Press, Inc. New York. Paloutzian, R. F., Park, C. L. (2005). Handbook of the Psychology of Religion and Spirituality. The Guilford Press: New York.					

Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.
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NAME OF THE COURSE		RESEARCH IN EARLY EDUCATION				
Code	FFPD106	Year of study	1.			
Course teacher	Dr. Maja Ljubetić, Full professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Acquire basic - general knowledge in the field of study- Identify, understand and respect the characteristics of early education and the specifics of his research,- Successfully communicate orally and in writing and present your own creations- Develop skills in the use of information from various sources and use them for practical purposes- To enable students to work in teams					
Course enrolment requirements and entry competences required for the course	Passed exam in Preschool Pedagogy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will upon completion of the course be able to: <ul style="list-style-type: none">- Correctly interpret the fundamental concepts in the field of early education (philosophy, concepts and principles in the approach to the understanding and study of early education);- Analyze and arguments to explain different theories and approaches in the study of early education,- Design and implement a concrete plan of research in institutions of early and preschool education,- Carry out and interpret simple research tasks in the field of early education,- Use information from various sources and apply them in research of early education					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. The first modern theory and practice of early education - the foundation, the philosophy, the perspective of development; (2L + 4S)2. The basic paradigm of research in early education (quantitative and qualitative approaches) (2L + 4S)3. Ethnographic research in early-education data collection, analysis, interpretation, documentation (ethnographic records); (2L + 4S)4. Documentation and reflection (2L + 4S)5. Role of Action Research in curriculum development institutions of early education; (2L + 4S)6. Improving quality of early education institutions - self-assessment and evaluation; (1L + 2S)7. "Construction Theory" (1L + 2S)					

	8. "Pedagogy of listening" (1L + 2S) 9. "Relational pedagogy" (1L + 2S) 10. "Theory in action" (1L + 2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the execution of individual assignments, write a seminar paper, follow the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Oral examination, seminar work, class participation.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Cohen, L., Manion, L, Morrison, K. (2007), Metode istraživanja u odgoju i obrazovanju. Zagreb: Naklada Slap (selected chapters)			1	-	
	Miljak, A. (2009), Življenje djece u vrtiću – Novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima. Zagreb: SM Naklada d.o.o.			10	-	
	Rinaldi, C. (1998), Projected Curriculum Constructed Through Documentation- Progettazione: An Interview with Lella Gandini. In: Edwards, C. P., Gandini, L., Forman, G. (eds.), The Hundred Languages of Children- The Reggio Emilia Approach, Advanced Reflections. London: Ablex Publishing Corporation, 113-126.			1	-	
	Sekulić-Majurec, A. (2000), Kvantitativan i/ili kvalitativan pristup istraživanjima pedagoških fenomena – neke aktualne dileme. Napredak, 141 (3): 289-300			1	-	
	Slunjski, E. (2011) Kurikulum ranog odgoja – istraživanje i konstrukcija. Zagreb, Školska knjiga.			5	-	
Optional literature (at the time of submission of study	Giudici, C., Rinaldi, C. (ed.) (2001), Making Learning Visible- Children as Individual and Group Learners. Reggio Children: Municipality of Reggio Emilia. (selected chapters)					

programme proposal)	<p>Sekulić-Majurec, A. (2007), Kraj rata paradigmi pedagoških istraživanja. U: Previšić i dr. (ur): Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja, Prvi kongres pedagoga Hrvatske, Svezak 1. Zagreb: Hrvatsko pedagogijsko društvo, 348-364.</p> <p>Siraj-Blatchford, I. (2010), The EPPE settings in the context of English pre-schools. U: Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., Taggart, B.(ur.) Early Childhood Matters: Evidence from the Effective Pre-school and Primary Education project. Routledge, Taylor & Francis Group (str. 8-23)</p> <p>Šagud, M. (2006), Odgajatelj kao refleksivni praktičar. Petrinja: Visoka učiteljska škola u Petrinji. (selected chapters)</p> <p>Vujičić, L. (2011), Novi pristup istraživanju kulture vrtića. U: Maleš, D. (ur.) Nove paradigme ranog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu – Zavod za pedagogiju, str. 209-237.</p>
Quality assurance methods that ensure the acquisition of exit competences	<p>The assessment appears during the semester by:</p> <p>active participation in classes and discussions.</p> <p>Examination: presentation / oral.</p> <p>External evaluation: Evaluation lists of students</p>

NAME OF THE COURSE		INTERPERSONAL COMMUNICATION SKILLS				
Code	FFPD107	Year of study	1			
Course teacher	Dr. Darko Hren, Associate Professor	Credits (ECTS)	3			
Associate teachers	Dr. Toni Maglica, Posdoctorand	Type of instruction (number of hours)	L	S	P	T
			15	15	15	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To introduce students to contemporary scientific approaches in the field of interpersonal communication. To practice and implement basic communication skills.					
Course enrolment requirements and entry competences required for the course	Entrance competencies: <ul style="list-style-type: none">- basic computer literacy- reading in English language					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none">- describe and explain conceptual model of interpersonal communication with special focus on interpersonal skills;- describe, explain and compare the importance of different interpersonal communication skills in professional and personal life situations;- evaluate own level of interpersonal communication skills;- use interpersonal communication skills in in professional and personal life situations					
Course content broken down in detail by weekly class schedule (syllabus)	1.Introduction - Conceptual models of interpersonal communication and interpersonal skills (1L+1S+1P) 2.Non-verbal communication (1L+1S+2P) 3.Listening (1L+2S+2P) 4.Asking questions (1L+2S+1P) 5.Reinforcing communication (1L+1S+1P)					

	6.Reflecting (1L+2S+2P) 7.Preliminary exam (1L) 8.Explaining (1L+1S+1P) 9.Self-disclosure (1L+1S+1P) 10.Starting and ending interactions (1L+1S+1P) 11.Assertive communication (1L+1S+1P) 12.Persuasive communication (2L+1S+1P) 13.Negotiation (1L+1S+1P) 14.Preliminary exam (1L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student will have two preliminary exams. Passing of both exams they are exempted of the final exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Hargie (2011). <i>Skilled Interpersonal Communication</i> (5th edition). London: Routledge.					
Optional literature (at the time of submission of study programme proposal)	Adler, R.B. & Rodman G. (2006). <i>Understanding human communication</i> . New York: Oxord University Press.					
Quality assurance methods that ensure the acquisition of exit competences	Ongoing evaluation of students' knowledge.					
	Student evaluation of the course.					

NAME OF THE COURSE	FREE TIME PEDAGOGY					
Code	FFPD111	Year of study	1			
Course teacher	Dr.Ines Blažević, Assistant Professor	Credits (ECTS)	3			
Associate teachers	-		L	S	P	T

		Type of instruction (number of hours)	15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0 %			
COURSE DESCRIPTION						
Course objectives	Within the framework of this course, students will be introduced to the pedagogical aspects and implications of free time as a social phenomenon. They will analyse theoretical approaches and interpretations of free time as well as its place in the education system. Students will also be trained to actively engage in researching free time activities of children and the young.					
Course enrolment requirements and entry competences required for the course	There are no preconditions for enrolment.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">– define basic concepts of free time pedagogy– cite the historical development of free time pedagogy as a scientific discipline– describe the basic theoretical approaches to free time pedagogy– define and explain the specific problems of studying free time pedagogy within the framework of pedagogical science– identify the pedagogical implications of the structure, content and place of spending free time– explain the importance of the relationship between spending quality free time and prevention of behavioural disorders– devise spending quality free time programs aiming for a higher quality social life of an individual					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course (1L + 2S)2. Pedagogy of free time within the framework of pedagogical sciences (1L + 2S)3. Historical development of free time pedagogy as a scientific discipline (1L+ 2S)4. Theoretical approaches to free time pedagogy (1L + 2S)5. An interdisciplinary approach to researching free time (1l + 2S)6. Pedagogical implications of the structure, content and place of spending free time (1L + 2S)7. Free time as a system of open social and cultural communication (1L + 2S)8. Preliminary exam (1L + 2S)9. Researching free time (1L + 2S)10. Extracurricular and after school activities in students' free time (1L + 2S)11. Free time and media (1L + 2S)12. Free time and prevention of behavioural disorders (1L + 2S)13. Free time and tourism (1L + 2S)14. Programs on spending quality free time (1L + 2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)			
Student responsibilities	In accordance with the existing regulations, students are required to participate in all forms of teaching.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report	1	(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment of acquired knowledge, skills and competences is carried out during the semester, through evaluation of student activities in classroom and discussions, including two preliminary exams. Students who do not take preliminary exams can take a written/oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Available in other media
	Ilišin, V. (2001). Djeca i mediji: uloga medija u svakodnevnom životu djece. Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb.				1	NE
	Janković, V. (1976). Slobodno vrijeme u suvremenoj pedagoškoj teoriji i praksi. Zagreb: PKZ				1	NE
	Livazović, G. (2018). Uvod u pedagogiju slobodnog vremena. Osijek: Filozofski fakultet				4	-
	Plenković, J. (2000). Slobodno vrijeme mladeži. Sveučilište u Rijeci, Rijeka.				1	NE
	Pejić Papak, P. i Vidulin, S. (2016). Izvannastavne aktivnosti u suvremenoj školi. Zagreb: Školska knjiga				1	NE
	Previšić, V. (1987). Izvannastavne aktivnosti i stvaralaštvo. Zagreb: Školske novine				1	NE
	Previšić, V. (2000). Slobodno vrijeme između pedagojske teorije i odgojne prakse. Napredak, 141, 4, 403-410				1	NE
Optional literature (at the time of submission of study programme proposal)	- Argyle, M. (1996): The Social Psychology of Lesure. London: Penguin - Blažević, I. (2016). Igra i izvannastavne aktivnosti u prirodoslovnom i društveno-humanističkom području. U: Ivon, H. i Mendeš, B. (ur.): Dijete, igra, stvaralaštvo. Split – Zagreb: Filozofski fakultet Sveučilišta u Splitu i Savez društava "Naša djeca" Hrvatske, 43-52. - Huizinga, J. (1987). Homo ludens. Zagreb: Matica Hrvatska - Larson, R.W., Verma, S. (1999). How children and adolescents spend time across the World: Work, play, and developmental opportunities. Psychological Bulletin, 125, 6, 701-736. - Leburic, A., Koludrovic, I. T. (1996.). Mladi danas: drukčiji, ali isti. Društvena istraživanja, 5, 5-6, 963-975					

	- Krippendorf, J. (1986). Putujuće čovječanstvo: za novo poimanje slobodnog vremena i turizma. Zagreb: Liber - Martinić, T. (1977). Slobodno vrijeme i suvremeno društvo. Zagreb: Informator - Mlinarević, V., Brust Nemet, M. (2012). Izvannastavne aktivnosti u školskom kurikulumu. Osijek: Učiteljski fakultet u Osijeku - Perasović, B. (2001): Urbana plemena. Zagreb: Hrvatska sveučilišna naklada
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	A cooperative assessment of the quality of program performance will be carried out twice during the semester, in relation to the expectations and defined standards, defined program goals and tasks (student/professor assessment and self-assessment). An external quality assessment will be performed by an independent Faculty body.

NAME OF THE COURSE		DEVELOPMENTAL PSYCHOPATHOLOGY				
Code	FFPD120	Year of study	I.			
Course teacher	Ina Reić Ercegovac, PhD, Associate Professor	Credits (ECTS)	3			
Associate teachers	Katija Kalebić Jakupčević, PhD, postdoctoral researcher Bruno Barać, assistant	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Elective	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	The aim of this course is to introduce students to basic concepts of childhood developmental psychopathology which will enable them to recognise and adequately respond to different developmental difficulties as well as to improve the quality of psychophysical child development in the framework of educational work.					
Course enrolment requirements and entry competences required for the course	Passed exam Developmental Psychology.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: 1. Identify and explain basic concepts of developmental psychopathology 2. Explain basic knowledge and determinants of developmental psychopathology 3. Recognise specific behaviours in various psychopathological disorders 4. Analyse and categorise specific psychopathological disorders with the aim of adequately reacting to children with difficulties 5. Interact appropriately with children and their parents based on specific psychopathological determinants					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to developmental psychopathology, aetiology and process of developing various forms of difficulties 2. Risk and protective factors of different disorders 3. Contemporary theoretical paradigms of developmental psychopathology 4. A bridge to psychopathology: from normal to psychopathological development					

	5. Phenomenology, classification and prevalence of psychological difficulties in childhood 6. Attention deficit, hyperactive disorder 7. Oppositional defiant disorder 8. Colloquium/exam 9. Anxiety disorders 10. Depression, grieving 11. Autism disorder 12. Chronic disorders and child psychopathology 13. Other childhood disorders: psychotic disorder, eating disorder, addiction 14. Prevention and treatment, child mental health care 15. Colloquium/exam					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, active participation in discussions, engagement in individual assignments, writing and presenting seminar essay, passing oral exam.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade is formed based on regular evaluation of participation and work in the classroom (20%), seminar (20%), and oral exam (60%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library*	Availability via other media
	1. Wenar, C. (2003). Razvojna psihopatologija i psihijatrija. Jastrebarsko: Naklada Slap				1	
	2. Vulić-Prtorić, A. (2003). Depresivnost u djece i adolescenata. Jastrebarsko: Naklada Slap.				1	
	3. Davison, G. C. i Neale, J. M. (1999). Psihologija abnormalnog doživljavanja i ponašanja. Jastrebarsko: Naklada Slap. (odabrana poglavlja)				1	
Optional literature (at the time of submission of study programme proposal)	1. Ambrosi - Randić, N. (2004). Razvoj poremećaja hranjenja. Jastrebarsko: Naklada Slap. 2. Bašić, J. (2009). Teorije prevencije: prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih. Školska knjiga: Zagreb 3. Cicchetti, D., Ackerman, B., & Izard, C. (1995). Emotions and emotion regulation in developmental psychopathology. Development and Psychopathology, 7(1), 1-10. doi:10.1017/S0954579400006301					

	<p>4. Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. <i>Development and Psychopathology</i>, 20(3), 775-803. doi:10.1017/S0954579408000370</p> <p>5. Forbes, M.K., Tackett, J.L. et al. (2016). Beyond comorbidity: Toward a dimensional and hierarchical approach to understanding psychopathology across the lifespan. <i>Developmental Psychopathology</i>, 28(4), 971–986.</p> <p>6. Kocijan - Hercigonja, D., Buljan - Flander, G., i Vučković, D. (2004). <i>Hiperaktivno dijete. Uznemireni roditelji i odgajatelji</i>, 4. izdanje. Jastrebarsko: Naklada Slap.</p> <p>7. Lacković-Grgin, K. (2000). <i>Stres u djece i adolescenata</i>. Jastrebarsko: Naklada Slap.</p> <p>8. Osterling, J., Dawson, G., & Munson, J. (2002). Early recognition of 1-year-old infants with autism spectrum disorder versus mental retardation. <i>Development and Psychopathology</i>, 14(2), 239-251. doi:10.1017/S0954579402002031</p> <p>9. Pollak, S.D. (2015). Developmental psychopathology: recent advances and future challenges. <i>World Psychiatry</i>, 14(3), 262–269.</p> <p>10. Sroufe, L. (1997). Psychopathology as an outcome of development. <i>Development and Psychopathology</i>, 9(2), 251-268. doi:10.1017/S0954579497002046</p> <p>11. Vulić-Prtorić, A. (2001). Razvojna psihopatologija: normalan razvoj koji je krenuo krivim putem. <i>Radovi Filozofskog fakulteta u Zadru</i>, 40(17), 161-186.</p> <p>12. Vulić-Prtorić, A. (2002). Obiteljske interakcije i psihopatološki simptomi u djece i adolescenata. <i>Suvremena psihologija</i>, 5, 1-2.</p>
Quality assurance methods that ensure the acquisition of exit competences	The quality of the course and acquisition of exit competencies is monitored by the student annual evaluation, exam success, the periodic independent external evaluation of the program and the periodic internal evaluation of the annual syllabus and examination procedures
Other (as the proposer wishes to add)	

NAME OF THE COURSE		ACTION RESEARCH IN PRACTICE OF A PEDAGOGUE					
Code	FFPD06	Year of study	2				
Course teacher	Dr. Tonča Jukić, Associate Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	To familiarize students with the basic problems of action research and the ways of its implementation in educational institutions. Understand the purpose of action research in the context of raising the quality of educational practice and in context of lifelong learning of educators, teachers and professional associates. To enable students for conducting action research.						
Course enrolment requirements and entry competences	Course Methodology of pedagogical research.						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- explain the basic characteristics of action research,- differentiate ways of implementing action research- spot and set the problem of action research,- to plan, conduct and evaluate action research,- develop instruments for data collection,- collect, arrange and present the data in the study,- critically evaluate the results and the educational process as a whole,- write a report on an action research- critically assess and evaluate own practice					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Content:</p> <ul style="list-style-type: none">- action research in educational practice (definition and characteristics) (2L +4S)- the new paradigm of education - a challenge for theorists and practitioners. (2L +4S)- reception of action research in European countries (2L +4S)- four variants of action research (1L + 2S)- basic features of action research (1P + 2 S)- analysis of the general plan of action research (1P + 2 S)- techniques in action research (1P + 2 S)- methods of evaluation and self-evaluation (1P + 2 S)- qualitative and quantitative research. Triangulation (1P + 2 S)- significance of action research for educational institutions (1P + 2 S)- educator as a reflective practitioner and action researcher (1P + 2 S)- criticism of action research (1P + 2 S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regularly attend the lectures and participate actively. To plan, conduct, evaluate and present the action research.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,25	Research	1,5	Practical training	0,25
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade will be formed on the basis of score two preliminary exams (60%), written and oral reports of action research (35%) and involvement in practical work in class (5%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Bognar, B. (2009). Učitelji i učenici – akcijski istraživači. U: Puževski, V., Strugar, V. (ur.), Škola danas, za budućnost: znanstveno-praktični obzori, str. 195.-204., HPKZ, Ogranak Križevci, Ogranak Bjelovar				-	Web

	Bognar, B. (2006). Akcijska istraživanja u školi. <i>Odgojne znanosti</i> , 8 (1), 209-228	-	Web
	Miljak, A. (1996). Humanistički pristup teoriji i praksi predškolskog odgoja – model Izvor. Zagreb: Persona	1	-
	Slunjski, E. (2011). Kurikulum ranog odgoja: istraživanje i konstrukcija. Zagreb: Školska knjiga, str. 59-143.	5	-
	ERATO (2011). Metodološki vodič za dječje vrtiće. Zagreb: Golden marketing	6	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Jukić, T. (2012). Facebook kao medij za aktivno učenje u visokome školstvu. U: Hrvatić, N. i Klapan, A. (ur.) <i>Pedagogija i kultura: teorijsko-metodološka određenja pedagogijske znanosti</i> (znanstvena monografija). Zagreb: Hrvatsko pedagogijsko društvo, str. 183-189. 2. Jukić, T. (2010). Osposobljavanje studenata predškolskog odgoja za akcijsko istraživanje. U: Bacalja, R. (ur.), <i>Zbornik radova s međunarodnoga znanstveno-stručnog skupa Perspektive cjeloživotnog obrazovanja učitelja i odgojitelja</i>. Zadar: Sveučilište u Zadru Odjel za izobrazbu učitelja i odgojitelja, 337-347 3. Jukić, T. (2010). Akcijska istraživanja na razini odgojno-obrazovne ustanove. <i>Školski vjesnik – Časopis za pedagoška i školska pitanja</i>, 59 (3), 363-372 4. Petrović-Sočo, B. (2009). Mijenjanje konteksta i odgojne prakse dječjih vrtića. Zagreb. Mali profesor 5. Sekulić-Majurec, A. (2000). Kvantitativni i/ili kvalitativni pristup istraživanju pedagoških fenomena. <i>Napredak</i>, 141 (3), 289-300. 6. Šagud, M. (2006). <i>Odgajatelj kao reflektivni praktičar</i>. Petrinja: Visoka učiteljska škola 		
Quality assurance methods that ensure the acquisition of exit competences	Individual consultations, records of attendance at lectures and seminars, active participation in discussions and practical work, preparation and planning, conducting, evaluation and presentation of action research, student evaluation of teaching.		

NAME OF THE COURSE		INTRODUCTION TO QUALITATIVE RESEARCH IN EDUCATION					
Code	FFPD108	Year of study	1				
Course teacher	Dr. Darko Hren, Associate Professor	Credits (ECTS)	3				
Associate teachers	Dr. Ivan Buljan, Lecturer	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To introduce students to contemporary approaches to qualitative research in education.						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- basic computer literacy- reading in English language						
Learning outcomes expected at the	Students will be able to:						

level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- compare qualitative and quantitative research, understand their purposes and scope;- describe, explain and compare basic characteristics of most common contemporary qualitative approaches;- explain and compare different ways of obtaining and analysing qualitative data;- plan and conduct a simple qualitative study.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction: When and why to do qualitative research? (1L+2S)2. Philosophical foundations of social research (1L+2S)3. Research problems and adequate methods (1L+2S)4. Case studies (1L+2S)5. Interviews and focus groups (1L+2S)6. Observation (1L+2S)7. Questionnaires and document data (1L+2S)8. Preliminary exam (1L+2S)9. Analysing qualitative data (1L+2S)10. Conducting, analysing and writing a qualitative study (4L+8S)11. Preliminary exam (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities						
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student will have two preliminary exams. Passing of both exams they are exempted of the final exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Halmi, A. (2005). Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima. Slap: Jastrebarsko.				1	
	Sekulić-Majurec, A. (2000). Kvantitativan i/ili kvalitativan pristup istraživanjima pedagoških fenomena – neke aktualne dileme. Napredak, 141 (3): 289-300.					yes
Optional literature (at the time of submission of study	Richards, L. & Morse, J.M. (2007). User's Guide to Qualitative Methods. Thousand Oaks: SAGE.					

programme proposal)	<p>Willig, C. (2008). <i>Introducing Qualitative Research in Psychology</i>. Maidenhead: Open University Press.</p> <p>Denzin, N.K., Lincoln, Y.,S. (2005). <i>Handbook of Qualitative Research</i>. Thousand Oaks: SAGE.</p> <p>Seidman, I. (2013). <i>Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences</i>. New York: Columbia University Teachers College Press.</p> <p>additional reading can be obtained from the teacher</p>
Quality assurance methods that ensure the acquisition of exit competences	<p>Ongoing evaluation of students' knowledge. Independent student work.</p> <p>Student evaluation of the course.</p>

NAME OF THE COURSE	PSYCHOLOGY OF CONSCIOUSNESS						
Code	FFPD63	Year of study	1.				
Course teacher	Dr. Goran Kardum, Full Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Theoretical and empirical approaches and methodological features of psychology of consciousness. To introduce students to the specific areas of psychology of consciousness with an emphasis to conscious phenomenology, location of experience, neural correlates of consciousness and relation among consciousness, self, psyche and behavior.						
Course enrolment requirements and entry competences required for the course	None						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. understanding different operationalization of consciousness, analyse subjective, intersubjective and objective dimensions 2. understanding of theoretical background 3. analyse different states and dimensions of consciousness 4. recognize neural correlates of consciousness and understanding awareness 5. recognize alteration of consciousness induced by different substances and techniques 6. explain and understanding different changes of states of consciousness 7. evaluation of research according to the field of consciousness.						
Course content broken down in detail by weekly	1. Consciousness – what it is.						

class schedule (syllabus)	2. Discernment of consciousness according to other related dimensions as cognition, mind and common sense. 3. Categorization of different states of consciousness. 4. Neural correlates – brain. Neuroscience of consciousness. 5. Measure of consciousness and research methodology 6. Wakefulness 7. Sleep stages 8. Experiences during sleep and consciousness 9. Psychoactive substances and consciousness 10. Unconsciousness and different level of consciousness 11. Art, music and consciousness 12. Cross-cultural research and finding – types and changes of consciousness 13. Near death experience, clinical death and consciousness					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Course attendance, seminar paper, exam(s)					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		Activity	0,5
	Essay		Seminar essay	1	Continous assesment	1
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance, seminar paper, exam(s)					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Velmans, M. (2009). Understanding Consciousness. NY: Psychology Press.				1	yes
	Lecture notes				1	yes
	Scientific articles – online databases					Yes
Optional literature (at the time of submission of study programme proposal)	Bernard J. B. (1997). In the Theater of Consciousness: The Workspace of the Mind. NY: Oxford University Press. Blackmore, S. (2012). Consciousness: An Introduction. NY: Oxford University Press. Blackmore, S. (2006). Conversations on Consciousness. NY: Oxford University Press. St. James, J. D., Schneider, W., & Eschman, A. (2010). PsychMate Student Kit. Sharpsburg, PA: Psychology Software Tools, Inc.					

Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.
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NAME OF THE COURSE		EDUCATIONAL NEUROSCIENCE				
Code	FFPD65	Year of study	1			
Course teacher	Dr. Andreja Bubić, Associate Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The goal of this course is to familiarize students with biological mechanisms underlying human experiences and behaviors, primarily those related to learning and teaching.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: - explain the structure and main principles of the neural system development - explain the fundamental biological mechanisms underlying cognitive processes, with an emphasis on attention, memory, learning and motivation - explain how the structure and functions of the nervous system are connected with human experiences, behaviors and students' educational outcomes - describe and use some strategies for increasing the efficacy of learning and teaching based on findings from educational neuroscience - critically evaluate the relevance of neuroscientific studies in education - plan the teaching process based on findings from educational neuroscience.					
Course content broken down in detail by weekly class schedule (syllabus)	1.Educational neuroscience: Introduction to the field. 2.Methods for studying the structure and function of the nervous system. 3.Main constructs in educational sciences: Memory, learning and motivation. 4.Neuron and principles of communication among neurons. 5.Main divisions of the nervous system. 6.Neocortical organization and lateralization of brain function. 7.Phylogenetic and ontogenic development of the nervous system. Plasticity of the nervous system. 8.Biological mechanisms underlying human memory, learning and other higher cognitive processes. Implications for organizing learning and teaching. 9.Biological mechanisms underlying human emotions, stress and motivation. Implications for organizing learning and teaching. 10. Learning how to read and acquiring mathematical skills: Findings from educational neuroscience. 11. Cognitive development and learning. 12. Teaching based on findings from educational neuroscience.					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students need to actively participate in all activities and organized discussion, as well as to prepare a seminar paper.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' activity during class will be evaluated and their seminars graded. Two preliminary exams will be organized during class. At the end of the semester, a written and/or oral exam will be organized.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Pinel, J.P. (2001). Biološka psihologija. Jastrebarsko: Naklada Slap.				1	-
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. i VERN, d.o.o.				1	-
Optional literature (at the time of submission of study programme proposal)	1. Blakemore, S.J., Frith, U. (2005). The Learning Brain: Lessons for Education. Oxford: Blackwell. 2. Dehaene, S. (2013). Čitanje u mozgu: Znanost i evolucija ljudskog izuma. Zagreb: Algoritam. Howard-Jones, P. (2010). Introducing Neuroeducational Research. Abingdon: Routledge.					
Quality assurance methods that ensure the acquisition of exit competences	Quality follow-up will be organized through the established quality tracking system at the Faculty.					

NAME OF THE COURSE	EXTRACURRICULAR AND AFTER-SCHOOL ACTIVITIES						
Code	FFPD111	Year of study	1				
Course teacher	Ines Blažević, PhD, Assistant Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	0 %				

COURSE DESCRIPTION						
Course objectives	Within the framework of this course, students will get familiar with extracurricular and after-school activities of pupils in their free time as well as the pedagogical aspects and implications thereof. They will analyse the impact of extracurricular and after-school activities in different fields on the overall development of pupils. Students will also be trained to plan and program extracurricular activities as part of the school curriculum, and they will be trained for methodical articulation as well as recognizing and stimulating students' creative potential.					
Course enrolment requirements and entry competences required for the course	There are no preconditions for enrolment.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">– to define basic concepts related to extracurricular and after-school activities– to determine the role of extracurricular and after-school activities of pupils in their free time– to explain the impact of extracurricular and after-school activities on overall development of pupils– to plan and program extracurricular work as part of the school curriculum– to determine methodical articulation of extracurricular activities– to notice and stimulate the creative potential of pupils					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course (1L + 2S) 2. Definition of concepts related to extracurricular and after-school activities (1L + 2S) 3. The role of extracurricular and after-school activities of pupils in their free time (1L + 2S) 4. The impact of extracurricular and after-school activities on the overall development of pupils (1 + 2S) 5. Extracurricular activities as part of the school curriculum (1L + 2S) 6. Planning and programming of extracurricular activities (1L + 2S) 7. Methodical articulation of extracurricular activities (1L + 2S) 8. Evaluation of extracurricular activities (1L + 2S) 9. Preliminary exam (1L + 2S) 10. Extracurricular activities in the field of linguistics and arts (1L + 2S) 11. Extracurricular activities in the field of natural sciences and mathematics (1L + 2S) 12. Extracurricular activities in the field of sports, health and recreation (1 + 2S) 13. Extracurricular activities in the field of social sciences (1L + 2S) 14. Extracurricular activities in the field of technics (1L + 2S) 15. Preliminary exam (1L + 2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Student responsibilities	In accordance with the existing regulations, students are required to participate in all forms of teaching.					
Screening student work(name the proportion of ECTS)	Class attendance	1	Research		Practical training	
	Experimental work		Report	1	(Other)	

credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment of acquired knowledge, skills and competences is carried out during the semester, through evaluation of student activities in classroom and discussions, including two preliminary exams. Students who do not take preliminary exams can take a written/oral exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Available in other media	
	Blažević, I. (2016). Igra i izvannastavne aktivnosti u prirodoslovnom i društveno-humanističkom području. In: Ivon, H., Mendeš, B. (ed.): Dijete, igra, stvaralaštvo. Split – Zagreb: Filozofski fakultet Sveučilišta u Splitu i Savez društava "Naša djeca" Hrvatske, 43-52			1	yes	
	Mlinarević, V., Brust Nemet, M. (2012). Izvannastavne aktivnosti u školskom kurikulumu. Osijek: Učiteljski fakultet u Osijeku			1	no	
	Pejić Papak, P., Vidulin, S. (2016). Izvannastavne aktivnosti u suvremenoj školi. Zagreb: Školska knjiga			1	no	
	Previšić, V. (1987). Izvannastavne aktivnosti i stvaralaštvo. Zagreb: Školske novine			1	no	
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none">- Huizinga, J. (1987). Homo ludens. Zagreb: Matica Hrvatska- Larson, R.W., Verma, S. (1999). How children and adolescents spend time across the World: Work, play, and developmental opportunities. Psychological Bulletin, 125, 6, 701-736- Previšić, V. (2000). Slobodno vrijeme između pedagogijske teorije i odgojne prakse. Napredak, 141, 4, 403-410- Šiljković, Ž., Rajić, V., Bertić, D. (2007). Izvannastavne i izvanškolske aktivnosti, Odgojne znanosti, 9 (2), 113-145- Zrilić, S., Košta, T. (2009). Učitelj – kreator izvannastavnih aktivnosti. Magistra ladertina, 4 (1), 159 - 170					
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	A cooperative assessment of the quality of program performance will be carried out twice during the semester, in relation to the expectations and defined standards, defined program goals and tasks (student/professor assessment and self-assessment). An external quality assessment will be performed by an independent Faculty body.					

NAME OF THE COURSE		FEMINIST PEDAGOGY					
Code	FFPD102	Year of study	2				
Course teacher	Dr. sc. Anita Mandarić Vukušić, Assistant Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	0 %				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- gain basic - general knowledge in the area of feminist pedagogy and its contemporary scientific conceptions- understand significance of feminist pedagogy in the educational process- explore cultural and psychosocial aspect of gender roles and its correlation with sexual education- recognize and analyze the expectations of gender roles in education- analyze and evaluate gender equality context in educational praxis- develop positive attitudes about active participation in protection of gender equality and healthy sexual development of children.						
Course enrolment requirements and entry competences required for the course	None						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none">- interpret and critically reflect on basic theoretical and scientific conceptions of feminist pedagogy- analyze and explain gender stereotypes in educational process based on educational contents and context- evaluate the role of teacher in encouragement of gender role development of children- evaluate self-pedagogical role in encouragement of gender role development of children- analyze different sources and contents and understanding gender stereotypes- create a program of activities aimed at changing gender stereotypes and encouragement of gender equality.						
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">- the foundation of feminist pedagogy- basic characteristics of feminist pedagogy- feminist theories- cultural and psychosocial aspect of development of gender roles and differences- finding gender inequalities and stereotypes in education- feminization of teaching profession - effect on teachers' professional role- culture of educational institution and respecting the right to difference- importance of encouragement of personal and social health development of children as future active participants of society- exploring gender stereotypes in educational contents- creating content for the investigation of gender stereotypes and encouragement of gender equality to improve the culture of institution						
	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Student are expected to attend lectures regularly, read the recommended literature and participate in creating a project.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project	0,5	(Other)	
Grading and evaluating student work in class and at the final exam	Student must attend and actively participate in all forms of lectures, which includes participation in project activity, reading the recommended literature, and taking the final exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Baranović, B. (2000).“Slika” žene u udžbenicima. Zagreb: Institut za društvena istraživanja u Zagrebu.			1		
	Butler, J. (2005). Raščinavanje roda. Sarajevo: Šahinpašić.			1		
	Freire, P. (2002). Pedagogija obespravljenih. Zagreb: Odras - Održivi razvoj zajednice.			3		
	Hooks, B. (2004). Feminizam je za sve: strastvena politika. Zagreb: Centar za ženske studije.			1		
	Moir, Anne i Jessel, D. (2001). Muški spol, ženski spol, Zagreb, Izvor.			1		
	Mušanović, M. 1995. Spolni stereotipi učitelja i netolerantna komunikacija u razredu. U: Education for tolerance: approaches, conceptions and solutions, Rijeka, Pedagoški fakultet u Rijeci.			1		
	Vrcelj, S. i Mušanović, M. (2011). Kome još (ne)treba feministička pedagogija. Rijeka: Hrvatsko futurološko društvo.				yes	
Optional literature (at the time of submission of study programme proposal)	1. Barada, V., Janušić, J., Kašić, B., Pešut, J. (2003). Institucionalizacija ženskih studija u Hrvatskoj: akcijsko istraživanje. Zagreb: Centar za ženske studije. 2. Kitzinger. C. and Wilkinson, S. (1996). Deconstructing Heterosexuality: a Feminist Social-constructionist Perspective. In: (ur.) Charles, N. i Hughes-Freeland, F.: Practicing Feminism: Identity, Difference, Power. Routledge. 3. Hooks, B. (1989). Talking Back: Thinking Feminist, Thinking Black, poglavlje Towards a Revolutionary Pedagogy 4. Rich, A. (1980). Compulsory Heterosexuality and Lesbian Existence. In Blood, Bread,and Poetry (1994): Selected Prose, 1979-1985. New York: Norton. 5. Sielert, U. (2008). Uvod u seksualnu pedagogiju. Zagreb: Educa.					

Quality assurance methods that ensure the acquisition of exit competences	The assessment of student knowledge will be based on the following: active participation in lectures and discussions. Exam: test/written/oral. Anonymous student feedback via questionnaires and surveys, the achievement on exams.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		INTRODUCTION TO SOCIAL PSYCHOLOGY					
Code	FFPD64	Year of study	2				
Course teacher	Dr. Darko Hren, Associate Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	30%				
COURSE DESCRIPTION							
Course objectives	To introduce students to fundamentals of Social Psychology						
Course enrolment requirements and entry competences required for the course	Entrance competencies: <ul style="list-style-type: none">- basic computer literacy- basic understanding of scientific methodology- reading in English language						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none">- Explain and compare automatic and controlled process of social cognition and explain the role of heuristics in everyday decision-making;- Explain basic principles of attribution process and differences in attributions between actor and observer;- Critically approach the “truth” of social perception and social cognition in general;- Understand different theoretical approaches to explaining development of self-concept;- Explain mechanisms of self-justification and self-serving biases ;- Explain the nature of attitudes and basic processes of creation and change of attitudes;- Describe and compare processes of informational and normative social influence;- Explain basic approaches to understanding prosocial behavior;- Explain differences between prejudice, stereotype and discrimination and explain how processes of social cognition and perception affect development of prejudice;- Describe and explain classic research related to covered topics						
Course content broken down in detail by weekly	<ol style="list-style-type: none">1. Introduction to area of social psychology (2L+4S)2. Theoretical and methodological approaches in social psychology (2L+4S)						

class schedule (syllabus)	3. Development and socialization through childhood, adolescence and adulthood (1L+2S) 4. Social cognition (1L+2S) 5. Social perception (1L+2S) 6. Self-concept and self-justification processes (1L+1S) 7. Attitudes and attitude change (1L+2S) 8. Group processes and group influence (1L+2S) 9. Social power and social influence (1P+2S) 10. Aggression and aggressive behavior (1L+2S) 11. Prejudice, stereotype and discrimination (1L+2S) 12. Educational implications of social psychology research (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Independent work with prescribed literature	0,25
	Essay		Seminar essay		Work with multimedia	0,25
	Tests	1	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student will have three preliminary exams. By passing of all three exams they are exempted of the final exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Aronson, E., Wilson, T. D. & Akert, R. M. (2005). Social psychology (in Croatian). Mate, Zagreb. original version of this book is in english, published by Pearson			3	-	
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none">• Delamater, J. (2006). Handbook of Social Psychology. New York: Springer Science.• Hewstone, M. i Stroebe, W. (2002). Introduction to social psychology – european perspectives (in croatian)U. Naklada Slap, Jastrebarsko.• Pennington, D.S. (2002.) Social Cognition. Philadelphia, (PA): Taylor & Francis <p>+ recents and classic publications</p>					
Quality assurance methods that ensure the	Ongoing evaluation of students' knowledge.					

acquisition of exit competences	Student evaluation of the course.
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NAME OF THE COURSE		PREVENTION OF BEHAVIORAL PROBLEMS				
Code	FFPD53	Year of study	2			
Course teacher	Dr. Maja Ljubetic, Full Professor	Credits (ECTS)	3			
Associate teachers	Dr. Toni Maglica, Postdoctorand	Type of instruction (number of hours)	L	S	E	F
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	-to achieve basic, general knowledge from the field- prevention of behavioral problems, recent researches in prevention, effectiveness of prevention programs -to recognize and understand etiology and phenomenology of behavioral problems -to capacitate students for adequate and duly responding on specific needs of children and youth that tends to, or already manifest behavioral problems -successfully written and oral communicating and presenting their own works; -develop skills of using different source information and using them properly in practice					
Course enrolment requirements and entry competences required for the course	No					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	-adequate interpreting basic terms from prevention sciences -analyze and explaining with arguments different prevention researches and practices -development of preventive programs -readiness on early detection of behavioral problems -to figure out and conduct communication activity plan for children and youth in risk -to conduct and interpret smaller research tasks from social pedagogy -making quality choices of preventive strategies, levels of prevention, models and preventive programs					
Course content broken down in detail by weekly class schedule (syllabus)	1. Prevention as a science and prevention of behavioral problems. Levels of prevention (1L+2S) 2. Social impact of prevention. Primary and universal prevention (1L+2S) 3. Ecological theory; Secondary and tertiary prevention, Selective and Indicated prevention (1L+2S) 4. Risk and protective factors as platform for prevention (1L+2S) 5. Risk and protective factors in bio-psychological characteristics and characteristics of families (1L+2S) 6. Risk and protective factors in school context and among peers (1L+2S) 7. Risk and resilience concept focused on school context. Examples of preventive programs in schools (1L+2S) 8. Risk and protective factors in local community and wider social conditions (1L+2S) 9. Risk and protective factors in free time activities, local community, visiting local CSO's that are conducting preventive programs					

	10. Methods and techniques of planning prevention programs. Preventive programs in social welfare system. (1L+2S) 11. Conducting and evaluating behavioral problem preventive programs (1L+2S) 12. Standards for prevention (1L+2S) 13. National preventive programs (1L+2S) 14. Preventive programs as an local community answer on behavioral problems 15. National strategy for prevention (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Studentresponsibilities	Obligatory class attendance; written seminar					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	-attendance on lectures -activity on lectures and workshops -quality of seminar -oral exam					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Bašić, J. (2009) Teorija prevencije. Školska knjiga. Zagreb			1		
Optional literature (at the time of submission of study programme proposal)	1. Bašić, J., Kranželić Tavra, V. (2004): O ponašanjima učenika i njihovoj pojavnosti u školi (U) Bašić, J., Koller-Trbović, N., Uzelac, S. (ur.): Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, 107-118. 2. Ferić, M. (2003): "Partnerstvo" programa usmjerenih obitelji i zajednice (u)Bašić, J. Janković, J. (ur.) Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 74-83. 3. Kranželić Tavra, V. (2002): Rizični i zaštitni čimbenici u školskom okruženju kao temelji uspješnije prevencije poremećaja u ponašanju djece i mladih. Hrvatska revija za rehabilitacijska istraživanja, 38,1,1-12. 4. Ferić, M. (2006): Obitelj u prevenciji poremećaja u ponašanju djece i mladih: Istarska županija - zajednica usmjerena na obitelj . Edukacijsko-rehabilitacijski fakultet Sveučilišta u zagrebu. Doktorska disertacija. (str. 54-62, 75-82) 5. Ferić Šlehan, M. (2008): Rizični i zaštitni čimbenici u obiteljskom okruženju: razlike u procjeni mladih i njihovih roditelja, Hrvatska revija za rehabilitacijska istraživanja,44,1,15-26. 6. Biglan, A., Brennean, P. A., Floster, S. L., Holder, H. D. (2004). Helping Adolescents at Risk. Prevention of Multiple Problem Behaviors. New York, London: The Guilford Press.					

	<p>7. Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.I., Ramey, S.L., Shure, M.B., Long, B. (1993). The Science of Prevention: A Conceptual Framework and Some Direction for National Research Program. <i>American Psychologist</i>, 48, 10, 1013-1021.</p> <p>8. McWhirter, R., McWhirter, B., McWhirter, A., McWhirter, E. (1993). <i>At-Risk Youth: A Comprehensive Response</i>. Brooks/Cole Publishers, CA.</p> <p>Peters, D. R., McMahon, J.R. (1992). <i>Preventing Antisocial Behavior: Intervention from Birth through Adolescence</i>. The Guilford Press, NY.</p>
Quality assurance methods that ensure the acquisition of exit competences	Quality and successfulness of realization of the course are monitored by student survey, success on course, external evaluation of the program and occasionally internal check ins of annual course program and exam procedures.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		VALUES AND CONTEMPORARY CHALLENGES OF UPBRINGING				
Code	FFPD119	Year of study	2			
Course teacher	Dr. Tonča Jukić, Associate Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To empower students to think analytically, critically and creatively about the contemporary challenges of upbringing in the context of values.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: -identify european socio-cultural and educational values in the context of croatian society -recognize, analyze and evaluate contemporary educational challenges - distinguish traditional and contemporary values in education and society -argumentate contemporary challenges of upbringing in the context of traditional and contemporary values in upbringing and society - encourage common values in upbringing -create answers to contemporary challenges of upbringing - design and conduct creative workshops in which they will raise awareness of their values and set them in relation to values in education and society and with contemporary challenges of upbringing					
Course content broken down in detail by weekly	Introduction to the course, determining students' interests (1 L) The phenomenon of upbringing: essential determinants, doubts and perspectives (2 L)					

class schedule (syllabus)	Features of upbringing in modern and postmodern society (3 L) Pedagogical optimism and pedagogical pessimism. Educational Realism (3 L) Values in upbringing. Values in society. Relationship between traditional and contemporary values (3 L) Contemporary challenges of upbringing and values: family, educational institutions, society. The role of pedagogues and parents (3 L) Seminars (30 S): Students critically discuss contemporary challenges of upbringing in the context of values. They design and conduct creative workshops in which they will raise awareness of their values and set them in relation to values in education and society and with the contemporary challenges of upbringing.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance and active participation.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade will be formed on the basis of an assessment of the students' creative workshop and a seminar essay on the relationship between the values and contemporary challenges of upbringing.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ferić, I. (2007). Univerzalnost sadržaja i strukture vrijednosti: podaci iz Hrvatske. <i>Društvena istraživanja</i> , 16 (1-2 (87-88)), 3-26.				yes	
	Golubović, A. (2013). Aktualnost Rousseauovih promišljanja filozofije odgoja s posebnim osvrtom na moralni odgoj. <i>Acta Iadertina</i> , 10 (1), 25-36.				yes	
	Ledić, J. (1999). <i>Škola i vrijednosti</i> . Rijeka: Filozofski fakultet (odabrana poglavlja)				yes	
	Milat, J. (2005). <i>Pedagogija (ili) Teorija osposobljavanja</i> . Zagreb: Školska knjiga (odabrana poglavlja)			10		
	Polić, M. (2006). Odgoj i pluralizam. <i>Filozofska istraživanja</i> , 26 (1), 27-36				yes	
	Polić, M. (2005). Vrijednosno i spoznajno u suvremenom odgoju. <i>Filozofska istraživanja</i> , 25 (2), 373-387					
	Pranjić, M. (2012). Antipedagogija i suvremeni koncepti odgoja. <i>Pedagogijska istraživanja</i> , 9 (1), 9-24				yes	

	Rakić, V., Vukušić, S. (2010). Odgoj i obrazovanje za vrijednosti. <i>Društvena istraživanja</i> , 19 (4-5), 771-795		yes
	Vican, D. (2006). Odgoj i obrazovanje u Hrvatskoj u kontekstu europskih vrijednosti. <i>Pedagogijska istraživanja</i> , 3 (1), 9-20		yes
	Vujić, V. (2013). <i>Opća pedagogija. Novi pristup znanosti o odgoju</i> , Zagreb: Hrvatski pedagoško-književni zbor (odabrana poglavlja)	1	
	Vukasović, A. (2001). <i>Pedagogija</i> . Zagreb: Hrvatski katolički zbor Ml. (odabrana poglavlja)		yes
	Vukasović, A. (2010). Odgojna preobrazba u teleologijskom i aksiologijskom ozračju. <i>Odgojne znanosti</i> , 12 (1), 97-117		yes
Optional literature (at the time of submission of study programme proposal)	<p>-Biddulph, S. (2007). <i>Tajna sretne djece</i>. Zagreb: Mozaik knjiga</p> <p>-Balaban, J. (2007). Vrednote u Hrvatskoj između deklarativnog i stvarno življenog. <i>Bogoslovska smotra</i>, 77 (4), 793-805.</p> <p>-Ferić, I. i Kamenov, Ž. (2006). Vrijednosti kao prediktori stavova i ponašanja: postoji li utjecaj redoslijeda mjerenja? <i>Društvena istraživanja</i>, 16 (1-2), 51-71.</p> <p>-Franc, R., Sučić, I., Šakić, V. (2008). Vrijednosti kao rizični i zaštitni čimbenici socijalizacije mladih. <i>Diacovensia</i>, 16 (1-2), 135-148</p> <p>-Halstead, J. i Taylor, M. (2000). Learning and teaching about values: A review of recent research. <i>Cambridge Journal of Education</i>, 30 (2), 169-202</p> <p>-Hoblaj, A. (2005). Vrijednosno usmjereni odgoj u vrijednosno usmjereoju školi. <i>Filozofska istraživanja</i>, 25 (2), 389-411</p> <p>-Jukić, R. (2013). Moralne vrijednosti kao osnova odgoja. <i>Nova prisutnost</i>, 11 (3), 401-417.</p> <p>-Juul, J. (1996). <i>Vaše kompetentno dijete: za nove temeljne vrijednosti obitelji</i>. Zagreb: Educa</p> <p>-Lovat, T., Fleming, D. (2015). Creativity as Central to Critical Reasoning and the Facilitative Role of Moral Education: Utilizing Insights from Neuroscience. <i>Creative Education</i>, 6, 1097-1107, dostupno: http://dx.doi.org/10.4236/ce.2015.611108</p> <p>-Maleš, D., Stričević, I. (2005). <i>Odgoj za demokraciju u ranom djetinjstvu: priručnik za rad s djecom predškolske dobi na razvoju humanih vrijednosti</i>. Zagreb: Udruženje Djeca prva</p> <p>-Pavlović, P. V. (1996). <i>Filozofija odgoja</i>. Zagreb: Hrvatska sveučilišna naklada (odabrana poglavlja)</p> <p>-Spajić-Vrkaš, V.; Stričević, I.; Maleš, D.; Matijević, M. (2004). <i>Poučavati prava i slobode: priručnik za učitelje osnovne škole s vježbama za razrednu nastavu</i>. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu: Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo</p> <p>-Vukasović, A. (1991). Odgoj za etičke vrijednosti u obitelji i školi. <i>Obnovljen život</i>, 46 (1), 49-58.</p>		
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, active participation, student evaluation of the course.		

NAME OF THE COURSE		PROFESSIONAL PRACTICE AT A TEACHING BASE				
Code	HZX009	Year of study	2 rd (graduate study programme)			
Course teacher	all teachers appointed to scientific-teaching grades who are involved in teaching	Credits (ECTS)	5			
Associate teachers	-	Type of instruction (number of hours)	P	S	V	T
			0	30	40	80
Status of the course	elective	Percentage of application of e-learning	0			
COURSE DESCRIPTION						
Course objectives	To introduce students to specific practical conditions at the teaching base and enable them to independently identify and solve more complex practical problems in a real work environment.					
Course enrolment requirements and entry competences required for the course	Students are eligible to apply to the competition for professional practice before the start of the second year of graduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Learning outcomes:					
	<div><div>1. applying the knowledge and skills acquired during undergraduate and graduate study programme which are required to independently identify and solve more complex concrete problems in a real work environment;</div><div>2. preparing a professional practice report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report.</div></div> <div>Individual learning outcomes - upon the completion of professional practice, students will be able to:</div> <div><div>1. explain the structure of the selected teaching base;</div><div>2. recognize and explain the challenges posed by the work environment and create the processes for dealing with specific challenges;</div><div>3. analyze and evaluate concrete practical situations based on recent scientific sources;</div><div>4. (co-)organize, monitor, document, and evaluate processes in the teaching base;</div><div>5. analyze problems arising from specific work assignments in the teaching base and suggest the procedures for solving them;</div><div>6. document personal practice and evaluate it reflexively.</div></div>					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by a mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).					

Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentors <input type="checkbox"/> other			
Student responsibilities	The student who enrolls in this course is obliged to follow the schedule as defined by the mentor from the teaching base. He/she is obliged to follow the mentor's instructions and diligently perform the assigned work tasks. Upon the completion of professional practice, the student must prepare a report on professional practice and publicly present the experiences gained.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Literature research	0,25	Practical training	3
	Experimental work		Report		Consultations with mentors	0,75
	Essay		Seminar essay		Data gathering	
	Tests		Oral exam		Report on professional practice	0,7
	Written exam		Project		Report defense	0,3
Grading and evaluating student work in class and at the final exam	Professional practice is assessed descriptively by the mentors from the teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks. At the end of the practice, the mentor assigns one of the following two descriptive grades: • The student has successfully completed the professional practice • The student has not successfully completed the professional practice.					
	In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.					
	If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyses the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades: • The student has successfully written and defended the professional practice report. • The student has not successfully written and defended the professional practice report.					
	If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing. Professional practice is considered to have been passed if the descriptive grades given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades					

	by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Specialist literature is defined by the mentor from the teaching base.		
Optional literature	Specialist literature is defined by the mentor from the teaching base.		
Quality assurance methods that ensure the acquisition of exit competences	<p>Prior to professional practice at the teaching base, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the practice, documenting the process and writing the professional practice report.</p> <p>During professional practice, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split, the mentor from the teaching base 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 practice is continuously monitored.</p> <p>After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance.</p>		
Other (as the proposer wishes to add)	/		

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

Sinjska ulica 2/III , Teslina ulica 12 , Radovanova ulica 13, Hrvojeva ulica 8 , Put iza nove bolnice 10c (Klerikat) , Poljana kraljice Jelene 1 (Peristil). Total m²: 3 761 m².

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Cadastral parcel 7840/28 K.O. Split
Location of building	Poljička cesta 35, 21000 Split, Croatia
Year of completion	1991.
Total square area in m ²	4885,20 m ²

3.2. List of teachers and associate teachers

Course	Teachers and associate teachers
Family Pedagogy	Dr. Maja Ljubetić, Full professor Dr. Anita Mandarić Vukušić, lecturer
Methodology of Pedagogical Research	Dr. Tonča Jukić, Associate Professor Sani Kunac, Teaching Assistant
Common course: Psychology of Motivation and Socialization in the Classroom	Dr. Darko Hren, Associate Professor
Common course: Sociology of Education	Dr. Ivanka Buzov, Assistant professor Tea Gutović, Teaching Assistant
Psychology of Religiosity	Dr. Goran Kardum, Full professor
Research in Early Education	Dr. Maja Ljubetić, Full professor
Interpersonal Communication Skills	Dr. Darko Hren, Associate Professor Dr. Toni Maglica, Postdoctorand
Free Time Pedagogy	Dr. Ines Blažević, Assistant Professor
Developmental Psychopathology	Ina Reić Ercegovac, PhD, Associate Professor Katija Kalebić Jakupčević, PhD, postdoctoral researcher Bruno Barać, assistant
Statistics in Pedagogy	Dr. Andreja Bubić, Associate Professor
Partnership Between Family and Education Institutions	Dr.. Maja Ljubetić, Full professor Ana Ribičić, Teaching Assistant
Common course: Comparative Pedagogy	Dr. Ivana Batarelo Kokić, Full professor Petra Katavić, Teaching Assistant
Common course: Methodology of Creating a Curriculum	Dr. Morana Koludrović, Assistant professor
Action Research in Practice of a Pedagogue	Dr. Tonča Jukić, Associate Professor
Introduction to Qualitative Research In Education	Dr. Darko Hren, Associate Professor Dr. Ivan Buljan, Lecturer
Psychology of Consciousness	Dr. Goran Kardum, Full professor
Educational Neuroscience	Dr. Andreja Bubić, Associate professor
The Pedagogue in Educational Institution	Dr. Anita Mandarić Vukušić, Assistant Professor

Evaluation and Self-Evaluation In Contemporary School	Dr. Morana Koludrović, Assistant professor Ante Grčić, Teaching Assistant
Educational Policy	Dr. Ivana Batarelo Kokić, Full Professor Petra Katavić, Teaching Assistant
Feminist Pedagogy	Dr. Anita Mandarić Vukušić, Assistant Professor
Introduction to Social Psychology	Dr. Darko Hren, Associate professor
Prevention of Behavioural Problems	Dr. Maja Ljubetić, Full professor Dr. Toni Maglica, Postdoctorand
Values and Contemporary Challenges of Upbringing	Dr. Tonča Jukić, Associate Professor
Distance Education	Dr. Ivana Batarelo Kokić, Full Professor
Critical Theories in Pedagogy	Dr. Tonča Jukić, Associate Professor Mr. Joško Barbir, Teaching Assistant
Professional Practice at a Teaching Base	all teachers appointed to scientific-teaching grades who are involved in teaching

3.3. Optimal number of students

Enrolment quota is 36 students.

3.4. Estimate of costs per students

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria the annual cost per student of the graduate study programme in Pedagogy is 12,500.00 Croatian kunas.

3.5. Plan of procedures of study programme quality assurance

Inkeeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.

Documentation on which the quality assurance system of the constituent part of the University is based:

- Regulations on the quality assurance system of the Faculty of Humanities and Social Sciences in Split, available at <http://www.ffst.hr/images/50013762/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete%20FF.pdf>
- Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences in Split, available at [http://www.ffst.hr/images/50011747/prirucnik.o.sustavu.za.unaprjedjivanje.kvalitete.FFST%20\(1\).pdf](http://www.ffst.hr/images/50011747/prirucnik.o.sustavu.za.unaprjedjivanje.kvalitete.FFST%20(1).pdf)
- Handbook on the quality assurance system of the University of Split is available at http://www.ffst.hr/images/50011747/Prirucnik_osiguravanja_kvalitete_svust.pdf

Description of procedures for evaluation of the quality of study programme implementation:

<ul style="list-style-type: none"> For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation If procedure is described in an attached document, name the document and the article. 	
Evaluation of the work of teachers and associates	<p>Method: questionnaire for student evaluation of the quality of teachers and the teaching/learning process; self-evaluation questionnaire</p> <p>Body conducting evaluation: Board for Quality Improvement, special committee (if necessary), Faculty administration. Evaluation procedure is conducted among all the students across all study programme years.</p> <p>Evaluation procedure: The results are analyzed by the Center for Quality Improvement and submitted both to the Dean and the Head of the Quality Board</p> <p>Information available: Faculty webpages</p> <p>Timeframe: at the end of each semester</p>
Monitoring of grading and harmonization of grading with anticipated learning outcomes	<p>Method: rules and criteria for student evaluation</p> <p>Body conducting evaluation: course teacher, Head of the Department, Committee for education</p> <p>Evaluation procedure: procedures, rules and criteria for student evaluation refer to exam mode, conditions for taking the exam, preliminary exam evaluation, seminars, active participation in class, final exam and other obligations, prerequisites for obtaining teacher's signature, list of references, information about the teacher, assistant and similar. Students are acquainted with the grading, teacher's office hours, conditions for taking preliminary and final exam through faculty and departmental webpages housing syllabi and through introductory lectures</p> <p>Information available: Faculty webpages, departmental webpages housing syllabi</p> <p>Timeframe: continuous</p>
Evaluation of availability of resources (spatial, human, IT) in the process of teaching and learning	<p>Faculty provides adequate and appropriate educational resources for the study programmes. The Faculty also supports the students' teaching and non-teaching activities according to the specific needs of both the study programmes and the students making them easily accessible (equipped lecture rooms, the library, literature, support in extracurricular activities, support for students with disabilities...).</p>
Availability and evaluation of student support (mentorship, tutorship, advising)	<p>Method: questionnaire for the evaluation of mentorship</p> <p>Body conducting evaluation: Board for Quality Improvement, Faculty administration.</p> <p>Evaluation procedure: the student anonymously fills in a questionnaire after the defence of the diploma/final thesis and while withdrawing the entire documentation from the student office ("referada"). The student office collects questionnaires and delivers them to the Board for Quality improvement. Twice during the academic year the Quality Board collects, enters, processes, analyzes and interprets the data.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: continuous</p>

Monitoring of student pass/fail rate by course and study programme as a whole	<p>Method: analysis of success in passing exams</p> <p>Body conducting evaluation: course teacher, Head of the Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: Student office collects the data on exam results along with an average grade for the students who passed the exam for every course in every exam period. It also collects the data on the percent of students who pass the final exam through preliminary exams without the obligation of taking an oral exam.</p> <p>Information available: Faculty administration and Faculty council</p> <p>Timeframe: twice a year at the end of second exam period</p> <p>Method: analysis of success in studying</p> <p>Body conducting evaluation: Student office, Head of Department, Board on Quality Improvement, Vice Dean for Education and Student Affairs, Faculty council</p> <p>Evaluation procedure: Student office keeps record of the number of students enrolled in each study year and each study group according to the number of students enrolling for the first time or repeating the study year.</p> <p>Information available: Faculty administration and members of some of the Departments</p> <p>Timeframe: every year until 30th October</p>
Student satisfaction with the programme as a whole	<p>Method: questionnaire evaluating the students' satisfaction with the overall study programme</p> <p>Body conducting evaluation: Head of Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: The Head of Department creates a data base of students of particular study group (students' e-mail). At the end of undergraduate/graduate study programme the students are contacted so as to anonymously fill in a questionnaire expressing their satisfaction with the learning outcomes. The results are analysed by the Head of the Department.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	<p>Method: questionnaire for alums and employers</p> <p>Body conducting evaluation: Head of Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: previously contacted alums fill in an on-line self-evaluation questionnaire regarding the competences obtained throughout their education at the Faculty. Some selected employers may also be contacted to express their satisfaction with the alums in terms of evaluating their competences acquired at the Faculty.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>
Evaluation of student practical education (where this applies)	
Other evaluation procedures carried out by the proposer	Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences in Split

Description of procedures for informing external parties on the study programme (students, employers, alums)

Method: informing the public about the study programme, the intended learning outcomes, qualifications to be awarded, the teaching/learning procedures, evaluation procedures, the learning opportunities available to students

Body conducting evaluation: Departmental secretary, Head of Department, IT Department, Faculty secretary, Vice Dean for Education and Student Affairs

Evaluation procedure: Each study programme must be previously approved by the National Council for Higher Education. IT Department sets the study programme on Faculty webpages in accordance with the Head of Department and the Vice Dean for Education and Student Affairs.

Information available: Faculty webpages

Timeframe: if necessary