



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

STUDY PROGRAMME

UNDERGRADUATE UNIVERSITY

STUDY PROGRAMME

PEDAGOGY (DOUBLE-MAJOR)

Amendments:

Class: 003-08/19-05/00025

Reg. No. 2181-202-03-01-20-0010

Split, February 27, 2020.

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Reg. No. 2181-190-02-4/1-16-0018

Split, December 23, 2015.

GENERAL INFORMATION ABOUT THE 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	Undergraduate university study programme Pedagogy (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 checked="" type="checkbox"/>	Graduate <input 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	Bachelor (baccalaureus/baccalaurea) of Arts (BA) in Pedagogy (univ.bacc.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.

The undergraduate 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 both undergraduate and graduate study programmes in Pedagogy will have a considerable impact in terms of educating and training experts in this field.

Following contemporary trends regarding education of future pedagogues, the undergraduate study programme in Pedagogy is designed to prepare students to identify, analyze and evaluate the roles of a pedagogue in educational institutions, which is achieved by combining pedagogical theory and practical work. The identity of this undergraduate study programme is characterized by its implementation with other numerous undergraduate study programmes, thus allowing students to visit other educational institutions and experience the work of pedagogues in everyday practice.

Ever since the foundation of the double-major study programme in Pedagogy in 2007, 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 data for 2014 indicate that the double-major study programme in Pedagogy was the second most popular study programme of all the study programmes at the University of Split. The accomplishments of the undergraduate study programme in Pedagogy are seen through successfully achieved learning outcomes, interest in enrolment into the 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.

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 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 a better understanding of the roles awaiting future pedagogues, cooperation with many educational institutions has been developed. These institutions include institutions of tertiary education, sports 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 for solving socially relevant issues,

but also consider the applicability of pedagogical, psychological, didactic and methodological activities within the educational process.

The undergraduate 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 undergraduate 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), IEDPE (Paris) – the European Institute for the development of the potential of all children, WGI (USA) and others.

1.4. Partners outside the higher education system

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

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 undergraduate 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 undergraduate 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 other 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 (the ECTS system, study cycles, etc.) and is compatible to other similar study programmes within the European Union, thus establishing student mobility within Erasmus agreements.

However, the undergraduate study programme in Pedagogy partially differs from other study programmes in Pedagogy since it is directed towards a more practical aspect of pedagogical work. This study programme is specific due to being combined with other study programmes and particularly since it introduces both the methodology of other educational curricula and pedagogical practice within educational institutions. From the beginning of the studies, the future pedagogue is given the opportunity to experience and analyse pedagogical theory in practice not only through lectures and seminars, but also through active participation within educational institutions such as kindergartens, primary and secondary schools, specialized schools and children's homes.

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 undergraduate 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 at other institutions of higher education will be awarded a total of 30 ECTS credits per year. Of the total number of ECTS credits achieved during the undergraduate 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 the completion of the undergraduate study programme, students can continue their education in the graduate study programme in Pedagogy within the Faculty of Humanities and Social Sciences at the University of Split and other universities in Croatia or elsewhere.

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, since it focuses on the improvement of the teaching process, development of science and involvement of associates in both scientific and educational activities. It also focuses on the evaluation and improvement of the entire teaching staff. The 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 sciences
Duration of the study programme	3 years (6 semesters)
The minimum number of ECTS required for completion of study	90 (180 ECTS)
Enrolment requirements and admission procedure	Applicants are entitled to enrol by the scores achieved in secondary school, state secondary school graduation exam and special achievement

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

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

1. develop the skills of speaking and writing about a specific topic in the field of their profession in both their mother tongue and one foreign language
2. find, study, evaluate and use various sources of scientific information and write reviews of scientific literature in accordance with the scientific, stylistic and ethical principles of individual scientific paradigms
3. critically discuss the development of pedagogical science, the emergence and development of pedagogical theory and the impact of social and cultural opportunities in education
4. recognize philosophical assumptions about pedagogically scientific orientations in a particular pedagogical system
5. think critically and discuss basic pedagogical concepts and alternative pedagogical theories, along with identifying their strengths and weaknesses
6. connect the basic features of cognitive development in childhood and adolescence with the appropriate ways of teaching and learning
7. identify didactics as a pedagogical discipline and its relationship to other disciplines
8. enumerate and differentiate didactic principles, methods, social forms and media in processes of teaching and learning; develop and analyze a detailed preparation for teaching or other forms of educational work
9. define and explain the specific problems in the study of educational pedagogy in the context of pedagogical science
10. define, explain, analyse and evaluate the relationship and interaction of socio-economic, cultural-ideological phenomena
11. analyse and explain different theories of early education; analyse and evaluate the educational importance of different approaches and concepts in early education
12. document and evaluate practical experience and apply contemporary knowledge of education to its improvement
13. correctly interpret the key concepts and theoretical approaches of civil education, analyse and evaluate existing educational programmes which promote human rights and active citizenship
14. identify, analyze and didactically create teaching media
15. explain the basic principles of the fundamental learning theories and evaluate their applicability within the context of different learning content and specific features of the teaching process
16. identify the specifics of courses in various educational curricula
17. analyze and evaluate the preparation, organization and management of the teaching and learning process within classes of different educational curricula

18. compare and develop critical thinking about different approaches to adult education as well as plan and evaluate programmes for adult education
19. explain the basic socio-educational interventions which are to be planned and implemented

2.3. Employment possibilities

The interest to hire a Bachelor of Arts in Pedagogy is already noticeable at the end of the undergraduate study programme 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 undergraduate study programme students have an opportunity to work in different organizations and institutions which encourage the youth to be socially involved and work within sports clubs.

2.4. Possibilities of continuing studies at a higher level

The Bachelor of Arts in Pedagogy can enrol into the graduate study programme at the Faculty of Humanities and Social Sciences in Split. The opportunity to enrol into comparable graduate studies offered at other universities in Croatia and abroad is also given. The terms of enrolment are defined by the chosen University.

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

N/A (Not applicable)

2.6. Structure of the study

The undergraduate 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 undergraduate study programme in Pedagogy lasts for three years (six semesters) and carries 90 out of a total of 180 ECTS credits. The enrolment rank list is made according to the applicant's secondary school achievement, the state secondary school graduation exam and their extraordinary achievements.

The applicant's secondary school achievement is based on their grade point average during a four-year period of education (a maximum of 40% of points). Applicant is required to pass compulsory subjects at the state exam. Compulsory subjects include Croatian (a maximum of 20% of points, level A), mathematics (a maximum of 20% of points, level B) and a foreign language (a maximum of 20% of points, level A). Extraordinary achievements refers to one of the top three places in the state competition or one of the top ten places in the international competition in Croatian/a foreign language in secondary school. The applicant is awarded 5% of points for each achievement with a maximum of 10% of the points in the overall achievement.

The enrolment quota is 30 students. Students who achieve a total minimum of 42 ECTS credits for both study programmes can enrol into the following year. Undergraduate 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.

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).

Students of the undergraduate study programme in Pedagogy are given the possibility to achieve at least 3 ECTS credits in elective courses at other constituent parts of the Faculty of Humanities and Social Sciences in Split. They are also given the opportunity to participate in some 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)

Andragogy, Systematic Pedagogy, Pedagogy of Gifted, Pedagogy and Childhood, Pre-school Pedagogy, Psychology of Education, Developmental Psychology, Introduction to Scientific Literacy.

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 checked="" type="checkbox"/> MA thesis <input 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 the obligations at the study programme in Pedagogy completed.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	The BA thesis is approved by the supervisor and graded positively by two other members of the evaluation committee. It 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	FFPD22	History of Pedagogy	30	30	0	0	5
	FFPD01	Philosophy of Education	30	15	0	0	4
	FFPD00	Language Culture	15	30	0	0	3
	Total						12
Elective	FFPD58	Attachement across the Lifespan	15	30	0	0	3
	FFPD100	Creativity as Pedagogical Challenge	15	30	0	0	3
	HZY001	German Language 1	15	0	15	0	3
	VUU088	French Language 1	15	0	15	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	FFPD21	Systematic Pedagogy	30	30	0	0	5
	FFPD91	Developmental Psychology	30	30	0	0	5
	FFPD02	Foreign Language Instruction	15	0	30	0	2
	Total						12
Elective	FFPD57	Violence in Close Relationships	15	15	15	0	3
	FFPD46	Pedagogical Communication	15	30	0	0	3
	HZY001	German Language 2	15	0	15	0	3
	VUU089	French Language 2	15	0	15	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	FFPD11	Introduction to Scientific Literacy	15	30	0	0	3
	FFPD41	Introduction to Civic Education	15	15	0	0	2
	FFPD31	School Pedagogy	30	15	0	0	4
	FFPD37	Inclusive Pedagogy	30	15	0	0	3
	Total						12
Elective	FFPD59	Introduction to Media Pedagogy	15	30	0	0	3
	FFPD52	Pedagogy of Gifted	15	30	0	0	3
	FFPD109	Sources of Scientific Information	15	15	15	0	3
	FFPD38	Education for Sustainable Development	15	24	0	6	3
	HZY001	German Language 3	15	0	15	0	3
	VUU090	French Language 3	15	0	15	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: IV							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD80	Didactics	30	15	15	0	5
	FFPD32	Preschool Pedagogy	30	15	0	0	4
	FFPD116	Educational Leadership	30	15	0	0	3
	Total						12
	FFPD105	Pedagogy and Childhood	15	30	0	0	3
	FFPD60	Media Socialization	15	30	0	0	3
	FFPD114	Pedagogy of Sport and Recreation	15	15	15	0	3
	HZY001	German Language 4	15	0	15	0	3
	VUU091	French Language 4	15	0	15	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: III							
Semester: V							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD101	Multimedia Didactics	30	15	0	0	4
	FFPD92	Educational Psychology	30	30	0	0	4
	FFPD61	Andragogy	30	15	0	0	4
	Total						12
Elective	FFPD97	Psychology of Judgement and Decision Making	15	30	0	0	3
	FFPD39	Research-Oriented Science Teaching	15	30	0	0	3
	FFPD74	Alternative Conceptions of Education	15	15	0	15	3
	HZX008	Professional practice at a teaching base*	0	30	40	80	5
	<p>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.</p> <p>*Professional practice at a teaching base – elective course can be enrolled in winter or summer semester. Course is not a part of ECTS credit system for elective courses and is not compulsory. Students can apply for a professional practice at a teaching base contest and earn an additional 5 ECTS credits after completing the course.</p>						

List of courses							
Year of study: III							
Semester: VI							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD117	School Pedagogue and Methodics of Teaching	30	0	45	0	5
	FFPD118	Pedagogy and the Development of Human Potential	15	15	0	0	2
	FFPD41	Social Pedagogy	30	15	0	0	3
	Total						10
	FFPRZ	BA thesis	0	0	10	0	5
	BA thesis is chosen for one study group.						
Elective	HZX008	Professional practice at a teaching base*	0	30	40	80	5
	* Professional practice at a teaching base – elective course can be enrolled in winter or summer semester. Course is not a part of ECTS credit system for elective courses and is not compulsory. Students can apply for a professional practice at a teaching base contest and earn an additional 5 ECTS credits after completing the course.						

2.12. Course description

NAME OF THE COURSE		HISTORY OF PEDAGOGY					
Code	FFPD22	Year of study	1				
Course teacher	Dr. Ines Blažević, Assistant Professor	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	P	T	
			30	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Understanding the history of pedagogy and upbringing and their impact on recent opportunities.						
Course enrolment requirements and entry competences required for the course	Enrollment in the first year of pedagogy studies.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- explain the history of pedagogy and education, the development of pedagogical science, the emergence of and the development of pedagogical theories and the impact of social and cultural opportunities on upbringing- be critical of the past by discovering the course of pedagogy and upbringing and the present						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Theoretical and methodological premises: The subject, purpose and tasks of the History of Pedagogy; The research methodology of the History of Pedagogy; The periodization of the History of Pedagogy; The development of pedagogic science (1/4 of the course).</p> <p>General history of Pedagogy: Education in prehistory; Education in ancient civilizations; The first educational systems in ancient times; The polarization of religious and secular education in the Middle Ages; Pedagogical opportunities in the 17th and 18th centuries; Systematization of modern education in the 19th century; Reform Pedagogy at the end of 19th and the beginning of the 20th century; Totalitarianism and democracy within 20th century education (1/4 of the course).</p> <p>National history of Pedagogy: Development of education in Croatia in the Middle Ages; Pedagogical theory and teaching practices in Croatia from the 16th to the 18th century; Development of pedagogy, school and education in Croatia in the 19th and the first half of the 20th century; The impact of totalitarianism after the Second World War on national pedagogy; Development of Pedagogy influenced by socialist ideology after the Second World War; The return to pluralized pedagogy of the 1990-ies of the 20th century (1/4 of the course).</p> <p>History of Pedagogic theories: The development of pedagogical theories: educational science as a normative discipline, educational science as empirical science of behavior, educational science as a hermeneutic discipline, educational science system theories, theoretical discussions about paradigms.</p>						

	postmodern philosophy and theoretical discussions about constructivism (1/4 of the course).					
	The lectures are realized through the following topics: 1. Course introduction (1L + 1S) 2. Material for the Study of the History of Pedagogy (2L + 2S) 3. History of pedagogy in the system of pedagogical disciplines (3L + 3S) 4. Subject of research in the history of pedagogy (4L + 4S) 5. Content division of pedagogy history (1L + 1S) 6. Time periodization of the history of pedagogy (1L + 1S) 7. Sources for the Study of the History of Pedagogy (2P + 2S) 8. Five stages of development of pedagogical science (6L + 6S) 9. Methodological problems in the national history of pedagogy (4L + 4S) 10. Constituting Pedagogy in Croatia - Enlightenment Pedagogy (1L + 1S) 11. Constituting Pedagogy in Croatia - Plural Scientific Pedagogy (1L + 1S) 12. Constituting Pedagogy in Croatia - Monist Socialist Pedagogy (1L + 1S) 13. Constituting Pedagogy in Croatia - Return to Pluralism in Pedagogy (1L + 1S) 14. History of pedagogical trends (2L + 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 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	Students are required to participate in all forms of teaching in accordance with existing regulations.					
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		(Other)	
	Written exam	3	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. The way to take the exam for students who do not take the midterm exam is written / oral.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Available in other media
	- Zaninović, M. (1988). Opća povijest pedagogije. Zagreb: Školska knjiga.				1	-
	- Munjiza, E. (2009). Povijest školstva i pedagogije u Hrvatskoj. Osijek: Sveučilište Josipa Jurja Strossmayera. Filozofski fakultet i Hrvatski				5	-

	pedagoško-književni zbor		
Optional literature (at the time of submission of study programme proposal)	- Franković, D. (ur.) (1958). <i>Povijest školstva i pedagogije u Hrvatskoj</i> . Zagreb: Pedagoško-književni zbor. - Lascardies, V. C. i Hinitz, B. F. (2000), <i>History of Early Childhood Education</i> , New York & London: Falmer press. - Zaninović, M. (1985). <i>Pedagoška hrestomatija</i> . Zagreb: Školska knjiga.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Examination success, the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.		

NAME OF THE COURSE		PHILOSOPHY OF EDUCATION					
Code	FFPD01	Year of study	1				
Course teacher	Dr. Marita Brčić Kuljiš, Associate Professor	Credits (ECTS)	4				
Associate teachers	Mr. Perislava Bešić Smlatić, Lecturer Josip Guć, 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	30%				
COURSE DESCRIPTION							
Course objectives	To foster reflection, critical and higher-order thinking in students by introducing them to philosophical problems and methods. To provide philosophical basis of pedagogy as the science of 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)	After completing the course, the student will be able to: <ul style="list-style-type: none">- Recognition of philosophical assumptions present in pedagogical scientific orientations and particular pedagogical standpoints.- Acquaintance with basic lines of thought in contemporary philosophy and their relation to approaches within science of education.- Ability to compare hermeneutic with empirical and critical founding of pedagogy.- Basic ability of philosophical and logical analysis of scientific texts and their critical reflection.						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introducing students to objectives, contents, methods and requirements of the course. (2L) 2. Notion of philosophy of education and its systematic position within the whole of philosophical and pedagogical disciplines. (2L) 3. An overview of lines of thought in contemporary philosophy and their influences on theoretical orientations within the science of education. Historicism and Dilthey's distinction of two types of sciences. (2L) 4. Phenomenology and intentionality. Basic features of existentialism. Time and existence. (2L)						

	<p>5. Basic features of existentialism. Caring and education: Heidegger's distinction between authentic and inauthentic caring, Noddings' notion of caring as a relation. (2L)</p> <p>6. Influence of existentialism on humanities, social sciences and educational philosophies with an emphasis on existentialist pedagogical psychologies. (2L)</p> <p>7. Gadamer, hermeneutics and principles of interpretation. Hermeneutic orientation in the science of education. Question on interpretation as a method. (2L)</p> <p>8. Wittgenstein: language and the world. Problem of value statements in Tractatus and its consequences on founding the study of education. (2L)</p> <p>9. Vienna Circle and philosophy of science: meaningfulness. K. R. Popper: falsificationism, creativity and knowledge. Pedagogical consequences of falsificationist epistemology. (2L)</p> <p>10. Empirical orientation in the study of education. Critical theory: general features. Differences between indoctrination and education. (2L)</p> <p>11. Habermas: interests and forms of knowledge. Critical study of education and emancipatory interest. Communicative rationality. (2L)</p> <p>12. What is Postmodern? Features of postmodern philosophy. (2L)</p> <p>13. Lyotard: knowledge and society. Critique of Lyotard's declaration of "death of the Professor". Theoretical influences of Postmodern: theory of the unconscious, structuralism, postpositivist epistemology. (2L)</p> <p>14. Development of idea of natural development: from Rousseau to Piaget. Developmental epistemology and constructivism in philosophy of education. Development of notion of number according to Piaget. (2L)</p> <p>15. Kohlberg and development of moral judgement. Pedagogical consequences of developmental theories. Systematization.. (2L)</p> <p>Seminars:</p> <p>1. Notion of philosophy: analysis of various standpoints and definitions. (1S)</p> <p>2. Analysis of examples of educational philosophies. (1S)</p> <p>3. Overview of basic logical concepts: concept and proposition. (1S)</p> <p>4. Overview of basic logical concepts: argument. (1S)</p> <p>5. Textual analysis: Noddings on caring as a relation. (1S)</p> <p>6. Notion of education in human-science pedagogy. (1S)</p> <p>7. Textual analysis: language, world and picture relation in Tractatus. (1S)</p> <p>8. Textual analysis: types of meaningful propositions according to Tractatus. (1S)</p> <p>9. Notion of education in empirical pedagogy. (1S)</p> <p>10. Comparison of research methods in hermeneutic and empirical science of education (textual analysis of selected quotes from F. Heyting, D. Lenzen i J. White (ured.) Methods in Philosophy of Education. (1S)</p> <p>11. Analysis of a selected example of critical approach in philosophy of education. (1S)</p> <p>12. Written exam. (1S)</p> <p>13. How to write an essay. Selection of topics. (1S)</p> <p>14. Analysis of a selected postmodern text. (1S)</p> <p>15. Textual analysis (J. Piaget). (1S)</p>					
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	Attendance and active participation in lectures and seminar classes. Preparation of homework assignments, presentation of paper in seminar classes and its publishing on the website of the course. Final written exam.					
Screening student work(name the	Class attendance	1,5	Research		Practical training	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		Independent tasks	0.5
	Essay	0,5	Seminar essay		(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Records of attendance, of activity in classes, and of homework assignments. The fraction of correctness percentage in the written preparatory exam is added to overall result in final written exam. Final grade is composed of three parts: overall grade of written exams (50%), seminar paper (30%) ,and activity during classes (20%). Upgrading possible via oral exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Arno Anzenbacher (1992) <i>Filozofija: uvod u filozofiju</i> . Zagreb: Školska knjiga.			1	-	
	Eckard König i Peter Zedler (2001) <i>Teorije znanosti o odgoju</i> . Zagreb: Educa.			>10	-	
	Otvoreno znanje: <i>Filozofija odgoja</i> (teaching and other materials). http://marul.ffst.hr/~logika/nastava			2	YES	
	Berislav Žarnić (2001) Epistemološki paradoks obrazovanja. <i>Metodički ogledi</i> 13:17–26			-	YES	
	Berislav Žarnić (1996) Pedagogija: duhovna, empirijska ili kritička znanost, U: <i>Pedagogija i hrvatsko školstvo</i> , ured. H. Vrgoč, Zagreb: Hrvatski pedagoško-književni zbor.			-	YES	
Optional literature (at the time of submission of study programme proposal)	<div>- Nel Noddings (1998) <i>Philosophy of Education</i>. Oxford: Westview Press</div> <div>- Michael A. Peters, Paulo Ghiraldelli Jr., Berislav Žarnić, Andrew Gibbons i Tina Besley (ed.) <i>Encyclopaedia of Educational Philosophy and Theory</i>. http://eepat.net; from 2015 in upgraded version edited by Micahel Peters wizin Springer's Major Reference Works, http://link.springer.com/referencework/10.1007/978-981-287-532-7</div> <div>- Frieda Heyting, Dieter Lenzen i John White (ured.) (2001) <i>Methods in Philosophy of Education</i>. Routledge International Studies in the Philosophy of Education. Routledge, London.</div> <div>- Matthew Lipman (2003) <i>Thinking in Education</i>. Cambridge University Press, Cambridge</div> <div>- <i>Filozofija odgoja: izbor tekstova hrvatskih pisaca</i> (1997) ed. Ivan Čehok. Zagreb: Školska knjiga</div> <div>[Optional literature, teaching materials, interactive materials and multimedia available at website of the course.]</div>					
Quality assurance methods that ensure the acquisition of exit competences	Students' and fellow teachers' evaluation.					

NAME OF THE COURSE		LANGUAGE CULTURE				
Code	FFPD00	Year of study	1			
Course teacher	Dr. Katarina Lozić Knezović, Associate Professor	Credits (ECTS)	3			
Associate teachers			L	S	E	F

	Dr. Josipa Korljan Bešlić, Senior Lector	Type of instruction (number of hours)	15	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Students will be acquainted with the standard and non-standard idioms. They will learn about the features of the standard idiom (norm, autonomy, functionality) and about the characteristics of the non-standard idioms. Special attention will be given to different functional styles of the Croatian standard idiom and to the notion of stylistic norm.					
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 define the Croatian standard idiom; identify the differences between the standard and non-standard idioms; will recognize and describe the characteristics of different functional styles; and interactions between different idioms.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Croatian language – definition and standardization 2. Croatian idioms: language, dialect, standard, idiom 3. Communicatovedefinition of language; language varieties 4. Features of the standard. Notion of language culture. 5. Language varations: social, territorial, functional, individual 6. functional classification of language: different approaches 7. Scientific style 1 8. Scientific style 2 9. administrative style 10. journalist style 11. style of literature and speech 12. multimediality and style – ads 13. Croatian language today 1 14. Croatian language today 2 15. Croatian language today 3 Seminars: Preparation for seminar papers (1 week) Seminar papers and language practice (14 weeks)					
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 class attendance and participation; presentation of the seminar paper in class					
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	0,5	(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Active participation in class, delivering and presenting seminar paper on time; exam results		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Frančić A., Hudeček L., Mihaljević M. (2006). Normativnost i višefunkcionalnost u hrvatskom standardnom jeziku. Zagreb.	1	-
	Katnić-Bakaršić, M. (2001). Stilistika. Sarajevo: Ljiljan. Stranice: 15-20; 57-69.	0	yes
	Kovačević, M., Badurina, L. (2001). Raslojavanje jezične stvarnosti. Rijeka: Izdavački centar Rijeka (1. poglavlje)	0	yes
	Mičanović, K. (2006). Hrvatski s naglaskom: Standard i jezični varijeteti. Zagreb: Disput. Poglavlja: Uvod (5-8), Jezik kao poprište: jezična kultura, purizam (31-49), Jezik i dijalekt: štokavski, kajkavski, čakavski (77-90).	1	-
	Silić, J. (2006). Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput.	5	-
	Težak, S. (1991). Hrvatski naš svagda(š)nji. Zagreb: Školske novine. Stranice: 26-30.	1	yes
Optional literature (at the time of submission of study programme proposal)	<p>Anić, V. (1991). Rječnik hrvatskoga jezika. Zagreb: Novi Liber. (i kasnija izdanja)</p> <p>Anić, V., Silić, J. (2001). Pravopis hrvatskoga jezika. Zagreb.</p> <p>Babić, S., Finka, B., Moguš, M. (1996). Hrvatski pravopis. Zagreb: Školska knjiga.</p> <p>Badurina, L., Marković, I., Mičanović, K. (2007). Hrvatski pravopis. Zagreb: Matica hrvatska.</p> <p>Bagić, K. (2006). Figurativnost reklamnog diskurza u Jezik i medij. U: Zbornik (ur. Granić, J.), Zagreb-Split: Hrvatsko društvo za primijenjenu lingvistiku. 43-52 (ili)</p> <p>Barić, E. (1987). Mocijski parnjaci i njihova upotreba. Časopis Instituta za hrvatski jezik i jezikoslovlje, 13 (1), 9.-18.</p> <p>Barić, E. (1989). Ženski mocijski parnjak kao funkcionalna komunikacijska kategorija. Jezik: Časopis za kulturu hrvatskoga književnog jezika, 37, str. 12-21.</p> <p>Barić, E. i sur. Hrvatska gramatika. Zagreb: Školska knjiga (sva izdanja)</p> <p>Belaj, B. (2009). Leksik i identitet. U: Lada Badurina, Ivo Pranjković i Josip Silić (ur). Zbornik o standardnim novoštokavštinama. Jezični varijeteti i nacionalni identiteti - Prilozi proučavanju standardnih jezika utemeljenih na štokavštini. Zagreb: Disput</p> <p>Brdar, I. (2010). Engleske riječi u jeziku hrvatskih medija, LAHOR10, str. 217–232</p> <p>Brozović, D. (1998). Organska podloga hrvatskoga jezika. U monografiji Hrvatski jezik, Institut za hrvatski jezik i jezikoslovlje, Opole.</p> <p>Dulčić, M. (ur.) (1997). Govorimo hrvatski: Jezični savjeti. Zagreb: Naprijed, Hrvatski radio</p> <p>Gjuran-Coha, A., Pavlović, Lj. (2009). Elementi reklamne retorike u hrvatskim reklamnim porukama. Fluminiensia, 21(1), 41-54. (ili)</p> <p>Hudeček, L. Mihaljević, M (2009), Jezik medija, publicistički funkcionalni stil. Zagreb: Hrvatska sveučilišna naklada.</p> <p>Jezični savjetnik s gramatikom (1971). Zagreb: Matica Hrvatska</p> <p>Kapović, M. (2004). Jezični utjecaj velikih gradova. U: Rasprave Instituta za hrvatski jezik i jezikoslovlje 30, str. 97-105.</p> <p>Omazić, M., Pecman, M. (2006). Jezik reklamnih poruka u modernim medijima, u: Jezik i medij (ur. Granić, J.). Hrvatsko društvo za primijenjenu lingvistiku. Zagreb-Split: 509-519.</p> <p>Opačić, N. (2007). Prodor engleskih riječi u hrvatski jezik. Jezik: časopis za kulturu hrvatskoga književnog jezika, 54:1, str. 22-27.</p> <p>Opačić, N. (2009). Reci mi to kratko i jasno: Hrvatski za normalne ljude. Zagreb: Novi liber.</p>		

	<p>Opačić, N.; Nikić-Ivanišević, J.; Zlatar, Z. (2006). Jezikomjer: vodič za izbjegavanje najčešćih pogrešaka u hrvatskom standardnom jeziku. Stobreč: Croma</p> <p>Pranjeković, I. (2006). Hrvatski jezik i biblijski stil, Raslojavanje jezika i književnosti. Zbornik 34. seminara Zagrebačke slavističke škole, Zagreb, str. 23-32.</p> <p>Težak, S. (1995). Hrvatski naš osebnosti, Zagreb: Školske novine</p> <p>Težak, S., Babić, S. (1992). Gramatika hrvatskoga jezika. Priručnik za osnovno jezično obrazovanje. Zagreb: Školska knjiga. (i kasnija izdanja)</p> <p>Žanić, I. (2009). Kako bi trebali govoriti hrvatski magarci? O sociolingvističkim animiranih filmova. Zagreb: Algoritam. (Uvod + poglavlje po izboru)</p> <p>Žanić, I. (2010). Hrvatski jezik danas: od povijesne tronarječnosti do trokuta standard - Zagreb – Dalmacija. U: Mićanović, K. (ur.). Povijest hrvatskoga jezika / Književne prakse sedamdesetih. Zbornik radova 38. seminara Zagrebačke slavističke škole. Zagreb: Filozofski fakultet u Zagrebu/ Zagrebačka slavistička škola, str. 103-122.</p>
Quality assurance methods that ensure the acquisition of exit competences	Consultations with students, class attendance, students' activity, seminar and exam results; student polls

NAME OF THE COURSE		SYSTEMATIC PEDAGOGY					
Code	FFPD21	Year of study	1				
Course teacher	Dr. Tonča Jukić, Associate Professor	Credits (ECTS)	5				
Associate teachers	Petra Katavić, Teaching Assistant	Type of instruction (number of hours)	L	S	P	T	
			30	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	To enable students for critical scientific study of pedagogy as science and for successful organisation and satisfactory professional and scientific dealing with pedagogical issues and activities in the processes of education, upbringing and training.						
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)	<ul style="list-style-type: none">- to explain the epistemological characteristics of pedagogy- critically analyze and compare traditional and modern definitions of basic pedagogical terms and different understandings of pedagogy as a science- to argue the basic postulates of pedagogy as theory of competencies- identify the advantages and disadvantages of pedagogical theories of personality development- distinguish the qualitative levels in individual's development and the teachers' tasks in their implementation- explain the aspects and methods of pedagogical work in the development of competencies- set in relation pedagogy and andragogy- to explain the need for theoretical and practical development of competencies for intercultural relations- explain the reasons why curriculum development is a pedagogical problem- critically reflect and discuss on basic pedagogical conceptions and reform pedagogies and identify their strengths and weaknesses						

	- to take a stand on the need to respect the rights, needs and interests of each individual and his uniqueness					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">- Introduction to the course. (2L + 2S)- Scientific definition - epistemological characteristics of pedagogy. Pedagogy in science system and scientific system of pedagogy. (2L + 2S)- Socio-historical dimension and the development of pedagogy. The basic postulates of pedagogy as theory of competencies. (4L + 4S)- Different pedagogical paradigms. (4L + 4S)- Reform pedagogies. (2L + 2S)- Basic characteristics of the school system. (2L + 2S)- Development of curriculum as a pedagogical problem. (2L + 2S)- Pedagogical theories of personality development. Competence approach in pedagogy. The qualitative levels in individual's development. (4L + 4S)- Aspects and methods of pedagogical work in development of competencies. (2L + 2S)- The relation between pedagogy and andragogy in the system of lifelong learning. (2L + 2S)- Development of competencies for sustainable development and life in a plural society (2L + 2S)- Conclusions of the course. (2L + 2S)- Preliminary exam (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	Regular attendance and active participation in lectures and seminars. At the seminars/workshops analytically access and discuss pedagogical issues. Present term paper and take preliminary 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	2	Research		Practical training	
	Experimental work		Report	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade will be formed on the basis of oral presentations (20%), written preliminary exams (30%) and oral exam (50%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi. Zagreb: Educa (selected chapters)				4	-
	König E., Zedler P. (2000). Teorije znanosti o odgoju, Zagreb: Educa (selected chapters)				3	-
	Malić, J., Mužić, V. (1981). Pedagogija. Zagreb: Školska knjiga (selected chapters)				1	-
	Milat J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga				1	-

	Vukasović, A. (1990) .Pedagogija. Zagreb, HKZ „Mi” (selected chapters)	1	-
Optional literature (at the time of submission of study programme proposal)	1. Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa, 2. Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa - (selected chapters) 3. Delors, J. (1998). Učenje - blago u nama. Zagreb: Educa - (selected chapters) 4. Hentig, von H. (2008), Što je obrazovanje? Zagreb: Educa 5. Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa 6. Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa 7. Freire, P. (2002). Pedagogija obespravljenih. Zagreb: Odras - Održivi razvoj zajednice. 8. Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško- književni zbor 9. Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa		
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, taking the tests, keeping record of attendance at lectures and seminars, active participation in discussions, presentation of papers, student evaluation of teaching.		

NAME OF THE COURSE		DEVELOPMENTAL PSYCHOLOGY				
Code	FFPD91	Year of study	1			
Course teacher	Dr. Ina Reić Ercegovac, Associate Professor	Credits (ECTS)	5			
Associate teachers	Dr. Ivan Buljan, Lecturer	Type of instruction (number of hours)	L	S	P	T
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	To introduce students with the basic knowledge of human development (cognitive, social, emotional and moral) in the context of lifespan development, with particular emphasis on the period of childhood and adolescence					
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. define basic issues in developmental psychology 2. name and explain types of developmental research 3. compare different approaches to developmental researches 4. draft one developmental research 5. analyse different theoretical approaches in developmental psychology 6. explain contribution of main authors in the area of developmental psychology (Hall, Gesell, Piaget, Erikson, Bandura) 7. name the main characteristics of different phases of cognitive, socio-emotional, and moral development 8. associate main characteristics of cognitive development in childhood and adolescence with aspects learning and teaching 9. explain the role of childhood psychopathology in development 10. explain the key features of psychological problems in childhood and adolescence					
Course content broken down in	1. Definition and objectives of developmental psychology; basic issues in developmental psychology (2L)					

detail by weekly class schedule (syllabus)	<div>2. Introduction to seminar (2S)</div> <div>3. Research methodology in developmental psychology; types of research, limitations, ethical issues in developmental research (2L + 2S)</div> <div>4. Early authors in developmental psychology (2L + 2S)</div> <div>5. Theories of childhood development (cognitivist developmental models, theories about the impact of the environment and learning, psychodynamic approach, ethology, ecology of human development) (4L)</div> <div>6. Biological basis of human development (2S)</div> <div>7. Prenatal development and teratology (2L)</div> <div>8. Birth, physical development and growth (2L)</div> <div>9. Sensory development, development of attention and perception (2S)</div> <div>10. Speech development (pre-verbal, semantics and grammar) (2S)</div> <div>11. Cognitive development (J. Piaget and L. Vygotsky) (2L)</div> <div>12. Cognitive development (information processing and intelligence testing) (2S)</div> <div>13. Pre-exam I (2S)</div> <div>14. Emotional development, temperament and attachment (2L)</div> <div>15. Moral development – theories, prosocial behaviour and aggression (2L)</div> <div>16. Theories of gender development, gender differences (2S)</div> <div>17. Preschool institutions and schools as developmental context (2S)</div> <div>18. Peer relationships – friendship, sociometry (2S)</div> <div>19. Development in adolescence, parent-child relationships (2L)</div> <div>20. Developmental tasks in early adulthood – marriage and parenting (2L)</div> <div>21. Parenthood, parenting styles, parenting in contemporary context (2L)</div> <div>22. Cognitive development and personality in adulthood (2S)</div> <div>23. Subjective well-being in lifespan perspective (2S)</div> <div>24. Old age (factors that contribute to successful aging, widowhood) (2S)</div> <div>25. Basis of developmental psychopathology (2P)</div> <div>26. Psychological difficulties in childhood and adolescence (anxiety, depression, behaviour disorders, eating disorders) (2L)</div> <div>27. Pre-exam II (2S)</div>					
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	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	1.0	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	2.5	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
	Vasta, R., Haith, M., Miller, S. (1998 or other). <i>Dječja psihologija</i> . Jastrebarsko: Naklada Slap.				3	-

	Lacković Grgin, K., Čubela Adorić, V. (2006). <i>Odabrane teme iz psihologije odraslih</i> . Jastrebarsko: Naklada Slap.	1	-
	Wenar, C. (2003). <i>Razvojna psihopatologija i psihijatrija: od dojenačke dobi do adolescencije</i> . Jastrebarsko: Naklada Slap.	2	-
	Berk, L. (2006). <i>Psihologija cjeloživotnog razvoja</i> (1-3). Jastrebarsko: Naklada Slap.	1	-
Optional literature (at the time of submission of study programme proposal)	Buggle, F. (2002). <i>Razvojna psihologija Jeana Piageta</i> . Jastrebarsko: Naklada Slap. Lacković-Grgin, K. (2000). <i>Stres u djece i adolescenata</i> . Jastrebarsko: Naklada Slap. Thomas, R.M. (2000). <i>Recent Theories of Human Development</i> . SAGE Publications. Santrock, J.W. (2003). <i>Life-Span Development</i> . New York: McGraw Hill. Ajduković, M. i Kolesarić, V. (Ur.) (2003). <i>Etički kodeks istraživanja s djecom</i> . Vijeće za djecu Vlade RH i Državni zavod za zaštitu obitelji, materinstva i mladeži. Schaie, K.W. i Willis, S.L. (2001). <i>Psihologija odrasle dobi i starenja</i> . Jastrebarsko: Naklada Slap. Nietzel M.T., Bernstein D.A., Milich R. (2001). Dječja klinička psihologija, u: <i>Uvod u kliničku psihologiju</i> (pp.365-413). Jastrebarsko: Naklada Slap.		
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.		

NAME OF THE COURSE		FOREIGN LANGUAGE INSTRUCTION				
Code	FFPD02	Year of study	1			
Course teacher	Dr. Gordan Matas, Assistant Professor	Credits (ECTS)	2			
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T
			15	0	30	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Familiarize students with the basic principles of translating technical texts in English as a foreign language, with particular emphasis on the texts in the field of pedagogy- Develop the skills and techniques of reading comprehension of professional and scientific texts in English in the field of pedagogy- Adopt vocabulary and idiomatic expressions related to the field of pedagogy- Repetitive and cyclical extend grammatical categories of English , especially those characteristic of professional texts- Developing the capacity of functional use of English as the language teaching profession in the spoken form and written communication					
Course enrolment requirements and entry competences required for the course	A four-year secondary education with English as a first or second foreign language.					
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">- Read and understand professional text in English and translate it into Croatian as the mother tongue- Language and content analyze professional text in English in all its segments					

	<ul style="list-style-type: none">- Realizing normally lasted oral presentation in English on a given topic from the profession- Take notes in English with exposure to the oral presentation on a given topic from the profession- Write a short text in English related issues in the field of pedagogy (eg . A summary , a short review , opinion , presentation of arguments and counter-arguments and the like .)- On the basis of acquired competences in the domain of professional terminology in English successfully search relevant internet content- Identify and explain the different grammatical categories of English , especially those typical of professional texts (eg , passive constructions , indefinite pronouns , compounds , etc.) .					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Objectives and course content, the introductory considerations of linguistic specificities and characteristics of professional texts in English (1L)2. Opening the repetition of language materials in the field of self and other (lead-in exercise), introductory interactive voice exercises (3E)3. Processing of professional text: Extending the curriculum into the home (2L)4. tense imperative (6E)6. processing professional text: Plants in the Classroom (2L)7. passive, normally lasted oral presentations of students on selected topics from the teaching profession (6E)7. Processing of professional text: Language Arts (2L)8. Conditional sentences, skimming and scanning techniques as reading technical texts, normally lasted oral presentations of students on selected topics from the teaching profession (6L)9. Processing of professional text: Myself and other people (2L)10. Direct and indirect speech, the keyword, deducing meaning from context, the determination of titles per sections, normally lasted oral presentations of students on selected topics from the teaching profession (6E)11. professional text processing: Colours and education (2L)12. Paraphrasing the keeping notes based on oral presentation speaking model, normally lasted oral presentations of students on selected topics from the teaching profession, provide input and opinions (6E)13. professional text processing: Shape and form, and education (2L)14. adjectives and pronouns, the application of knowledge in the field of technical terminology in search of relevant web content pedagogical profile (4E)15. Writing a summary of technical / scientific work in the field of pedagogy, reasoning , write a short review (2L + 4E)16. Test(2E)17. Analysis of the results of exams and student evaluation (2E)					
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 checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Attendance in all forms of teaching , active participation in learning , oral and written brief presentation in English on a given topic from the field, putting two preliminary exams or exams .					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance		Research		Practical training	
	Experimental work		Report	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1,5	Oral exam		(Other)	

<i>equal to the ECTS value of the course)</i>	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Presence in the classroom , monitor the activities of students in class , oral presentation , two tests , exam (if a student accedes) .					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Marasović-Alujević, M. (2003). English for Educators, texts and language points. Split: Visoka učiteljska škola Sveučilišta u Splitu, (skripta).			20	-	
Optional literature (at the time of submission of study programme proposal)	Graver, B. D. (2003.). Advanced English Practice, Oxford, OUP. Thornbury, S. (2004.). Natural Grammar, Oxford, OUP. Walter, C., Swan, M. (1997.). How English Works, Oxford, OUP. Bujas, Ž. (1999.). Veliki hrvatsko-engleski rječnik, Zagreb: Globus.					
Quality assurance methods that ensure the acquisition of exit competences	Consultation , taking conversation tests , presence at lectures , oral presentation, evaluation of courses and teachers .					

NAME OF THE COURSE		INTRODUCTION TO SCIENTIFIC LITERACY				
Code	FFPD02	Year of study	2			
Course teacher	Dr. Darko Hren, Associate Professor	Credits (ECTS)	3			
Associate teachers	Dr Snježana Dimzov, Lecturer Sani Kunac, Teaching Assistant	Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to develop basic skills for scientific writing and critically reviewing scientific literature. Secondary aim is to offer a theoretical and practical introduction to finding and using different sources of scientific information in the area of educational sciences.					
Course enrolment requirements and entry competences required for the course	No admission requirements. 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 historical development of scientific paradigms in area of educational sciences; - explain how different perspectives influence process of discovery and knowledge production; - describe and explain quantitative and qualitative approach to research and determine appropriate methodological approach to different research questions; - search scientific literature and critically appraise scientific information from different sources; - write a literature review; - responsibly and ethically use scientific information. 					

Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction – knowledge, scientific information and publication (1L+2S) 2. Development of science and scientific thinking (1L+2S) 3. Finding scientific information from printed and digital sources (1L+2S) 4. Paradigms in educational and social sciences (1L+2S) 5. Basic characteristics of quantitative research (1L+2S) 6. Basic characteristics of qualitative research (1L+2S) 7. Preliminary exam I (1L) 8. Basics of scientific writing style and organizing structure of scientific paper (1L+2S) 9. Domestic and international databases for educational sciences (1L+2P) 10. Strategies for searching on-line databases (1L+4P) 11. Critical appraisal and selection of relevant scientific information (1L+2S) 12. Writing a literature review (1L+4S) 13. Writing a scientific paper (1L+2S) 14. Ethics of scientific writing and publishing (1L+2S) 15. Preliminary exam II (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 checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, performing tasks in online environment, doing seminar essay, taking written 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		(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	Student will have two preliminary exams. Passing of both exams they are exempted of the final exam. They will write a literature review. This task is mandatory and makes up to 30% of the final grade.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Hren, D. & Dimzov, S. - Predavanja iz kolegija Uvod u znanstvenu pismenost			-	YES	
	Cohen, L., Manion, L., Morrison, K. (2007). Metode istraživanja u obrazovanju. Jastrebarsko: Naklada Slap.			2	-	
Optional literature (at the time of submission of study programme proposal)	Milas, G. (2009). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Slap. Tkalac Verčić, A., Sinčić Ćorić, D., Pološki Vokić,N. (2010). Priručnik za metodologiju istraživačkog rada: kako osmisli, provesti i opisati znanstveno i stručno istraživanje. Zagreb: M.E.P. D.O.O. Oraić Tolić, D. (2011). Akademsko pismo. Zagreb: Naklada Ljevak.					
Quality assurance methods that ensure the acquisition of exit competences	Ongoing evaluation of students' knowledge. Student evaluation of the course.					

NAME OF THE COURSE		INTRODUCTION TO CIVIC EDUCATION				
Code	FFPD41	Year of study	2			
Course teacher	Dr. Maja Ljubetić, Full professor	Credits (ECTS)	2			
Associate teachers	Ante Grčić, Title Assistant	Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Understand the basic concepts and theoretical perspectives of civic education- Acquaint students with the principles, policies and practices of education directed successful meeting the needs of pupils / students;- Acquaint students with the Human Rights and Freedoms as a paradigm of active citizenship;- Analytically and critically think about human rights in the world and national context, appears the civil society and political culture;- Familiarize students with the social and educational policy to promote human rights; education for democratic citizenship in families and institutions; actions and activities that allow and promote the development of civil society;- To enable students to design modern teaching program based on the principles of democracy, respect for human rights and freedoms, active citizenship and the achievement of successful cooperation between educational institutions and civil society organizations;- Encourage the development of democratic competence of teachers;- Empower students to be autonomous and responsible members of the class and the wider community;- To train students for the joy of learning in the cultivation of personal and social responsibility.					
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 key concepts and theoretical approaches explanations for Civic Education,- Analyze contemporary issues of civic education;- Analyze and evaluate the existing programs of education to promote human rights and active citizenship;- To design and implement an interdisciplinary program of civic education in educational institutions.					
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 student / student as a citizen of society: principles, policy and practice of education; Civil society and political culture (2L+ 1S);- Basic concepts and theoretical perspectives for Civic Education (1L + 1S);- Human rights and freedoms as a paradigm of active citizenship; Human rights in the world and national context (2L + 2S);- Social and educational policy and promotion of human rights (1L + 1S);- Education for democratic citizenship in the family and institutions (2L + 2S);- Actions and activities that allow and promote the development of civil society; Media, Culture and Civil Society (2L + 3S);- Designing a modern teaching program based on the principles of democracy, respect for human rights and freedoms, and active citizenship (2L + 2S);- Democratic and intercultural competence of teachers (2L + 2S);					

	- The cooperation of educational institutions and civil society organizations (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 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, team working on the project and present 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	0,5	Research	0,5	Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The assessment appears during the semester by means of: - Making tasks, - Active participation in classes and discussions on exercises, - Presentation of the project Examination: students who are timely and achieve the agreed standards (activity, assignments and project) does not pass the exam, but they will be enrolled in the average grade of these categories. Those students who do not achieve take written and oral exams.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Duerr, K.; Spajić-Vrkaš, V., Ferreira Martins, I. (2002), Učenje za demokratsko građanstvo u Europi. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo Filozofskog fakulteta u Zagrebu.				-	YES
	Spajić-Vrkaš, V.(1999), Globalizacija i izobrazba: Apokalipsa raja ili rajska apokalipsa, Društvena istraživanja (Zagreb): 8, 1999, 4, 579-600.				-	YES
	Spajić-Vrkaš, V.; Stričević, I.; Maleš, D. i Matijević, M. (2004), Poučavati prava i slobode: Priručnik za učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb: Istraživačko-obrazovni Centar za ljudska prava i demokratsko građanstvo Filozofskog fakulteta u Zagrebu.				2	-
	Sablić, M. (2014) Interkulturalizam u nastavi. Naklada Ljevak d.o.o.				5	-
Optional literature (at the time of submission of study programme proposal)	1. Bužinkić, E. (2010), Institucionalni okvir – Normativna podloga za zagovaranje uvođenja mirovnoga obrazovnog kurikulumu u formalni obrazovni sustav: dokumenti, strategije, zakoni U: Učiti za mir – Analitička i normativna podloga za uvođenje vrijednosti, sadržaja i metoda mirovnog obrazovanja u formalni obrazovni sustav. Zagreb, Centar za mirovne studije. 2. Spajić-Vrkaš, V. (2002), Odgoj i obrazovanje za demokratsko građanstvo u Hrvatskoj: Izvješće. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo Filozofskog fakulteta.					

	3. Spajić-Vrkaš, V. (ur.) (2001), <i>Obrazovanje za ljudska prava i demokraciju: Međunarodni i domaći dokumenti</i> . Zagreb: Hrvatska komisija za UNESCO i Projekt 'Obrazovanje za mir i ljudska prava za hrvatske osnovne škole'. Spajić-Vrkaš, V.; Kukoč, M. i Bašić, S. (2001), <i>Obrazovanje za ljudska prava i demokraciju: Interdisciplinarni rječnik</i> Zagreb: Hrvatska komisija za UNESCO i Projekt 'Obrazovanje za mir i ljudska prava za hrvatske osnovne škole'.
Quality assurance methods that ensure the acquisition of exit competences	During the semester shall be a cooperative assessment of the quality of implementation of the program 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.

NAME OF THE COURSE		SCHOOL PEDAGOGY				
Code	FFPD31	Year of study	2			
Course teacher	Dr. Ines Blažević, Assistant Professor	Credits (ECTS)	4			
Associate teachers	-	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	0%			
COURSE DESCRIPTION						
Course objectives	As part of the course students will get to know the school as a dynamic educational system and be trained to detect, identify, understand and respond to the tasks and problems in it. On the basis of theoretical knowledge and practical experience of the functioning of the school, students will be trained for a critical examination of the contemporary ways of dealing with school activities and problems (organization, cooperation with the local community, the organization of the educational process, acquiring / taking on responsibility (teacher-students-other), creating conditions for successful realization of the tasks and the development of potential, internal and external evaluation, collaboration with parents, lifelong teacher education, models for acquiring new competencies, etc.) as well as competence for the design of possible new and more effective solutions to change existing practices.					
Course enrolment requirements and entry competences required for the course	Passed the exam in Systematic Pedagogy.					
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 the specific problems of studying school pedagogy within pedagogical science. -define, explain, analyze and evaluate the relationship and interaction between the socio-economic and cultural-ideological phenomena and certain theories of schools. -explain and evaluate the relationship between contemporary school and the society -understand, define and explain curricular, constructivist and competency starting points for creating modern schools. -explain differences, relations and specificity of formal, non-formal and informal learning and education, and the concept of lifelong learning.					

	-explain, properly define and analyze contemporary educational policy in Croatia, with special emphasis on analyzing the features of the National Curriculum Framework, and specific teaching plans and programs.					
Course content broken down in detail by weekly class schedule (syllabus)	<div>1. School pedagogy within pedagogical science. (2L+ 1S)</div> <div>2. The most famous school theories (4L + 2S)</div> <div>3. Society (cultural, ideological, economic and other aspects of society) and schools (2L + 1S)</div> <div>4. School as a system and subsystem of education (4L + 2S)</div> <div>5. School and state - (competencies of state, local authorities, state and private schools). Strategy for developing and developing a national curriculum. (2L + 1 S)</div> <div>6. Educational standards. National Framework Curriculum (6L + 3S)</div> <div>7. Curriculum, constructivist and competency starting points for contemporary construction schools (4L + 2S)</div> <div>8. Competences (in the lifelong perspective and competences of the participants - the educational process; (2L + 1 S)</div> <div>9. Factors that contribute to the quality of the school (participants, local community, parents, school environment and atmosphere; school ecology) 4L + 2S)</div> <div>10. Self-evaluation and evaluation in an institutional context. (2L + 1S)</div> <div>The seminars are organized in such a way that students critically reflect on and discuss topics, current issues and problems relevant to school pedagogy, and plan new strategies for the prevention and resolution of detected problems. In the implementation of the seminar, students are expected to engage actively, collaboratively learn and team work, and performance is based on the concept of problem-based teaching.</div>					
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	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	2	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 teaching and discussions, including two exams. The way to take the exam for students who do not take the exams is written / oral.					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vrcelj, S. (2000). Školska pedagogija. Rijeka: Filozofski fakultet u Rijeci.	1	-
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - Blažević, I. (2014). Rukovodeća uloga ravnatelja u školi. <i>Školski vjesnik</i>, 63 (1-2):7-23. - Blažević, I. (2015). Suvremeni kurikulum i kompetencijski profil učitelja. U: Ivon, H., Tomaš, S. (ur.): <i>Sveučilište u profesionalnom usavršavanju učitelja u osnovnoj školi</i>. Zbornik radova sa znanstvenoga skupa s međunarodnom suradnjom. Split, Filozofski fakultet u Splitu, 31-41. - Buljubašić-Kuzmanović, V. i Blažević, I. (2015). Školski kurikulum u funkciji razvoja socijalnih vještina učenika. <i>Pedagogijska istraživanja</i>, 12 (1-2), 71 – 84. - Buljubašić – Kuzmanović, V. (2016). Socijalna kultura škole i nastave. Osijek: Filozofski fakultet u Osijeku. - Day, Ch. (1999). <i>Developing Teachers: The Challenges of Lifelong Learning</i>. London: Falmer Press. - Glasser, W. (1994). <i>Kvalitetna škola</i>. Zagreb: Educa. - Glasser, W. (1999). <i>Nastavnik u kvalitetnoj školi</i>. Zagreb: Educa. - Henting, H. (1997). <i>Humana Škola</i>. Zagreb: Educa. - Jordan, A.; Carlile, O.; Stack, A. (2008). <i>Approaches to Learning: A Guide for Teachers</i>. Berkshire: Open University Press. - Jurić, V. (2004). <i>Metodika rada školskoga pedagoga</i>. Zagreb: Školska knjiga, 83-109. - Matijević, M. (2001). <i>Alternativne škole: didaktičke i pedagoške koncepcije</i>. Zagreb: Tipex d.o.o. - Matijević, M., Bilić, V., Opić, S. (2016). <i>Pedagogija – za učitelje i nastavnike</i>. Zagreb: Školska knjiga, - Pivac, J. (2008). <i>Izazovi školi</i>. Zagreb: Školska knjiga. - Previšić, V. (2007). <i>Kurikulum-teorije, metodologija, sadržaj, struktura</i>. Zagreb, Školska knjiga. - Sablić, M., Blažević, I. (2015). Stavovi učitelja prema vrijednostima kao temeljnim sastavnicama nacionalnog okvirnog kurikuluma. <i>Školski vjesnik</i>, 64 (2):250-264. - Stoll, L.; Fink, D. (2003). <i>Mijenjamo naše škole</i>. Zagreb: Educa. - Vrcelj, S. (2018). <i>Što školu čini školom</i>. Rijeka: Filozofski fakultet u Rijeci. 		
Quality assurance methods that ensure the acquisition of exit competences	Examination success, the rate of course attendance (lectures and tutorials), active participation in discussions and practical work, writing down and presenting seminar papers.		

NAME OF THE COURSE		INCLUSIVE PEDAGOGY					
Code	FFPD37	Year of study	2				
Course teacher	Dr. Ivana Batarelo Kokić, Full Professor	Credits (ECTS)	4				
Associate teachers	-	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	30%				
COURSE DESCRIPTION							

Course objectives	The main objective of the course is to introduce students to the field of inclusive pedagogy, characteristics of students with special education needs and teaching strategies for students with special education needs.					
Course enrolment requirements and entry competences required for the course	No prerequisites.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: <ul style="list-style-type: none">- elaborate on paradigms within inclusive curriculum of education- distinguish authoritative and hierarchical educational paradigm from democratic and pluralistic one- apply adaptation of pedagogical approaches to children with special needs- analyse the ways of approaching the parents of children with special needs and rights- recognise special features of children with different developmental difficulties					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course2. Pedagogy of children with special needs and rights in the system of pedagogical disciplines3. Inclusive education4. Theoretical and legal framework for inclusion in Croatia5. Visual impairment; Hearing impairment; Speech and communication disorders6. Specific learning disability7. Intellectual difficulties8. Midterm Exam9. Behavioural disorders10. Autism spectrum disorder11. Physical disability and chronic diseases / Presence of several types and degrees of difficulties in psycho-physical development12. Giftedness13. Teaching strategies / Planning for students with special education needs14. Cooperation and partnership with parents/guardians of children with special needs and disabled persons.15. Final Exam					
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 class attendance and active participation in lectures and seminars. Analytical approach and argumentative discussion at seminars. Seminar presentation and written exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam	1	(Other)	

<i>equal to the ECTS value of the course)</i>	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students will be evaluated on the basis of participation in lectures, the fulfillment of seminars, and the final written exam results.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Bach, H. (2005). Osnove posebne pedagogije, Zagreb: Educa,			7		
	Jensen, E. (2004). Različiti učenici, različiti mozgovi. Zagreb: Educa.			21	-	
	Kostelnik, M. J., Onaga, E., Rhode, B., Whiren, A. (2004). Djeca s posebnim potrebama: priručnik za odgajatelje, učitelje i roditelje. Zagreb: Educa.			6	-	
	George, D. (2005). Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa.			9	-	
	Thompson, J. (2016). Vodič za rad s djecom i učenicima s posebnim odgojno-obrazovnim potrebama. Zagreb: Educa.			10		
	Hudson, D. (2018). Specifične teškoće u učenju – Što učitelji i nastavnici trebaju znati. Zagreb, Educa.			7	-	
Optional literature (at the time of submission of study programme proposal)	1. Karamatić Brčić, M. (2011). Svrha i cilj inkluzivnog obrazovanja. <i>Acta Iadertina</i> , 8(1), 0-0. 2. Batarelo, I. (2005). Univerzalni dizajn obrazovnih materijala. <i>Napredak</i> , 146(1), 65-74. 3. Batarelo, I. (2004). Obrazovna tehnologija za rad s učenicima s posebnim potrebama. <i>Napredak</i> , 145(2), 176-187.					
Quality assurance methods that ensure the acquisition of exit competences	The course work is evaluated throughout the semester. The final grade includes participation in class work, the evaluation of the seminar presentation and the written exam.					

NAME OF THE COURSE		DIDACTICS				
Code	FFPD80	Year of study	2			
Course teacher	Dr. Sonja Kovacević, Full Professor	Credits (ECTS)	5			
Associate teachers	Mr. Joško Barbir, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15	15	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Course objectives are to introduce students to the concept and subject didactics; to understand the theoretical and methodological grounding of didactics and understand and apply basic didactic terms . Furthermore, the goal is to get acquainted with didactic theories and analyze and evaluate the elements of teaching situations and other educational situations ; to familiarize themselves with					

	the process of planning and programming classes and to be able to produce and evaluation of the curriculum as well as to get acquainted with the stages of the teaching process and the articulation of a particular teaching situation ; to evaluate and apply the principles , methods , technology and media in teaching and learning; to be able to prepare the teaching situation ; familiarize themselves with the elements that affect the educational climate and to be able to transfer and interference of knowledge of didactics on different situations of teaching and educational process .	
Course enrolment requirements and entry competences required for the course	No conditions.	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After the completion of study obligations, students will be able to:</p> <ul style="list-style-type: none"> - Identify didactics as a pedagogical discipline and explain its relationship to other disciplines - define and explain basic didactic concepts and cause-effect relationships between different didactic phenomena - Identify different didactic theories, trends, models and systems - Distinguish types of teachers and explain their impact on the teaching process - List and describe the elements of the teaching process and properly define and formulate objectives and learning outcomes - Describe the phases, approaches and aspects of the planning and programming of the teaching process - Prepare and analyze the implementation program for one subject - list and differentiate didactic principles, methods, social forms and media in the process of teaching and learning - Prepare and analyze detailed preparation for teaching or other forms of educational work - Define and analyze the concept of educational ecology 	
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> - The subject and methodological and epistemological soundness of didactics (1P). - The basic didactic concepts and training system (2L). - Didactic theories, trends, models and systems (2L). - Types of teachers (1L + 2S). - Education and teaching (aims, tasks-learning outcomes and activities; laws and regularities, legal tendencies) (2L + 2S). - Educational and teaching situations (2L + 2S). - The teaching plan, program and curriculum (2L + 2S). - Planning and programming classes (outlining curriculum) (2L + 4S). - Theories on choice and structuring course content (2L + 2S). - Macro and micro organization of education and teaching (2P + 4S). - Didactic cycle and its stages (preparation, implementation and evaluation of teaching and education) (2L + 2S). - Articulation of learning situations and teaching (2L + 2S). - The didactic principles in the teaching and learning process (2L + 2S). - Didactic teaching and learning methods (2L + 2S). - The social forms of work in teaching and learning (2L + 2S). - Technology and media education and teaching (2L + 2S). 	
Format of instruction	X lectures <input type="checkbox"/> seminars and workshops X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning X field work	X independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	Student responsibilities include regular attendance and active participation of students in all teaching methods and adoption knowledges; develop a set of didactic exercises (implementation program, detailed preparation for teaching or	

	other forms of education labour); Individual consultations; passing the written and oral exams.					
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	0,6	Research		Practical training	
	Experimental work		Report		Didactic exercises	2,2
	Essay		Seminar essay		Class activity	0,6
	Tests		Oral exam	0,8	(Other)	
	Written exam	0,8	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The work of students in the course will be evaluated and assessed during the semester and the final exam. The total number of points a student can achieve during the class is 70 (assessed activities are indicated in the table), while the final examination can achieve 30 points. Detailed elaboration of monitoring and evaluation of students' work will be displayed in the curriculum subjects!					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	1. Bognar, L., Matijević, M. (2002), <i>Didaktika</i> . Zagreb: Školska knjiga. (odabrana poglavlja)			3	-	
	2. Mušanović, M., Vasilj, M. Kovačević, S. (2010). <i>Vježbe iz didaktike</i> . Rijeka:HFD. ISBN 978-953-95074-4-0 CIP katalogizacija u publikaciji Sveučilišna knjižnica u Rijeci			-	YES	
	3. Previšić, V. (ur.) (2007), <i>Kurikulum: Teorije – Metodologija – Sadržaj – Struktura</i> . Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)			2	-	
Optional literature (at the time of submission of study programme proposal)	1. Kovačević, S., Mušanović, L. (2013). <i>Od transmisije do majeutike – modeli nastave</i> . Zagreb: HFD. ISBN 978-953-95074-4-8 2. Bežen, A., Jelavić, F., Kujundžić, N., Pletenac, V. (1991), <i>Osnove didaktike</i> . Zagreb: Školske novine. 3. Jelavić, F. (1994), <i>Didaktičke osnove nastave</i> . Jastrebarsko: Slap. 4. Jensen, E. (2003), <i>Super-nastava</i> . Zagreb: Educa. 5. Kramar, M. (1993), <i>Načrtovanje in priprava izobraževalno-vzgojnega dela v šoli</i> . Novo mesto, Nova Gorica: Educa. 6. Kyriacou, C. (1995), <i>Temeljna nastavna umijeća</i> . Zagreb: Educa. 7. Maretič-Požarnik, B., Strmčnik, F., Cencič, M., Blažič, M. (1991), <i>Izbrana poglavlja iz didaktike</i> . Novo mesto: Pedagoška obzorja. 8. Marsh, J.C. (1994), <i>Kurikulum: temeljni pojmovi</i> . Zagreb: Educa. 9. Meyer, H. (2002), <i>Didaktika razredne kvake.Rasprave o didaktici, metodici i razvoju škole</i> . Zagreb: Educa.					
Quality assurance methods that ensure the acquisition of exit competences	The structure, scope and nature of the definition of the obligations of students allows the realization of requirements for continuous monitoring of students in all aspects of its progress in the context of the above items. The instrument monitoring and the basis for assessment of students is protocol monitoring to the needs of the college will be created for each student. Will be evaluated and the work of teachers by students and the middle of the semester and at the end of the semester. For the purposes of these evaluations teacher is required to develop appropriate evaluation forms or use existing, and make analysis of gathered evaluation forms. Students will be able to send their suggestions and comments affect change / adjustment of the teaching process their needs, if the need arises. The evaluation at the end of the semester is planned					

	to assess the fulfillment of teaching goals and tasks, adequate use of the proposed forms and methods of teaching during the semester. We will continuously implement shorter evaluations of, for example, comprehension, tempo, level, involvement, pleasure, focus task, innovation.
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NAME OF THE COURSE		PRESCHOOL PEDAGOGY				
Code	FFPD32	Year of study	2			
Course teacher	Dr. Maja Ljubetić, Full Professor	Credits (ECTS)	4			
Associate teachers	-	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	0 %			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Understand the issues of early childhood education and the establishment of the modern scientific knowledge,- Get to know, understand and explain the key concepts related to early education,- Analyze and evaluate new knowledge from various related disciplines, and evaluate their educational importance.- Carry out self-reflection, reflective dialogue and reflection practices.					
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 pre-school pedagogy,- Analyze and explain various theories of early education,- Analyze and evaluate pedagogical importance of different approaches and concepts in early education,- Develop pedagogical documentation required in the work of educators,- 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)	<p>The course includes the following facilities:</p> <ul style="list-style-type: none">- Pedagogy of early education (scientific facts, theories and research methods, education in early childhood education as a factor in child development); (2L + 1S)- Early education in out-of-family context (social and cultural conditioning, values, beliefs, attitudes); (2L + 1S)- Legislation upro; (1L + 1S)- Historical account of early education in the family and in institutions; (1L + 1S)- Traditional versus modern nursery - a community that learns; (2L-1S)- Learning and education in early childhood, learning as a daily activity of the child, social and communication dimensions of children's learning, the importance of the environment to stimulate the learning process; integral development of children - the nature of learning of children in a stimulating environment; time dimension and teaching children; (4L + 1S)- Work on the project in early education institutions; (2L + 1S)- Child as su-konstruktor of his own knowledge; (Child - researcher creates and verifies own theories); (2L + 1S)- Play and education of children, pedagogy children's games; (2L + 1S)- Research in early education, qualitative methods versus quantitative; (4L + 1S)- Contemporary curricula of early education, humanistic approach to the development of curricula, modern educational concepts; (2L + 1S)- Waldorf pedagogy, Montessori pedagogy, Reggio pedagogy; (2L + 1S)					

	- Educator and human-centered curriculum; the role of the team in kindergarten - a learning organization; (1L + 1S) - Assessing the quality of early care and education; teams for the quality of the institutions; (2L + 1S) - Associate and development activities of the kindergarten. (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 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. During the semester students participate in institutions of early and pre-school education of 15 hours during which the monitoring and documentation of the educational process and made personal portfoglio and upon returning to the Faculty present (and discus critically) experiences comparing them with the theory of early and pre-school education.					
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		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The assessment appears during the academic year, through: presentations of seminar papers, tests of active participation in the classroom and on the practicum and discussions. Examination: colloquium / written / oral.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ljubetić, M. (2009). Vrtić po mjeri djeteta. Priručnik za odgojitelje i roditelje. Zagreb: Školske novine.			20	-	
	Miljak, A. (1996). Humanistički pristup teoriji i praksi predškolskog odgoja. Persona: Velika Gorica-Zagreb.			1	-	
	Prijedlog koncepcije razvoja predškolskog odgoja, Programsko usmjerenje odgoja i obrazovanja predškolske djece, Glasnik Ministarstva prosvjete i kulture, br. 7/8, 1991, Zagreb.			-	YES	
	Slunjski, E. (2011). Kurikulum ranog odgoja - istraživanje i konstrukcija. Zagreb: Školska knjiga (odabrano poglavlje: 2).			5	-	
	Slunjski E. (2012). Tragovima dječjih stopa. Zagreb: Profil International (odabrana poglavlja 1, 4 i 5).			5	-	
	Šagud, M. (2006). Odgajatelj kao refleksivni praktičar. Petrinja: Visoka učiteljska škola (odabrana poglavlja, str. 8-77).			-	YES	
	Vujičić, L. (2011). Istraživanje kulture odgojno-obrazovne ustanove. Zagreb, Mali profesor. (str. 7-45).			9	-	

Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Bašić, S. (2011). (Nova) slika djeteta u pedagogiji djetinjstva. U: D. Maleš (ur.), Nove paradigme ranog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju, str. 19-38. 2. Manning, A.; Cullen, J.; Fler, M. (ur., 2004). Early Childhood Education: Society and Culture. London: Sage Publications. 3. Bruce, T. (ur., 2006). Early Childhood - a guide for students. London: Sage Publications. 4. Jurčević-Lozančić, A. (2011). Socijalne kompetencije i rani odgoj. U: D. Maleš (ur.), Nove paradigme ranog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju, str.153-176. 5. Katz, L. G.; McCllan, D. E. (1999). Poticanje razvoja dječje socijalne kompetencije. Zagreb: Educa. 6. Ljubetić, Maja (2012). The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindergartens. Saarbrücken: LAP LAMBERT Academic Publishing GmbH & Co. KG. 7. 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. 8. Petrović-Sočo, B. (2011). Nova paradigma shvaćanja konteksta ustanova ranog odgoja. U: D. Maleš (ur.), Nove paradigme ranog odgoja. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju, str. 237-264. 9. Pilić, Š., Stankov, S., Tomaš, S. (ur.) (2008). Izabrani radovi Ane Tomaš. Split, Hrvatski pedagoško-književni zbor, Ogranak Split: Biblioteka Školskog vjesnika (Knjiga 2). 10. Vujičić, L. (2007). Razvoj praktične kompetencije učitelja - put ka istraživanju i unapređivanju vlastite prakse. U: N. Babić (ur.), Kompetencije i kompetentnost učitelja. Osijek: Učiteljski fakultet u Osijeku, 157 - 163. 11. Vujičić, L. (2007). Kultura odgojno-obrazovne ustanove i kvaliteta odgojno-obrazovne prakse. U: V. Previšić i sur. (ur.), Pedagogija prema cjeloživotnom obrazovanju i društvu znanja (Svezak 2.). Zagreb: Hrvatsko pedagoško društvo. 753 - 761. 12. Slunjski, E. (2006). Stvaranje predškolskog kurikulumu u vrtiću organizaciji koja uči. Zagreb: Mali profesor; Visoka učiteljska škola u Čakovcu. (odabrana poglavlja) 13. Slunjski E. (2008). Dječji vrtić zajednica koja uči - mjesto dijaloga, suradnje i zajedničkog učenja. Zagreb: Spektra Media (odabrana poglavlja).
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.

NAME OF THE COURSE		EDUCATIONAL LEADERSHIP				
Code	FFPD116	Year of study	2			
Course teacher	Dr. Morana Koludrović, Assistant Professor	Credits (ECTS)	3			
Associate teachers	-	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	0%			
COURSE DESCRIPTION						
Course objectives	Course objectives are to learn about theoretical framework and practical examples of educational leadership and management. Also, students will meet practical guidelines of educational leadership and management and learn about roles of relevant participants in educational context. Furthermore, students will analyse and evaluate effectiveness of educational leadership taking into account the needs of					

	participants of the educational process and specifics of the different educational institutions.	
Course enrolment requirements and entry competences required for the course	/	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of this course students will be able to:</p> <ul style="list-style-type: none"> - explain the main determinants and approaches of contemporary leadership and management in educational context - analyse the specifics of educational leadership with regard to the type and specificities of an educational institution - analyse and evaluate aspects of educational leadership and management with regard to the roles of participants in an educational institution - analyse the models of educational leadership and from the perspective of the pedagogue they will be able to analyse the possibilities for improving the quality of the institution and strategic planning in the educational institution 	
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"> - Definitions and historical development of educational leadership and management (2L) - Levels and subsystems of institutional leadership and management in educational context (2L + 1S) - The role of contemporary social and educational determinants of educational leadership (knowledge society, democracy, decentralization of education, constructivist paradigm) (2L) - Approaches and styles of institutional and classroom leadership and management (2L + 1S) - Specificities of leadership and management in early and pre-school institutions (2L + 1S) - Specificities of leadership and management in primary and secondary education (2L + 1S) - Specificities of leadership and management in higher education and adult education institutions (2L + 2S) - The role of educational institution staff, local community, parents and students in running an educational institution (2L + 2S) - The role of pedagogue in improving the quality of the educational process (2L + 2S) - Influence of different approaches and styles of leading the educational process on the academic achievements of students, quality of communication of participants in the educational process, school satisfaction, discipline and motivation (2L + 1S) - The role of school boards in school management (2L) - Possibilities of improving school climate and leadership regarding the current educational practice and legislation (4L + 2S) - The role of self-evaluation in educational institutions (2L + 1S) - Institution Culture (School House Rules, Curriculum) (2L + 1S) <p>The seminars are organized as active workshops in which students reflexively and critically discuss, describe, interpret and evaluate the stated topics important for the quality leadership and management of the educational institution, and analyze the possibilities of improving the management of the educational institution. Students are expected to actively participate in the seminars and group work, while the seminars are implemented through the application of problem, project and collaborative learning strategies.</p>	
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 type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)

Student responsibilities	Active participation.					
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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment of the seminar paper, active participation in all forms of course work, and success in the exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Alfirević, N., Burušić, J., Pavičić, J i Relja, R. (ur.) (2016). School Effectiveness and Educational Management: Towards a South-Eastern Europe Research and Public Policy Agenda. New York: Palgrave Macmillan.					yes
	Backman, E.; Traffort, B. (2007). Demokratsko upravljanje školama. Zagreb: Ministarstvo znanosti, obrazovanja i športa.					yes
	Jurić, V. (2004). Pedagoški menadžment – refleksija opće ideje o upravljanju. Pedagogijska istraživanja, 1(1), 137-147.					yes
	Relevant legislation in the field of educational leadership and management					yes
Optional literature (at the time of submission of study programme proposal)	-Alfirević, N.; Pavičić, J. i Koludrović, M. (2015). Model vrednovanja djelovanja školskog odbora u sukonstruktivističkom pristupu izgradnji škole. Istraživanja paradigmi djetinjstva, odgoja i obrazovanja. U: S. Opić i M. Matijević (ur.), Nastava i škola za net-generacije: Unutarnja reforma nastave u osnovnoj i srednjoj školi. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 573-582. -Bush, T. (2003). Theories of Educational Leadership and Management. London: SAGE Publications Ltd. -Ljubetić, M.; Reić Ercegovac, I.; Koludrović, M. (2016). Quality partnership as a Contextual Prerequisite of Successful Learning of Young and Preschool-Aged Children. Journal of Education and Learning, 5(1), 78-87. -Reić Ercegovac, I.; Alfirević, N.; Koludrović, M. (2016). School Principals' Communication and Co-operation Assessment: The Croatian Experience. U: V. Potočan, M. Ungan i Z. Nedelko (ur.) (2017). Handbook of Research on Managerial Solutions in Non-Profit Organizations. Pennsylvania, USA : IGI Global, 276-297. -Silov, M. (2001). Suvremeno upravljanje i rukovođenje u školskom sustavu. Velika Gorica: Persona. -Staničić, S. (2006), Menadžment u obrazovanju. Rijeka: Filozofski fakultet.					
Quality assurance methods that ensure the acquisition of exit competences	In accordance with applicable regulations of the Faculty of humanities and social sciences in Split and University of Split.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	MULTIMEDIA DIDACTICS						
Code	FFPD101	Year of study	3				
Course teacher	Dr. Ines Blažević, Assistant Professor	Credits (ECTS)	4				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20 %				
COURSE DESCRIPTION							
Course objectives	Getting familiar with contemporary knowledge from the field of didactics and didactic rules for organizing multimedia teaching as well as latest digital media assisted learning.						
Course enrolment requirements and entry competences required for the course	Prior to the course students should acquire basic knowledge and competences in the field of didactics and psychology of learning and teaching.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completing all the obligations in this course students will be able to: <ul style="list-style-type: none">– explain the meaning and place of digital media in teaching and learning– respect didactic and psychological criteria when selecting and combining media in teaching– didactically design and properly use visual presentation media in teaching– organize digital media assisted teaching and learning– use smart board in teaching– use smartphones and iPads in organization of teaching and learning– participate in the organization of e-learning and distance learning– participate in the preparation of multimedia software for teaching and learning purposes– initiate micro-researches in the field of multimedia teaching and education– critically evaluate multimedia teaching and the role of digital media.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Media didactics, multimedia didactics and educational technology: definition of concepts (2L + 1S) 2. History of multimedia didactics (2L + 1S) 3. Multimediality and multimedia in teaching and education (2L + 1S) 4. Didactics of e-learning, m-learning and distance learning (2L + 1S) 5. Mobile phones and smartphones in teaching (2L + 1S) 6. Smart board in classroom: opportunities and didactic rules for using (2L +1S) 7. Didactic preparation and design of content for digital presentation techniques (PowerPoint, Prezi, etc.) (2L + 1S) 8. iPad in classroom and teaching (2L + 1S) 9. Multimedia teaching (blended learning): theory, principles, variants (2L + 1S) 10. Training for independent digital media assisted learning (2L + 1S) 11. Informal learning of children and adults in a new (multi) media environment (2L +1S) 12. Distance teaching and education (2L + 1S) 13. Criteria for the choice of teaching media (Edgar Dale et al.) (2L + 1S) 14. Selected problems and topics in the field of methodology of researching digital media assisted teaching and learning (2L + 1S) 15. Newer researches in the field of media didactics (2L + 1S)						
Format of instruction	☑ lectures		☑ independent tasks				

	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input checked="" type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<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		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	2	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
	Matijević, M., Topolovčan, T. (2017). Multimedijska didaktika. Zagreb: Školska knjiga.				6	-
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none">- Arnold, R., Lermen, M. (ur.) (2006), eLearning-Didaktik. Baltmannsweiler: Schneider Verlag Hohengehren.- Klimsa, P. & Issing, J. L. (ur.) (2011), Online-Lernen. München: Oldenburg Verlag.- Matijević, M. (2007), Internet, osobna računala i nova obrazovna sredina. U: Pedagogija: prema cjeloživotnom obrazovanju i društvu znanja. Zagreb: Hrvatsko pedagogijsko društvo, 159-172.- Matijević, M. (2008), How to enhance classes by using PCs, the internet, and mobile phones. Contemporary Intentions in Education : Proceedings. (Tomovski, V., ed.), Ohrid: University of Skopje, 43-53.- Matijević, M., Radovanović, D. (2011). Nastava usmjerena na učenika. Zagreb: Školske novine.- Matijević, M. (2013), Uvjetovanost izbora i didaktičkog oblikovanja medija u nastavnom procesu i učenju. Školski vjesnik, 62(2-3), 303-325.- Matijević, M. (2018). Nastava i škola za net generacije. Zagreb: Učiteljski fakultet.- Milat, J. (ed.) (2011). Digital Technologies and new Forms of Learning. Split: Faculty of Philosophy University of Split (selected papers)- Topolovčan, T., Rajić, V., Matijević, M. (2017). Konstruktivistička nastava: teorija i empirijska istraživanja. Zagreb: Učiteljski fakultet. Internet sources: http://eduvizija.hr/portal/ https://www.youtube.com/watch?v=VeWghG95FeE http://www.teachertube.com/video/complete-smart-board-tutorial-167098					
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		EDUCATIONAL PSYCHOLOGY					
Code	FFPD92	Year of study		3			
Course teacher	Dr. Andreja Bubić, Associate Professor	Credits (ECTS)		4			
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			30	30	0	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 main principles of educational psychology, with an emphasis on learning and teaching processes.						
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: - define constructs such as education, memory and learning - explain the main postulates of fundamental learning theories - critically evaluate the shortcomings of fundamental learning theories - evaluate the usefulness of learning theories in the context of learning different types of materials - plan strategies for increasing learning efficacy - plan the use of different teaching approaches in the classroom - recognize the relevance of individual differences in the educational context - compare different ways of evaluating student progress.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to Educational psychology. Research methodology in Educational psychology. 2. Implications of Developmental psychology findings for contemporary theories of learning. 3. Behaviorism: Classical conditioning. 4. Behaviorism: Operational conditioning. 5. Social learning theory. 6. Cognitivist approaches to learning and memory. 7. Knowledge. Higher cognitive processes. Metacognition. 8. Constructivism. Self-regulated learning. 9. Individual differences in the classroom: Abilities. 10. Individual differences in the classroom: Personality and learning styles. 11. Planning and choosing teaching methods. 12. Main teaching methods. 13. Evaluating students' learning accomplishments.						
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	Class attendance	1.5	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	1	(Other)		

<i>ECTS credits is equal to the ECTS value of the course)</i>	Tests	1	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
	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. Grgin, T. (2001). Edukacijska psihologija. Jastrebarsko: Naklada Slap. 2. Slavin. (2006). Educational psychology: Theory and practice. New York: Pearson. 3. Zarevski, P. (1995). Psihologija učenja i pamćenja. Jastrebarsko: Naklada Slap.					
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		ANDRAGOGY					
Code	FFPD61	Year of study	3				
Course teacher	Dr. Ivana Batarelo Kokić, Full Professor	Credits (ECTS)	4				
Associate teachers		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	10%				
COURSE DESCRIPTION							
Course objectives	The main course goal is to introduce students to the andragogy and its main postulates, define main andragogy terms and follow the adult education trends.						
Course enrolment requirements and entry competences required for the course	No prerequisites.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: <ul style="list-style-type: none">- Compare and think critically about different approaches to adult education- Get involved in critical discussions on institutions and organizations that deliver adult education programs- Provide an overview of main adult education postulates through the time- Discuss about adult education in the global society- Plan and evaluate adult education programs- Independently review adult education literature						
Course content broken down in detail by weekly	1. Introduction to lectures; Introduction to seminars (2L+1S) 2. Introduction to andragogy (2L+1S) 3. Adult education theorists I (2L+1S) 4. Adult education theorists II (2L+1S)						

class schedule (syllabus)	5. Lifelong education (2L+1S) 6. Contemporary technologies and lifelong education (2L+1S) 7. Adult education financing (2L+1S) 8. Croatian Qualifications Framework (2L+1S) 9. Midterm exam (1L+1S) 10. Changes in adult education in Europe and Croatia (2L+1S) 11. Adult learning (2L+1S) 12. Workplace education (2L+1S) 13. Learning society and learning organization (2L+1S) 14. Changes in society and adult education (2L+1S) 15. Education in the third age (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"/> <i>on line</i> 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 and student seminar presentations.					
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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	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	Students will be evaluated based on the course attendance, 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	
	Liessmann, K. P. (2008). Teorija neobrazovanosti. Zagreb: Jesenski i Turk.			2	-	
	Freire, P. (2002). Pedagogija obespravljenih. Zagreb: Odras - Održivi razvoj zajednice.			2	-	
	Europska komisija (2000). Memorandum o cjeloživotnom učenju. Bruxelles: Europska komisija.			-	YES	
Optional literature (at the time of submission of study programme proposal)	Jarvis, P. (2004). Adult education and lifelong education. London: Routledge Falmer. Tight, M. (2002). Key concepts in adult education. London: Routledge North, K. (2008). Upravljanje znanjem: vođenje poduzeća usmjereno prema znanju. Zagreb: Naklada Slap.					
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		SCHOOL PEDAGOGUE AND METHODICS OF TEACHING					
Code	FFPD117	Year of study		3			
Course teacher	Dr. Ines Blažević, Assistant Professor	Credits (ECTS)		5			
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			30	0	45	0	
Status of the course	Mandatory	Percentage of application of e-learning		0 %			
COURSE DESCRIPTION							
Course objectives	Within the framework of the course, students will learn the basics of methodical teaching design as well as the specifics of different curriculum areas and the possibilities of their integration. On the basis of theoretical knowledge and practical teaching experience after monitoring and analysing sample classes, students will be able to critically observe teaching from the role of a school pedagogue. Particular emphasis will be placed on the observation of teaching with regard to the pedagogical work of teachers.						
Course enrolment requirements and entry competences required for the course	Prior to the course, students should acquire basic knowledge and competences in the field of didactics.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">– to define and explain methodical teaching design– to define and explain the specifics of different curriculum areas– to explain and analyse the relationship of integration of different curriculum areas– to define, analyse and observe elements of teaching– to observe sample classes of different curriculum areas– to analyse sample classes of different curriculum areas						
Course content broken down in detail by weekly class schedule (syllabus)	Methodical teaching design (3L + 2P) Specific features of language and communication area (3L + 1P) Specific features of the area of mathematics (3L + 1P) Specific features of science area (3L + 1P) Specific features of technical and IT area (3L + 1P) Specific features of humanities and social sciences area (3L + 1P) Specific features of art education area (3L + 1P) Specific features of physical education area (3L + 1P) Integration of different curriculum areas (3L + 3P) Monitoring teaching (3L + 3P) Sample classes of different curriculum areas (high school and primary school: class and subject teaching) (21P) Analysis of sample classes and overall analysis (9P)						
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" 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 checked="" type="checkbox"/> sample class analysis				
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	Class attendance	1	Research		Practical training		
	Experimental work		Report		Sample class analysis	1	

<i>each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Essay		Seminar essay		Practical training activity	1
	Tests	2	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
	Findak, V. (1999). Metodika tjelesne i zdravstvene kulture. Zagreb: Školska knjiga (selected chapters).				1	-
	Karlavariš, B. (1990). Metodika likovnog odgoja 1. Rijeka: Hofbauer (selected chapters).				5	-
	Kostović Vranješ, V. (2015). Metodika nastave predmeta prirodoslovnog područja. Zagreb: Školska knjiga (selected chapters).				1	-
	Markovac, J. (2001). Metodika početne nastave matematike. Zagreb: Školska knjiga (selected chapters).				1	-
	Matijević, M., Radovanović, D. (2011). Nastava usmjerena na učenika. Zagreb: Školske novine.				1	-
	Milat, J. (1995). Pripremanje za nastavu – Metodički priručnik. Zagreb: Hrvatska zajednica tehničke kulture (selected chapters).				2	-
	Rojko, P. (1996). Metodika nastave glazbe: teorijsko-tematski aspekti. Osijek: Pedagoški fakultet (selected chapters).				1	-
	Težak, S. (1996). Teorija i praksa nastave hrvatskoga jezika 1. Zagreb: Školska knjiga (selected chapters).				1	-
Optional literature (at the time of submission of study programme proposal)	-					
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		PEDAGOGY AND THE DEVELOPMENT OF HUMAN POTENTIAL				
Code	FFPD118	Year of study	3			
Course teacher	Dr. Anita Mandarić Vukušić, Assistant Professor	Credits (ECTS)	2			
Associate teachers	-	Type of instruction (number of hours)	P	S	V	T
			15	15	0	0
Status of the course	Obvezni	Percentage of application of e-learning	10%			

COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">• Acquire basic – general knowledge in the field of development of human potential, and its foundation in contemporary scientific knowledge.• Recognize and analyze the importance of encouraging the development of human potential in the broader social and educational context.• Understand the issue of vocational guidance of children at the end of primary education and its meaning in a lifelong perspective.• Learn rapid interventions when children are quitting school and education.• Train students for active participation and practical intervention in the field of development of human potential in private and public organizations.					
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)	By the end of this course students will be able to: <ul style="list-style-type: none">• Explain different theoretical paradigms of the development of human potential development.• Apply different approaches and methods by which they will be able to implement the plan of development of human potential.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following:</p> <ul style="list-style-type: none">- Introduction to the development of human potential. (1)- Key concepts in the development of human potential. Knowledge and development of human potentials in learning and developing organization. Different scientific perspectives which explain the development of human potential. (3)- Human potential management. (1)- Professional, developmental and coordination tasks of a pedagogue. (2)- Human resources planning and the role of pedagogues. (2)- Professional development planning. (1)- Aims and methods of job analysis, selection of employees and the workplace, professional orientation and encouraging employee development. (1)- Organizing employee education and encouraging lifelong learning. (2)- The importance of networking and collaboration with various Centres and the Employment Services. (1)- Job satisfaction, maintaining a balance between work and family roles, social networking. (1) <p>Seminars (15):</p> <p>Students will design and analyze topics in the field of development of human potential in the public and private sectors, analyze the role of pedagogues in professional, developmental and coordination tasks, and discover the possibility of implementing the chosen topic.</p>					
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 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 attending class, actively participating in seminars and discussions, and making a plan for the development of human potential.					
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</i>	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	

ECTS value of the course)	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students are required to attend and actively participate in all forms of lectures, which include fulfilling individual tasks, reading relevant literature according to the suggestion of the teacher and passing the final exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Stančić, S. (2006). Upravljanje ljudskim potencijalom u školstvu. Odgojne znanosti, 8(2/12), 515-533.				Yes	
	Alibabić, Š. i Ovesni, K. (2007). Andragozi – menadžeri znanjem. U Klapan, A. i Matijević, M. (ur.) Zbornik radova sa treće međunarodne konferencije: Obrazovanje odraslih za ekonomiju znanja, Šibenik (9–16). Zagreb: Hrvatsko andragoško društvo.			2		
	Marušić, S. (1994). Upravljanje i razvoj ljudskih potencijala. Zagreb:Ekonomski institut Zagreb.			1		
	HAZU (2004). Deklaracija o znanju - Hrvatska temeljena na znanju i primjeni znanja, Zagreb. The Croatian Academy of Sciences and Arts, 2004. The Declaration on Knowledge – Croatia Based on Knowledge and the Application of Knowledge, Zagreb.				Yes	
	Noe, R.A; Hollenbeck, J.R; Gerhart, B; Wright, P.M (2006). Menadžment ljudskih potencijala. Zagreb: Mate d.o.o.			1		
	Baketa, N. (2012). Europeizacija obrazovanja odraslih u Hrvatskoj. Andragoški glasnik, 16(1): 55-67. Europeanisation of Adult Education in Croatia. Andragogic Gazette, 16(1): 55-67.				Yes	
Optional literature	<ul style="list-style-type: none">- Cook, M., Cripps, B. (2009). Psihološko procjenjivanje na radnome mjestu. Zagreb:Školska knjiga.- Ivanković, D. i Romić, D. (2013). Razvoj ljudskih potencijala kroz cjeloživotno učenje. (Human Resources Development Through Lifelong Learning). M. Matijević i T. Žiljak (ur.), Ključne kompetencije u obrazovanju odraslih. Zbornik radova 6. Međunarodne konferencije o obrazovanju odraslih (Key Competences in Adult Learning. Book of Proceedings of the 6th International Conference on Adult Education in Vodice) Zagreb: Hrvatsko andragoško društvo, Croatian Andragogy Society pp.49-60.- Marušić, S. (1977). Crteži zanimanja u profesionalnom informiranju. Zagreb: Školska knjiga.- Marušić, S. (1986). Profesionalni razvoj. Zagreb:Školske novine.- Ministarstvo socijalne politike i mladih (MSPM, 2015). Nacionalni program za mlade za razdoblje od 2014. do 2017. godine. Zagreb.- MZOS (2016). Strategija obrazovanja odraslih (2007).- MZOS (2016). Zakon o obrazovanju odraslih (2007).- Petričević, D. (2011). Prilog raspravi o profesiji: andragog. Andragoški glasnik, 15(1), 11-28.- Richards, R., Škreblić Kirbiš, I., Koričan, M (2009). Načela etičnosti u upravljanju ljudskim potencijalima. Obnovljeni život: časopis za filozofiju i religijske znanosti, 64 (4),513-528.- Sikavica, P., Bahtijarević-Šiber, F., Pološki-Vokić, N. (2008). Temelji menadžmenta, Školska knjiga: Zagreb, str. 595-750.					

Evaluating the quality and assessment of acquiring outcomes of learning	Knowledge assessment is done during the semester through active participation in lectures and discussions. Type of exam: colloquium/written/oral. External assessment: evaluation lists, test achievements.
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NAME OF THE COURSE		SOCIAL PEDAGOGY				
Code	FFPD41	Year of study	3			
Course teacher	Dr. Maja Ljubetić, Full Professor	Credits (ECTS)	3			
Associate teachers	Dr. Toni Maglica, postdoctorand	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	0%			
COURSE DESCRIPTION						
Course objectives	-to achieve basic- general knowledge from this field -to recognize and understand etiology and phenomenology of behavioral problems -to qualify students for adequate and duly responding to 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	-oral and informatics literacy -knowing basic pedagogic terms and basic knowledge from psychology					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	-properly interpret basic terms from social pedagogy -analyze and explain with arguments different theories and approaches to social pedagogy and behavioral problems -figuring out adequate and duly responses to child in risk needs -readiness for early detection of behavioral problems -to figure out and conduct communication activity plan for children and youth in risk -to create material for work with parents of children in risk -to conduct and interpret smaller research tasks from social pedagogy					
Course content broken down in detail by weekly class schedule (syllabus)	-definitions, objectives and tasks of social pedagogy. Development of social pedagogy in Europe and Croatia. Position of social pedagogy in other sciences (3L+2S) -behavioral problems: terms, conditions, definitions, classifications (2L+2S) -phenomenology of behavioral problems (5L+1S) -behavioral problems in school context (2L+2S) -multicausality in etiology of behavioral problems (2L+2S) -interventions in social pedagogy-needs assessment, planning, conducting (6L+2S) -prevention sciences, prevention of behavioral problems and mental health promotion (4L+2S) -wider social context of social pedagogy, connections with juvenile delinquency					
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	
	Poldrugač, Z., Bouillet, D., Ricijaš, N. (2011), Socijalna pedagogija- znanost, profesija i praksa. Sveučilište u Zagrebu: Edukacijsko rehabilitacijski fakultet.			-	YES	
	Bouillet, D.,Uzelac, S. (2007), Osnove socijalne pedagogije. Zagreb: Školska knjiga.			11	-	
	Žižak, A. (2010), Teorijske osnove intervencija- socijalno pedagoška perspektiva. Sveučilište u Zagrebu: Edukacijsko rehabilitacijski fakultet.			-	YES	
Optional literature (at the time of submission of study programme proposal)	1. Bašić, J. (2009), Teorija prevencije. Zagreb: Školska knjiga. 2. Lebedina Manzoni, M. (2007), Psihološke osnove poremećaja u ponašanju. Zagreb: Naklada Slap. 3. Uzelac, S., Bouillet, D. (2007), Vrijednosni, znanstveni i teorijski temelji socijalnopedagoških intervencija, U: Radovanović, D. (ur.): Poremećaji ponašanja i prestupništvo mladih: specijalnopedagoški diskurs, Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju Univerziteta u Beogradu, 87-108. 4. Bouillet, D. (2005), Primjena međunarodnih standarda i preporuka u djelovanju hrvatskog društva prema djeci i mladima s poremećajima u ponašanju, <i>Ljetopis Studijskog centra socijalnog rada</i> , 12,1, 107-131. 5. Bouillet, D., Uzelac, S., Kapac, V. (2005), Iskaz razrednika o nasilničkom ponašanju u hrvatskim školama,Napredak, 146(2):170-183. 6. Bouillet, D. (2005), Primjena međunarodnih standarda i preporuka u djelovanju hrvatskog društva prema djeci i mladima s poremećajima u ponašanju, <i>Ljetopis Studijskog centra socijalnog rada</i> , 12(1):107-131. 7. Bouillet, D. (2005), Sveučilišno obrazovanje socijalnih pedagoga u zemljama Europske unije, <i>Kriminologija i socijalna integracija</i> , 13(1):75-89. 8. Bašić, J., Koller-Trbović, Uzelac, S., ur. (2004), Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu					
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 inns of annual course program and exam procedures.					

NAME OF THE COURSE		ATTACHMENT ACROSS THE LIFESPAN				
Code	FFPD58	Year of study	1			
Course teacher	Dr. Ina Reić Ercegovac, Associate Professor	Credits (ECTS)	3			
Associate teachers	Dr. Ivana Burić, 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	0%			
COURSE DESCRIPTION						
Course objectives	To introduce students to the concept of attachment; the role of early childhood attachment in the close relationships throughout life; methodological aspects of attachment research and the results of recent research in the field of attachment in different stages of life.					
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. Distinguish the developmental perspective and the perspective of personality and social psychology in attachment 2. Explain the role of the primary attachment in lifelong development 3. Describe The strange situation experimental paradigm 4. Name and describe different patterns of attachment between child and primary caregiver 5. Specify and describe patterns of adult attachment 6. Connect early experiences of attachment to attachment relationships in adulthood 7. Explain the factors involved in the development of attachment relations 8. Analyse the theoretical approaches of attachment stability across the lifespan 9. Compare different methodological solutions in the attachment research					
Course content broken down in detail by weekly class schedule (syllabus)	The course will be realized through lectures and seminars. During the seminar, students will present recent researches in the field of attachment and various correlates of attachment (the role of attachment in the peer and partner relations, the role of attachment in the relationship between parents and children in different developmental stages of childhood and adolescence; the role of attachment in delinquent behaviour, attachment and sexuality; attachment to school). Lectures include the following topics: 1. Introduction (1L) 2. Basis of attachment theory - psychoanalytic and ethological approach, early works of J. Bowlby and M. Ainsworth (2L) 3. Developmental perspective - attachment at an early age, patterns of attachment at an early age (2L) 4. Family influences on attachment (2L) 5. Adult attachment, patterns of attachment in adulthood (2L) 6. Stability of attachment through life; intergenerational transmission of attachment (2L) 7. Romantic relationships as attachment relationships, partnership / marital relations, quality and stability of marriage as a relationship of attachment (2L) 8. Attachment and psychopathology (2L) In seminars, students will report on recent research papers (30 S)					
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 checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
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		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1.5	(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
	Vasta, R., Haith, M., Miller, S. (1998 or other). <i>Dječja psihologija</i> . Jastrebarsko: Naklada Slap (pp. 467-476).				3	-
	Lacković Grgin, K., Čubela Adorić, V. (2006). <i>Odabrane teme iz psihologije odraslih</i> . Jastrebarsko: Naklada Slap (pp. 161-250).				1	-
	Klarin, M. (2006). <i>Razvoj djece u socijalnom kontekstu</i> . Jastrebarsko: Naklada Slap (pp. 16-36)				2	-
	Reić Ercegovac, I. (2016). <i>Obrasci privrženosti u ranoj dobi</i> . Web predavanje ffst.hr.				-	YES
	Reić Ercegovac, I. (2016). <i>Privrženost tijekom tranzicije u roditeljstvo</i> . Web predavanje ffst.hr.				-	YES
Optional literature (at the time of submission of study programme proposal)	David Howe (2011). <i>Attachment Across the Life course: A Brief Introduction</i> . Palgrave MacMillan. Recent articles in the field of attachment.					
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.					

NAME OF THE COURSE		CREATIVITY AS PEDAGOGICAL CHALLENGE				
Code	FFPD100	Year of study	1			
Course teacher	Dr. Tonča Jukić, Associate Professor	Credits (ECTS)	3			
Associate teachers	Ana Pirić, 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	0%			
COURSE DESCRIPTION						

Course objectives	Enabling students to identify and foster their own and students' creative potential and to encourage them to think creatively.					
Course admission requirements and entrance competences required	None.					
Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: - compare various explicit and implicit theories of creativity - differentiate the approaches to research of creativity - analyze, synthesize and evaluate knowledge about the phenomenon of creativity - identify their own and other people's creative potential - argue why creativity is pedagogical challenge - apply knowledge about creativity and about Gardner's theory of multiple intelligences in planning creative workshops - affirmative reflect on the need to encourage creativity					
Course content elaborated in detail according to the timetable	- Introduction to the course: the expectations, the structure of the course (1 L) - the phenomenon of creativity: conceptual definition, approaches to the study of creativity, types of creativity (1 L) - research areas of creativity: creativity in different sciences, four aspects of creativity (creative person, creative process, creative environment, creative product); explicit and implicit theories of creativity (2 L) - the level and style of creativity, cognitive style and creativity, the adaptive and innovative style of creativity (2 L) - divergent thinking and creativity, intelligence and creativity, imagination, play and creativity (2 L) - creativity as a pedagogical challenge, leisure and creativity (2 L) - environment for creativity (1 L) - opportunities for developing and encouraging creativity, learning activities that encourage creativity (2 L) - Gardner's theory of multiple intelligences and creativity (2 L) - students' plans and implementation of creative workshops (30 S)					
Course delivery types	<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)		
Students' duties	Regular attendance and active participation in lectures and seminars. To apply knowledge of creativity and Gardner's theory of multiple intelligences, and to design and implement creative workshops for students after gaining an overall insight into the phenomenon of creativity and the possibilities of its encouragement.					
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Course attendance	1,5	Researching		Practical work	0,5
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams		Oral exam		(note down other types)	
	Written exam		Project		(note down other types)	

Grading and evaluating students' work during the course and in the final exam	Final grade will be formed on the basis of practical work (implementation of creative workshops for students) (30%) and written seminar paper. In seminar paper, based on compulsory and supplementary literature and / or independently selected relevant literature, students will make an overview of basic knowledge about the topics of the lecture and offer detailed presentation of planned creative workshops (70%).		
Obligatory reading list (available in the library and in other media)	Title	Number of copies in the library	Available in other media
	Arar, Lj., Rački, Ž. (2003). Priroda kreativnosti. Psihologijske teme, 12 (1), 3-22.	-	YES
	Armstrong, T. (2006). Višestruke inteligencije u razredu. Zagreb: Educa.	1	-
	Čudina-Obradović, M. (1991). Nadarenost: razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga (odabrana poglavlja).	1	-
	George, D. (2005). Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike, Zagreb: Educa (odabrana poglavlja).	1	-
	Jukić, T. (2011). Implicit theories of creativity in early education / Implicitne teorije kreativnosti u ranom odgoju i obrazovanju. Hrvatski časopis za odgoj i obrazovanje, 13 (2), 38-65	-	YES
	Jukić, T. (2009). Mogućnosti poticanja dječje kreativnosti u odgojno-obrazovnom procesu. U: Ivon, H. (ur.), Djeca i mladež u svijetu umjetnosti. Split: Filozofski fakultet Sveučilišta u Splitu, Centar za interdisciplinarne studije – Studia Mediterranea: HPKZ Ogranak Split, str. 19-35	4	-
	Srića, V. (1993). Kreativnost i kako je povećati. Napredak, 134 (3), 296-309	1	-
	Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V. (2003) Psihologija obrazovanja. Zagreb : IEP, VERN (odabrana poglavlja)	1	-
Additional reading list	<ol style="list-style-type: none"> 1. Bognar, L. i sur. (2009). Poticanje stvaralaštva u odgoju i obrazovanju. Zagreb: Profil (odabrana poglavlja) 2. Craft, A., Jeffrey, B., Leibling, M. (ur.) (2001). Creativity in education. London and New York: Continuum 3. Kirton, M. J., Bailey, A., Glendinning, J. W. (1991). Adaptors and innovators: Preference for educational procedures. Journal of Psychology, 125 (4), 445-455. 4. Previšić, V. (1999). Škola budućnosti: humana, stvaralačka i socijalna zajednica. Napredak, 140 (1), 7-16 5. Sekulić-Majurec, A. (1997). Poticanje stvaralačkog mišljenja u školi. U: Pavlinović-Pivac, M. (ur.) Stvaralaštvo u školi: zbornik radova- Zagreb: Osnovna škola Matije Gupca, 53-66 6. Scientific papers and books by choice. 		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Individual and group consultations, keeping record of attendance at lectures and seminars, active participation on classes, student evaluation of teaching.		

NAME OF THE COURSE		GERMAN LANGUAGE 1								
Code	HZY001		Year of study		1					
Course teacher	Dr. Eldi Grubišić Pulišelić, Full Professor		Credits (ECTS)		2					
Associate teachers	Mr. Ana Sarić, Teaching Assistant	Type of instruction (number of hours)	L		S		P		T	
			15		0		15		0	
Status of the course	Elective		Percentage of application of e-learning		0%					
COURSE DESCRIPTION										
Course objectives	Introduction to the basics of the German language.									
Course admission requirements and entrance competences required	No.									
Expected learning outcomes at a course level (4-10 outcomes)	Upon successful completion of the course, students will be able to: -correctly read texts in German -correctly use basic German grammar -correctly use numbers in German, express the time and date -communicate in German in common situations (with limited vocabulary)									
Course content elaborated in detail according to the timetable	1. Erste Kontakte 2. Zahlen bis 100 3. Leute 4. Bildwörterbuch 5. Küche 6. Zahlen bis 1000 7. Essen und Trinken 8. Lebensmittel 9. Einkaufen 10. Freizeit 11. Freizeit und Arbeit 12. Was ist heute los? 13. Wohnen 14. Wohnungsmarkt 15. Wohnungen und Häuser Beschreibung									
Course delivery types	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching					<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)				
Students' duties	Students are expected to attend the classes regularly and participate actively in classes.									
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Class attendance	1	Research		Practical training					
	Experimental work		Report		(Other)					
	Essay		Seminar essay		(Other)					
	Tests	1	Oral exam		(Other)					
	Written exam		Project		(Other)					
Grading and evaluating students' work during the course and in the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.									
Obligatory reading list (available in the library and in other media)	Title				Number of copies in the library		Available in other media			
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. Izdanja				1		YES			

	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. Izdanja	1	YES
Additional reading list	A German Grammar.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Consultations, discussion, active participation, evaluation.		

NAME OF THE COURSE		FRENCH LANGUAGE 1					
Code	VUU088	Year of study		1			
Course teacher	Jadranka Busatto, lecturer	Credits (ECTS)		2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Elective	Percentage of application of e-learning		0%			
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the French language.						
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)	Students will be able to : <ul style="list-style-type: none">- Communicate in French in common situations with limited vocabulary.- Correctly use basic French grammar (adjectives, articles, gender m/f, sing./pl., Simple Present positive/ negative/interrogative sentences).- Correctly use numbers to express the time and date.- Correctly read texts in French (level A1).						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction : Francophonie, writing rules, pronunciation; presentation. 2. Bienvenue ! 3.Qui est-ce ? 4. Ça va bien ? 5. Correspond@ce 6. Paris 7.Trouvez l'objet 8. Portrait 9.Shopping 10. Artistes 11. Appartement à louer 12.C'est par où? 13. Bon voyage ! 14. Marseille, l'île de la Réunion 15. L'heure et la date, évaluation.						
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 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 expected to attend the classes regularly and participate actively in classes.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		

<i>equal to the ECTS value of the course)</i>	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Méthode de français.			0		YES
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Cahier d'exercices.			0		YES
Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionary.					
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.					

NAME OF THE COURSE		VIOLENCE IN CLOSE RELATIONSHIPS				
Code	FFPD57	Year of study	1			
Course teacher	Dr. Ina Reić Ercegovac, Associate Professor	Credits (ECTS)	3			
Associate teachers	Dr. Katija Kalebić Jakupčević, Postdoctorand	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 with the theoretical explanations, causes, incidence (forms, frequency) and ways of combating violence in close relationships, and develop their professional attitudes and skills needed for prevention programs, with emphasis on the prevention of violence in youth relationships. The emphasis is on understanding the importance of preventing violent behaviours in youth relationships as a group with which students will encounter in their future professional work. They will be able to directly apply the knowledge and skills acquired in this course. Students will be trained to design and implement preventive workshops on violence in adolescent relationships.					
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> <ol style="list-style-type: none"> 1. know the causes, prevalence, types and ways of recognizing violence in close relationships, specifically violence in adolescent relationships 2. understand the risk factors for violence in close relationships 3. explain the psychological background of violence in partner relationships 4. explain the principle of preventive work in the local community 5. choose an appropriate strategy for the prevention of violence in close relationships 					

	6. create an interactive workshop for adolescents 7. implement preventive workshops for adolescents					
Course content broken down in detail by weekly class schedule (syllabus)	<div><div><div>1. Features of high-quality close relationships; expectations, beliefs and stereotypes about the close relationships (1L)</div><div>2. Beliefs and attitudes about love and violence. Interpersonal attraction, attachment and close relationship (1L)</div><div>3. Forms of violence in close relationships. Recognition of violent behaviours. The prevalence of violent behaviours in various types of close relationships (2L)</div><div>4. The explanations and models of causes of violence in close relationships: cultural patterns, inequality and structural violence, modelling and social learning, individual traits, social incompetence, relational and developmental context (2L)</div><div>5. Violence in adolescent relationships: gender socialization and violent behaviour patterns. Gendered double standards, norms and expectations and the risk of violence (2L)</div><div>6. Recognition of violent behaviours, the role of self-concept and emotions in the tolerance of violent behaviour. The problem of setting limits and maintaining intimacy in the relationship (2L)</div><div>7. Domestic violence: recognizing and responding, the consequences of the direct and indirect exposure to violence in the family environment; Croatian and European legal framework to combat domestic violence. The role of different systems in combating domestic violence and problems of their cooperation. Professional and ethical obligations to report violence and dilemmas in dealing with violence victims (2L)</div><div>8. Violence in partner relationships: the dynamics of the formation and maintenance of violent relationships, the role of values and attitudes in keeping violent relationship; the role of self-concept, emotions and traumatic experience in landing on violent behaviour (1L)</div><div>9. Psychological profiles of abusers in relationships (1L)</div><div>10. The principles of prevention and intervention programs in the community (1L)</div><div>11. In the seminar, students will be prepared for the implementation of preventive education in secondary schools with simulation workshops. Students will hold a workshop in a secondary school.</div></div></div>					
Format of instruction	<div><input checked="" type="checkbox"/>lectures</div> <div><input checked="" type="checkbox"/>seminars and workshops</div> <div><input type="checkbox"/>exercises</div> <div><input type="checkbox"/>on line in entirety</div> <div><input type="checkbox"/>partial e-learning</div> <div><input type="checkbox"/>field work</div>			<div><input checked="" type="checkbox"/>independent assignments</div> <div><input type="checkbox"/>multimedia</div> <div><input type="checkbox"/>laboratory</div> <div><input type="checkbox"/>work with mentor</div> <div><input type="checkbox"/> (other)</div>		
Student responsibilities	Course attendance, practical work					
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	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course attendance, practical work					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Ajduković, D. (2001). (ur.). <i>Priručnik za provedbu Protokola o postupanju u slučaju nasilja u obitelji</i> . Zagreb: Društvo za psihološku pomoć.	-	YES
	Ajduković, D., Ajduković, M., Cesar, S., Kamenov, Ž., Löw A., Sušac, N. (2010). <i>Prevenција nasilja u mladenačkim vezama – Priručnik za voditelje programa</i> . Zagreb: Društvo za psihološku pomoć.	-	YES
	Ajduković, M., Pavleković, G. (2004). (ur.). <i>Nasilje nad ženom u obitelji</i> . Zagreb: Društvo za psihološku pomoć.	-	YES
	Cesar, S., Bijelić, N., Hodžić, A., Kobaš, V. (2006). <i>Bolje spriječiti nego liječiti – prevencija nasilja u adolescentskim vezama</i> . Zagreb: Cesi	-	YES
Optional literature (at the time of submission of study programme proposal)	<p>Collin-Vezina, D., Hebert, M., Manseau, H., Blais, M., Fernet, M. (2006). Self-concept and dating violence in 220 adolescent girls in the child protective system. <i>Child Youth Care Forum</i>, 35, 319–326.</p> <p>Espelage, D.L., Holt, M.K. (2007). Dating violence and sexual harassment across the bully-victim continuum among middle and high school students. <i>Journal of Youth and Adolescence</i>, 36, 799–811.</p> <p>Foshee, V.A., Bauman K.E., Ennett, S., Linder, G.F., Benefield, T., Suchindran, C. (2004). Assessing the long-term effects of the safe dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. <i>American Journal of Public Health</i>, 94(4), 619-624.</p> <p>Hall Smith, P., White, J., Holland, L.L. (2003). A longitudinal perspective on dating violence among adolescent and college-age women. <i>American Journal of Public Health</i>, 93 (7), 1104-1109.</p> <p>Howard, D.E., Wang, M.Q. (2003) Psychosocial factors associated with boys' reports of dating violence. <i>Adolescence</i>, 38 (151), 519-533.</p> <p>Nowakowski Sims, E., Noland Dodd, V.J., Tejeda, M.J. (2008). The relationship between severity of violence in the home and dating violence. <i>Journal of Forensic Nursing</i>, 4, 166–173.</p> <p>Rapoza, K.A., Baker, A.T. (2008). Attachment styles, alcohol, and childhood experiences of abuse: An analysis of physical violence in dating couples. <i>Violence and Victims</i>, 23(1), 52-65.</p> <p>Schnurr, M.P., Lohman, B.J. (2008). How much does school matter? An examination of adolescent dating violence perpetration. <i>Journal of Youth and Adolescence</i>, 37, 266–283.</p> <p>Teten, A.L., Ball, B., Valle, L.A., Noonan, R., Rosenbluth, B. (2009). Considerations for the definition, measurement, consequences, and prevention of dating violence victimization among adolescent girls. <i>Journal of Women's Health</i>, 18 (7), 923-927.</p> <p>Theriot, M.T. (2008). Conceptual and methodological considerations for assessment and prevention of adolescent dating violence and stalking at school. <i>Children & Schools</i>, 30 (4), 223-233.</p>		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, noting down the rate of course attendance (lectures and tutorials), active participation in discussions and practical work.		

NAME OF THE COURSE		PEDAGOGICAL COMMUNICATION				
Code	FFPD46	Year of study	1			
Course teacher	Dr. Sonja Kovacevic, Full Professor	Credits (ECTS)	3			
Associate teachers	Mr. Joško Barbir, Teaching Assistant	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	Introduce education as a communication process. Introduce education in the group. Familiar models of communication. Familiar communication models of teaching Develop basic communication skills. Develop a critical attitude towards the educational reality of the group.					
Course enrolment requirements and entry competences required for the course	eg. an excellent examination of the basics of pedagogy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	It is expected that students will develop following general competencies: - General communication skills - Analyze and understand the complexities of education in group - The ability to apply ideas in analysis of practice; Of specific competencies, it is expected that students can: - Describe, define, understand and explain the communication - educational events in the group; - Adopt the techniques of the interview; - Develop communication skills. -rješavati conflicts children; - Raise awareness of personal theories of teaching; - Develop communication skills leadership					
Course content broken down in detail by weekly class schedule (syllabus)	1. Models educational communication 2. Education as communication 3rd Education in a small joint 4. High quality verbal and non-verbal communication, recognize the signs of nonverbal communication 5th The formation of social skills and their role in communication. (Presentation, handling, interview). 6th conflicts and peaceful conflict resolution. 7.Interpersonalna communication and communication models (Schramov model and Glasser's model of "total communication"). 8.Aksiomi communication. 9.Basic characteristics of educational communication					
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 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	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, making e-portfolio, monitor relevant literature according to the suggestions of teachers and passing the final exam.					

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	0,25	Practical training	
	Experimental work		Report		Workshops	0,25
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Assessment and evaluation of students will be defined implementing the curriculum. Activity in workshops.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Brajša, P. (1994): Pedagoška komunikologija , Školska knjiga , Zagreb				1	-
	Pease, A. (1991) Govor tijela, Mladinska knjiga, Ljubljana-Zagreb				1	-
Optional literature (at the time of submission of study programme proposal)	1. Brajša ,P. (1996): Umijeće razgovora, C.A.S.H.,Pula 2. Ajduković.M., Pečnik,N.(1994) Nenasilno rješavanje sukoba, Alinea,Zagreb 3.Šagud, M. 2006.Odgajatelj kao reflektivni praktičar. Petrinja, Visoka učiteljska škola u Petrinji 4. Janković, J. (1994) Sukob ili suradnja, Alinea, Zagreb 5. Pearsons, J.C., Spitzberg, B.H. (1990): Interpersonal communication – Concepts, Components, And Context, WM.C: Brovn publishers USA					
Quality assurance methods that ensure the acquisition of exit competences	Evaluation sheets, test achievement					

NAME OF THE COURSE		GERMAN LANGUAGE 2				
Code	HZY001	Year of study	1			
Course teacher	Dr. Eldi Grubišić Pulišelić, Full Professor	Credit value (ECTS)	2			
Associate teachers	Mr. Ana Sarić, Teaching Assistant	Course delivery types (hours per semester)	L	S	P	T
			15	0	15	0
Status of the course	Mandatory	E-learning percentage	0%			
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the German language (low intermediate level).					
Course enrolment requirements and entry competences required for the course	Basic German knowledge.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and (depending on the complexity of vocabulary) understand texts in German -correctly use basic German grammar -communicate in German in common situations -know the basic concepts of German history and culture					

Course content broken down in detail by weekly class schedule (syllabus)	1.Krankheit 2. Der Körper.3. Bei dem Arzt 4. Alltag 5. Ein Arbeitstag 6. Eine Geschichte 7. In der Stadt 8. Berlin- 30 Jahre später 9. Alle Wege nach Berlin 10. Geschenke 11. Wünsche 12. Jetzt bin ich viel glücklicher 13. Deutsche Sprache und deutsche Kultur 14. Die deutschsprachigen Länder 15. Das Herz Europas.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input 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	Students are expected to attend the classes regularly and participate actively in classes.					
Screening student work(<i>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</i>)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Available in other media
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. Izdanja				1	YES
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. Izdanja				1	YES
Optional literature (at the time of submission of study programme proposal)	A German Grammar.					
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.					

NAME OF THE COURSE		FRENCH LANGUAGE 2					
Code	VUU089	Year of study		1			
Course teacher	Jadranka Busatto, lecturer	Credits (ECTS)		2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Elective	Percentage of application of e-learning		0%			
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the French language (low intermediate level).						
Course enrolment requirements and entry competences required for the course	Basic French knowledge.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and (depending on the complexity of vocabulary) understand texts in French -correctly use basic French grammar -communicate in French in common situations -know the basic concepts of French history and culture						
Course content broken down in detail by weekly class schedule (syllabus)	1. Un aller simple (heure, date, partir) 2. A Londres (faire, interroger) 3. Le dimanche matin (activités quotidiennes, lire, écrire, verbes pronominaux) 4. Une journée avec Laure Manaudou (article) 5. L'Aveyron (video sur une region) 6 On fait des crepes (food), 7.II est comment? 8. Passe Compose. 9.Chere Lea. 10. Ecrire une carte postale 11. Les fetes 12. C'est interdit (pouvoir) 13. Imperatif 14. Petites annonces (vouloir, savoir, il faut) 15. Futur Proche.						
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on linein 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	Students are expected to attend the classes regularly and participate actively in classes.						
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		(Other)		
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam	1,5	Project		(Other)		
Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.						
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media	
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris. 2009. Méthode de francais.				0	YES	

	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Cahier d'exercices.	0	YES
Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionnary.		
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.		

NAME OF THE COURSE		INTRODUCTION TO MEDIA PEDAGOGY				
Code	FFPD59	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	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	The main course goal is to develop theoretical and methodological skills needed for understanding analogue and digital media in different cultural environments. Students will develop critical attitude towards use of media in educational contexts. Through practical tasks, students will analyse contemporary cultural frameworks used in media design.					
Course enrolment requirements and entry competences required for the course	No prerequisites.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: <ul style="list-style-type: none">- Define main terms of media pedagogy.- Analyse contemporary media environment in relation to its impact on children and youth- Name main postulates of media literacy and critical thinking development.- Analyse and evaluate media content- Appropriate use of new media in different environments- Discuss approaches in which media and technology are analysed in different theoretical perspectives					
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. Media education in Croatia (1L+2S)3. Media education in the World (1L+2S)4. Media competencies (1L+2S)5. Key media literacy postulates (1L+2S)6. Development of critical thinking through media literacy (1L+2S)7. Media in leisure time of children and youth (1L+2S)8. Media in leisure time of adults (1L+2S)9. Midterm exam (1L+2S)10. Media culture (1L+2S)11. Media manipulations (1L+2S)12. Impact of media in the contemporary digital society (1L+2S)13. Digital divide and media education possibilities (1L+2S)					

	14. Contemporary media in the schools (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 eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,75	Research		Practical training	
	Experimental work		Report		Online discussions	0,5
	Essay		Seminar essay	0,75	(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 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	
	Batarelo, I, Marušić,I. (2006). Digitalna podijeljenost u hrvatskim školama: razlike u korištenju računala s obzirom na neke socio-demografske varijable. Sociologija sela, 44(2-3), 201-219.			-	YES	
	Erjavec, K., Zgrabljic Rotar, N. (2000). Odgoj za medije u školama u svijetu Hrvatski model medijskog odgoja. Medijska istraživanja, 6(1), 89-107.			-	YES	
	Ilišin, V. (2003). Mediji u slobodnom vremenu djece i komunikacija o medijskim sadržajima. Medijska istraživanja, 9(2), 9-34.			-	YES	
	Rotar, N. Z. (2005). Mediji - medijska pismenost, medijski sadržaji i medijski utjecaji. Nada Zgrabljic Rotar (Ur.) Medijska pismenost i civilno društvo, Sarajevo: MediaCentar.			-	YES	
Optional literature (at the time of submission of study programme proposal)	Boellstorff, T. (2008). Coming of age in Second Life: An anthropologist explores the virtually human. Princeton University Press. Fuchs, C., & Sandoval, M. (2013). Critique, social media and the information society. Routledge. TED (2014). Creating Critical Thinkers Through Media Literacy: Andrea Quijada at TEDxABQED. Podcast. http://tedxtalks.ted.com/video/Creating-Critical-Thinkers-Thro TED (2014). Teaching Students to Understand Bias: TED. Podcast. http://www.kristenswanson.org/2011/10/great-ted-talk-teaching-students-to.html					
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, course attendance, active participation in classes, course evaluation.					

NAME OF THE COURSE		PEDAGOGY OF GIFTED					
Code	FFPD52	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	Elective	Percentage of application of e-learning		10%			
COURSE DESCRIPTION							
Course objectives	The main goal of the course is to introduce students to contemporary and historical issues in the area of gifted education in order to review possible educational opportunities.						
Course enrolment requirements and entry competences required for the course	No prerequisites.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: - Compare and critically think about different approaches to gifted education - Critically discuss about gifted education programs - Collaborate on identification of gifted - Collaborate on development of differentiated programs in gifted education.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course (1L+2S) 2. Theoretical approaches to giftedness - I (1L+2S) 3. Theoretical approaches to giftedness - II (1L+2S) 4. Main characteristics of giftedness (1L+2S) 5. Identification of gifted students (1L+2S) 6. Educational policy and gifted education (1L+2S) 7. Teaching gifted students: differentiated instruction (1L+2S) 8. Teaching gifted students: research competence development (1L+2S) 9. Midterm exam (1L+2S) 10. Program planning in gifted education: designing programs for gifted (1L+2S) 11. Parent-teacher partnership in gifted education (1L+2S) 12. Technologies in gifted education (1L+2S) 13. Twice-exceptional students (1L+2S) 14. Giftedness and gifted education in different cultures (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	Class attendance	0,75	Research		Practical training		
	Experimental work		Report		Online discussions	0,5	
	Essay		Seminar essay	0,75	(Other)		
	Tests	0,5	Oral exam		(Other)		

<i>equal to the ECTS value of the course)</i>	Written exam	0,5	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	
	George, D. (2005). Obrazovanje darovitih: Kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa.			1	-	
	Cvetković Lay, J. i Sekulić Majurec, A. (2008). Darovito je, što ću s njim: priručnik za odgoj i obrazovanje darovite djece predškolske dobi. Zagreb: Alinea.			2	-	
Optional literature (at the time of submission of study programme proposal)	Cvetković Lay, J. (2010). Darovito je, što ću sa sobom?: Priručnik za obitelj, vrtić i školu. Zagreb: Alinea. Kostelnik, M. J., Onaga, E., Rohde, B., i Whiren, A. (2004). Djeca s posebnim potrebama. Zagreb: Educa. Vlahović-Štetić. V. (2005). Daroviti učenici: Teorijski pristup i primjena u školi. Zagreb: Institut za društvena istraživanja u Zagrebu.					
Quality assurance methods that ensure the acquisition of exit competences	Consultations, course attendance, active participation in discussions (both f2f and online discussions), seminar paper, course and teacher evaluation.					

NAME OF THE COURSE		SOURCES OF SCIENTIFIC INFORMATION					
Code	FPD109	Year of study	2				
Course teacher	Dr. Darko Hren, Associate Professor	Credits (ECTS)	3				
Associate teachers	Dr. Snježana Dimzov, lecturer	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	40%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is to introduce to students the sources of information, in order to effectively search, retrieve, evaluate, select and ethically use information from which the majority refers to scientific information in the field of education. Students will become familiar with the search strategies of scientific databases.						
Course enrolment requirements and entry competences required for the course	There are no requirements for enrollment. Entry competences: - Linguistic, computer and information literacy; - The ability to read and write in English.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - Identify information needs - Effective and efficient use different sources and search strategies - Critically evaluate information - Use scientific information effectively and ethically						

Course content broken down in detail by weekly class schedule (syllabus)	<div>1. Information sources - where to look for them (1L + 2S)</div> <div>2. Libraries and library catalogs (1L + 2S)</div> <div>3. University Library in Split (2S)</div> <div>4. Printed and digital resources (2L + 1S)</div> <div>5. Internet (2L + 2P)</div> <div>6. Selecting and evaluating information sources (2L+ 2S)</div> <div>7. Scientific databases (bibliographic, citation, full text) (2P + 2S)</div> <div>8. Bibliographic databases (2L + 2P)</div> <div>9. Preliminary exams 1 (1L)</div> <div>10. Citation database (1L + 2P)</div> <div>11. Full text database (2L+ 2P)</div> <div>12. Ethics in science, plagiarism and citation (2P+ 2S)</div> <div>13. Scientific information and scholarly journals (1P+ 1S)</div> <div>14. Research and academic papers (2P + 1S)</div> <div>15. Preliminary exams 2 (1L)</div>					
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 type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance of lectures and perform tasks.					
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		(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 will write two preliminary exams during the semester. Passing both preliminary exams students are exempt from taking the final exam. Also, students will need to find and correctly cite specific literature from the scientific databases. This task is a condition for passing course and provides 30% of the final grade.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Hebrang Grgić, Ivana (2015). Komunikacija časopisima u hrvatskoj znanstvenoj zajednici. Zagreb: Školska knjiga.			2	-	
	Stojanovski, J. (2007). Priručnik za pretraživanje online baza podataka: CARNet. URL: http://www.online-baze.hr/prirucnik			-	YES	
Optional literature (at the time of submission of study programme proposal)	Tkalac Verčić, A., Sinčić Ćorić, D., Pološki Vokić,N. (2010). Priručnik za metodologiju istraživačkog rada: kako osmisлити, provesti i opisati znanstveno i stručno istraživanje. Zagreb: M.E.P. D.O.O. Oraić Tolić, D. (2011). Akademsko pismo. Zagreb: Naklada Ljevak.					
Quality assurance methods that ensure the	Continous knowledge examination, individual work. Students evaluation of the course.					

acquisition of exit competences	
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NAME OF THE COURSE		EDUCATION FOR SUSTAINABLE DEVELOPMENT					
Code	FFPD38	Year of study	2.				
Course teacher	Dr. Vesna Kostović-Vranješ, Associate Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
			15	24	0	6	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Enable students for active participation in according with sustainable development as well as for critical thinking and creative integration of Education for Sustainable Development in teaching and learning process.						
Course enrolment requirements and entry competences required for the course	There aren't any.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completing this course students will be able to: <ul style="list-style-type: none">- explain the complexity of Education for Sustainable Development- describe the importance of Education for Sustainable Development- create the program of Education for Sustainable Development- carry out Education for sustainable development in pedagogical practice- create and apply interdisciplinary activities for students, with the objective of promoting Education for Sustainable Development during formal education,- analyze , monitor, evaluate the teaching process during the promotion of the Education for Sustainable Development.						
Course content broken down in detail by weekly class schedule (syllabus)	1. From prehistory until sustainable development 2. From the concept of sustainable development to the Education for Sustainable Development 3. The UN Decade of Education for Sustainable Development 4. Thematical definement of Education for Sustainable Development 5. Pedagogical principle of Education for Sustainable Development 6. The role of education in the strategy of the sustainable development of Croatia 7. Student's competences as an objective of Education for Sustainable Development 8. The base of Education for Sustainable Development in the National Framework Curriculum 9. Education for Sustainable Development in Croatian schools 10. Experiential learning in Education for Sustainable Development 11. Out-of classroom ways of teaching and learning in Education for Sustainable Development 12. Community service study in Education for Sustainable Education 13. Projects in Education for Sustainable Development 14. Teacher's competences important for promoting Education for Sustainable Development 15. Pedagogue's competences for promoting Education for Sustainable Education						
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"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				

	<input checked="" type="checkbox"/> field work					
Student responsibilities	Regular attendance to all forms teaching in the classroom and outside the classroom and actively participate in the work					
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	0,1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,8	(Other)	
	Tests	0,6	Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance - 3% Colloquium - 20% Seminar Work - 27% Oral Examination - 50%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Vrbanec B., Garašić, D., Pašalić, A. (2011). <i>Obrazovanje za održivi razvoj</i> , priručnik za osnovne i srednje škole. Agencija za odgoj i obrazovanje, Zagreb. http://www.azoo.hr/images/izdanja/OOR_2011_web.pdf			-	YES	
	Husanović-Pejnović D., (2011): <i>Održivi razvoj i izvanučionička nastava u zavičaju</i> . Zagreb: Školska knjiga.			3	-	
Optional literature (at the time of submission of study programme proposal)	1. Kostović-Vranješ V. (2014): <i>Družbeno koristno učenje: iz ekologije k trajnosti</i> . Sodobni ekološki izzivi v procesu izobraževanja. Duh, Matjaž (ur.). Univerza v Mariboru Pedagoška fakulteta, RIS Dvorec Rakičan, Slovenia. 2. Kostović-Vranješ V. (2013): <i>Uloga suvremenog učitelja u implementaciji obrazovanja za održivi razvoj</i> U: <i>Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene</i> . Ivon H. (ur.), Filozofski fakultet u Splitu. 3. UNESCO (2010): <i>Teaching and learning for sustainable future</i> , www.unesco.org/education/tlsf/index.htm 4. Šimleša D. (2010): <i>Ekološki otisak – Kako je razvoj zgazio održivost</i> . TIM press d.o.o., Zagreb. Institut društvenih znanosti Ivo Pilar, Zagreb. 5. Kostović-Vranješ, V. (2009): Vzgoja in izobraževanje za okolje v zgodnjem otroštvu - podlaga za trajnostni razvoj . U: <i>Edukacija za trajnostni razvoj</i> . Duh, Matjaž (ur.). Založba PEF, Pedagoška fakulteta Univerze v Mariboru, RIS Dvorec Rakičan: 17-28. 6. UNESCO (2005). <i>UNESCO and Sustainable Development</i> , http://unesdoc.unesco.org/images/0013/001393/139369e.pdf					
Quality assurance methods that ensure the acquisition of exit competences	Monitoring students work and participation in discussions during classes, creation and presentation of term papers, monitoring presence continues, discussions, personal consultations, check achievements by the colloquium, questionnaire at the end of the semester, evaluation of cases					

NAME OF THE COURSE		GERMAN LANGUAGE 3					
Code	HZY001	Year of study		2			
Course teacher	Dr. Eldi Grubišić Pulišelić, Full Professor	Credits (ECTS)		2			
Associate teachers	Mr. Ana Sarić, Teaching Assistant	Type of instruction (number of hours)	L	S	P	T	
			15	0	15	0	
Status of the course	Elective	Percentage of application of e-learning		0%			
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the German language (intermediate level).						
Course enrolment requirements and entry competences required for the course	Basic German knowledge (lower intermediate level).						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in German (intermediate level) -correctly use basic German grammar -communicate in German in common situations and participate in o participate in discussions related to various topics such as physical appearance, education, employment, family, education of children -know the basic concepts of German society and culture						
Course content broken down in detail by weekly class schedule (syllabus)	1. Aussehen und Persönlichkeit 2. Personen beschreiben. Subjektiver Eindruck. Kleidung, Toleranz und Vorurteil. Artikelwörter 3. Schule, Ausbildung, Beruf 4. Wunschberufe, Berufswahl, Stellensuche. Präteritum der Modalverben 5. Unterhaltung und Fernsehen 6. Fernsehprogram.Lieder. Reflexive Verben, Fragewörter, Pronomen 7. Industrie, Arbeit und Wirtschaft 8. Autoproduktion. Schichtarbeit. Passiv 9. Familie und persönliche Beziehungen 10. Eltern und Kinder. Erziehung früher und heute. Infinitivsatz.						
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching		<input 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	Students are expected to attend the classes regularly and participate actively in classes.						
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		(Other)		
	Essay		Seminar essay		(Other)		
	Tests	1,5	Oral exam		(Other)		
	Written exam		Project		(Other)		
Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.						
Required literature (available in the	Title			Number of copies in the library		Available in other media	

library and via other media)	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. Izdanja	10	YES
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. Izdanja	1	YES
Optional literature (at the time of submission of study programme proposal)	A German Grammar.		
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.		

NAME OF THE COURSE		FRENCH LANGUAGE 3				
Code	VUU090	Year of study	2			
Course teacher	Jadranka Busatto, lecturer	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the French language (intermediate level, A1).					
Course enrolment requirements and entry competences required for the course	Basic French knowledge.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in French (intermediate level) -correctly use basic French grammar -communicate in French in common situations and participate in discussions related to various topics such as physical appearance, sport, education, employment, traditions, food, le monde du travail. -know the basic concepts of French society and culture					
Course content broken down in detail by weekly class schedule (syllabus)	1.Le monde du travail, éducation 2. Qu'est-ce qu'on lui offre? 3 Le candidat idéal 4. La recherche d'emploi (video). 5. Pronoms COD, COI, en, ça 6. Enquête (goûts et préférences, intensité) 7. Quittez Paris (exprimer opinion, contestation) 8. Vivement les vacances (habitudes, goûts, conseils). 9. Verbes pronominaux au Présent et Passé Composé.10.Les Français en vacances 11. Decrire une region (Languedoc-Roussillon, Dalmatie) 12. Enfant de la ville (Imparfait, Passé Récent). 13.Fait divers (raconter au Passé Composé et Imparfait) 14. Ma première histoire d'amour 15. Meteo. Beau fixe (Futur: prévision, probabilité, certitude).					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on linein 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	Students are expected to attend the classes regularly and participate actively in classes.					
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		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Méthode de français.				40	YES
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Cahier d'exercices.				40	YES
Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionary.					
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.					

NAME OF THE COURSE		PEDAGOGY AND CHILDHOOD					
Code	FFPD105	Year of study	2				
Course teacher	Dr. 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">- interdisciplinary approach in comprehending the childhood- gain basic-general knowledge from history of childhood- learn childhood tradition in Republic of Croatia and in other cultures- recognize and analyze the importance of pedagogical aspect of childhood phenomena and to analyze pedagogical implications for childhood quality- recognize and evaluate the quality childhood factors (parents, teachers, pedagogues, society and media)- successfully communicate, orally and written, and present their assignment- develop skills for using information from different sources and use them in practical purpose- train students for team work.						

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: - interpret and critically reflect on basic theoretical and scientific conceptions of childhood phenomenon - analyze and explain different aspects of childhood interpretation with pedagogical reflection - evaluate the role of adults in construction of childhood quality (family, institutional and societal context) - analyze childhood in context of tradition of Republic of Croatia					
Course content broken down in detail by weekly class schedule (syllabus)	- different approaches to childhood research - childhood through history - history and tradition of childhood in several countries and Republic of Croatia - child's rights as factor of changes in understanding of childhood - socio-cultural construction of childhood - changes in family structure, priorities, and parental behavior as factors of new childhood - quality of free time and play as main determinant of childhood - promoting the image of the child in different cultures (Western countries, third world countries, and the position of Republic of Croatia) - Usual and unusual behavior of children (stereotypes, expectations, wishes and real needs)					
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	Active participation and discussion.					
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		(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	Students are expected to attend lectures regularly, actively participate in discussions, read the recommended literature and take the final exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ledić, J. (2000). Dnevnik Mladena Lokara: uvod u povijest djetinjstva i mladosti. Rijeka: Filozofski fakultet.				-	YES
	Ledić, J. (2000). Jedan pogled u povijest djetinjstva. U: Interakcija odrasli-dijete i autonomija djeteta. Rijeka: Visoka učiteljska škola u Osijeku i Visoka Učiteljska škola u Riieci: 116-123.				-	YES

	Spajić-Vrkaš, V. (1996). Odrastanje u tradicijskoj kulturi Hrvata. Zagreb: Naklada MD.	-	YES
	D. Maleš (ur.). (2011). Nove paradigme ranog odgoja. Filozofski fakultet Sveučilišta u Zagrebu, Zavoda za pedagogiju.	10	-
	Spajić-Vrkaš, V., Stričević, I., Maleš, D., Matijević, M. (2004). Poučavati prava i slobode: Priručnik za učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb: FFPRESS.	2	-
	Corsaro, A.W. (2005). The Sociology Of Childhood. London, New Delhy: Sage. (odabrana poglavlja)	-	YES
	Berk, L. (2005). Psihologija cjeloživotnog razvoja. Jastrebarsko: Naklada Slap. (str 75-409) (odabrana poglavlja).	3	-
Optional literature (at the time of submission of study programme proposal)	1. Ljubetić, M. (2012). Nosi li dobre roditelje roda?! Zagreb: Profil. 2. Ljubetić, M. (2011). Filozofija roditeljstva-obiteljsko ili društveno pitanje? Pedagogijska istraživanja, 8(2); 283-296. 3. Mendeš, B. Nazor, M., Sunko, E. (2009). Bumerang odgoja. Split: Liga za prevenciju ovisnosti. 4. Kušević, B. (2011). Socijalna konstrukcija roditeljstva-implikacije za obiteljsku pedagogiju. Pedagogijska istraživanja, 8(2), 297-310. 5. Prout, A. (2005). The Future Of Childhood. Toward The Interdisciplinary Study Of Childhood. London, New York: RoutledgeFalmer. 6. Nenadić, M. (ur.) (2011). Sociologija detinjstva (hrestomatija). Sombor: Pedagoški fakultet u Somboru. 7. Ilišin, V., Radin, F. (2002). Mladi uoči trećeg milenija. Zagreb: IDIZ i Državni zavod za zaštitu obitelji, materinstva i mladeži. 8. Vasta, R., Haith, M.M. i Miller, S.A. (1998). Dječja psihologija: Moderna znanost Jastrebarsko: Naklada Slap. (odabrana poglavlja).		
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.		

NAME OF THE COURSE		MEDIA SOCIALIZATION					
Code	FFPD60	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	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	In this course students are introduced to the contemporary literature on media influence on cognitive, emotional and social development of children and youth. Through theoretical and research content, students have opportunity to critically discuss media influence on children and youth. Discussions include open questions, such as violent behaviour of children and youth, but also positive media influences.						
Course enrolment requirements and entry competences	No prerequisites.						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, students will be able to: <ul style="list-style-type: none">- Explain influences of media technology on the ways we are understanding society- Recognize social and institutional frameworks which impact children awareness of the media influence- Recognize role of media in changing role of people with disabilities in contemporary society- Describe a role of information-communications technology in socialization of people with disabilities.- Create media evaluation framework for educational use.- Prepoznati pojavu nasilja u društvenim medijima i promišljati o načinima prevencije nasilja					
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. Media influence on social, economic and political development (1L+2S)3. Media and educational policy (1L+2S)4. Media in inclusive society (1L+2S)5. Media messages and stereotypes (1L+2S)6. Role of cartoons in socialization of preschool children (1L+2S)7. Role of digital media in socialization of youth (1L+2S)8. TV programs and their influence on changes in perception of children and youth (1L+2S)9. Midterm exam (1L+2S)10. Educational media evaluation (1L+2S)11. Contemporary social media (1L+2S)12. Violence in social media (3L+6S)13. 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	0,75	Research		Practical training	
	Experimental work		Report		(Other)	0,5
	Essay		Seminar essay	0,75	(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 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	
	Ilišin, V., Bobinac, A. M., Radin, F. (2001). <i>Djeca i mediji: uloga medija u svakodnevnom životu djece.</i>			1	-	

	Državni zavod za zaštitu obitelji, materinstva i mladeži.		
	Rodek, S. (2011). Novi mediji i nova kultura učenja. <i>Napredak</i> , 152(1), 9-28.	-	YES
	Batarelo Kokić, I., Kisovar-Ivanda, T. (2015). Utjecaj komunikacijsko-informacijske tehnologije na obrazovanje odraslih s invaliditetom. <i>Školski vjesnik-Časopis za pedagoška i školska pitanja</i> , 63(4), 501-514.	-	YES
Optional literature (at the time of submission of study programme proposal)	Strasburger, V. C., Wilson, B. J., & Jordan, A. B. (2009). <i>Children, adolescents, and the media</i> . Sage. Jensen, K. B. (Ed.). (2013). <i>A handbook of media and communication research: qualitative and quantitative methodologies</i> . Routledge.		
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, course attendance, active participation in classes, course evaluation.		

NAME OF THE COURSE		PEDAGOGY OF SPORT AND RECREATION					
Code	FFPD114	Year of study	2nd				
Course teacher	Dr. Tonča Jukić, Associate Professor	Credits (ECTS)	3				
Associate teachers	Dr. Damir Jurko, Assistant Professor Petra Lozančić, Teaching Assistant	Type of instruction (number of hours)	L	S	P	T	
			15	15	15	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	To enable students for pedagogical work with children involved in sports and recreation and their parents and coaches.						
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: - relate factors that have influence on individual's development in the context of sports and recreation - explain the communication-interaction aspect of competence development of the children athletes, with special emphasis on upbringing - argue contemporary learning theories in the context of the pedagogy of sport - illustrate on examples the role of educators, parents and coaches in competence development of children athletes, with particular emphasis on upbringing - develop pedagogical documentation needed for pedagogues to work with children athletes, their parents and coaches - solve specific problem situations in the pedagogue's work with children athletes, their parents and coaches - document and evaluate practical experiences - do self-reflection and reflection of practice						
Course content broken down in detail by weekly	Lectures: - introduction to the course; the aim and tasks of the pedagogy of sports and recreation; the relationship between pedagogy of sport and recreation and other						

class schedule (syllabus)	sciences; definition of basic concepts; factors that influence personality development, theories of personality development (3 L) - developmental characteristics of the child in the context of sports and recreation; psychological preparation of children athletes from the pedagogical aspect; creating a positive motivational climate for children involved in sports and recreation (6 L) - learning theories and pedagogies of sport; the role of educators in training parents and trainers for a modern pedagogical-didactic approach to children involved in sports and recreation (3 L) - competence theory and interaction-communication aspect of competence development; development of pedagogical documentation required for pedagogue's work with children athletes, their parents and coaches (3 L) Seminars: - application of insights from psychology, pedagogy and didactics in the process of planning pedagogue's work with children athletes, their parents and coaches, on examples - presentation of written seminar paper: development of pedagogical documentation and solving specific problem situations (15 S) Exercises: - introduction to demonstration classes (2 P) - demonstration classes at a sports club under the mentorship of a club pedagogue with documentation and evaluation of practical experiences (10 P) - analyzing demonstration classes: self-reflection and practice reflection (3 P)					
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 demonstration classes, active participation and knowledge application on pedagogy of sport and recreation at hospitations and seminars.					
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	0,25
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,25	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade will be formed on the basis of oral presentations (60%), written seminar essay (20%) and written self-reflections and reflections on demonstration classes (20%).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Armour, K. (ur.) (2013). <i>Sport Pedagogy: An Introduction for Teaching and Coaching</i> . London i New York: Routledge (selected chapters).			-	yes	
	Balent, B., Kobilšek, A. i Sašek, H. (2017). <i>Psihološka znanja i alati u sportskoj praksi: Priručnik za trenere</i> . Zagreb: Sportski savez Grada Zagreba (selected chapters).			2	-	
	Lukić, M. (2004). <i>Elementi pedagogije športa i rekreacije</i> . Zagreb: HPKZ			1	-	

	Miljković, D. (2009.). <i>Pedagogija za sportske trenere</i> . Zagreb: KIF	1	-
	Teaching materials	-	yes
Optional literature (at the time of submission of study programme proposal)	1. Bratanić, M. (2002.). <i>Paradoks odgoja</i> . Zagreb: Hrv. sveučilišna naklada 2. Everley, S. i Macfadyen, T. (2017). „I like playing on my trampoline; it makes me feel alive.“ Valuing physical activity: perceptions and meanings for children and implications for primary schools. <i>Education 3-13</i> , 45 (2), 151-175. 3. Foretić, N. i Bjelajac, S. (2009). Odnos roditelja prema sportu u fazi sportske inicijacije. <i>Školski vjesnik</i> , 58 (2), 209-223 4. Gordon, B. i Doyle, S. (2015). Teaching Personal and Social Responsibility and Transfer of Learning: Opportunities and Challenges for Teachers and Coaches. <i>Journal of Teaching in Physical Education</i> , 34, 152-161. 5. Milat, J. (2005). <i>Pedagogija (ili) teorija osposobljavanja</i> . Zagreb: Školska knjiga 6. Tinning, R. (2008). Pedagogy, Sport Pedagogy, and the Field of Kinesiology. <i>Quest</i> , 60 (3), 405-424. 7. Willis, M. I Kindle Hodson, V. (2004). Otkrijte stil učenja vašeg djeteta. Lekenik: Ostvarenje 8. Scientific papers and books – optional		
Quality assurance methods that ensure the acquisition of exit competences	Individual and group consultations, active participation, student evaluation of teaching.		

NAME OF THE COURSE		GERMAN LANGUAGE 4					
Code	HZY001	Year of study	2				
Course teacher	Dr. Eldi Grubišić Pulišelić, Full professor	Credits (ECTS)	2				
Associate teachers	Mr. Ana Sarić, Teaching Assistant	Type of instruction (number of hours)	L	S	P	T	
			15	0	15	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the German language (intermediate level).						
Course enrolment requirements and entry competences required for the course	Basic German knowledge (lower intermediate level).						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in German (intermediate level) -correctly use basic German grammar and spelling -communicate in German in common situations and participate in o participate in discussions related to various topics such as environmental protection, weather, travel, generational differences -know the basic concepts of German society, culture and lifestyle						
Course content broken down in detail by weekly class schedule (syllabus)	1. Natur und Umwelt 2. Landschaftstypen. Wetter. Relativsatz 3. Deutsche im Ausland und Ausländer in Deutschland 4. Urlaubsvorbereitung. Reiseerlebnisse. Im Ausland arbeiten. Indirekter Fragesatz 5. Nachrichten und Politik 6. Nachrichten. Wahlsystem. Präpositionen 7. Alte Menschen 8. Altenheime. Überalterung. Reflexive Verben 9. Bücher lesen 10. Lyrik. Buchbeschreibungen. Grammatische Übungen.						
Format of instruction	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> independent tasks				

	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)			
Student responsibilities	Students are expected to attend the classes regularly and participate actively in classes.					
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		(Other)	
	Tests	1,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Available in other media
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. Izdanja				1	YES
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. Izdanja				1	YES
Optional literature (at the time of submission of study programme proposal)	A German Grammar.					
Quality assurance methods that ensure the acquisition of exit competences	Consultations, discussion, active participation, evaluation.					

NAME OF THE COURSE		FRENCH LANGUAGE 4				
Code	VUU091	Year of study	2			
Course teacher	Jadranka Busatto, Lecturer	Credits (ECTS)	2			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the French language (intermediate level A1/A2).					
Course enrolment requirements and	Basic French knowledge (lower intermediate level).					

entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in French (intermediate level) -correctly use basic French grammar and spelling -communicate in French in common situations and participate in discussions related to various topics such as job, environmental protection, weather, travel, generational differences, personal experience. -know the basic concepts of French society, culture and lifestyle -					
Course content broken down in detail by weekly class schedule (syllabus)	1 Je me présente 2.De mère en fille 3.Blog 4. Famille en or (présentations formelles et activités quotidiennes) 5. Parisien, qui êtes-vous (origines sociales, géographiques) 6.Questions de mode (pronoms demonstratifs, relatifs) 7. Une minute pour un projet (Conditionnel présent, pronoms interrogatifs) 8. Les ados 9. Parler de ses rêves, préoccupations, projets. 10.L'immigration en France (video) 11. Le logement idéal 12. A bicyclette (environnement, healthy moving) 13. Destination soleil 14. Choix de vie (caractériser, comparer).15. De bonnes résolutions (condition).					
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 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 expected to attend the classes regularly and participate actively in classes.					
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		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular attendance, participation in classes, two continuous assessments or an exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Le nouveau Taxi 2, G.Capelle, R.Menand, Hachette, Paris, 2009. Méthode de français.				0	YES
	Le nouveau Taxi 2, G.Capelle, R.Menand, Hachette, Paris, 2009. Cahier d'exercices.				0	-
Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionary.					
Quality assurance methods that ensure the	Consultations, discussion, active participation, evaluation.					

acquisition of exit competences	
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NAME OF THE COURSE		PSYCHOLOGY OF JUDGMENT AND DECISION MAKING					
Code	FFPD97	Year of study		3			
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 basic findings from cognitive psychology, with an emphasis on those related to judgment and decision making.						
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: - name the most fundamental cognitive processes - describe the main characteristics of different levels of cognitive processing - explain processes and principles underlying judgment and decision making in everyday life - critically evaluate the principles of rational behavior - recognize own biases and limitations in judgment and decision making - analyze the relationship between individuals' cognitive functioning and social behaviors - evaluate the relevance of different approaches in cognitive psychology.						
Course content broken down in detail by weekly class schedule (syllabus)	- Cognitive psychology. - Research methodology in cognitive psychology. - Perception and attention. - Learning, memory and knowledge. - Automatic and controlled processing. Executive processes. - Thinking, inductive and deductive reasoning. Problem solving. - Judgment and decision making. - Social cognition: Judgment and decision making in the social context. - Rationality. The influence of emotion on judgment and decision making. - Dual process theory: Intuitive and rational judgments. - Motivated reasoning. - Biases and heuristics in judgment and decision making. - Reducing biases in judgment and decision making.						
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	Class attendance	1.5	Research		Practical training		
	Experimental work		Report		(Other)		

activity so that the total number of ECTS credits is equal to the ECTS value of the course)	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
	Sternberg, R. (2005). Kognitivna psihologija. Jastrebarsko: Naklada Slap.				3	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none">1. Ariely, D. (2009). Predvidljivo iracionalni. Zagreb: VBZ.2. Aronson, E., Wilson, T.D., Akert, R.M. (2005). Socijalna psihologija. Zagreb: Mate.3. Gigerenzer, G. (2008). Snaga intuicije: Inteligencija nesvjesnoga. Zagreb: Algoritam.4. Gilbert, D. (2009). Mit o sreći. Zagreb: Algoritam. NE5. Kahneman, D. (2013). Misliti brzo i sporo. Zagreb: Mozaik knjiga.6. Plous, S. (1993). The psychology of judgment and decision making. Mcgraw-Hill Book Company.7. Stanovich, K.E. (2009). Decision Making and Rationality in the Modern World. USA: Oxford University Press.8. Thaler, R. H., Sunstein, C. R. (2009). Poticaj. Zagreb: Planetopija					
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		RESEARCH-ORIENTED SCIENCE TEACHING					
Code	FFPD39	Year of study	3				
Course teacher	Dr. Ivana Restović, 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	Training students for successful planning, monitoring and evaluation of the Research-oriented Science 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)	The students will be trained for the following knowledge and skills: - Independently monitor and explain the basic principles of research in the natural oriented teaching in the classroom and in every day-life, - describe and distinguish the scientific methods and procedures of research in the Research-oriented science teaching.						

	<ul style="list-style-type: none">- explain the principle of the scientific method and its application in the educational process- explain the principles of implementation of the experiments and practical work, the process of writing a scientific work, projects as well as organization of the field work- explain and define the principles of the presentation and promotion of the science research results- evaluate the application of the modern teaching aids and equipment in the Research-oriented Science teaching,- monitor and critically analyze the results in the Research-oriented Science teaching,- develop and use acquired research capabilities with aim of lifelong learning and personal development,- compare theory and practice, explain the complexity of their relation and apply acquired knowledge and skills in the teaching practice.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Research-oriented Science teaching.2. The modern approach to Research-oriented Science teaching.3. Experiential learning – the base of the research teaching.4. Interdisciplinary approach in the Research-oriented Science teaching.5. Outdoor Research-oriented Science teaching.6. Methodology and procedures of the Research-oriented Science teaching.7. Natural science method in the Research-oriented Science teaching.8. Experiment and practical work in the Research-oriented Science teaching.9. Teacher in the Research-oriented Science teaching.10. Students in the Research-oriented Science teaching.11. Cooperative learning in the Research-oriented Science teaching.12. Project work in the Research-oriented Science teaching.13. Elements of scientific work in the Research-oriented Science teaching.14. Analysis, display and presentation of the results of students' research work.15. Critical reflection and evaluation of the research.					
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 course attendance, preparation and presentation of seminars, active participation in the discussions during the seminar, activite participation in out of classroom teaching.					
Monitoring of students' 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	0,1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,8	(Other)	
	Tests	0,6	Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 3% Seminar essay – 27% Preliminary exam – 20% Oral exam – 50%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Borić, E. (2009): Teaching handbook, Research-oriented Science and Society teaching. Faculty of Educational Sciences. Osijek.			-	YES	

	De Zan, I. (1994): Research teaching in biology. School newspaper, Zagreb.	10	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Šolić, M. (2006). Introduction in science work. Institute of Oceanography and Fisheries – Split. Split: University in Split. 2. De Zan, I. (2005): Didactic of the Science and Society. Školska knjiga, Zagreb. 3. Belavić, D. (2003): Project and research teaching in the elementary school. Conference proceedings of the Faculty of the Educational Sciences. 5, 1 (5): 99-107. 4. Borić, E., Peko, A., Vujnović, M. (2002). Learning about nature from nature. In: To quality school. Split: HPKZ – branch Split 5. Borić, E., Peko, A., Novoselić, D. (2001). Experience teaching in biology. 405-412., In: M. Kramar i M. Duh (ed), Book of papers from an international science conference "Didactic and methodical aspects of the reform and development of education". Maribor, Faculty of Education 6. Jakopović, Ž. (2000): Students experimental science projects. Napredak, 141, 1: 93-99. 7. Kosanović, M. (2000): Students questions and research teaching. Conference proceedings of the Faculty of Educational Sciences, Zagreb, 2, 1(2): 361-366. 8. De Zan, I. (1999): Science processes in the initially science teaching. Conference proceedings of the Faculty of Educational Sciences, Zagreb, 1 (1): 7-18. 9. De Zan, I. (1991): Efficiency of the research model in the biology. Methodical view, 2: 39-48. 10. Kranjčev, B. (1985): Introduction in the research work. Školska knjiga, Zagreb. 		
Quality assurance methods that ensure the acquisition of exit competences	Monitoring student's activity as well as participation in discussion, quality of the seminar presentation, monitoring of students presence, student involvement during seminars and practical work, personal consultations, students survey, course evaluation.		
Other (as the proposer wishes to add)	Personal consultations, Students survey, Course evaluation.		

NAME OF THE COURSE		ALTERNATIVE CONCEPTIONS OF EDUCATION				
Code	FFPD74	Year of study	3			
Course teacher	Dr. Morana Koludrović, Assistant Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			15	15	0	15
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	As part of the course, students will learn about different directions of reform pedagogy and foundations of pedagogical pluralism and scientific explanations of the teaching process and education of various models of reform pedagogy, as well as the basic alternative education theories. Based on the acquired theoretical knowledge and direct insight into activities of some alternative educational institutions, students will be able to describe, analyze and evaluate different pedagogical theories, study examples of alternative schools and kindergartens in the Republic of Croatia, and to participate in projects of team development of an alternative school model.					
Course enrolment requirements and entry competences required for the course	Passed the exams in Didactics and School Pedagogy					

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 and explain the pedagogical pluralism in Croatia and Europe. - differentiate and explain meanings of the concepts of alternative schools, reform pedagogies and antipedagogy. -explain the relationship between socio-economic and cultural-ideological influence on the occurrence of certain reform concepts. - describe, explain and evaluate the main methodological, pedagogical and didactic-methodical peculiarities of certain alternative conceptions. - to investigate, analyze and evaluate the situation and the possibilities of implementing the reform pedagogical conceptions in the Croatian educational institutions system. - devising possibilities of implementation of alternative pedagogical concepts in Croatia.					
Course content broken down in detail by weekly class schedule (syllabus)	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 checked="" 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	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	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
	Matijević, M., (2001). Alternativne škole: didaktičke i pedagoške koncepcije, Zagreb: Tipex - odabrana poglavlja.				1	-
	Seitz, M., Hallwachs, U., (1997). Montessori ili Waldorf, Zagreb: Educa.				1	-
Optional literature (at the time of submission of study programme proposal)	1. Matijević, M. (1992). Prema slobodnoj školi, Zbornik radova: Prema slobodnoj školi. Zagreb: Institut za pedagogijska istraživanja - odabrana poglavlja. 2. Carlgern, F. (1969). Odgoj ka slobodi. Zagreb: Društvo za waldorfsku pedagogiju. 3. Montessori, M. (2003). Dijete: tajna djetinjstva. Jastrebarsko: Naklada Slap. 4. Philipps, S. (1999). Montessori priprema za život. Jastrebarsko: Naklada Slap.					

Quality assurance methods that ensure the acquisition of exit competences	Advisory hours, conversation, active participation, evaluation conducted by the Quality Assurance Board
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NAME OF THE COURSE		PROFESSIONAL PRACTICE AT A TEACHING BASE				
Code	HZX008	Year of study	3 rd (undergraduate 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 a teaching base and enable them to independently identify and solve simpler 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 third year of the undergraduate 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)	<p>Learning outcomes:</p> <ol style="list-style-type: none">1. applying the knowledge and skills acquired during undergraduate study programme which are required to independently identify and solve simpler concrete problems in a real work environment;2. preparing a professional practice report to explain the tasks performed; relevant documents should be attached to the report. <p>Individual learning outcomes - upon the completion of professional practice, students will be able to:</p> <ol style="list-style-type: none">1. describe the structure of the selected teaching base;2. recognize the challenges posed by the work environment and explain the processes for dealing with specific challenges;3. analyze concrete practical situations based on recent scientific sources;4. monitor, document, and evaluate processes at the teaching base;5. describe problems arising from specific work assignments at the teaching base and explain the procedures for solving them;6. document personal practice and evaluate it reflexively.					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by the 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 working 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 completion of the professional practice, the student must prepare the 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	<p>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.</p> <p>At the end of the practice, the mentor assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none">• The student has successfully completed the professional practice• The student has not successfully completed the professional practice. <p>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.</p>					
	<p>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 analyzes the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none">• The student has successfully written and defended the professional practice report.• The student has not successfully written and defended the professional practice report.					
	<p>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.</p>					
	<p>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</p>					

	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 presence 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
History of Pedagogy	Dr. Ines Blažević, Assistant Professor
Philosophy of Education	Dr. Marita Brčić Kuljiš, Associate Professor Mr. Perislava Bešić Smlatić, Lecturer Josip Guć, Teaching Assistant
Language Culture	Dr. Katarina Lozić Knezović, Associate Professor Dr. Josipa Korljan Bešlić, Senior Lector
Attachement across the Lifespan	Dr. Ina Reić Ercegovac, Associate Professor Dr. Ivana Burić, Lecturer
Creativity as Pedagogical Challenge	Dr. Tonča Jukić, Associate Professor Ana Pirić, Lecturer
German Language 1	Dr. Eldi Grubišić Pulišelić, Full Professor Mr. Ana Sarić, Teaching Assistant
French Language 1	Jadranka Busatto, Lecturer
Systematic Pedagogy	Dr. Tonča Jukić, Associate Professor Petra Katavić, Teaching Assistant
Developmental Psychology	Dr. Ina Reić Ercegovac, Associate Professor Dr. Ivan Buljan, Lecturer
Foreign Language Instruction	Dr. Gordan Matas, Assistant Professor
Violence in Close Relationships	Dr. Ina Reić Ercegovac, Associate Professor Dr. Katija Kalebić Jakupčević, Postdoctorand
Pedagogical Communication	Dr. Sonja Kovačević, Full Professor Mr. Joško Barbir, Teaching Assistant
German Language 2	Dr. Eldi Grubišić Pulišelić, Full Professor Mr. Ana Sarić, Teaching Assistant
French Language 2	Jadranka Busatto, Lecture
Introduction to Scientific Literacy	Dr. Darko Hren, Associate Professor Dr. Snježana Dimzov, Lecturer Sani Kunac, Teaching Assistant
Introduction to Civic Education	Dr. Maja Ljubetić, Full Professor Ante Grčić, Teaching Assistant
School Pedagogy	Dr. Ines Blažević, Assistant Professor
Inclusive Pedagogy	Dr. Ivana Batarela Kokić, Full Professor
Introduction to Media Pedagogy	Dr. Ivana Batarela Kokić, Full Professor
Pedagogy of Gifted	Dr. Ivana Batarela Kokić, Full Professor
Sources of Scientific Information	Dr. Darko Hren, Associate Professor

	Dr. Snježana Dimzov, Lecturer
Education for Sustainable Development	Dr. Vesna Kostović-Vranješ, Associate Professor
German Language 3	Dr. Eldi Grubišić Puljšelić, Full Professor Mr. Ana Sarić, Teaching Assistant
French Language 3	Jadranka Busatto, Lecturer
Didactics	Dr. Sonja Kovačević, Full Professor Mr. Joško Barbir, Teaching Assistant
Preschool Pedagogy	Dr. Maja Ljubetić, Full Professor
Educational Leadership	Dr. Morana Koludrović, Assistant Professor
Pedagogy and Childhood	Dr. Anita Mandarić Vukušić, Assistant Professor
Media Socialization	Dr. Ivana Batarelo Kokić, Full Professor
Pedagogy of Sport and Recreation	Dr. Tonča Jukić, Associate Professor Dr. Damir Jurko, Assistant Professor Petra Lozančić, Teaching Assistant
German Language 4	Dr. Eldi Grubišić Puljšelić, Full Professor Mr. Ana Sarić, Teaching Assistant
French Language 4	Jadranka Busatto, Lecturer
Multimedia Didactics	Dr. Ines Blažević, Assistant Professor
Educational Psychology	Dr. Andreja Bubić, Associate Professor
Andragogy	Dr. Ivana Batarelo Kokić, Full Professor
Psychology of Judgement and Decision Making	Dr. Andreja Bubić, Associate Professor
Research Oriented Science Practice Teaching	Dr. Ivana Restović, Assistant Professor
Alternative Conceptions of Education	Dr. Morana Koludrović, Assistant Professor
School Pedagogue and Methodics of Teaching	Dr. Ines Blažević, Assistant Professor
Social Pedagogy	Dr. Maja Ljubetić, Full Professor Dr. Toni Maglica, Postdoctorand
Professional Practice at a Teaching Base	all teachers appointed to scientific-teaching grades who are involved in teaching

3.4. Optimal number of students

The enrolment quota is 30 students.

3.5. Estimate of costs per student

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 undergraduate study programme in Pedagogy is 12,500.00 Croatian kunas.

3.6. Plan of procedures of study programme quality assurance

In keeping 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.unaprijedjivanje.kvalitete.FFST%20\(1\).pdf](http://www.ffst.hr/images/50011747/prirucnik.o.sustavu.za.unaprijedjivanje.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:

- 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</p>

	programmes and the students making them easily accessible (equipped lecture rooms, the library, literature, support in extracurricular activities, support for students with disabilities...).
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 student pass/fail rate</p> <p>Body conducting evaluation: course teacher, Head of the Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: Student office ("referada") 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 ("referada") 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>

	Timeframe: if necessary
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)	<p>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</p> <p>Body conducting evaluation: Departmental secretary, Head of Department, IT Department, Faculty secretary, Vice Dean for Education and Student Affairs</p> <p>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.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>