



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

**DETAILED PROPOSAL OF THE STUDY
PROGRAMME**

*Graduate university study programme
Early and pre-school education*

Class: 602-04/16-02/0008
Reg. No: 2181-190-03-1/1-16-0001
Split, 7 April 2016

GENERAL INFORMATION ABOUT THE HIGHER EDUCATION INSTITUTION

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GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

Name of the study programme	GRADUATE UNIVERSITY STUDY PROGRAMME "EARLY AND PRE-SCHOOL EDUCATION"		
Study programme provider	Faculty of Humanities and Social Sciences, Split		
Study programme co-provider	/		
Study programme type	Professional study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
Study programme level	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/>
	Post-graduate university <input type="checkbox"/>	Post-graduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	Master of early and pre-school education		

1. INTRODUCTION

1. Evaluation with regard to purposefulness of the study

The initiation of the graduate study programme of *Early and pre-school education* is linked to the fact that at the Faculty of Humanities and Social Sciences in Split there already exists undergraduate study programme of Early and pre-school education, therefore the proposed programme should enable the possibility of continuing education in the field. The study programme is carried out in other Croatian universities as well.

According to the data provided by the Ministry of Science, Education and Sports (www.mzos.hr) there was a total of 594 pre-school education institutions in 1206 district school facilities in Croatia in 2015. A total of 97 734 children of pre-school age attend regular 10-hour programmes, while 16 358 children attend a pre-primary education programme, and 32 500 children attend shorter programmes, which in total amounts to 146 592 children of pre-school age being included in the pre-school education system. In total, only 55.12% children of pre-school age attend regular pre-school programmes (5-hour and 10-hour programmes), shorter programmes (sports, art, music, early learning of foreign languages, religious and drama classes) as well as pre-primary education programmes. This implies that almost every second child of pre-school age does not attend any organised early and pre-school education programme. According to the same source, pre-school education programmes in Croatia satisfying the public needs are: pre-primary education programmes, programmes for national minorities and for children with special needs (children with disabilities and gifted children). These programmes are carried out in 314 kindergartens, 63 elementary schools and 13 other legal entities as well as in one institution for children with special needs. Thus the mentioned programmes are carried out in only 391 institutions in total. There has been a great need for a study programme which would offer additional competences for students' work according to specialised pre-school programmes. Additional competences are needed for carrying out different specialised programmes. Future holders of master's degree in Early and pre-school education will thus acquire specialised competences along with other competences. Therefore, there is a full purpose to the concept of the graduate university study programme.

1.1 Relationship with the local community

The proposed study programmes would significantly raise the quality of educators' professional competences in early and pre-school education. Moreover, the proposed programme would enable better competences for a work in early and pre-school education institutions. Study modules present different professional orientations (modules) which are most common in practice. Namely, the majority of enriched or specialised kindergarten programmes belong to the mentioned areas (which can be seen from the above-mentioned).

The proposed study programme meets the standards of the *Development Strategy of Split-Dalmatia County 2011-2013*, which was valid until 2015. The initiation of the proposed study programme directly relates to the Clause 6 of Social activities, Sub-clause 6.1. Education, and further on 6.1.1. Pre-school education.

1.2 Meeting professional associations' requirements

Positive evaluation of the proposed study programme was received from the kindergarten “Cvit Mediterana”, Split, and the kindergarten “Čarobni pianino” as well from “Krijesnice”, an association of educators from Čakovec. The three positive evaluations meet the prescribed requirements.

1.3 Partners outside the higher school system

Possible partners in carrying out the graduate university study programme of early and pre-school education are the entities directly or indirectly included in the development and education of children of early and pre-school age. Those include governmental organisations / different state-owned entities and services, non-governmental organisations (associations of parents, of educators etc.), cultural institutions (Puppet Theatre, Youth Theatre, museums), various religious associations, higher education institutions (Arts Academy from Split) and many more. All the institutions mentioned can also be partners in the realisation of the graduate university study programme of early and pre-school education. Furthermore, certain professors teaching at the Department of Early and Pre-school Education, Faculty of Humanities and Social Sciences, Split, are researchers in the projects of foreign institutes. Faculty of Humanities and Social Sciences from Split works according to the Bologna Declaration standards, thus supporting students' mobility.

1.4 Funding

Self-funding would be enabled through introducing a scholarship system (part-time study).

1.5 Comparing the study programme to programmes of accredited higher education institutions in Croatia and the EU

Concepts of education system of early and pre-school age children are various, both within world and European frameworks. The programmes' fundamentals of early and pre-school education system are raised to the university level in certain countries, while in others they are at a professional study level. In 1992, EU's Council of Ministers enacted a *Recommendation on Childcare* which strongly supports the development of teachers' training in terms of its quality and quantity. Today the number and types of early and pre-school education study programmes are various in Europe. The differences among educational models in terms of early and pre-school teachers' training derive from specific concepts of early and pre-school education in different countries. In our country, undergraduate university study programmes of early and pre-school education are carried out at the University of Zagreb, Rijeka and Osijek. Those universities have raised their study level thus approaching the EU countries.

Sweden and Finland integrated their study programmes for primary teachers' education through carrying out the programmes at all university levels. For instance, at the University of Helsinki (Finland), the study programme is carried out at Faculty of Behavioural Sciences, at graduate level (more can be found here: www.helsinki.fi/behav/english/studies.htm). In 2001, new institutions for teachers' training were established in **Sweden**: National Graduate Schools in Teaching Methodology, where graduate study programmes of early and pre-school education are carried out. Other institutions offer similar study

programmes: e.g. Umeå University Faculty of Teacher Education, Department of Child and Youth Education (more can be found here: www.educ.umu.se/eng/research.html). In **England** the studies equivalent to these are performed up to the highest, eighth level. For example, Newcastle University offers Postgraduate Certificate in Education (PGCE) – Primary (with Qualified Teacher Status QTS). The PGCE covers the 5 to 11 age range with an emphasis on either Key Stage 1 or Key Stage 2 (more can be found here: www.ncl.ac.uk/ - 11k).

The countries in our region offer early and pre-school teachers' education either at the level of faculties (e.g. in Bosnia and Herzegovina, the pre-school education teacher degree can be obtained at the faculties of Sarajevo, Mostar etc.) or at the level of higher school of professional studies (e.g. at Higher School of Educators in Belgrade and Novi Sad, Serbia, etc.). Our neighbouring country Slovenia developed a system of undergraduate and graduate university study programmes which can be compared to these (Faculty of Education in Ljubljana and Faculty of Education in Maribor).

Faculty of Education in Maribor offers undergraduate and graduate study programmes of pre-school education. Pre-school education undergraduate study programme lasts for three academic years and earns 180 ECTS points, while graduate programme lasts for two academic years and earns 120 ECTS points (www.pfmb.uni-mb.si).

The competences which are obtained at pre-school education graduate study programme at the Faculty of Education in Maribor are as follows:

a) general study competences

- analytical and synthetic skills as well as problem solving skills
- knowledge in use skills
- development of critical and self-critical thinking
- communicative skills and teamwork
- initiative in lifelong learning process
- sensibility towards the surrounding, cultural and national identity
- planning and performing actions
- understanding the differences, values and the value system

b) specific competences

- general competence for a concrete pedagogical problems solving along with applying scientific methods and actions
- coherent acquisition of basic knowledge, skills of interrelating and applying the knowledge from various fields
- profound understanding of educational structure and relationships among educational disciplines
- understanding and application of methods of critical analysis and theories development, and their application in solving concrete pedagogical problems
- development of skills and abilities in applying the knowledge in the field of education
- efficient and pedagogically designed application of IT in education
- profound knowledge and understanding of children's developmental features and needs
- organisational skills and leader skills in the field of education
- aesthetic sensitivity and development of abilities for taking action in art fields
- choice and adjustment of educational approaches in terms of individual, social and cultural differences.

In Croatia, graduate study programmes of early and pre-school education are carried out at the Faculty of Primary Education in Zagreb, Osijek and Rijeka (graduate university study programmes).

Graduate study programme of Early and pre-school education is being carried out at the following Croatian higher education institutions (description of respective study programmes can be found on their respective web sites).

- a) Faculty of Teacher Education, Zagreb - <http://www.ufzg.unizg.hr/>
- b) Faculty of Teacher Education, Rijeka - <http://www.ufri.uniri.hr/hr/>
- c) Faculty of Educational Sciences, Osijek - <http://www.foozos.hr>

1.6 Openness of the study programme for student mobility (horizontal and vertical mobility in Croatia as well as international mobility)

In accordance with Bologna Declaration, Faculty of Humanities and Social Sciences from Split is open for student mobility in Croatia and Europe. One of the ways to implement this idea is certainly linked to the requirement for harmonisation of study organisation with recommendations stated in Bologna Declaration. All of this is regulated by a number of bilateral agreements with local and foreign institutions.

1.7 Harmonisation with the mission and strategy of the University and proposers as well as with strategy document of higher school institutions network

The study programme is harmonised with the mission and strategy of the University as well as with proposers' strategy. Moreover, the programme is harmonised with EU trends as well.

1.8 Past experiences in carrying out the equivalent and similar programmes

Pre-school education study programme has been carried out at the University of Split since 1971. So far the curriculum has been changed and structurally improved:

- 1971/72 – Academy of Pedagogy from Split initiates pre-school education study programme
- 1977/78 – a new pre-school education curriculum introduced. Academy of Pedagogy from Split forms a part of the complete organisation under the Faculty of Philosophy from Zadar, OOUR from Split
- 1988/89 – pre-school education study programme carried out according to the new curriculum (four years of high school plus two years of university education)
- 1991 – OOUR from Split dissolved from Zadar's Faculty of Philosophy thus becoming an independent institution under the name of Faculty of Science and Education
- 1998 – Department of Pre-school Education and Department of Teachers' Education dissolved from Faculty of Science and Education thus becoming an independent institution under the name of Teacher Training College
- 2005/06 – Teacher Training College from Split and Department of Humanist Sciences from the University of Split integrated thus forming Faculty of Humanities and Social Sciences

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- 2005/06 – introduced a three-year undergraduate professional study programme curriculum of pre-school education (180 ECTS)
 - 2013/14 – introduced an undergraduate university programme “Early and Pre-school Education”.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1 General information

Scientific/artistic area of the study programme	interdisciplinary science fields / interdisciplinary educational sciences
Duration of the study programme	two academic years / four semesters
The minimum number of ECTS required for completion of study	120
Enrolment requirements and admission procedure	<p>The study programme can be enrolled by:</p> <p>a) educators who finished two-year pre-school education studies and passed supplemental exams*;</p> <p>b) holders of bachelor's degree who finished three-year professional study programme "Pre-school Education", obtained 180 ECTS credits and passed supplemental exams**;</p> <p>c) holders of bachelor's degree in "Early and Pre-school Education"</p>
	<p>Entrance exam includes:</p> <p>a) evaluation of undergraduate studies success (minimal average grade 3.00, taking into account the average grade of supplemental exams, if any)</p> <p>b) evaluation of special competences depending on the module chosen.</p> <p>Module A: Drama and puppetry expression and creation Additional testing includes:</p> <ul style="list-style-type: none"> - interpretative reading of a shorter piece of prose for children; - demonstration of a shorter puppet improvisation; - prepared shorter monologue; - testing vocal skills (singing a known song) - max 5 points.
	<p>Module B: Visual arts expression and creation Additional testing includes:</p> <ul style="list-style-type: none"> - art work 1 (space); - art work 2 (volume); - art work 3 (imagination); - analysis of art work.
	<p>Module C: Music expression and creation Additional testing includes:</p> <ul style="list-style-type: none"> - testing vocal skills (singing a known song); - playing piano or other instrument (prepared song for children);

	<ul style="list-style-type: none"> - testing rhythm; - testing music memory. <p>Module D: <i>Bodily movements expression and creation</i></p> <p>Additional testing includes:</p> <ul style="list-style-type: none"> - testing motor skills (motor testing); - playing piano or other instrument (prepared song); - demonstration of a dance structure.
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* Supplemental study programme can be enrolled by pre-school educators who finished two-year studies. Description of the Supplemental study programme is a separate document.

* * Supplemental exams are listed in the description of the Supplemental study programme.

2.2 Learning outcomes of the study programme

a) General:

- students will be able to make generalisations about everyday problems related to work in institutions of early and pre-school education
- students will actively explore possibilities of education from the aspect of integrated curriculum of early and pre-school education
- students will propose pedagogical approaches for development of competences of early and pre-school age children
- students will propose ways for a constructive problem solving within the context of their professional role and they will present the process of problem solving
- students will determine the effects of educational work through various roles and contexts on the overall development of early and pre-school age children
- students will daily evaluate the quality of educational processes and the final result through the context of integrated (holistic) educational approach
- students will compare the theory and practice of early and pre-school education within the framework of national and European pedagogies
- students will evaluate the quality of pedagogical work through reflection and self-reflection
- students will engage in action researches and other methodological approaches aiming to improve pedagogical activities

b) Specific:*a) Module: Drama and puppetry expression and creation*

- students will present basic facts about drama and puppetry expression and creation as components of early and pre-school age children competences
- students will come up with new approaches for organisation, implementation and evaluation of activities in drama and puppetry expression and creation in regular, enriched and specialised programmes of early and pre-school education
- students will actively explore the possibilities of educational work through drama as a medium for development of creative possibilities of early and pre-school age children

b) Module: Visual arts expression and creation

- students will present basic facts about visual arts expression and creation as components of early and pre-school age children competences
- students will come up with new approaches for organisation, implementation and evaluation of activities in visual arts expression and creation in regular, enriched and specialised programmes of early and pre-school education
- students will actively explore the possibilities of educational work through visual arts as a medium for development of creative possibilities of early and pre-school age children

c) Module: Music expression and creation

- students will present basic facts about music expression and creation as components of early and pre-school age children competences
- students will come up with new approaches for organisation, implementation and evaluation of activities in music expression and creation in regular, enriched and specialised programmes of early and pre-school education
- students will actively explore the possibilities of educational work through music as a medium for development of creative possibilities of early and pre-school age children

d) Module: Bodily movements and creation

- students will present basic facts about motoric expression and creation as components of early and pre-school age children competences
- students will come up with new approaches for organisation, implementation and evaluation of activities in bodily movement expression and creation in regular, enriched and specialised programmes of early and pre-school education
- students will actively explore the possibilities of educational work through movements as a medium for development of creative possibilities of early and pre-school age children

2.3 Employment possibilities

- early and pre-school education institutions / kindergartens
- associations and cultural institutions (museums, galleries etc.) offering specialised pre-school programmes, depending on the chosen module

2.4 Possibilities of continuing studies at a higher level

Education can be continued at a PhD level (pedagogy and other social sciences).

2.5 Lower level studies of the proposer or other Croatian institutions that qualify for admission to the proposed study

- Undergraduate university study program “Early and pre-school education”
- Professional two-year study programme “Pre-school education” with supplemental study programme and additional 60 ECTS credits
- Professional three-year study programme “Pre-school education” with supplemental exams passed

2.6 Structure of the study

The proposed programme includes two-year studies (four semesters). The programme is organised according to the current law on higher education and the Statute of Faculty of Humanities and Social Sciences, Split. The number of students' groups (lectures, seminars) is regulated by the current acts. The studies enable vertical mobility. Admission requirements for individual courses are defined by a framework programme of those courses. The programme is completed upon defence of the graduation thesis, written under mentorship of a chosen professor. The programme's proposer will define the courses in which the thesis can be written.

Note: 50% of teaching activities will be planned in the syllabus, while the rest will be realised by students through their seminar papers, researches and practical tasks. Students will be supported by professors through consultations and mentorship.

2.7 Guiding and tutoring through the study system

Students are guided by their mentors, whom students choose in the first semester. Mentors also supervise students' while working on their graduation theses.

2.8 List of courses that the student can take in other study programmes

Students of the graduate university study programme *Early and Preschool Education* can enrol into one elective course from other study programmes of the appropriate level at the Faculty of Humanities and Social Sciences in Split. A list of courses offered to all students is available on the Faculty's website.

2.9 List of courses offered in a foreign language as well

Foreign language	Courses
French	Culture of early and pre-school education institution Children's drama and puppetry creation with practicum
English	Quality and identity of early and pre-school education institution Gifted children Sociology of childhood Analysis of kinesiological activities in early and pre-school education Planning and programming of kinesiological activities in early and pre-school education Museum pedagogy with practicum Museum workshops for children Communication through performing arts Puppet animation with practicum Drama pedagogy education with practicum Professional development and lifelong learning of educators

2.10 Criteria and conditions for transferring the ECTS credits

ECTS credits will be recognised to students only if valid for the courses of the graduate university study programme "Early and pre-school education". Only the ECTS credits earned within mandatory or elective courses of the proposed study programme are valid.

2.11 Completion of study

<i>Final requirement for completion of study</i>	Final thesis <input type="checkbox"/> Diploma thesis <input type="checkbox"/>	Final exam <input type="checkbox"/> Diploma exam <input type="checkbox"/>
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	All exams passed and all students' duties carried out.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	Students defend the thesis before a three-member committee consisting of the mentor, the committee president and the third member.	

Student is qualified for the higher year of studies if having obtained a minimum of 42 ECTS credits in the previous year. If a student does not pass all exams scheduled for the current year, s/he first must enrol for those courses the following year. If a student obtains a minimum of 60 ECTS credits in the previous year, s/he has the right to enrol for 75 ECTS credits the following year.

ECTS credits obtained outside of the institution of the programme provider will be recognised according to the value of ECTS credit at the provider's institution. Credit transfer is possible among different study programmes of Early and pre-school education. Criteria and requirements are defined by the Faculty of Humanities and Social Sciences.

2.12 List of mandatory and elective courses

LIST OF COURSES							
Year of study: 1st							
Semester: I							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory courses – basic module	SRPO11	Ethics	15	15			3
	SRPO12	Psychology of parenthood	15	15			3
	SRPO13	Educational communication skills	30	15			4
	SRPO14	Historical context of early and pre-school education	30	30			5
	SRPO15	Culture of early and pre-school education institution	30	15			4
	SRPO16	Education for sustainable development	15	10		5	3
	Total for mandatory courses – basic module		135	105			22
Elective courses*	SRPI11	Gifted children	30	15			(4)
	SRPI12	Child and media	30	15			(4)
	SRPI13	Attachment across the lifespan	30	15			(4)
	* Students choose two elective courses (=8 ECTS credits)						30

LIST OF COURSES							
Year of study: 1st							
Semester: II							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory courses – basic module	SRPO21	Sociology of childhood	15	15			3
	SRPO22	Information and communication technology in education	30		30		5
	SRPO23	Action research in early and pre-school education	30	15	15		6
	SRPO24	Quality and identity of early and pre-school education institution	30	15			5
	SRPO25	Educational management	15	15			3
	Total for mandatory courses – basic module		120	45	60		22
Elective courses*	SRPI21	Traditional games and toys	30	15			(4)
	SRPI22	Decorative shaping	15		30		(4)
	SRPI23	Games and learning through computer	30		15		(4)
	* Students choose two elective courses (=8 ECTS credits)						30

LIST OF COURSES							
Year of study: 2nd							
Semester: III							
Module: <i>Drama and puppetry expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO31	Child and creativity	30	15			5
	SRPO32	Contemporary childhood and children's rights	15	15			3
	SRPOD33	Communication through performing arts	30	15			4
	SRPOD34	Drama pedagogy education with practicum	15		45		5
	SRPOD35	Dramatic literature for children	15	15			3
	SRPOD36	Basics of dramatisation and adaptations of literary texts for children	30	15			3
	SRPOD37	Music in puppetry			30		4
	Total for mandatory courses		120	60	75		27
Elective*	SRPI31	Behavioural disorders in early childhood	15	15			(3)
	SRPI32	Child, art and education	15	15			(3)
	SRPI33	Drama and theatre for children	15	15			(3)
	* Students choose one elective course (=3 ECTS credits)						30

LIST OF COURSES							
Year of study: 2nd							
Semester: IV							
Module: <i>Drama and puppetry expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO41	Support strategies for children with special needs	30		15		5
	SRPO42	Professional development and lifelong learning of educators	30	15			4
	SRPOD43	Visual arts dramaturgy and puppetry technology	15		30		3
	SRPOD44	Puppet animation with practicum	30		45		6
	SRPOD45	Children's drama and puppetry creation with practicum	15		15		2
	SRPOD46	Drama and stage speech with practicum	15		15		2
	SRPOZR	Graduation thesis seminar		30			5
	Total for mandatory courses		135	30	135		27
Elective*	SRPI41	Parents and children with special needs	15	15			(3)
	SRPI42	Child and heritage	15	15			(3)
	SRPI43	Museum workshops for children	15		15		(3)

	* Students choose one elective course (=3 ECTS credits)	30
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LIST OF COURSES							
Year of study: 2nd							
Semester: III							
Module: <i>Visual arts expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO31	Child and creativity	30	15			5
	SRPO32	Contemporary childhood and children's rights	15	15			3
	SRPOL33	Basics of visual arts 1	15	15			3
	SRPOL34	Drawing with practicum	15		30		4
	SRPOL35	Painting with practicum	15		30		4
	SRPOL36	Three-dimensional modeling and designing with practicum 1	15		30		4
	SRPOL37	Application of graphical techniques with practicum	15		15		2
	SRPOL38	Museum pedagogy with practicum	15		15		2
	Total for mandatory courses		135	45	120		27
Elective*	SRPI31	Behavioural disorders in early childhood	15	15			(3)
	SRPI32	Child, art and education	15	15			(3)
	SRPI33	Drama and theatre for children	15	15			(3)
	* Students choose one elective course (=3 ECTS credits)						30

LIST OF COURSES							
Year of study: 2nd							
Semester: IV							
Module: <i>Visual arts expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO41	Support strategies for children with special needs	30		15		5
	SRPO42	Professional development and lifelong learning of educators	30	15			4
	SRPOL43	Basics of visual arts 2	30	30			4
	SRPOL44	Psychology of children's drawings	30	15			3
	SRPOL46	Visual arts activities with didactically unshaped material	15		15		3
	SRPOL47	Three-dimensional modeling and designing with practicum 2	15		15		3

	SRPOZR	Graduation thesis seminar		30			5
	Total for mandatory courses		150	75	60		27
Elective*	SRPI41	Parents and children with special needs	15	15			(3)
	SRPI42	Child and heritage	15	15			(3)
	SRPI43	Museum workshops for children	15		15		(3)
	* Students choose one elective course (=3 ECTS credits)						30

LIST OF COURSES							
Year of study: 2							
Semester: III							
Module: <i>Music expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO31	Child and creativity	30	15			5
	SRPO32	Contemporary childhood and children's rights	15	15			3
	SRPOG33	Basics of vocal technique with practicum	15		30		5
	SRPOG34	Instrumental practicum 1			60		5
	SRPOG35	Development of children's musicality	15	15			3
	SRPOG36	Leading a children's choir with basics of choral conducting	15		30		4
	SRPOG37	Dance structures with practicum	15		15		2
	Total for mandatory courses		105	45	135		27
Elective*	SRPI31	Behavioural disorders in early childhood	15	15			(3)
	SRPI32	Child, art and education	15	15			(3)
	SRPI33	Drama and theatre for children	15	15			(3)
	* Students choose one elective course (=3 ECTS credits).						30

LIST OF COURSES							
Year of study: 2nd							
Semester: IV							
Module: <i>Music expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO41	Support strategies for children with special needs	30		15		5
	SRPO42	Professional development and lifelong learning of educators	30		15		4
	SRPOG43	Instrumental practicum 2			60		4
	SRPOG44	Group music making			30		2
	SRPOG45	Children's musical creativity with practicum	15		15		2
	SRPOG46	Music literature for children	15	15			2
	SRPOG47	Folklore for children with practicum	15		15		3
	SRPOZR	Graduation thesis seminar		30			5
	Total for mandatory courses		105	45	140		27
Elective*	SRPI41	Parents and children with special needs	15	15			(3)
	SRPI42	Child and heritage	15				(3)
	SRPI43	Museum workshops for children	15		15		(3)
	* Students choose one elective course (=3 ECTS credits)						30

LIST OF COURSES							
Year of study: 2nd							
Semester: III							
Module: <i>Bodily movements expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO31	Child and creativity	30	15			5
	SRPO32	Contemporary childhood and children's rights	15	15			3
	SRPOP33	Analysis of kinesiological activities in early and pre-school education	30		15		4
	SRPOP34	Aesthetic gymnastics with practicum	15		30		4
	SRPOP35	Rhythmics and dance with practicum 1	15		45		5
	SRPOP36	Folklore for children with practicum 1	15		15		3
	SRPOP37	Group music making			30		3
	Total for mandatory courses		120	30	135		27
Elective*	SRPI31	Behavioural disorders in early childhood	15	15			(3)
	SRPI32	Child, art and education	15	15			(3)
	SRPI33	Drama and theatre for children	15	15			(3)
	* Students choose one elective course (=3 ECTS credits)						30

LIST OF COURSES							
Year of study: 2nd							
Semester: IV							
Module: <i>Bodily movements expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO41	Support strategies for children with special needs	30		15		5
	SRPO42	Professional development and lifelong learning of educators	30		15		4
	SRPOP43	Planning and programming of kinesiological activities in early and pre-school education	30		15		3
	SRPOP44	Rhythmics and dance with practicum 2	15		45		5
	SRPOP45	Folklore for children with practicum 2	15		15		2
	SRPOP46	Children's dance creation with practicum	15		30		3
	SRPOZR	Graduation thesis seminar		30			5
	Total for mandatory courses		135	30	135		27
Elective*	SRPI41	Parents and children with special needs	15	15			(3)
	SRPI42	Child and heritage	15	15			(3)
	SRPI43	Museum workshops for children	15		15		(3)
	* Students choose one elective course (=3 ECTS credits)						30

2.13 Course description

A) Basic module

B) Module A: *Drama and puppetry expression and creation*

C) Module B: *Visual arts expression and creation*

D) Module C: *Music expression and creation*

E) Module D: *Bodily movements expression and creation*

F) Elective courses

G) Graduation thesis seminar

A) Basic module

NAME OF THE COURSE		ETHICS					
Course code	SRPO11	Year of study	1st/I				
Course teacher	Marita Brčić Kuljiš, PhD, associate professor	Credit value (ECTS)	3				
Associate teachers	Anita Lunić, assistant	Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Mandatory	Percentage of application of e-learning	0				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- to acquire knowledge about basic ethical theories- to understand ethical positions in a pluralistic society- to develop awareness about the importance of children's moral education						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Expected learning outcomes on the course level (4-10 learning outcomes)	<p>After passing the exam successfully, students will be able to:</p> <ul style="list-style-type: none">- explain basic terms in ethics- compare ethical theories- analyse the role of moral development in society- critically reexamine ethical premises- compare different societal practices in the context of pluralism- critically reexamine one's own ethical beliefs- grow awareness about the importance of moral development in children.						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none">1. Introductory lecture/seminar arrangements2. Definition of basic terms3. A brief overview of the history of ethics4. Ethics and other disciplines5. Types of ethics (ethics of virtue, ethics of duties)6. Ethics in philosophy for children7. Bioethics <p>Seminars:</p> <ol style="list-style-type: none">1. Moral and ethics2. Ethics – Socrates and Plato3. Dianoethic and ethical virtues4. Categorical imperative5. Kohlberg and moral development6. Integrative bioethics7. Ethics for children						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> independent student assignments <input type="checkbox"/> work with the mentor						

Student responsibilities	Regular class attendance, active participation in seminars, seminar essays 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	0.5				
	Seminar essay	1				
	Oral exam	1				
	Class participation	0.5				
Grading and evaluating student work in class and at the final exam	The student's overall academic work in the course is evaluated, presentation of seminar essays, reading and interpretation of core reading, oral examination. Final grade is based on participation in class, seminar presentation grade, reading of core literature and oral examination.					
Required literature (available in the library and via other media)	Title				Number of books available in the library	Availability in other media
	I. Čehok – I. Koprek, (ed.) (1996), <i>Etika: priručnik jedne discipline</i> , Zagreb: Školska knjiga				4	
	Milan Krangrga (2004), <i>Etika: osnovni problem i pravci</i> , Zagreb: Golden marketing – Tehnička knjiga				1	
Further reading	1. Aristotel (1992), <i>Nikomahova etika</i> , Zagreb: Hrvatska sveučilišna naklada 2. Hessong, Robert i Weeks, Thomas (1987), <i>Introduction to Education</i> , New York: Macmillan Publishing Company 3. Kant, Immanuel (1990), <i>Kritika praktičkog uma</i> , Zagreb: Naprijed 4. Legrand, Louis (1995), <i>Moralna izobrazba danas: ima li to smisla?</i> Zagreb: Educa 5. MacIntyre, Alasdair (2002), <i>Za vrlinom: studija o teoriji morala</i> , Zagreb: KruZak 6. Ante Čović (2004), <i>Etika i bioetika</i> , Zagreb: Pergamena 7. Robert Speamann (2008), <i>Osnovni moralni pojmovi</i> , Sarajevo: Svjetlo riječi 8. Kohlberg, Lawrence (1976), The Claim to Moral Adequacy of a Highest Stage of Moral Judgment, <i>Journal of Philosophy</i> 40: 630-646.					
Modes of quality assessment that ensure the acquisition of the learning outcomes	Advisory hours with students, evaluation of courses and instructors, class attendance record, active participation in class discussions, presentation of seminar essays, passing of exams.					

NAME OF THE COURSE		PSYCHOLOGY OF PARENTHOOD					
Code	SRPO12	Year of study	1st/I				
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credit value (ECTS)	3				
Associate teachers	Katija Kalebić Jakupčević, PhD, postdoctoral researcher	Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To familiarise students with: a) the theoretical approaches in parenting, b) the major models of parenting within developmental psychology, c) individual factors that determine parenthood, d) the consequences of the various determinants of parenting on child development, e) parenting in specific contexts (inability to become parent, non-biological or adoptive parenting, parenting in adolescence, parenting a child with developmental disabilities). The specific objective of the course refers to exploring the role of parents in the context of pre-school institutions.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able: 1. to name the main theoretical approaches in psychology of parenting 2. to name the factors that determine parenting and parenting practice 3. to explain the role of the main individual and contextual factors that determine parenting 4. to analyse the specifics of adolescent parenting and adoptive parenting 5. to compare the features of parenting and parenting practices in different stages of development (infancy, early childhood, pre-school-aged, school-aged, adolescence, adulthood) 6. to explain the role of parents and parenting practice in child's behaviour and wellbeing in pre-school institution 7. to develop communication skills for quality interaction with parents in pre-school institution.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture (introducing students to the course content, readings, student responsibilities and expectations) – 1L + 2S 2. Definition of parenthood (concept, process, roles) – 1L + 2S 3. The theoretical approaches to the study of parenting (psychoanalytic, humanistic, ecological) – 2L + 2S 4. Individual and contextual factors of parenting and parental behaviour (Belsky's process model) – 1L + 2S 5. Motivation for parenthood – 2S 6. The transition to parenthood – 1L + 2S 7. Parenting a child of pre-school and school age – 2L + 2S 8. Preliminary exam I - 2S						

	9. Parenting adolescents – 1L + 2S 10. Parenting adult children – 1L + 2S 11. Adoptive parenting, adolescent parents – 2P + 2S 12. The role of motherhood and fatherhood in a historical context and contemporary society – 2S 13. Parenting a child with special developmental needs – 1L + 2S 14. Parental behaviour in the context of pre-school institutions – 2L + 2S 15. Preliminary exam II – 2 S					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1.5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 15% Seminar essay – 35% Exam(s) – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Klarin, M. (2006), <i>Razvoj djece u socijalnom kontekstu</i> . Jastrebarsko: Naklada Slap				2	
	Lacković-Grgin, K. (2011), <i>Doživljaj i praksa roditeljstva u različitim životnim razdobljima. Društvena istraživanja</i> , 20, 4, 1063-1083					Internet
Optional literature (at the time of submission of study programme proposal)	Holden, G. W. (2010), <i>Parenting – a dynamic perspective</i> . SAGE Martin, C.A. & Colbert, K. K. (1997), <i>Parenting: A life span perspective</i> . NY: McGraw-Hill Ljubetić, M. (2007), <i>Biti kompetentan roditelj</i> . Zagreb: Mali profesor					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		EDUCATIONAL COMMUNICATION SKILLS					
Code	SRPO13	Year of study	1st				
Course teacher	Sonja Kovačević, PhD, full professor	Credit value (ECTS)	4				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To introduce education as a communication process. To introduce education in a group. To introduce models of communication. To introduce communication models of teaching. Develop basic communication skills. To formulate critical attitude towards educational reality in a group.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - develop general communication skills - analyse and understand the complexities of education in group - apply ideas in analysis of practice. Regarding specific competencies, students are expected to: - describe, define, understand and explain the communication and educational developments in a group - adopt techniques of conversation - develop communication skills - resolve conflicts of children - be aware of personal theories of teaching - develop communication skills of guiding.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Models of educational communication. 2. Education as communication. 3. Education in a small group. 4. Quality verbal and nonverbal communication; recognise the signs of nonverbal communication. 5. The formation of social skills and their role in communication (presentation, handshake, interview). 6. Conflicts and nonviolent conflict resolution. 7. Interpersonal communication and communication models (Schramm's model and Glasser's model of "total communication"). 8. Axioms of communication. 9. Basic characteristics of educational communication.						
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance; writing down and presenting a seminar essay; oral exam. Participants are required to attend all forms of lectures, and, in active way, to take part in class, which includes the performance of individual assignments, preparation of an e-portfolio, having an insight in the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	0.5	Practical training	
	Experimental work		Report		(Other)	1
	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	Class attendance – 15% Seminar essay – 35% Oral exam – 50% Grading and evaluating of participants work will be defined by implementing educational curriculum. Active participation in workshops required.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Brajša, P. (1994), <i>Pedagoška komunikologija</i> , Zagreb: Školska knjiga				7	
	Pease, A. (1991), <i>Govor tijela</i> , Ljubljana-Zagreb: Mladinska knjiga				1	
Optional literature (at the time of submission of study programme proposal)	1. Brajša, P. (1996), <i>Umijeće razgovora</i> , Pula: C.A.S.H. 2. Ajduković, M., Pečnik, N. (1994), <i>Nenasilno rješavanje sukoba</i> , Zagreb: Alinea 3. Šagud, M. (2006), <i>Odgajatelj kao reflektivni praktičar</i> . Petrinja, Visoka učiteljska škola u Petrinji 4. Janković, J. (1994), <i>Sukob ili suradnja</i> , Zagreb: Alinea 5. Pearsons, J. C., Spitzberg, B. H. (1990), <i>Interpersonal communication – Concepts, Components, And Context</i> , WM.C: Brown publishers USA					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays. Evaluation form, exam achievements.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		HISTORICAL CONTEXT OF EARLY AND PRE-SCHOOL EDUCATION					
Code	SRPO14	Year of study		1st			
Course teacher	Branimir Mendeš, PhD, assistant professor	Credit value (ECTS)		5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	30			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with historical development of theory and practice of early and pre-school education.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - explain the main directions in development of theory and practice of early and pre-school education; - elaborate on the influence of various pedagogical ideas on forming the concept of pre-school education; - compare different pedagogical ideas and directions in early and pre-school education; - support and critically explain the elements of early childhood history; - study and interpret scientific texts on their own.						
Course content broken down in detail by weekly class schedule (syllabus)	- The development of pedagogical thought on educating a child of early and pre-school age in a family and institutional context - An overview of the work of pedagogists important for theory and practice of early and pre-school education - Establishing and development of early and pre-school education pedagogy - Beginnings of pedagogical thought on educating a child of early and pre-school age in our region - A. Cvijić: Rukovođ za zabavište (the importance of this work for Croatian pedagogy) - Occurrence and development of different programmes of early and pre-school education - The development of profession of early and pre-school education in Croatia - History of childhood						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.						
Screening student work (name the	Class attendance	1	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		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	3	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 15% Seminar essay – 35% Oral exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Došen-Dobud. A. (2013), <i>Slike iz povijesti predškolskog odgoja</i> , Split: Filozofski fakultet I Rijeka: Učiteljski fakultet				10	
	Lipovac, M. (1985), <i>Predškolski odgoj u Hrvatskoj</i> , Narodne novine, Zagreb (selected chapters)				1	
	Mendeš, B. (2015), Počeci institucijskog predškolskog odgoja u Hrvatskoj i njegova temeljna obilježja, <i>Školski vjesnik</i> , vol. 64 (2-3), 227-249.				2	+
	Zaninović, M. (1988), <i>Opća povijest pedagogije</i> , Školska knjiga, Zagreb (selected chapters)				2	
Optional literature (at the time of submission of study programme proposal)	Dumbović, I. (2005), <i>Pedagozi značajni za teoriju i praksu odgoja</i> , vol. 1. Vidik, Lekenik. Škoda, M. (1984), Počeci predškolskog odgoja u Hrvatskoj i njegove karakteristike, <i>Zbornik za historiju školstva i prosvjete</i> , vol. 17 (01), 5-16 Zaninović, M. (1982), <i>Pedagoška hrestomatija</i> , Školska knjiga, Zagreb (selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of Class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		CULTURE OF EARLY AND PRE-SCHOOL EDUCATION INSTITUTION				
Code	SRPO15	Year of study	1st			
Course teacher	Ivana Visković, PhD, assistant professor	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	15		
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with the most recent knowledge of the significance of the level of culture of early and pre-school education institution and raising thereof.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - interpret relevant factors influencing the quality of culture of early and pre-school education institution - recognise the quality level of micro and macro organisation of early and pre-school education institution. - demonstrate the basic knowledge of their professional field of work in the context of culture of early and pre-school education institution - develop the ability of a reflexive practitioner who continuously values the effects of her/his achievements, - engage in raising the level of culture of early and pre-school education institution.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Factors and their features in building the culture of early and pre-school education institution 2. Features of humanistic developmental curriculum of pre-school education 3. Levels of institutional context – micro and macro organisation of early and pre-school education institution 4. Historical approach to the development of context of early and pre-school education institutions – past researches 5. Contemporary understanding of context of early and pre-school education institution 6. New paradigms of early and pre-school education 7. Interdependence of humanistic developmental curriculum of early and pre-school education and institutional context 8. Communication and interaction in early and pre-school education institutions 9. The culture of a pre-school education institution and quality of educational practice 10. Kindergarten as a house of children 11. The role of educators in making a kindergarten a house of children 12. The relationship between educator's professional and personal development 13. Educator as a reflexive practitioner 14. New culture of family education 15. Cultural and heritage surrounding and the culture of early and pre-school education institution					

Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance. Presenting a seminar essay during seminar sessions.					
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	0.5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	0.5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25% Preliminary exam – 15% Research – 10% Seminar essay – 25% Oral exam – 25%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Bruner, J. (2000), <i>Kultura obrazovanja</i> , Zagreb: Educa				3	
	Maleš, D. (ed.) (2011), <i>Nove paradigme ranoga odgoja</i> , Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju				5	
	Mendeš, B. (ed.) (2012), <i>Samovrjednovanje ustanova ranog i predškolskog odgoja</i> , Zbornik radova stručno-znanstvenog skupa 18. dani predškolskog odgoja Splitsko-dalmatinske županije <i>Mirisi djetinjstva</i> , Split: Dječji vrtić “Čarobni pianino”				3	
	Miljak, A. (2009), <i>Življenje djece u vrtiću</i> , Zagreb: SM naklada (chapters 5 and 6)				3	
	Petrović-Sočo, B. (2009), <i>Mijenjanje konteksta i odgojne prakse dječjih vrtića</i> , Zagreb: Mali profesor				3	
	Vujičić, L. (2011), <i>Istraživanje kulture odgojno-obrazovne ustanove</i> , Zagreb: Mali profesor				1	
Optional literature (at the time of submission of study programme proposal) Course objectives	Ivon, H. (ed.) (2009), <i>Kultura vrtića</i> , Zbornik radova stručno-znanstvenog skupa 15. Dani predškolskog odgoja Splitsko dalmatinske županije <i>Mirisi djetinjstva</i> , Split: Dječji vrtić “Radost”, Dječji vrtić “Marjan” Ljubetić, M. (2009), <i>Vrtić po mjeri djeteta</i> , Zagreb: Školske novine Miljak, A. (2000), <i>Zašto su okruženje i ozračje važni u dječjem vrtiću?</i> , <i>Dijete Vrtić Obitelj</i> 22, VI, pp. 4-9					

	Petrović-Sočo, B. (2011), Razvoj instrumenata za kvalitete ustanova ranog odgoja i obrazovanja, <i>Pedagogijska istraživanja</i> , year VIII, issue 2, pp. 241-259 Slunjski, E. (2011), <i>Kurikulum ranog odgoja</i> , Zagreb: Školska knjiga Šagud, M. (2006), <i>Odgajatelj kao refleksivni praktičar</i> , Petrinja: Visoka učiteljska škola
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		EDUCATION FOR SUSTAINABLE DEVELOPMENT					
Code	SRPO16	Year of study	1st/II				
Course teacher	Vesna Kostović-Vranješ, PhD, associate professor	Credit value (ECTS)	3				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15	10		5	
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Training students how to think critically and apply cooperative and interdisciplinary children age-appropriate activities in a creative way, aiming to initiate the process of education for sustainable development in early childhood as the basics for lifelong learning and active participation in accordance with sustainable development principle.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After the completion of this course, students will be able to: <ul style="list-style-type: none">- interpret the complexity of education for sustainable development in early childhood- describe the importance of education for sustainable development in early childhood- design a programme of education for sustainable development in pedagogical practice in kindergarten- educate kindergarten children for sustainable development- design and apply interdisciplinary activities for children, aiming to promote education for sustainable development in early childhood- create teaching material required for education for sustainable development in early childhood- analyse, follow up, evaluate and grade their own work while promoting education for sustainable development.						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. From pre-history to sustainable development2. From sustainable development concept to education for sustainable development3. The role and key features of education for sustainable development4. The elements of kindergarten curriculum in the development of children's sensitivity to sustainable development5. Education for sustainable development in Croatian kindergartens' practice6. Education for environment in early childhood7. From education for environment to education for sustainable development8. Education for sustainable development in Croatian kindergartens' practice9. Activities for the development of an eco-aware child10. Sensory or perceptive activities in education for sustainable development11. Expressive activities in education for sustainable development12. Practical activities in education for sustainable development13. Didactic game in development of children's sensitivity to sustainable development14. Projects in education for sustainable development						

	15. Educator's competences for promoting education for sustainable development					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance (in and out of classroom) and active course participation.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	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% Preliminary exam – 20% Seminar essay (written form and presentation) – 27% Final exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Pap, T.; Šarić Lj.; Lončar I.; Domac J. (2012), <i>Odgoj djece predškolske dobi za održivi razvoj i racionalno korištenje energije, reference book</i> , Zagreb: Grad Zagreb, Gradski ured za energetiku, zaštitu okoliša i održivi razvoj				3	
	Vrbanc, B.; Garašić, D.; Pašalić, A. (2011), <i>Obrazovanje za održivi razvoj, priručnik za osnovne i srednje škole</i> , Zagreb: Agencija za odgoj i obrazovanje				2	
	Lepičnik Vodopivec, J. (2007), <i>Prvi koraci u odgoju i obrazovanju za okoliš</i> , Kraljevo: Alisa press				2	
Optional literature (at the time of submission of study programme proposal)	1. Kostović-Vranješ V. (2013), Uloga suvremenog učitelja u implementaciji obrazovanja za održivi razvoj. In: <i>Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene</i> . Ivon H. (ed.), Filozofski fakultet u Splitu 2. Husanović-Pejnović, D. (2011), <i>Održivi razvoj i izvanučionička nastava u zavičaju</i> , Zagreb: Školska knjiga 3. Murphy, G. (2011): <i>Mali koraci, jednostavne zamisli koje mijenjaju planet Zemlju</i> , Zagreb: Mozaik knjiga 4. UNESCO (2010), <i>Teaching and learning for sustainable future</i> , www.unesco.org/education/tlsf/index.htm 5. Šimleša, D. (2010), <i>Ekološki otisak – Kako je razvoj zgazio održivost</i> . TIM press, Zagreb: Institut društvenih znanosti Ivo Pilar 6. Kostović-Vranješ, V. (2009), Vzgoja in izobraževanje za okolje v zgodnjem otroštvu - podlaga za trajnostni razvoj. In: <i>Edukacija za trajnostni razvoj</i> . Duh,					

	<p>Matjaž (ed.), Založba PEF, Pedagoška fakulteta Univerze v Mariboru, RIS Dvorec Rakičan: 17-28</p> <p>7. Milčec, M. (2008), <i>Nije smeće sve za vreće</i>, Zagreb: Školska knjiga</p> <p>8. UNESCO (2005), <i>UNESCO and Sustainable Development</i>, http://unesdoc.unesco.org/images/0013/001393/139369e.pdf</p>
Quality assurance methods that ensure the acquisition of exit competences	Following up classroom work and participation in discussions, writing and presenting seminar essays, class attendance, discussions and talk exercises, consultation during office hours, preliminary exam results, end-of-term poll, course evaluation.
Other (as the proposer wishes to add)	

NAME OF THE COURSE	SOCIOLOGY OF CHILDHOOD						
Code	SRPO21		Year of study		1st/II		
Course teacher	Sanja Stanić, PhD, full professor		Credits (ECTS)		3		
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	15			
Status of the course	Mandatory		Percentage of application of e-learning				
COURSE DESCRIPTION							
Course objectives	Students familiarise with sociological approach to childhood as a social construct and with children as a social group.						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of this course, students will be able to: <ul style="list-style-type: none">- explain basic processes, relationships, phenomena of childhood and society- understand and critically analyse childhood as being socially conditioned- support and critically explain childhood as a social construct- study and interpret scientific texts on their own- know sociological methods and ethics of studying children and childhood						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Sociological discovery of childhood2. Social theories and perspectives of childhood3. Studying childhood and children4. Ethical issues in studying children5. History and structure of childhood6. Children, childhood and family in historical and cultural context7. Children and peer culture8. Main social problems of children and family9. Children and social area10. Globalisation and children in capitalist culture11. New technologies and childhood12. Consumerism in children13. Presenting children in popular culture14. Children and society in a conflict?15. The future of childhood						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance, writing a seminar essay and doing other assignments; active course participation.						
Screening student work (name the proportion of ECTS credits for each	Class attendance	0.5	Research	1	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		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuously in class and at the final exam; during class up to 70% of acquired knowledge, skills and competences; class participation 6% of the final grade; class participation 14%; 2 tests with 25% each, in total 50% of the final grade; final exam up to 30%.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Corsaro, W. (2005), <i>The Sociology of Childhood</i> . Thousand Oaks, CA: Pine Forge Press William				1	/
	James, A., Jenks, C., Prout, A. (1998), <i>Theorizing Childhood</i> . Cambridge: Polity Press				1	/
	Prout, A. (2004), <i>The Future of Childhood. Towards the Interdisciplinary Study of Children</i> . London: RoutledgeFalmer				1	/
Optional literature (at the time of submission of study programme proposal)	Jenks, C. (1996), <i>Childhood</i> , New York: Routledge. Fass, P. S. (2006), <i>Children of a New World: Culture, Society, and Globalization</i> . New York University Press. Mayall, B. (2002), <i>Towards a Sociology for Childhood</i> . Buckingham: Open University Press. Prout, A., Hallett, Ch. (eds.) (2003), <i>Hearing the Voices of Children: Social Policy for a New Century</i> . New York: Routledge Falmer - Qvortrup, J. et al. (eds.) (1994), <i>Childhood Matters. Social Theory, Practice and Politics</i> . Aldershot: Avebury Publishing					
Quality assurance methods that ensure the acquisition of exit competences	Lectures, seminar, office hours, work with mentor.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION							
Code	SRPO22		Year of study		1st/II			
Course teacher	Suzana Tomaš, PhD, assistant professor		Credit value (ECTS)		5			
Associate teachers	Marijana Vrdoljak, assistant	Type of instruction (hours per semester)	L		S		E	F
			30				30	
Course status	Mandatory		Percentage of application of e-learning		100%			
COURSE DESCRIPTION								
Course objectives	The objective is to acquire knowledge about information and communication technology in education, instruction, learning and teaching, and the knowledge acquired applied to the e-learning and social networks.							
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy							
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: 1.interpret the meaning of information and communication technology in education 2. explain the meaning of the pedagogical paradigm of e-learning and e-learning systems 3. design content for children of pre-school age in the system of e-learning 4. develop content for children of pre-school age in the system of e-learning 5. apply developed content for children of pre-school age in the system of e-learning 6. evaluate developed content for children of pre-school age in the system of e-learning.							
Course content broken down in detail by weekly class schedule (syllabus)	Defining the information and communication technology Defining e-learning Pedagogical paradigm of e-learning Instructional design in the e-learning system Tools for collaboration and communication Application of tools for collaboration and communication Social networks in correlation with computer games Netiquette on the Internet							
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; practical exam; oral exam.							
Screening student work (name the proportion of ECTS)	Class attendance	0.5	Research	0.5	Practical training		1	
	Experimental work	0.5	Report		(Other)			

credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(Other)	
	Tests	0.5	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Tests - 35% Practical exam - 40% Class attendance - 5% Final exam - 20%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	xxxx (2011), <i>E – learning methodologies A guide for designing and developing e-learning courses</i> , Food and Agriculture Organization of the United Nations					
	<i>Informacijska i komunikacijska tehnologija – Hrvatska u 21. stoljeću</i>					
	Stankov, S. http://www.pmfst.hr/~stankov/					
	Vizek Vidović, V., Rijevec, M., Vlahović-Štetić, V., Miljković, D. (2003), <i>Psihologija obrazovanja</i> , Zagreb: IEP –VERN (chapter “Learning and teaching”)			5		
	Bloom, B.S. (1984), The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring, <i>Educational Researcher</i> , 13, pp. 4-16			0		
Optional literature (at the time of submission of study programme proposal)	Internet bonton: http://www.hr-netiquette.org/pravila/ Internet bonton: http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton E-learning system: http://www.moodle.hr http://e-knjiznica.carnet.hr/e-knjige/e-kids ICT in education: http://www.unesco.org/new/en/unesco/themes/icts/					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		ACTION RESEARCH IN EARLY AND PRE-SCHOOL EDUCATION					
Code	SRPO23	Year of study	1st/II				
Course teacher	Tonča Jukić, PhD, associate professor	Credit value (ECTS)	6				
Associate teachers	Petra Katavić, assistant	Type of instruction (hours per semester)	L	S	E	F	
			30	15	15		
Course status	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	To familiarise students with the basic problems of qualitative research (action research) and the ways of their implementation in institutions of early and pre-school education. To understand the purpose of action research in the context of raising the quality of educational practice and educators' and professional Associate teachers' lifelong learning and training for the successful implementation of the action research.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	Students will be able to: 1. explain the basic characteristics of action research 2. differentiate ways to implement action research (indirectly and directly involved in action research) 3. perceive and set the problem of action research 4. plan, implement and evaluate the action research 5. compose instruments for data collection 6. collect, organise and display the data in the study 7. critically evaluate the results and the educational process as a whole 8. write a report on action research.						
Course content broken down in detail by weekly class schedule (syllabus)	Contents: 1. Action research in early and pre-school education. 2. The new paradigm of education – a challenge for theorists and practitioners in early and pre-school education. 3. Curriculum and action research. 4. Action Research and Kurt Lewin. 5. Reception of action research in European countries. 6. Four variants of the action research: 1) diagnostic action research 2) "participating" research 3) empirical action research, and 4) experimental action research. 7. Criticism of action research. 8. Methods of self-evaluation. 9. Qualitative research and participatory methods. 10. Importance of action research for the establishment of early and pre-school education 11. Educator as action researcher.						
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	To plan, implement and evaluate the action research and make a report.					
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	2	Practical training	0.5
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0.5	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade will be formed on the basis of two tests score (70%), paper (10%), a written report of action research (10%), attendance (5%) and involvement in practical training in class (5%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Miljak, A. (2009), <i>Življenje djece u vrtiću: novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima</i> , Zagreb: SM naklada, pp. 157-173				10	
	Slunjski, E. (2011), <i>Kurikulum ranog odgoja: istraživanje i konstrukcija</i> , Zagreb: Školska knjiga, pp. 59-143				5	
	Vujičić, L. (2011), <i>Istraživanje kulture odgojno-obrazovne ustanove</i> , Zagreb: Mali profesor, (chapter 2)				9	
	ERATO (2011), <i>Metodološki vodič za dječje vrtiće</i> , Zagreb: Golden marketing				6	
Optional literature (at the time of submission of study programme proposal)	Petrović-Sočo, B. (2009), <i>Mijenjanje konteksta i odgojne prakse dječjih vrtića</i> . Zagreb: Mali profesor Sekulić-Majurec, A. (2000), Kvantitativni i/ili kvalitativni pristup istraživanju pedagoških fenomena. <i>Napredak</i> , 141 (3), 289-300 Slunjski, E. (2006), <i>Stvaranje predškolskog kurikuluma – u vrtiću-organizaciji koja uči</i> , Zagreb: Mali profesor Šagud, M. (2006), <i>Odgajatelj kao reflektivni praktičar</i> , Petrinja: Visoka učiteljska škola					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays, planning, implementation and evaluation of action research, student evaluation of teaching.					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		QUALITY AND IDENTITY OF EARLY AND PRE-SCHOOL EDUCATION INSTITUTION					
Code	SRPO24	Year of study	1st				
Course teacher	Ivana Visković, PhD, assistant professor	Credit value (ECTS)	5				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- to introduce quality indicators of the pre-school institution- to train students for their recognition in practice- to train students for a quality self-assessment of the educational process – to provide a reflective dialogue						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- correctly interpret the fundamental concepts (quality, quality indicators, (self) evaluation, professional identity)- to analyse educational practice professionally and argument- critically analyse students' own role in the educational institution and the educational process in relation to all the factors of the educational process- carry out self-evaluation of the educational process in relation to the criteria and analyse individual stages of the process- devise and implement changes aimed at improving the pedagogical practices and the construction of identity institution						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Kindergarten "Fit for Children" – traditional versus modern kindergarten – a community that learns2.The criteria for the evaluation of institution's quality3.Early and pre-school age child – learning and early childhood education4. Learning as a child's daily activities5. Social and communication dimensions of child's learning6. The importance of the environment to stimulate the learning process7. The full development of children – children naturally learn in a stimulating environment8. Time dimension and teaching children9. Child as co-constructor of her/his own knowledge; (child – researcher creates and verifies her/his own theories)10. The role of educators in improving and evaluating the quality of the institution and the institution building of identity11. Self-assessment (method, process, role, significance)12. Teacher – reflective practitioner and reflexive friend13. Teacher – the initiator and evaluator of changes14. The identity of the kindergarten						

	15. Professional identity of educators					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	2	Practical training	
	Experimental work		Report		Activity during lectures	1
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 15% Seminar essay – 35% Oral exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ljubetić, M. (2009), <i>Vrtić po mjeri djeteta – priručnik za odgojitelje i roditelje</i> , Zagreb: Školske novine				15	no
	Slunjski, E.; Ljubetić, M.; Pribela Hodap, S.; Malnar, A.; Kljenak, T.; Zagrajski Malek, S.; Horvatić, S.; Antulić, S. (2012), <i>Priručnik za samovrednovanje ustanova ranoga i predškolskog odgoja i obrazovanja</i> . Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja (reference book)				15	no
	Slunjski, E. (2011), <i>Kurikulum ranog odgoja – istraživanje i konstrukcija</i> , Zagreb: Školska knjiga				15	
	Slunjski, E. (2012), <i>Tragovima dječjih stopa</i> . Zagreb. Profil International				15	
	Šagud, M. (2006), <i>Odgajatelj kao reflektivni praktičar</i> . Petrinja, Visoka učiteljska škola (selected chapters, pp. 8-77)				5	
	Vujičić, L. (2007), <i>Kultura odgojno-obrazovne ustanove i kvaliteta odgojno-obrazovne prakse</i> . U: Previšić, V. et al. (eds.), <i>Pedagogija prema cjeloživotnom obrazovanju i društvu znanja</i> (Vol 2), Zagreb: Hrvatsko pedagojsko društvo, pp. 753 – 761				4	

Optional literature (at the time of submission of study programme proposal)	<p>Miljak, A. (2009), <i>Življenje djece u vrtiću – Novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima</i>, Zagreb, Spektar Media (selected chapters)</p> <p>Slunjski E. (2008), <i>Dječji vrtić zajednica koja uči mjesto dijaloga, suradnje i zajedničkog učenja</i>, Zagreb, Spektar Media (selected chapters)</p> <p>Anning, A.; Cullen, J.; Fleeer, M. (2004.) (eds.), <i>Early Childhood Education: Society and Culture</i>, London: Sage Publications.</p> <p>Bruce, T. (2006), <i>Early Childhood – a guide for students</i>. (Bruce Ed.), London: Sage Publications</p> <p>Pilić, Š., Stankov, S., Tomaš, S. (ed.) (2008), Izabrani radovi Ane Tomaš, Split, Hrvatski pedagoško-književni zbor, Ogranak Split: Biblioteka Školskog vjesnika (Knjiga 2)</p> <p>Slunjski, E. (2006), <i>Stvaranje predškolskog kurikulumu u vrtiću organizaciji koja uči</i>. Zagreb, Mali profesor; Visoka učiteljska škola u Čakovcu (selected chapters)</p> <p>Vujičić, L. (2007), Razvoj praktične kompetencije učitelja – put ka istraživanju i unapređivanju vlastite prakse. In: Babić, N. (ed.), <i>Kompetencije i kompetentnost učitelja</i>, Osijek: Učiteljski fakultet u Osijeku, pp. 157 – 163</p>
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.
Other (as the proposer wishes to add)	None.

NAME OF THE COURSE		EDUCATIONAL MANAGEMENT					
Code	SRPO25	Year of study	1st/I				
Course teacher	Goran Sučić, PhD, associate professor	Credit value (ECTS)	3				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	The aim is to introduce, problematize, critically assess and link various European educational adjustment contradictions initiating the processes that govern changes. To adopt basic knowledge and skills of educational management foundations. To develop interest in governing the educational processes. To develop individual managerial abilities and acquire the theoretical knowledge in the field of educational and pedagogic management.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course successfully, students will be able to: 1. recognise more important forms of the governing processes, management and creative involvement in the context of educational process 2. apply various models of governing and their integration in a particular field of pedagogic management 3. analyse the management phenomenon in education from various theoretical perspectives as well as the model of governing of human potential 4. define an approach to competent quality management of educational processes based on scientific management epistemology.						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: <ul style="list-style-type: none">- Educational management basics- Strategic management – mission and vision- Educational facilities management – definitions, approaches, transformational, collaborative and teamwork management- Educational facility as an organisation – context, financial sources- Climate and culture of educational facility, fundamental values, re-defining innovation, creativity of vision of educational facility's personal profile and identity (ethos facility)- Governance of human potential – goals and areas of decision making- Change management – models- Principal work – educational facility- Information – communication technology- External evaluation ad self-assessment						

	<ul style="list-style-type: none">- Development of communication skills- Civic education and development of democratic principles- Environment integration- Mission and vision of educational system- Strategic educational management- Governance of the educational processes- Administration and organisation in educational facilities- Cultural identity and ethos facility in educational system- Financial facility governance in educational sphere- Human potential governance- Managing changes					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular course and seminar attendance					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	0.5	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	Final grade is formed according to regular class attendance, active participation in class activities as well as by examining acquisition of course contents via oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Staničić, S. (2006), <i>Menadžment u obrazovanju</i> , Rijeka: Vlastita naklada				2	
	2. Bahtijarević-Šiber, F. (1999), <i>Management ljudskih potencijala</i> , Zagreb: Golden marketing				1	
	3. Silov, M. (ed.), (2001), <i>Suvremeno upravljanje i rukovođenje u školskom sustavu</i> , Zagreb: Persona				1	
Optional literature (at the time of submission of study programme proposal)	1. Staničić, S. (2003), <i>Školski menadžment</i> , Zagreb: Napredak 2. Vrcelj, S. and Mušanović, M. (2001), <i>Prema pedagoškoj futurologiji. Škola budućnosti</i> , Rijeka: Hrvatski pedagoško-književni zbor 3. Andevski, M. (2007), <i>Menadžment obrazovanja</i> , Novi Sad: Cekom, Boks 4. Adair, John (2007), <i>Leadership for Innovation</i> , London: Kogan Page					

	<p>5. Glasser, W. (1997), <i>Rukovoditelj i teorija izbora</i>. Varaždin: Varaždinska poslovna škola</p> <p>6. Klaus-Jürgen-Tillmann (1994), <i>Teorije škole</i>, Zagreb: Educa</p> <p>7. Edgar Morin (2002), <i>Odgoj za budućnost</i>, Zagreb: Educa</p> <p>8. Srića, Velimir (1994), <i>Incentivni menadžer</i>, Zagreb</p> <p>9. Juran, J. M., Frank M. Gryna (1993), <i>Planiranje i analiza kvalitete</i>, Zagreb: Mate</p> <p>10. Hogg, M. A., Vaughan, G. M. (2004), <i>Social Psychology</i>, London: Prentice Hall</p>
Quality assurance methods that ensure the acquisition of exit competences	Peer evaluation, colleague evaluation.
Other (as the proposer wishes to add)	It is important to motivate students for a continuous work and lifelong learning.

NAME OF THE COURSE		CHILD AND CREATIVITY					
Code	SRPO31	Year of study	2nd/III				
Course teacher	Tonča Jukić, PhD, associate professor Andreja Bubić, PhD, associate professor	Credit value (ECTS)	5				
Associate teachers	Ana Pirić, lecturer	Type of instruction (hours per semester)	L	S	E	F	
			30	15			
Course status	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	To enable students to recognise and encourage children's creative potentials and engage them in creative thinking.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course successfully, students will be able to: - differentiate between different approaches to understanding creativity - analyse, correlate and evaluate different theories about creativity - recognise own and others' creative potentials - explain the importance of creativity for children - apply knowledge regarding creativity and Gardner's theory of multiple intelligences in planning creative workshops - positively value the importance of encouraging creativity						
Course content broken down in detail by weekly class schedule (syllabus)	- introduction to the course: expectations, course structure - creativity: main concepts, approaches to creativity, types of creativity - areas of investigating creativity: creativity in different scientific disciplines, four aspects of creativity (creative person, creative process, creative environment, creative product); explicit and implicit theories of creativity - level and style of creativity, cognitive style and creativity, adaptation and innovation styles of creativity - divergent thinking and creativity, intelligence, imagination, play and creativity - free time and creativity - environment for creativity - potential for developing and encouraging creativity - Gardner's theory of multiple intelligences and creativity - planning creative workshops						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance and active participation in classes. After gaining a deeper understanding of the phenomenon of creativity and Gardner's theory of multiple intelligences, students will use the acquired knowledge for planning creative workshops.					
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	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade will be formed based on practical training done in class and the written exams in which students will review main theories of creativity and present a detailed plan for a creative workshop based on required and optional literature.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Arar, Lj., Rački, Ž. (2003), Priroda kreativnosti. <i>Psihologijske teme</i> , 12 (1), 3-22				-	web
	Edwards, C. (1998), <i>The hundred languages of children: the Reggio Emilia approach, advanced reflections</i> . Greenwich: Ablex				1	
	Jukić, Tonća (2011), Implicit theories of creativity in early education / Implicitne teorije kreativnosti u ranom odgoju i obrazovanju. <i>Hrvatski časopis za odgoj i obrazovanje</i> , 13 (2), 38-65					web
	Jukić, Tonća (2009), Mogućnosti poticanja dječje kreativnosti u odgojno-obrazovnom procesu. In Ivon, H. (ed.), <i>Djeca i mladež u svijetu umjetnosti</i> . Split: Filozofski fakultet Sveučilišta u Splitu, Centar za interdisciplinarne studije – Studia Mediterranea: HPKZ Ogranak Split, pp. 19-35				4	
	Srića, V. (1993), Kreativnost i kako je povećati. <i>Napredak</i> , 134 (3), 296-309					web
	Study materials recommended in class					web
	Optional literature (at the time of submission of study programme proposal)	Craft, A., Jeffrey, B., Leibling, M. (eds.) (2001), <i>Creativity in education</i> , London and New York: Continuum				
Kirton, M. J., Bailey, A., Glendinning, J. W. (1991), Adaptors and innovators: Preference for educational procedures. <i>Journal of Psychology</i> , 125 (4), 445-455. Armstrong, T. (2006), <i>Višestruke inteligencije u razredu</i> , Zagreb: Educa Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V. (2003), <i>Psihologija obrazovanja</i> . Zagreb : IEP, VERN (selected chapters) Scientific articles and books recommended additionally.						
Quality assurance methods that ensure the	Consultation during office hours, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, student evaluation of classes.					

acquisition of exit competences	
Other (as the proposer wishes to add)	

NAME OF THE COURSE		CONTEMPORARY CHILDHOOD AND CHILDREN'S RIGHTS					
Code	SRPO32	Year of study		2nd/III			
Course teacher	Branimir Mendeš, PhD, assistant professor	Credit value (ECTS)		3			
Associate teachers	Toni Maglica, PhD, postdoctoral researcher	Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Critical understanding of children's rights in institutional context.						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- define the concepts of children's rights- distinguish the categories of children's rights- promote children's rights in everyday education- recognise the cases of violation of children's rights						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: History of childhood Childhood as a developmental, sociocultural and educational context Child's position in contemporary society Child's development and social context Child in the process of socialisation Children's rights in the context of human rights Different classifications of children's rights Tolerance in society and in education Seminars: Writing down and presenting seminar essays aiming to elaborate on the topics discussed during lectures.						
Format of instruction	<input type="checkbox"/> lectures <input 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	Class attendance – 25% Seminar essay – 25% Oral exam – 50%						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	0.5	(Other)		
	Tests		Oral exam	1	(Other)		

equal to the ECTS value of the course)	Written exam		Project	1	(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25% Seminar essay – 25% Oral exam – 50%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Babić, N. (2014), <i>Suvremeno djetinjstvo</i> . Osijek: Filozofski fakultet			3		
	Maleš, D. et al. (2003), <i>Živjeti i učiti prava</i> . Zagreb: Filozofski fakultet (selected chapters)				+	
	Paravina, E. (1999), <i>Ostvarivanje prava djeteta</i> , Zagreb: Savez društava Naša djeca Hrvatske			10		
Optional literature (at the time of submission of study programme proposal)	Bognar, L. (2001), <i>Metodika odgoja</i> . Osijek: Pedagoški fakultet Miljević-Ridički, R. et al. (1998), <i>Odgoj za razvoj</i> . Jastrebarsko: Slap Spajić-Vrkaš, V. et al. (2004), <i>Poučavati prava i slobode</i> . Zagreb: Filozofski fakultet (selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		SUPPORT STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS					
Code	SRPO41	Year of study		2nd/IV			
Course teacher	Esmeralda Sunko, PhD, assistant professor	Credit value (ECTS)		5			
Associate teachers	Vedrana Vučković, lecturer	Type of instruction (hours per semester)	L	S	E	F	
			30		15		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Training students for implementation of inclusive strategies in the practice of early and pre-school education.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- recognising basic problems in pedagogical diagnosis of children with special needs - recognising different behavioural techniques in activities including children with pervasive developmental disorders - using Brain Gym techniques - use of sensory integration						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: - Methods and techniques of educational work with children with special needs (2) - Sensory integration strategies (10) - Brain Gym (3) - Art therapy (10) - “Smart” moves (2) - Game as an educational strategy (3) Seminars: Writing down and presenting a seminar essay as an elaboration of a topic discussed during lectures.						
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 checked="" type="checkbox"/> mentoring work <input checked="" type="checkbox"/> practice in Centres for education				
Student responsibilities	Regular class attendance, active participation in class, writing down and presenting a seminar essay, taking two tests or final exam.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	0.5	Research		Practical training	0.5	
	Experimental work		Report		(Other)		
	Essay		Seminar essay	0.5	(Other)		
	Tests	0.5	Oral exam	3	(Other)		

equal to the ECTS value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular class attendance, active participation in class, writing down and presenting a seminar essay, taking two tests or final exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ayres, J. (2002), <i>Dijete i senzorna integracija</i> Jastrebarsko: Naklada Slap, pp. 27-140			4		
	Hanaford, C. (2005), <i>Pametni pokreti</i> , Buševac: Ostvarenje			2	yes	
	Luketin, D., Sunko, E. (2006), <i>Kako kreativnim aktivnostima kreiramo odgoj</i> , Liga za prevenciju ovisnosti Split, pp. 7-31			20	www.liga.hr	
	Miholić, D, Prstačić, M., Martinec, R. (2013), <i>Art /ekspresivne terapije i psihodinamika djeteta – roditelj u konceptu sofrologije i psihosocijalne onkologije, Hrvatska revija za rehabilitacijska istraživanja</i> 49/2/115-129			3	www.liga.hr	
Optional literature (at the time of submission of study programme proposal)	Zrilić, S. (2011), <i>Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole – priručnik za roditelje, odgojitelje i učitelje</i> , Sveučilište u Zadru					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

COURSE TITLE		PROFESSIONAL DEVELOPMENT AND LIFELONG LEARNING OF EDUCATORS				
Code	SRPO42	Year of study	2nd			
Course teacher	Anita Mandarić Vukušić, PhD, assistant professor	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	15		
Course status		Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with structural components of educator's profession and professional development as well as the system of educator's lifelong learning.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: linguistic and computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: - list and describe basic characteristic of the profession and apply them on educator's profession - describe and understand contribution of initial education and permanent professional training to the development of professional work and identity - evaluate the significance of lifelong professional development - understand the concept of reflexive practice - analyse and evaluate approaches to development of educator's profession in the Croatian context.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: Educator's profession in contemporary context Key competences and educator's profession Professional identity and initial educator's education Professional identity and permanent professional training Model of the reflexive process Relation between theoretical and practical knowledge in educating educators System of lifelong training of educators Contemporary approaches to lifelong learning of educators Professional associations in Croatia and the world Seminars: Writing down and presenting a seminar essay.					
Format of instruction	<input type="checkbox"/> lectures <input 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"/> multimedij <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (others)			
Student responsibilities	Regular class attendance. Writing a diary of watched movies.					

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	0.5	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 3% Test – 20% Seminar essay (written part and presentation) - 27% Final exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Miljak, A. (2009), <i>Življenje djece u vrtiću</i> . Zagreb: SM naklada (chapters 4, 5, 6)				3	
	Slunjski, E. (2008), <i>Dječji vrtić – zajednica koja uči</i> . Zagreb: SM naklada, selected chapters				3	
	Šagud, M. (2006.) <i>Odgajatelj kao reflektivni praktičar</i> . Petrinja, Visoka učiteljska škola (selected chapters, pp. 8-77)				1	
Optional literature	Keeley B. (2007), <i>Ljudski kapital-od predškolskog odgoja do cjeloživotnog učenja</i> . Zagreb: Educa. Krstović, J. (2009), Odrzi sveučilišnog obrazovanja odgojitelja na koncept novog profesionalizma: izazovi i dileme. In: D. Bouillet, M. Matijević, (eds.), <i>Kurikulumi ranog odgoja i obveznog obrazovanja</i> (173-184). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu Šagud, M., Jurčević-Lozančić,A. (2012), Autonomija odgajatelja i razvoj njegovih kompetencija. In: I. Pehlić; A. Hasanagić (eds.), <i>Teorija i praksa ranog odgoja. Znanstveno-stručna konferencija s međunarodnim učešćem</i> (463-476). Zenica: Odsjek za predškolski odgoj i obrazovanje Islamskog pedagoškog fakulteta Univerziteta u Zenici					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

Module A: Drama and puppetry expression and creation

NAME OF THE COURSE		COMMUNICATION THROUGH PERFORMING ARTS					
Code	SRPOD33	Year of study	2nd				
Course teacher	Marica Grgurinović, lecturer	Credit value (ECTS)	4				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Ability to communicate with the arts and with the help of art. Knowledge of common characteristics and important differences between the puppet and dramatic expression. Basic knowledge of the puppet-stage art as the preferred form of communication between child and adult (non-verbal communication with the use of elements of these artistic disciplines), which complements the frontal, more stressful forms of communication. Knowing the importance of communication using artistic means of expression in overcoming verbal communication, to connect individuals with different cultural, social and intellectual backgrounds. Knowledge, understanding and flexible use of knowledge on a wide possibility of including theatrical puppets and other theatrical means of expression in the area of work of teachers and social pedagogues. Knowledge of theoretical starting points and principles of creative drama. To become aware that a puppet is an extraordinary motivation tool for enrichment and stimulation of child's affective and social potential.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- to define communication with the arts and with the help of art - to interpret the fundamental concepts of puppetry and Performing arts - to implement and analyse different didactic and methodological decisions in practical situations in a number of educational processes - to develop and carry out lesson by using appropriate teaching methods - to develop material for independent learning - to carry out and interpret theatre workshops in the field of communication						
Course content broken down in detail by weekly class schedule (syllabus)	1. The meaning of puppet performing arts in human life 2. Theatre types and symbolic communication 3. Child communication with art and through artistic expression 4. Culture, education, child art and creativity, the possibility of child's comprehension and expression 5. Ritual, puppet, mask, theatre 6. Simple puppet techniques and their use in everyday communication in the group 7. Voice and speech and the Performing arts 8. Theatre as socialization and sensitisation 9. Resolution of conflict 10. Mediation						

	11. "I" statements 12. Listening and active listening 13. Workshop of communication – preparation 14. Workshop of communication – implementation in kindergarten 15. Workshop evaluation					
Format of instruction	<input type="checkbox"/> lectures <input 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	To attend lectures and seminars (participation in communication workshops). To develop, implement and interpret communication workshop.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		Written study and evaluation	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous monitoring of the level of acquired knowledge and skills of application of drama techniques and methods in the development of communication skills of each student. Evaluation of practical training in collaboration with educational assistants in kindergartens. Checking the capacity for synthesis of theoretical knowledge and practical skills at the final exam. The end-of-semester exam includes an independently prepared communication workshop, followed by a written study on the drama and pedagogical techniques and methods, the process of the workshop and written (or drawn) evaluation of the workshop made by the participants upon its completion. The final grade is made after the final discussion with the student on applied techniques and methods, process and outcome of work.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Gruić, I. (2002), <i>Prolaz u zamišljeni svijet</i> , Zagreb: Golden Marketing				1	
	Jelašac, M. (2002), <i>Tajna je u lutki</i> , Zagreb: Međunarodni centar za usluge u kulturi				1	
	Majaron, E., Kroflin, L. (ed.) (2004), <i>Lutka ... divnog li čuda!</i> Zagreb: MCUK				1	
	Paljetak, L. (2007), <i>Lutka za kazalište i dušu</i> , Zagreb: MCUK				1	
Optional literature (at the time of submission of study programme proposal)	Bernier, M., O'Hare, J. (ed). (2005), <i>Puppetry in Education and Therapy</i> . United States: Authorhouse Borota, B., Geršak, V., Korošec, H., Majaron, E. (2006), <i>Otrok v svetu glasbe, plesa in lutk</i> . Koper: Univerza na Primorskem, Pedagoška fakulteta Koper					

	Road Map for Arts Education (2006), <i>The World Conference on Arts Education. Building Creative Capacities for 21st Century</i> . Lisbon: UNESCO McCaslin, N., (2006), <i>Creative drama in the classroom and beyond</i> , Boston: Pearson Education
Quality assurance methods that ensure the acquisition of exit competences	Student surveys and other forms of monitoring the quality of teaching according to the regulations defined by the University of Split.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		DRAMA PEDAGOGY EDUCATION WITH PRACTICUM					
Code	SRPOD34	Year of study	2nd				
Course teacher	Marica Grgurinović, lecturer	Credit value (ECTS)	5				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15		45		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Introduction to techniques and methods of educational theatre (TIE) and educational drama (DIE); preparation for independent management of workshops in educational theatre and educational drama and application of drama teaching techniques and methods in the educational process.						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- to interpret correctly the basic concepts of drama education- to describe and interpret various approaches and models of drama education in Croatia and abroad- to implement and analyse different didactic and methodological decisions in practical situations in a number of educational processes- to develop and perform a theatre workshop by using appropriate methods- to develop material for independent learning- to use and explain the choice of educational technology- to carry out and interpret theatre workshops in kindergarten- to develop and apply the techniques of evaluation of the achievements of children in kindergarten						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Educational theatre2. Educational drama3. Forum theatre4. Theatre of frozen movements5. Exercises of guided imagination6. Improvisations7. Process drama8. Drama games9. Choosing the topics for educational theatre and educational drama10. The dramaturgy of educational theatre11. The dramaturgy of educational drama (process drama)12. Designing the workshop (process drama)13. Leading the workshop (process drama)14. Leading the rehearsal in educational drama piece15. Educational theatre performance						

Format of instruction	<input type="checkbox"/> lectures <input 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	Attending lectures and exercises. Work on the preparation of the workshop (process drama) and the preparation of educational theatre performance. Practical training with children in kindergarten accompanied by a mentor.					
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	2
	Experimental work		Report		Written study and evaluation	0.5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous monitoring of the level of acquired knowledge and skills of application of techniques and methods of educational drama and educational theatre of each student. Evaluation of practical training in collaboration with educational assistants in kindergartens. Checking the capacity for synthesis of theoretical knowledge and practical skills at the final exam. The end-of-semester exam is independently prepared workshop of educational drama or educational theater, followed by a written study on the drama and pedagogical techniques and methods, the process of the workshop and written (or drawn) evaluation of the workshop made by the participants upon its completion. The final grade is made after the final discussion with the student on applied techniques and methods, process and outcome of work.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Boal, A.: <i>Igre za glumce i ne-glumce</i> , Hrvatski centar za dramski odgoj, Zagreb				1	
	Scher, A., Verrall, C.: <i>100+ ideja za dramu</i> , Hrvatski centar za dramski odgoj, Zagreb				1	
	Scher, A., Verrall, C.: <i>Novih 100+ ideja za dramu</i> , Hrvatski centar za dramski odgoj, Zagreb				1	
	Lekić, K., Migliaccio-Čučak, N., Radetić-Ivetić, J., Stanić, D., Turkulin-Horvat, M., Vilić-Kolobarić, K.: <i>Igram se, a učim! – Dramski postupci u razrednoj nastavi</i> , Hrvatski centar za dramski odgoj, Zagreb				1	
	Vlado Krušić: Što sve može drama?, an article, www.hcdo.hr				1	
	Gruić, Iva (2002), <i>Prolaz u zamišljeni svijet</i> , Zagreb: Golden marketing				1	
Optional literature (at the time of submission of study	Fileš, G., Jelčić, D., Jurić Stanković, N., Lugomer, V., Motik, M., Pečaver, B., Rožman, K., Tuksar, M.: <i>Zamisli, doživi, izrazi! – Dramske metode u nastavi hrvatskog jezika</i> , Hrvatski centar za dramski odgoj, Zagreb Articles:					

programme proposal)	Heathcote, D.: Znakovi (a učinci?), www.hcdo.hr Gillham, G.: Čemu život. Raščlamba razina objašnjavanja Dorothy Heathcote, www.hcdo.hr Morgan, N., Saxton, J.: Učitelj u ulozi, www.hcdo.hr Lekić, K.: Dramske metode u nastavi, www.hcdo.hr
Quality assurance methods that ensure the acquisition of exit competences	Student surveys and other forms of monitoring the quality of teaching according to the regulations defined by the University of Split.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		DRAMATIC LITERATURE FOR CHILDREN					
Code	SRPOD35	Year of study		2nd			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, senior lecturer	Credit value (ECTS)		3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with basic matters on world and Croatian dramatic literature for children.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - name, list and define the features of dramatic forms - apply and interpret dramatic works for children - develop the ability to apply knowledge in practice - evaluate and choose dramatic texts by different authors from world and Croatian dramatic literature for children.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Structural features of children's plays 2. Dramatisation in children's plays 3. Types of children's plays 4. Puppet play 5. Play – fairy tale 6. Action play 7. Fiction play 8. Humoristic play 9. Stage fairy tales 10. A selection from Croatian children's plays						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (Other)				
Student responsibilities	Regular class attendance, active participation in seminars, seminar essays presentations.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	1	(Other)		
	Tests		Oral exam	1	(Other)		

equal to the ECTS value of the course)	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25% Preliminary exam – 25% Written exam – 25% Oral exam – 25%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Hamaršek, M.; Zima, D. (2015), <i>Uvod u dječju književnost</i> , Zagreb: Lykem			1		
	Skok, J. (1985), <i>Od riječi do igre</i> , izbor dramskih i lutkarskih tekstova, Zagreb: Školska knjiga			1		
	Skok, J. (1990), <i>Harlekin i Krasuljica</i> : antologija hrvatskog dječjeg igrokaza, Zagreb: Naša djeca			1		
Optional literature (at the time of submission of study programme proposal)	Crnković, M; Težak, D. (2002), <i>Povijest hrvatske dječje književnosti</i> , od početaka do 1955. godine, Zagreb: Znanje Hranjec, S. (2006), <i>Pregled hrvatske dječje književnosti</i> , Zagreb: Školska knjiga					
Quality assurance methods that ensure the acquisition of exit competences	Evaluation questionnaire and students' achievements (seminar essay, written exam and oral exam).					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	BASICS OF DRAMATISATION AND ADAPTATIONS OF LITERARY TEXTS FOR CHILDREN					
Code	SRPOD36		Year of study		2nd	
Course teacher	Marica Grgurinović, lecturer		Credit value (ECTS)		3	
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	15		
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with the possibilities of dramatisation and adaptation of literary texts for puppet stage.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - determine and explain the basics of puppet and stage art - reshape and adapt a literary text into a medium of puppetry through stage adaptation - distinguish between dramatisation and adaptation - categorise,choose and apply different literary genres as templates for stage adaptation - assess and evaluate viewed theatre plays belonging to different literary genres and discuss them					
Course content broken down in detail by weekly class schedule (syllabus)	1. Dramatisation and adaptation – differences 2. Literary genres as templates for stage adaptation 3. From a poem/story to a puppet play 4. Basics of puppetry and stage dramatisation					
Format of instruction	<input type="checkbox"/> lectures <input 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 tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (Other)		
Student responsibilities	Regular class attendance, active participation in seminars, seminar essays presentations.					
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	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student	Class attendance – 25% Preliminary exam – 25%					

work in class and at the final exam	Written exam – 25% Oral exam – 25%		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Scher, A.; Verrall, C. (2005), <i>100 + ideja za dramu</i> . Hrvatski centar za dramski odgoj i Pili-poslovi	1	
	Schneider, W. (2002), <i>Kazalište za djecu</i> . Zagreb: Mala scena	1	
Optional literature (at the time of submission of study programme proposal)	Ladika, Z. (2000), <i>Kazališne čarolije</i> , Zbirka igrokaza za kazališta za djecu i dramske grupe, Zagreb: Mala scena Skok J. (1994), <i>Razigrane riječi, zbornik igrokaz</i> , Zagreb: Školska knjiga		
Quality assurance methods that ensure the acquisition of exit competences	Evaluation questionnaire and students' achievements (seminar essay, written exam and oral exam).		
Other (as the proposer wishes to add)	Student evaluation, participation during practical sessions, oral exam achievements.		

NAME OF THE COURSE	MUSIC IN PUPPETRY						
Code	SRPOD37	Year of study		2nd			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)		4			
Associate teachers	Lana Marasović, assistant	Type of instruction (hours per semester)	L	S	E	F	
					30		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To introduce students with basic knowledge and skills in the field of vocal techniques necessary for realisation of the puppet show. To familiarise students with children's music literature in the field of artisan music						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: /						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to recognise and implement music literature and music elements in puppet shows and plays for the children of pre-school age.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Aims and roles of music in puppetry 2. Impostation exercises: breathing 3. Diction and articulation 4. Complementation of vocal and instrumental music in puppet show 5. Orff's instruments application 6. Playing melodic and harmonic instruments 7. Forms of musical communication with other fields 8. Music in multimedia 9. Musical stimuli movements 10. Intramusical relations 11. New technologies and programs with the purpose of eliciting music creation 12. Local cooperation with the pre-school facilities 13. Cooperation with the puppet theatre and youth theatre 14. Pilot projects 15. Assessment and evaluation						
Format of instruction	<input type="checkbox"/> lectures <input 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	Demonstration of vocal and instrumental music in puppet play.						
	Class attendance	1	Research		Practical training	1	

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)	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project	1	(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25% exercises – 25% demonstration of musical examples 25% Oral exam – 25%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Lhotka-Kalinski, I. (1975), <i>Umjetnost pjevanja</i> , Zagreb: Školska knjiga			2	1	
	Riman, M. (2008), <i>Dijete pjeva</i> , Rijeka: Učiteljski fakultet			1		
	Špiler, B. (1973), <i>Osnove vokalne tehnike</i> , Sarajevo: Muzička akademija u Sarajevu			1		
Optional literature (at the time of submission of study programme proposal)	Gjuranec, M. (1988), <i>Traktat o pedagogiji umjetničkog pjevanja</i> , Zagreb: vlastita naklada Špiler, B. (1972), <i>Umjetnost solo pjevanja</i> , Sarajevo: Muzička akademija u Sarajevu					
Quality assurance methods that ensure the acquisition of exit competences	Student evaluation, peer evaluation.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		VISUAL ARTS DRAMATURGY AND PUPPETRY TECHNOLOGY				
Code	SRPOD43	Year of study	2nd			
Course teacher	Marijana Županić Benić, PhD, assistant professor	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		30	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - make different types of stage puppets - design scenography for a puppet play - implement modern materials when designing puppets and stage.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>MARIONNETE:</p> <ol style="list-style-type: none">1. Traditional technologies: marionette with wire, with strings...2. /making a puppet/ A marionette adjusted to specific conditions in which educators work3. /making a puppet/ Primitive marionette – technology adjusted for pre-schoolers <p>FLAT PUPPET</p> <ol style="list-style-type: none">1. Tradition and modern practice2. /making a puppet/ A marionette adjusted to specific conditions in which educators work3. Possibilities of work with children <p>GUIGNOL</p> <ol style="list-style-type: none">1. Guignol in traditional and modern expression2. /making a puppet/ “manásek”3. /making a puppet/ Potato theatre and <i>ad hoc</i> puppet <p>SIGHING PUPPETS</p> <ol style="list-style-type: none">1. Mime puppets – technology2. /making a puppet/ <p>MAROTTE</p> <ol style="list-style-type: none">1. Traditional marotte and marotte in modern theatre2. Possibilities of work with children <p>HAND PUPPET – MANEKÝN</p> <ol style="list-style-type: none">1. Czech “manikin”2. Selection of technologies and possibilities of work with children <p>BIG PUPPETS AND HUMANETTE</p> <ol style="list-style-type: none">1. Tradition and modern practice2. Selection of technologies and possibilities of work with children <p>JAVAJKA</p> <p>Wajang golek, traditional technologies</p>					

Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> 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"/> mentoring work <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance, performance of classroom duties.					
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		Research		Practical training	
	Experimental work		Report		Practical exam	2
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project	1	(Other)	
Grading and evaluating student work in class and at the final exam	Atelier work. Each puppet type is presented with a brief introduction/photo, technology. The rest of the time is spent on creation and making puppets. A requirement for taking exam: taking part in the process of making puppets.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Županić Benić, M. (2009), <i>O lutkama i lutkarstvu</i> , Zagreb: Lykem			5		
	Varl, B. (1999), <i>Moje lutke</i> , vol. 1 and 2, Zagreb: Međunarodni centar za usluge u kulturi			1		
	Varl, B. (2000), <i>Moje lutke</i> , vol. 3 and 4, Zagreb: Međunarodni centar za usluge u kulturi			1		
	Varl, B. (2001), <i>Moje lutke</i> , vol. 5, Zagreb: Međunarodni centar za usluge u kulturi			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	Student evaluation, colleague evaluation.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		PUPPET ANIMATION WITH PRACTICUM					
Code	SRPOD44	Year of study	2nd				
Course teacher	Marica Grgurinović, lecturer	Credit value (ECTS)	6				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30		45		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Gathering theoretical knowledge of puppet animation and qualification for the application of various techniques of puppet animation.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- to interpret the basic concepts of drama education in a correct way - to describe and interpret various puppet techniques and their application in education - to implement and analyse different didactic-methodological decisions in practical situations in a number of educational processes - to develop and perform theatre workshops - to develop material for independent learning - to use and explain the choice of educational technology - to develop and apply the techniques of evaluation of the achievements of children in kindergarten - to carry out and interpret puppet forms of expression in kindergarten						
Course content broken down in detail by weekly class schedule (syllabus)	1. Puppet animation – the concept and types of puppet techniques 2. Puppet animation in the function of puppet theatre performance 3. Animation of body parts and objects 4. Animation of shadow puppets 5. Animation of hand puppets 6. Animation of rod puppets 7. Animation of mime puppets 8. Animation of table top puppets 9. Animation of string puppets 10. Hybrid puppets 11. Creating a shadow puppet 12. Creating a hand puppet 13. Practical training with children in kindergarten (creating puppets, improvisation) 14. Practical training with children in kindergarten (creating puppets, making a play) 15. Practical training with children in kindergarten (creating puppets, performing a play)						
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Attending lectures and exercises. Independent work creation of the puppets. Practical training with children in kindergarten accompanied by a mentor.					
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	3
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1.5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous monitoring of the level of acquired knowledge and skills of application of puppet animation of each student. Evaluation of practical training in collaboration with educational assistants in kindergartens. Checking the capacity for synthesis of theoretical knowledge and practical skills at the final exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Mrkšić, B. (1971), <i>Riječ i maska</i> , Zagreb: Školska knjiga				2	
	Mrkšić, B. (1975), <i>Drveni osmijesi</i> , Zagreb: Savez društava Naša djeca SR Hrvatske				2	
	Županić Benić, M. (2009), <i>O lutkama i lutkarstvu</i> , Zagreb: Leykam				5	
Optional literature (at the time of submission of study programme proposal)	Varl, B. (1999), <i>Moje lutke</i> , vol. 1 and 2, Zagreb: Međunarodni centar za usluge u kulturi Varl, B. (2000), <i>Moje lutke</i> , vol. 3 and 4, Zagreb: Međunarodni centar za usluge u kulturi Varl, B. (2001), <i>Moje lutke</i> , vol. 5, Zagreb: Međunarodni centar za usluge u kulturi					
Quality assurance methods that ensure the acquisition of exit competences	Student surveys and other forms of monitoring the quality of teaching according to the rules of the University of Split.					
Other (as the proposer wishes to add)						

CORSE TITLE		CHILDREN'S DRAMA AND PUPPETRY CREATION WITH PRACTICUM				
Code	SRPOD45	Year of study	2nd			
Course teacher	Ivana Visković, PhD, assistant professor	Credit value (ECTS)	2			
Associate teachers	Ana Pirić, lecturer	Type of instruction (hours per semester)	L	S	E	F
			15		15	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with the most recent knowledge of children's drama and puppetry creation.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - interpret relevant facts about educational and communication role of drama and puppetry creation - recognise the importance of communication with puppets for speech and linguistic creation - demonstrate the basic knowledge of their professional field of work in the context of drama and puppetry creation - develop the ability of a reflexive practitioner who continuously values the effects of her/his achievements, - engage in raising the quality level of drama and puppetry creation					
Course content broken down in detail by weekly class schedule (syllabus)	1. Puppets in stimulating speech and linguistic development and creation 2. Puppet as a stimulus for creation (visual arts and stage, speech and stage) 3. Forms of puppet communication 4. Puppet and story telling 5. Non-verbal communication and puppets 6. Verbal creativity through dialogic drama with puppets 7. Children's puppet improvisations (plays, puppet plays) 8. Child and stage puppet 9. Forms of puppet plays performances (monologue, dialogue) 10. Theatre and puppet theatre 11. Creative drama i communication in creative drama 12. Puppet and stage plays set by educator aiming to stimulate children's drama and puppet creation (puppet dramatisation, puppet plays, puppet dramatisation of literary texts) 13. Follow-up and evaluation of children's drama and puppetry creation 14. Cooperation between educator and puppet theatre					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance, active participation in seminars, seminar essays presentations.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(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	Class attendance – 25% Written exam – 25% Report – 25% Oral exam – 25%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ivon, H. (2010), <i>Dijete, odgojitelj, lutka</i> , Zagreb: Golden marketing				10	
	Ivon, H. (2013), <i>Lutka u dječjem vrtiću (priručnik za odgojitelje)</i> , Split: Filozofski fakultete u Splitu – Odsjek za predškolski odgoj				10	
	Majaron, E.; Kroflin L. (2004), <i>Lutka...divnog li čuda!</i> , Zagreb: MČUK				1	
Optional literature (at the time of submission of study programme proposal)	Ivon, H. (2007), Poticanje govornog razvoja i jezičkog stvaralaštva kroz igre s lutkama. <i>Hrvatski časopis za teoriju i praksu nastave hrvatskoga jezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture</i> Korošec, H. <i>Neverbalna komunikacija in lutka. Lutka iz vrtca v šolo</i> , eds. H. Korošec and E. Majaron, Univerza v Ljubljani, Pedagoška fakulteta, Ljubljana Vuković-Žunić, J., Delaš, B. (2006), <i>Lutkarski medij u školi</i> , Priručnik za učitelje i voditelje lutkarskih družina, Zagreb: Školska knjiga					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAZIV PREDMETA		DRAMA AND STAGE SPEECH WITH PRACTICUM					
Code	SRPOD46	Year of study		2nd			
Course teacher	Anita Runjić Stoilova, PhD, associate professor	Credits (ECTS)		2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15		15		
Status of the course	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with various forms of drama and stage expression and creation.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: - describe and explain different drama speech forms - play individual roles in a drama orally - organise and hold a drama workshop with children and for children - apply acquired knowledge and skills in educational practice.						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: - Speech as communication. Voice. Correct breathing. Body and voice - Oral expression - Voice qualities (intensity, tone movement, tone duration, tone timbre, pause) - Mask and voice - Creating a drama situation. Drama roles. - Vocal interpretation of a literary text. Basic factors of vocal interpretation - Interpreter-audience relationship. Interpreter before the audience - Monologue; dialogue - Reciting as a vocal art. The art of reciting and acting. Stage realisation of poetry - Interpretative reading Seminars: - Interpretative reading (examples from literature for children) - Reciting (examples from literature for children) - Role reading (examples from literature for children) - Vocal exercises - Listening and imitation of sounds						
Format of instruction	<input checked="" type="checkbox"/> lectures <input 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 type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Regular class attendance, active participation in workshops, exam.						
Screening student work (name the	Class attendance	0.5	Research		Practical training	0.5	

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		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Workshop – 25 % Written exam – 25 % Oral exam – 25 %					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Novaković, N. (1980), <i>Govorna interpretacija umjetničkog teksta</i> , Zagreb: Školska knjiga			2		
	Pavličević-Franić, D. (2005), <i>Komunikacijom do gramatike</i> , Zagreb: Alfa, pp. 243-268			5		
	Skok, J. (1992), <i>Žubor riječi</i> , Zagreb: Školska knjiga (chapter “Govorna interpretacija pjesničkih tekstova”)			2		
Optional literature (at the time of submission of study programme proposal)	Skok, J. (1994), <i>Razigrane riječi</i> , Zagreb: Školska knjiga Zalar, I. (2008), <i>Antologija hrvatske dječje poezije</i> , Zagreb: Školska knjiga Anthology collections of literature for children (foreign and Croatian) Textbooks for lower grades of primary school					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

C) Module B: Visual arts expression and creation

NAME OF THE COURSE		BASICS OF VISUAL ARTS 1					
Code	SRPOL33	Year of study	2nd				
Course teacher	Marija Brajčić, PhD, assistant professor	Credit value (ECTS)	3				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- understand the importance of artistic, visual culture throughout history and today- develop perceptive, formal and creative abilities of students- adopt the basic concepts in the field of fine arts- train students to monitor, assess and grade their own work						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	The interpretation of the basic concepts in art Identifying the basic concepts in art Describing the basic concepts in art The division and interdependence of various fields of art						
Course content broken down in detail by weekly class schedule (syllabus)	1. The concept of light 2. Scope of the visible 3. The basic concepts of optics, including color spectrum 4. Brain physiology. Structure of eye. Decoding the images 5. Theory of perception, especially in terms of information theory 6. Psychology of form with basic concepts such as contours, figures and fund 7. Theory of color; addition and mixing of colors as a pigment. Mixing colors as light 8. Physiological and symbolic aspects of color 9. The perception of space. Indication of space (masking, textures ...). Different ways of specifying space in cartography and painting 10. Indication of space in Egyptian, Byzantine and Medieval painting 11. The disappearance of space, gold funds and space with no room in the Byzantine painting 12. Renaissance linear perspective 13. The question of point of view in the painting. Analogies with the question of point of view in the literature. Different points of view and spatial plans in Renaissance and Baroque painting, with an emphasis on landscape and urban panoramas 14. General morphology. The term between states and their morphological aspects. Differences organic-inorganic. The morphology of crystals and the analogy of the arts, especially in architecture. The morphology of the current situation, the modalities of presentation of water, including the symbolism in culture, especially in the arts. The morphology of the gas situation and show the atmosphere, especially the clouds in a painting						

	15. Energy and dynamism, its visualization with particular regard to the question of time perspective					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(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	Class attendance – 15% Seminar essay – 35% Oral exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Janson, H. W. (2003), <i>Povijest umjetnosti</i> , Zagreb				2	
	Arnason, H. H. (1975), <i>Istorija moderne umjetnosti</i> , Beograd				1	
	<i>Umjetnost u slici</i> , Rijeka, 1970				1	
Optional literature (at the time of submission of study programme proposal)	Breber, P., Leg, D. (1976), <i>Percepcija i informacija</i> , Beograd Arnhajm, R. (1981), <i>Umetnost i vizualno opažanje</i> , Beograd Ivančević, R. (1996), <i>Perspektive</i> , Zagreb Gombrih, E. H. (1984), <i>Umetnost i iluzija</i> , Beograd					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		DRAWING WITH PRACTICUM					
Code	SRPOL34	Year of study	2nd				
Course teacher	Tatjana Ravlić, associate professor of Art	Credit value (ECTS)	4				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15		30		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Getting acquainted with and acquiring theoretical and practical knowledge of drawing, and training in application of drawing techniques, skills and theories.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: linguistic and computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After successfully passing their exams, students shall apply the following competences: 1. apply the acquired knowledge and practical skills in production of their own works and their presentation 2. articulate their own ideas 3. interpret classical and contemporary works of art 4. analyse and verbalise their attitude to drawings and their contexts 5. understand and be aware of drawings as part of independent approach.						
Course content broken down in detail by weekly class schedule (syllabus)	The scope of the Drawing with practicum course covers practice and theory with a focus on the drawing technique basics and the visual lexicon in works of art. The content of the drawing course concerns practice and theory. The topics for the students: - acquiring drawing skills according to the drawing material - interpreting drawing experiences of recognised artists - basics of visual expression: line, colour, surface, composition, perspective etc. - basics of drawing techniques: material, techniques - portrait-drawing of live models. Lectures on classical and contemporary painters: Titian, Rembrandt, Velázquez, Caravaggio, Van Gogh, Matisse, Pre-Raphaelites, Cezanne, Picasso, Kandinsky, Mondrian, Malevich, de Chirico, Magritte, Jasper Johns, Pollock, Rothko, Robert Mangold, Frank Stella, Burri, Lucio Fontana, Lichtenstein, Donald Judd, David Hockney, Bacon, Katz, Polke, Eric Fischl, Peter Doig, Luc Tuymans.						
Format of instruction:	<input type="checkbox"/> lectures <input 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 tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Requisite material for painting practice.						

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	3
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final exam (internal exhibition) – 60 % Class attendance – 20 % Individual work – 10 % Exercises – 10 %					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Damjanov, J.: <i>Vizualni jezik i likovna umjetnost</i> , Zagreb: Školska knjiga				5	
	Horvat Pintarić, V.: <i>Tradicija i moderna</i> , Zagreb: Hrvatska akademija znanosti i umjetnosti				1	
	Schwabsky, B.: <i>Phaidon, Vitamin P</i>				1	
	Smith, R.: <i>Slikarski priručnik</i>				1	
Optional literature (at the time of submission of study programme proposal)	Various works on history of art, the History of Art Encyclopaedia, the Encyclopaedia of Croatian Art, monographs of international and national painters, catalogues of major painting exhibitions, magazines covering contemporary art: Kunstforum, Art in America, Parkett, Flash Art, Kontura... Internet sources					
Quality assurance methods that ensure the acquisition of exit competences	Consultations, corrective work, participation during the course, noting down the rate of class attendance, student surveys, internal and external evaluation of the course and the professor and other forms of monitoring the quality of the course as per the regulations of the University of Split.					
Other (as the proposer wishes to add)	It should be noted that the drawing course is a specific form of higher education. Almost the entire Drawing with practicum course is based on work with mentor, which is both practical and theoretical. The students' practical training under the Drawing with practicum course almost always comprises exploration and experimentation. Lectures and exercises shall be in the Croatian language, with the English language as an option.					

NAME OF THE COURSE		PAINTING WITH PRACTICUM					
Code	SRPOL35	Year of study	2nd				
Course teacher	Tatjana Ravlić, associate professor of Art	Credit value (ECTS)	4				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15		30		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with and acquiring theoretical and practical knowledge of painting, and training in application of painting techniques, skills and theories.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements						
Expected learning outcomes at a course level (4-10 outcomes)	After passing their exams successfully, students will be able to: 1. apply the acquired knowledge and practical skills in production of their own works and their presentation 2. articulate their own ideas 3. interpret classical and contemporary works of art 4. analyse and verbalise their attitude to paintings and their contexts 5. understand and be aware of paintings as part of independent approach 6. develop their visual perception in recognising various forms of expression in works art.						
Course content broken down in detail by weekly class schedule (syllabus)	<p>The scope of the Painting with practicum covers practice and theory with a focus on the painting technique basics and the visual lexicon in works of art.</p> <p>Practice and theory:</p> <ul style="list-style-type: none">- basics of visual expression: line, colour, surface- terminology of works of art: composition, proportion, lines- painting techniques: pencil, coloured pencil, pastels, pen and ink, paintbrush and ink, charcoal, distemper, acrylic, oil paints.- portrait-painting of live models- interpreting of painting experiences of recognised painters- analyses of works of art made by classical and contemporary artists- lecturing on painting terminology of the traditional and contemporary art. <p>Lectures on classical and contemporary painters: Titian, Rembrandt, Velázquez, Caravaggio, Van Gogh, Matisse, Pre-Raphaelites, Cezanne, Picasso, Kandinsky, Mondrian, Malevich, de Chirico, Magritte, Jasper Johns, Pollock, Rothko, Robert Mangold, Frank Stella, Burri, Lucio Fontana, Lichtenstein, Donald Judd, David Hockney, Bacon, Katz, Polke, Eric Fischl, Peter Doig, Luc Tuymans.</p>						
Format of instruction:	<input type="checkbox"/> lectures <input 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 tasks <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	Regular attendance of courses, exercises and public exhibitions.					
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	3
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final exam (internal exhibition) – 60 % Class attendance – 20 % Individual work – 10% Exercises – 10 %					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Damjanov, J.: <i>Vizualni jezik i likovna umjetnost</i> , Zagreb: Školska knjiga				5	
	Horvat Pintarić, V.: <i>Tradicija i moderna</i> , Zagreb: Hrvatska akademija znanosti i umjetnosti				1	
	Križić Roban, S.: <i>Hrvatsko slikarstvo od 1945. do danas</i> , Zagreb: Naklada Ljevak				1	
	Smith, R.: <i>Znanje: Slikarski priručnik</i>				1	
Optional literature (at the time of submission of study programme proposal)	Various works on history of art, the History of Art Encyclopaedia, the Encyclopaedia of Croatian Art, monographs of international and national painters, catalogues of major painting exhibitions, magazines covering contemporary art: Kunstforum, Art in America, Parkett, Flash Art, Kontura etc. Internet sources					
Quality assurance methods that ensure the acquisition of exit competences	Consultations, corrective work, participation during the course, noting down the rate of class attendance, student surveys, internal and external evaluation of the course and the professor and other forms of monitoring the quality of the course as per the regulations of the University of Split.					
Other (as the proposer wishes to add)	It should be noted that the painting course is a specific form of higher education. Almost the entire Painting course is based on work with mentor, which is both practical and theoretical. The students' Practical training under the Painting course almost always comprises exploration and experimentation. Lectures and exercises shall be in the Croatian language, with the English language as an option.					

NAME OF THE COURSE		THREE-DIMENSIONAL MODELING AND DESIGNING WITH PRACTICUM 1					
Code	SRPOL36	Year of study		2nd			
Course teacher	Marija Brajčić, PhD, assistant professor	Credit value (ECTS)		4			
Associate teachers	Dragoslav Dragičević, assistant	Type of instruction (hours per semester)	L	S	E	F	
			15		30		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Explain and understand concept of three-dimensionality through theoretical and Practical training. Introduce students to form elements, types of sculptures and sculptural techniques through theoretical and especially practical training. Develop individual sculptural skills.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- detect and improve visual skills through the creative process within the visual field of three-dimensional design - implement the three-dimensional art projects in accordance with their own interests and predispositions						
Course content broken down in detail by weekly class schedule (syllabus)	1. The definition of sculpture and its divisions 2. Basis for the calculation of three-dimensional 3. Different interpretations of the volume 4. A short chronological overview of the development of sculpture throughout history 5. Elements of form in sculpture 6. Types sculptures 7. Sculptural techniques 8. Relation between volume and space 9. Relief 10. Full plastic 11. Mobil						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.						
Screening student work (name the proportion of ECTS credits for each	Class attendance	0.5	Research		Practical training	2.5	
	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		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 15% Seminar essay – 35% Oral exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ruhrberg, K. et al. (2005), <i>Umjetnost 20. stoljeća- slikarstvo- skulpture i objekti – novi mediji-fotografija</i> , VBZ				1	
	Read, H. (1980), <i>Istorija moderne skulpture</i> , Beograd				1	
	Arnheim, R. (1971), <i>Umjetnost i vizualno opažanje</i> , Beograd				1	
Optional literature (at the time of submission of study programme proposal)	Kolega (1989), <i>Rimska portretna plastika</i> , Zagreb Korać, Ž. (1985), <i>Razvoj psihologije opažanja</i> , chapters IV and V, Nolit Valery, P. (1969), <i>Degas, Ples, Crtež</i> , Zagreb Collins, J. (2007), <i>Sculpture today</i> , London: Phaidon					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		APPLICATION OF GRAPHICAL TECHNIQUES WITH PRACTICUM					
Code	SRPOL37	Year of study	2nd				
Course teacher	Dubravka Kušćević, PhD, assistant professor	Credit value (ECTS)	2				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15		15		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To enable students to apply graphic techniques in specialised programs for early and pre-school education.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam, students will be able to: - recognise different graphic techniques in fine arts - encourage and develop perceptive, formal and creative abilities of pre-school children in the field of graphic expression (intergraphic art techniques), according to the age of the children - recognise art activities as a form of creative development in children - critically evaluate art activities in kindergarten.						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to graphic techniques (2 hours) 2. High print techniques (2 hours) 3. Deep print techniques (2 hours) 4. Flatbed printing techniques (2 hours) 5. Computer graphics (1 hour) 6. Introducing pre-school children to graphics and graphic design (2 hours) 7. Applying intergraphic techniques among children of pre-school age in making posters, invitations, greeting cards (2 hours) 8. Graphics and intergraphic techniques in working with children of pre-school age (printing a variety of materials, monotype, card printing, computer graphics) (2 hours) Practical classes: 1. Flatbed printing – surface, texture – creating artistic compositions by printing a variety of materials (4 hours) 2. Computer graphics (2 hours) 3. Monotype (3 hours) 4. Cardboard printing (4 hours) 5. Cutting plaster (2 hours)						
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular attendance. Creating a folder of papers.					
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		Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Written exam – 50% Practical training – 50%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Tanay, E. R. (1995), <i>Tehnike likovnog izražavanja</i> (od olovke do kompjutera). Zagreb: Naklada Zakej			1		
	Arbanas N. (1999), <i>Grafičke tehnike</i> . Zagreb: Laser plus			1		
	Paro F. (1991), <i>Grafika: marginalije o crno-bijelom</i> . Zagreb: Mladost, 1991. (Čakovec: Zrinski)			1		
	Paro F. (2002), <i>Grafički pojmovnik</i> . Zagreb: Akademija likovnih umjetnosti			1		
Optional literature (at the time of submission of study programme proposal)	Krizman T. (1952), <i>O grafičkim vještinama</i> . Zagreb: JAZU Curran, S. (1986), <i>Igre, grafika i zvuk</i> . Zagreb: Prosvjeta Grčko S. (1970), <i>Grafički postupci u osnovnoj školi</i> . Zagreb: Školska knjiga					
Quality assurance methods that ensure the acquisition of exit competences	Students' success in the exam, student evaluation based on anonymous questionnaires.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		MUSEUM PEDAGOGY WITH PRACTICUM				
Code	SRPOL38	Year of study	2nd			
Course teacher	Vedran Barbarić, PhD, assistant professor	Credit value (ECTS)	2			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		15	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To introduce students to the latest scientific knowledge about the educational role of museums.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam, students will be able to: - explain the relevant facts about the educational and communicational role of museums - appreciate the museum context as a context for gaining experience - demonstrate basic knowledge of the professional work in the museum context - develop an ability of reflexive practitioners who continually evaluate their achievements - engage in achieving a more intensive and qualitative partnerships between museum and kindergarten.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Sources of Museum pedagogy 2. The development of the modern Museum pedagogy in Croatia 3. The development of the modern Museum pedagogy in the world 4. Principles, objectives and tasks of the educational activities at the museum 5. Educational and communicative role of the museum 6. Forms of communication in the museum 7. The contextual model of learning in the museum 8. The constructivist and socio-constructivist theory of learning in the museum 9. Visitors and their needs 10. Museum's artefacts, pedagogical materials and guides for visitors 11. Museum pedagogue – the main implementer of the museum pedagogy 12. New technology as a link between visitors and the museum 13. The cooperation between museum pedagogue and pre-school teacher 14. The cooperation between museum pedagogue and children's parents 15. Monitoring and evaluation of educational activities in the museum					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(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	Class attendance – 15% Seminar essay – 35% Oral exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Paris, S. G.; Hapgood, S. E. (2002), Children Learning with Objects in Informal Learning Environments. In: Paris, S. G., <i>Perspectives on Object-Centered Learning in Museums</i> , New Jersey: Lawrence Erlbaum Associate teachers, pp. 37-55				1	
	Žbirkova, V.; Jurova, J. (2006), <i>Komunikacija u muzeju kao edukacijski proces i njihov međuodnos, III. Skup muzejskih pedagoga Hrvatske</i> , Zagreb: Hrvatsko muzejsko društvo, 206-217				1	
	Maroević, I. (1993), <i>Uvod u muzeologiju</i> , Zagreb: Zavod za informacijske studije Filozofskog fakulteta u Zagrebu				2	
Optional literature (at the time of submission of study programme proposal)	Gesche-Konig, N. (1997), Muzejska pedagogija u Europi, <i>Vijesti muzealaca i konzervatora</i> 3, Zagreb Nenadić-Bilan, D.; Bacalja, R. (2003), Neki aspekti komunikacije u muzeju, Collection of papers <i>Od baštine za baštinu</i> , Split: Redak, pp. 165-168 Sertić, I. (2001), Muzej koji se sakrio, Zagreb: Heureka Nenadić- Bilan, D. (2003), Uloga konteksta i učenje predškolskog djeteta, Collection of papers <i>Djetinjstvo, razvoj i odgoj</i> , Zadar: Sveučilište u Zadru, pp. 37-43 Nenadić-Bilan, D.; Klarin, M. (2001), Suradnja dječjeg vrtića i muzeja u upoznavanju baštine, Collection of papers <i>2. dani otočkih dječjih vrtića</i> , Hvar, pp. 52-63					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		BASICS OF VISUAL ARTS 2					
Code	SRPOL43	Year of study	2nd				
Course teacher	Marija Brajčić, PhD, assistant professor	Credit value (ECTS)	4				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	30			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- to understand the importance of artistic, visual arts throughout history and today- to develop perceptive, formal and creative abilities of students- to become aware of and adopt the basic concepts in the field of visual arts- to enable students to monitor, assess and grade their own work						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- enrolment requirement: completed subject Basics of Visual arts 1- entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- the interpretation of the basic concepts in art- identifying the basic concepts in art- describing the basic concepts in art- the interpretation of the basic concepts in art- the division and interdependence of various fields of art						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. The pre-painting, themes and conventions2. Development of forms and spatial conventions in ancient painting with special reference to the vase3. Renaissance painting, abandoning the symbolic color, a new approach to space4. Baroque painting, the question of contour lines and new inventory and grammar motives5. Art XIX. And XX. Century; fate of form and space, with special emphasis on abstraction6. The human body, especially the act of the history of painting7. The landscape of the history of painting8. Sculpture and design volumes, its similarity ITER differences in relation to architecture9. The elementary notions of sculpture: full of plastic, types of relief, techniques, materials etc.10. Sculpture Antiquity, literature evolution, the question of movement and the opening volume11. Great themes of sculpture: the human body12. Great themes of sculpture: horses and horsemen13. The sculpture of the XX. Century, the key names and iterators14. General terms of architecture and the relationship with other visual arts (architecture synthesis); semiotics in architecture. Basic concepts: design of the interior and architectural masses; the ratio of full – empty; wearable – worn						

	15. Religious buildings, temples, churches, especially in the ancient and early Christian period 16. The Romanesque and Gothic architecture, particularly stylistic features. Renaissance and Baroque architecture, especially stylistic features 17. The architecture of XXth Century, new structures and materials					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 15% Seminar essay – 35% Oral exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Janson, H. W. (2003), <i>Povijest umjetnosti</i> , Zagreb				1	
	Arnason, H. H. (1975), <i>Istorija moderne umjetnosti</i> , Beograd				1	
	<i>Umjetnost u slici</i> (1970), Rijeka				1	
Optional literature (at the time of submission of study programme proposal)	Breber, P., Leg, D. (1976), <i>Percepcija i informacija</i> , Beograd Arnhajm, R. (1981), <i>Umetnost i vizualno opažanje</i> , Beograd Ivančević, R. (1996), <i>Perspektive</i> , Zagreb Gombrih, E. H. (1984), <i>Umetnost i iluzija</i> , Beograd					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		PSYCHOLOGY OF CHILDREN'S DRAWINGS					
Code	SRPOL44	Year of study	2nd/IV				
Course teacher	Ina Reić Ercegovac, PhD, associate professor	Credit value (ECTS)	3				
Associate teachers	Katija Kalebić Jakupčević, PhD, postdoctoral researcher	Type of instruction (hours per semester)	L	S	E	F	
			30	15			
Course status		Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- to introduce students to the age characteristics of children's drawings- to introduce students to the value of a children's drawing as a form of child expression- to introduce students with normative and deviating stages of children drawing in order to identify intellectual and / or emotional disturbances and to take appropriate interventions- to present children's drawing as a technique for the identification of creative development- to present children's drawing as a tool in clinical psychodiagnostic and reliability of this kind of assessment- to teach the students how to recognise the cultural specificity of children's drawings						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	<p>At the end of the course students will:</p> <ul style="list-style-type: none">- be familiar with the stages of children's drawings of both normal and deviating development- know the normative values and interpretive guidelines for children's drawings- be able to recognise the value of children's drawings as a child's expression techniques- be educated to distinguish types of children's drawings in accordance with the purpose (diagnostic or creative purposes)- be able to differentiate the basic characteristics of normal and deviating development based on children's drawing- become sensitive to recognise the type of deviation (intellectual or emotional) and suggest further intervention						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. History of the study of characteristics of children's drawings2. Children's drawings and the cognitive development3. Children's drawings and the emotional development4. The stages of the normative children's drawings development<ol style="list-style-type: none">a. The scribbling phase or random realism (1st-3rd year)b. The symbolic drawing phase or failed realism (3rd-6th year)c. The realistic drawing phase (6th-10th year)						

	d. The artistic drawing phase (after the age of 10) 5. The process of a children's drawing formation 6. The basic features of children's drawing: A. Drawing size B. Drawing colours C. Drawing movements D. Drawing placement 7. The children's drawing as psychodiagnostic instruments (free drawing) 8. The children drawing's as psychodiagnostic instruments (Goodenough drawing test) 9. The drawing development in children with development disparities 10. The interpretation of children's drawing in children with cognitive impairments 11. The interpretation of children's drawing in children with emotional disturbances 12. The reliability of children's drawings as a diagnostic tool 13. The use drawings in the child's creativity development 15. Intercultural similarities and differences in children's drawings					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay	+	Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	+	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 15% Seminar essay – 35% Oral exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Davison, G. C.; Neale, J. M. (2002), <i>Psihologija abnormalnog doživljavanja i ponašanja</i> . Jastrebarsko: Naklada Slap (selected chapters)				1	
	2. Golomb, C. (2004), <i>The Child's Creation of a Pictorial World</i> . Taylir&Francis Group: N.Y.				1	
	3. Starc, B.; Čudina-Obradović, M.; Pleša, A.; Profaca, B.; Letica, M. (2004), <i>Osobine i psihološki</i>				10	

	uvjeti razvoja djeteta predškolske dobi. Zagreb: Golden market (selected chapters)		
	4. Vasta, R.; Haith, M. M.; Miller, S. A. (1998), <i>Dječja psihologija: Moderna znanost</i> . Jastrebarsko: Naklada Slap (selected chapters)	10	
Optional literature (at the time of submission of study programme proposal)	1. Burkitt, E.; Barrett, M.; Davis, A. (2003), The effect of affective characterizations on the size of children's drawings. <i>British Journal of Developmental Psychology</i> , 21, 565-584 2. Burkitt, E.; Barrett, M.; Davis, A. (2003), Children's colour choices for completing drawings of affectively characterised topics. <i>Journal of Child Psychology and Psychiatry</i> , 44:3, 445-455 3. Joiner, T. E.; Schmidt, K. L.; Barnett, J. (1996), Size, detail, and Line Heaviness in Children's Drawings as Correlates of Emotional Distress: (More) Negative Evidence. <i>Journal of Personality Assessment</i> , 67:1, 127-141 4. Jolley, R. P.; Vulic-Prtoric, A. (2001), Croatian children's experience of war is not reflected in the size and placement of emotive topics in their drawings. <i>British Journal of Clinical Psychology</i> , 40, 107-110 5. Zentner, M. R.(2001), Preferences for colours and colour-emotion combinations in early childhood. <i>Developmental Science</i> , 4:4, 389-398		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		VISUAL ARTS ACTIVITIES WITH DIDACTICALLY UNSHAPED MATERIAL					
Code	SRPOL46	Year of study	2nd				
Course teacher	Dubravka Kušćević, PhD, assistant professor	Credit value (ECTS)	3				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15		15		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To enable students to apply artistic activities with plain didactic materials in specialised programs for early and pre-school education.						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	<p>After passing the exam, students will be able to:</p> <ul style="list-style-type: none">- creatively and independently shape plain didactic material- develop competences of a reflective practitioner capable of experimenting with new materials in the field of artistic expression- engage in achieving better and more creative results in kindergarten within the framework of art activities- methodically design activities in kindergarten with plain didactic materials.						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures (15):</p> <ol style="list-style-type: none">1. Visual Arts – an introduction to art techniques (2 hours)2. Classical techniques and materials in artistic expression (1 hour)3. Modern techniques and materials in artistic expression (2 hours)4. Paper – plastics (mastering basic artistic and technical elements of paper – plastics, papier-mâché) (4 hours)5. Moulds, aluminium and copper foil (2 hours)6. Shaping rejected forms of metal and wood (1 hour)7. Shaping paper boxes and sponges (1 hour)8. Methodical approach in working with children of pre-school age in the form of creative games involving construction, combining, variations and decomposition with plain didactic materials (2 hours) <p>Practical classes (15)</p> <ol style="list-style-type: none">1. Surface – area – volume – space. Paper – plastic – shaping paper – papier- mâché (5 hours)2. Surface – texture. Moulds, aluminum and copper foil (2 hours)3. Volume and space. Shaping wood and metal (4 hours)4. Volume and space. Shaping paper boxes and sponges (4 hours)						
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance in class. Practical training of students in exercises					
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	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam1	1	Project		(Other)	0,5
Grading and evaluating student work in class and at the final exam	Class attendance – 25% Participation in practical classes – 25% Written exam – 25% Art works – 25%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Grgurić N. (2003), <i>Oblikovanje papirom, alufolijom i didaktički neoblikovanim materijalima</i> , Zagreb: Educa				1	
	Koritnik M. (1980), <i>Igre i rad s papirom</i> . Zagreb: Savez društava “Naša djeca” SR Hrvatske				1	
	Peteh, M. (2003), <i>Igrajmo se papirom</i> . Zagreb: Alinea				1	
	Tanay, E. R. (1995), <i>Tehnike likovnog izražavanja</i> (od olovke do kompjutora), Zagreb: Naklada Zakej					
Optional literature (at the time of submission of study programme proposal)	Belamarić, D. (1986), <i>Dijete i oblik</i> . Zagreb: Školska knjiga Jakubin, M. (1990), <i>Osnove likovnog jezika i likovne tehnike</i> . Institut za pedagojska istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu Tanay, E. R. (1985), <i>Autonomnost ličnosti i kreativne igre razlaganja, kombiniranja, variranja i građenja</i> . Likovna kultura. Zagreb: Zavod za prosvjetno-pedagošku službu SRH, 66-88					
Quality assurance methods that ensure the acquisition of exit competences	Students' success in the exam, student evaluation based on anonymous questionnaires.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		THREE-DIMENSIONAL MODELING AND DESIGNING WITH PRACTICUM 2					
Code	SRPOL47	Year of study		2nd			
Course teacher	Marija Brajčić, PhD, assistant professor	Credits (ECTS)		3			
Associate teachers	Dragoslav Dragičević, assistant	Type of instruction (number of hours)	L	S	E	F	
			15		15		
Status of the course	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Explain the concept of three-dimensionality through theoretical and practical work. Introduce students to the elements of form, types of sculpture and sculptural techniques through theoretical and especially through practical work. Develop individual skills in three-dimensional shaping.						
Course enrolment requirements and entry competences required for the course	Completed course in the Three-dimensional shaping with practicum 1 Language, computer and information literacy. Acquired knowledge in the basics of fine arts.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to acquire knowledge of the visual concepts related to modern sculpture - to discover and refine artistic abilities through creative processes within the art area of three-dimensional shaping - realize artistic three-dimensional projects in contemporary materials - realize three-dimensional works in accordance with their own interests and predispositions						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Contemporary sculpture 2. Materials in contemporary sculpture 3. Examples of contemporary sculpture in the world 4. Examples of contemporary sculpture here 5. Applied sculpture 6. Contemporary Sculptural Techniques: Assemblage 7. Contemporary sculptural techniques: caching 8. Line-thin mass						
Format of instruction	X lectures <input type="checkbox"/> seminars X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities							
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1	Research		Practical training	1	
	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						
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ruhrberg, K. et al. (2005), Umjetnost 20. stoljeća-slikarstvo-skulpture i objekti –novi mediji-fotografija, VBZ			1		
	Read, H. (1985), Modern Sculpture: A Concise History (World of Art), Thames & Hudson			1		
	Elsten, A. (2001), Origins of Modern Sculpture: Pioneers and Permisses, Paperback				internet	
Optional literature (at the time of submission of study programme proposal)	Collins, J. (2007), Sculpture today, London: Phaidon					
Quality assurance methods that ensure the acquisition of exit competences	Students' evaluation of the course by anonymous survey, students' exam results.					
Other (as the proposer wishes to add)						

Module C: Music expression and creation

NAME OF THE COURSE		BASICS OF VOCAL TECHNIQUE WITH PRACTICUM				
Code	SRPOG33	Year of study	2nd			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		30	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To acquire basic knowledge and skills related to basics of vocal technique. To develop interest for vocal music. To improve individual singing abilities and theoretical knowledge in the field of vocal technique.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: 1. correctly interpret basic concepts of vocal technique 2. define and distinguish types of breathing 3. play and sing breathing exercises 4. recognise and correct acoustic vocal and technical mistakes 5. apply acquired knowledge in their work with children choir and pre-schoolers.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to basics of vocal technique 2. Singing in general 3. Singing and breathing 4. How a singing tone is created 5. Phonatory organ – vocal instrument 6. Description and application of basic resonatory parts 7. Basic voice characteristics 8. Human voice registers 9. Singing voices categorisation 10. Child voices 11. Difference between adult and child voice 12. Diction 13. Errors in sound production while singing 14. Errors in intonation of high pitched tones 15. Breathing, voice impostation, development and articulation exercises Exercises: 1. Body position while singing 2. Exercises for correct body position and relaxation 3. Speech, mimics and facial expression exercises 4. Breathing exercises					

	5. Breathing exercises 6. Vocal and technical exercises 7. Vocal and technical exercises 8. Production of shorter singing parts in group and individually 9. Production of shorter singing parts in group and individually 10. Production of shorter singing parts in group and individually 11. Technical and breathing exercises 12. Technical and breathing exercises 13. Production of shorter singing parts in group and individually 14. Conducting singing rehearsal exercises 15. Synthesis of lessons learned using required compositions					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance, active participation in seminars, seminar essays presentations.					
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		Course participation	0.5
	Essay		Seminar essay		Continuous knowledge testing	2
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Overall grade is based on regular class attendance, active participation in classroom activities and testing of acquired educational content within oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Lhotka-Kalinski, I. (1975), <i>Umjetnost pjevanja</i> , Zagreb: Školska knjiga				2	
	Špiler, B. (1973), <i>Osnove vokalne tehnike</i> , Sarajevo: Muzička akademija u Sarajevu				1	
	Vidulin, S. (2003), <i>Pjevam s veseljem</i> , Corrlin, Pula				2	
Optional literature (at the time of submission of study programme proposal)	Gjuranec, M. (1988), <i>Traktat o pedagogiji umjetničkog pjevanja</i> , Zagreb: vlastita naklada Špiler, B. (1972), <i>Umjetnost solo pjevanja</i> , Sarajevo: Muzička akademija u Sarajevu					

Quality assurance methods that ensure the acquisition of exit competences	Student evaluation, colleague evaluation.
Other (as the proposer wishes to add)	To motivate students for continuous independent activities.

NAME OF THE COURSE		INSTRUMENTAL PRACTICUM 1					
Code	SRPOG34	Year of study	2nd				
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	5				
Associate teachers	Daniela Petrušić, assistant	Type of instruction (hours per semester)	L	S	E	F	
					60		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Acquire skills of playing chord keyboard instruments (piano or electric piano) for a better use of instruments in work with pre-schoolers.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: 1. acquire the technique of playing an instrument (piano or electric piano) at a basic level with both hands 2. apply the skill to read music for interpretation of simple compositions 3. demonstrate independent vocal and instrumental reproduction of simple children compositions 4. apply acquired knowledge of left hand accompaniment for pre-schoolers compositions.						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. C-major and a-minor scale 2. School exercises for piano no. 13-16 3. School exercises for piano no. 17-22 4. School exercises for piano no. 23, 24, 41, 43 5. G-major and e-minor scale 6. School exercises for piano no. 30, 33, 36 7. School exercises for piano no. 37, 39, 45 8. F-major and d-minor scale 9. School exercises for piano no. 40, 42 10. School exercises for piano no. 47, 48 11. School exercises for piano no. 49, 54 12. School exercises for piano no. 61, 79 13. D-major and h-minor scale 14. School exercises for piano no. 76, 92 15. School exercises for piano no. 101						
Format of instruction	<input type="checkbox"/> lectures <input 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 type="checkbox"/> field work					
Student responsibilities	Regular class attendance, active participation in seminars, seminar essays presentations.					
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		Continuous knowledge testing	1.5
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Overall grade is based on regular class attendance, active participation in classroom activities and testing of acquired educational content within oral exam (playing compositions learned in classroom).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Nikolajev, A. (1989), <i>Škola za klavir</i> , Moskva: Muzika, Moskva				1	
	Vrhovski, J. (1974), <i>Narodne pjesme za glasovir</i> , Zagreb: Školska knjiga				1	
	Zorić, B. (1985), <i>Abeceda klavira 1</i> , Zagreb: Školska knjiga				1	
Optional literature (at the time of submission of study programme proposal)	Prenc, N. (2004), <i>Zbirka pjesama 1 i 2</i> , Pula: Visoka učiteljska škola Sam, R. (1992), <i>Sviramo uz pjesmu</i> . Rijeka: Glosa Vidulin, S. (2003), <i>Pjevam s veseljem</i> , Corrlin, Pula					
Quality assurance methods that ensure the acquisition of exit competences	Student evaluation, colleague evaluation.					
Other (as the proposer wishes to add)	To motivate students for continuous independent activities.					

NAME OF THE COURSE		DEVELOPMENT OF CHILDREN'S MUSICALITY					
Code	SRPOG35	Year of study		2nd			
Course teacher	Snježana Dobrota, PhD, full professor	Credit value (ECTS)		3			
Associate teachers		Type of instruction (hours per semester)		L	S	E	F
				15	15		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Introduction to the development of children's music abilities.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	1. to explain developmental phases of children's' music abilities 2. to value development of children's' music abilities 3. to explain the importance of music psychology notions for music pedagogy 4. to conduct researches of children's' music abilities						
Course content broken down in detail by weekly class schedule (syllabus)	1. Observation, perception and experience of music 2. Music abilities 3. The development and measurement of music abilities 4. Music preference						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	0.5	(Other)		
	Tests	1	Oral exam	1	(Other)		
	Written exam		Project		(Other)		
Grading and evaluating student work in class and at the final exam	Class attendance – 10% Preliminary exam – 20% Seminar essay – 20% Oral exam – 50%						

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	1. Dobrota, S. (2012), <i>Uvod u suvremenu glazbenu pedagogiju</i> . Split: Filozofski fakultet Sveučilišta u Splitu	10	yes
	2. Dobrota, S.; Reić Ercegovac, I. (2016), <i>Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija</i> . Split: Filozofski fakultet	10	yes
	3. Pesek, A. (1990), <i>Značaj glazbenog odgoja za razvoj glazbenih intelektualnih sposobnosti</i> , <i>Tonovi: časopis glazbenih i plesnih pedagoga</i> , 11 – 12; 29 – 31	1	yes
	4. Rojko, P. (1981), <i>Testiranje u muzici</i> , Zagreb: Muzikološki zavod Muzičke akademije u Zagrebu	1	
Optional literature (at the time of submission of study programme proposal)	1. De la Motte-Haber, H. (1999), <i>Psihologija glazbe</i> , Jastrebarsko: Naklada Slap 2. Rojko, P. (1982), <i>Psihološke osnove intonacije i ritma</i> , Zagreb: Muzička akademija 3. Rojko, P. (2002), <i>Glazbenteorijska i psihološka uporišta glazboterapije</i> , <i>Tonovi: časopis glazbenih i plesnih pedagoga</i> , 2 (40), 17 – 27		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		LEADING A CHILDREN'S CHOIR WITH BASICS OF CHORAL CONDUCTING				
Code	SRPOG36	Year of study	2nd			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		30	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Development of conducting technique and training students for practical work with pre-schoolers choir. Familiarisation with textbooks regarding choir singing for pre-schoolers.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: 1. apply acquired knowledge in choosing appropriate programme 2. perform rhythm exercises for correct breathing 3. perform simple melody exercises for correct voice impostation 4. participate in choir performance of eight to ten two-voice compositions by different authors 5. introduce activities of group music performance for pre-schoolers.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Choir singing as an integral part of educational process 2. Basics of conducting 3. Time signature mode – technique 4. Breathing for singers 5. Singing voice position 6. Diction 7. Intonation 8. Dynamics 9. Feeling of rhythm 10. Tempo 11. Voice impostation 12. About the programme 13. Analysis of simple choir compositions 14. Art expression 15. About vocal warm-up Exercises: 1. Preparation for time signature, basic position, preparation position, hands position 2. 2/4 time signature 3. 3/4 time signature 4. 4/4 time signature					

	5. Anacrusis time signature 6. Arms movements and dynamics 7. Vocals and consonants in vocal music 8. Composition interpretation (music analysis, text analysis, conductor's technical preparation) 9. Composition interpretation 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular and active course participation. Regular preparation for classroom activities (training). Oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Overall grade is based on regular Class attendance, active participation in classroom activities and testing of acquired educational content within oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Jerković, J. (1999), <i>Osnove dirigiranja I</i> , Osijek: Sveučilište Josipa Jurja Stossmayera u Osijeku				1	
	Jerković, J. (2001), <i>Osnove dirigiranja II</i> , Osijek: Sveučilište Josipa Jurja Stossmayera u Osijeku				1	
	Završki, J. (1979), <i>Rad s dječjim pjevačkim zborom</i> , Metodčki priručnik za nastavnike glazbenog odgoja i voditelje dječjih pjevačkih zborova, Zagreb: Školska knjiga				2	
Optional literature (at the time of submission of study	Lhotka, F. (1981), <i>Dirigiranje</i> , Zagreb: Školska knjiga Gjadrov, I. (2002), <i>Umijeće dirigiranja</i> , Zagreb: Music play					

programme proposal)	Buble, N. – Veršić, J. (2000), <i>Priručnik za zborovođe i voditelje dalmatinskih klapa</i> , Split: Umjetnička akademija Sveučilišta, Odjel za glazbenu umjetnost; Omiš: Centar za kulturu
Quality assurance methods that ensure the acquisition of exit competences	Student evaluation, colleague evaluation.
Other (as the proposer wishes to add)	To motivate students for continuous independent activities.

NAME OF THE COURSE		DANCE STRUCTURES WITH PRACTICUM				
Code	SRPOG37	Year of study	2nd			
Course teacher	Dodi Malada, PhD, senior lecturer	Credit value (ECTS)	2			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		15	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Influence of kinesiology programme of creative movement and rhythmic on the development and maintenance of different anthropological characteristics.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- to describe dance structures- to describe the elements of performance technique- to analyse anthropological features of a dancer- to integrate practical training operators- to explain correct performance of dance elements- to suggest new practical training operators- to perform elements of dance structure technique- to show elements of technique- to perform method exercises for acquisition of dance structure elements					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. History of dance in the world and in Croatia2. Dance styles and dance categories3. Influence of kinesiology programme of creative movement and rhythmic on the development and maintenance of different anthropological characteristics4. Methods of studying free dance movement aiming to stimulate children's imagination and creativity in their expression of emotions, attitudes and ideas5. Methods of developing kinesiology sensitivity incited by a body in dance and rhythmic movement6. Creative movement and rhythmic as a therapy for children with special needs7. Eight basic topics of Rudolf Laban and forming short dance and rhythmic compositions and improvisations8. The role of movement in teaching and expression of music according to Emil Jaques Dalcroze9. Methods of developing the feeling of metrics and simple rhythms with adaptation of nursery rhymes while making movements; creation of short choreographies and plays – a story told through movement10. Dance records					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> exercises					
Student responsibilities	Regular class attendance.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		Practical training	1
	Written exam		Project		Active participation	
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and final grade is obtained at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Srhoj, Lj.; Miletić, Đ. (2000), <i>Plesne strukture (textobook)</i> , Split: Abel international				2	
	Maletić, A. (1983) <i>Pokret i ples</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske				2	
Additional reading	<p>Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006) Morphological features and motor abilities effects in female dance structures. <i>Fizička kultura</i>, Skopje, 34, issue 2, pp. 53-62</p> <p>Cvjetičanin, B.; Kurjan-Manestar, V., Pokret i ples kao odgojno-obrazovni 114iterat. Zbornik Učiteljske akademije u Zagrebu. <i>Collected Papers of the Teacher Education Academy in Zagreb</i>, 4 (2002), 1(4); pp. 131-138</p> <p>Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // <i>Kretanja: časopis za plesnu umjetnost</i> / [Iva Nerina Sibila (editor-in-chief)]. 2 (2004), 2; pp. 88-105</p>					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		INSTRUMENTAL PRACTICUM 2					
Code	SRPOG43	Year of study	2nd				
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	4				
Associate teachers	Lana Marasović, assistant	Type of instruction (hours per semester)	L	S	E	F	
					60		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Acquire skills of playing chord keyboard instruments (piano or electric piano) for a better use of instruments in work with pre-schoolers.						
Course enrolment requirements and entry competences required for the course	- enrolment requirement: completed subject Instrumental practicum 1 - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: 1. acquire the technique of playing an instrument (piano or electric piano) at a basic level with both hands 2. apply the skill to read music for interpretation of compositions of medium difficulty 3. demonstrate independent vocal and instrumental reproduction of children compositions 4. apply acquired knowledge of left hand accompaniment for pre-schoolers compositions						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. School exercises for piano no. 111, 114 2. School exercises for piano no. 120, 121 3. School exercises for piano no. 125, 129 4. School exercises for piano no. 140 5. B-major and g-minor scale 6. School exercises for piano no. 149 7. School exercises for piano no. 154 8. School exercises for piano no. 159 9. School exercises for piano no. 160 10. School exercises for piano no. 161 11. School exercises for piano no. 167 12. School exercises for piano no. 152 13. School exercises for piano no. 163 14. School exercises for piano no. 169 15. School exercises for piano no. 170						
Format of instruction	<input type="checkbox"/> lectures <input 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 type="checkbox"/> field work					
Student responsibilities	Regular class attendance, active participation in seminars, seminar essays presentations.					
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		Continuous knowledge testing	0.5
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Overall grade is based on regular Class attendance, active participation in classroom activities and testing of acquired educational content within oral exam (playing compositions learned in classroom).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Nikolajev, A. (1989), <i>Škola za klavir</i> , Moskva: Muzika, Moskva				2	
	Zorić, B. (1975), <i>Abeceda klavira 2</i> , Zagreb: Školska knjiga				2	
	Golčić, I. (1998), <i>Pjesmarica</i> , Zagreb: Hrvatsko književno društvo sv. Jeronima				2	
Optional literature (at the time of submission of study programme proposal)	Prenc, N. (2004), <i>Zbirka pjesama 1 i 2</i> , Pula: Visoka učiteljska škola, Pula. Sam, R. (1992). <i>Sviramo uz pjesmu</i> . Rijeka: Glosa Vidulin, S. (2003), <i>Pjevam s veseljem</i> , Pula: Corrlin					
Quality assurance methods that ensure the acquisition of exit competences	Student evaluation, colleague evaluation.					
Other (as the proposer wishes to add)	To motivate students for continuous independent activities.					

NAME OF THE COURSE		GROUP MUSIC MAKING					
Code	SRPOG44	Year of study	2nd				
Course teacher	Marijo Krnić, MSc, Lecturer	Credits (ECTS)	2				
Associate teachers	Lana Marasović, assistant	Type of instruction (number of hours)	L	S	E	F	
					30		
Status of the course	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with adjusted music iteration for children. Development of individual interpretation skills, instrument nature and music technique. Development of skills and competences (singing and playing) with the purpose of group music making (rhythmics, dynamic contrasts, tempo, expressive music making).						
Course enrolment requirements and entry competences required for the course	- enrolment requirement: taking the course Instrumental practicum 1 - entry competences: computer literacy						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: - play certain Orff instruments - teach children how to play certain Orff instruments - along with playing, teach children how to make music in group and perform vocal and instrumental music.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Know and acquire key concepts from music theory 2. Learn about music instruments in theory and while listening to the music 3. Acquire basic music forms 4. Pitch and rhythm skills 5. Develop the ability to practically apply playing Orff instruments 6. Develop pitch relations and skills 7. New technologies and programmes for encouraging music creation 8. Acquire music compositions of local and foreign authors 9. Motivation of children for group music making (singing and playing) 10. Impostation exercises: breathing 11. Diction and articulation 12. Cooperation with other institutions 13. Group music making in vocal and instrumental technique 14. Follow-up and evaluation						
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 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 and exercises participation, demonstration of practical training.						

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		Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25 % Exercises – 25 % Performing music compositions – 25 % Final exam – 25 %					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Sam, R. (1992), <i>Sviramo uz pjesmu</i> . Rijeka: Glosa Music education textbooks for elementary school, according to educator's choice				2	2
Optional literature (at the time of submission of study programme proposal)	Different reference books of Orff instruments (original and edits). Examples from music iteration handbook for primary school.					
Quality assurance methods that ensure the acquisition of exit competences	Student evaluation, peer evaluation.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	CHILDREN'S MUSICAL CREATIVITY WITH PRACTICUM						
Code	SRPOG45	Year of study		2nd			
Course teacher	Snježana Dobrota, PhD, full professor	Credit value (ECTS)		2			
Associate teachers	Daniela Petrušić, assistant	Type of instruction (hours per semester)	L	S	E	F	
			15		15		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Introduction to the developmental phases of the children's' musical creativity and the possibilities for realization of the activities of musical creativity.						
Course enrolment requirements and entry competences required for the course	- enrolment requirement: completed subject Development of children's musicality - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	1. to explain the phases of the development of children's' musical creativity 2. to explain the realization of the activities of children's' musical creativity 3. to value the results of the activities of children's' musical creativity 4. to conduct researches among kindergarten teachers' attitudes about the importance of musical creativity in pre-school education						
Course content broken down in detail by weekly class schedule (syllabus)	1. Definition of creativity 2. Children's' game and creativity 3. Children's' musical creativity by voice, movement, instruments 4. Sound improvisation 5. Music games with movement 6. Dynamic nuances, rhythmical changes and their realization 7. Changes of tempo 8. Changes of the pitch						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(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	Class attendance – 10% Preliminary exam – 20% Seminar essay – 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
	1. Dobrota, S. (2012), <i>Uvod u suvremenu glazbenu pedagogiju</i> . Split: Filozofski fakultet Sveučilišta u Splitu	10	yes
	2. Sam, R. (1998), <i>Glazbeni doživljaj u odgoju djeteta</i> , Rijeka: Glosa	5	yes
Optional literature (at the time of submission of study programme proposal)	Music literature for children (songbooks, playbooks, etc.)		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	MUSIC LITERATURE FOR CHILDREN						
Code	SRPOG46	Year of study		2nd			
Course teacher	Snježana Dobrota, PhD, full professor	Credit value (ECTS)		2			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Introduction to the music literature for children.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	1. to explain the importance of listening to music as music activity 2. to value music literature for children 3. to explain the realization of listening to music 4. to conduct research about the importance of listening to music as music activity						
Course content broken down in detail by weekly class schedule (syllabus)	1. Music for children 2. The resources for investigation music for children 3. Characteristics of music for children 4. The role of education in the process of listening to music 5. The development of the pedagogical viewpoints about music education and music for children						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	0.5	(Other)		
	Tests	0.5	Oral exam		(Other)		
	Written exam	0.5	Project		(Other)		
Grading and evaluating student	Class attendance – 10% Preliminary exam – 20% Seminar essay – 20%						

work in class and at the final exam	Oral exam – 50%		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Dobrota, S. (2012), <i>Uvod u suvremenu glazbenu pedagogiju</i> . Split: Filozofski fakultet Sveučilišta u Splitu.	10	
	Sam, R. (1998), <i>Glazbeni doživljaj u odgoju djeteta</i> , Rijeka: Glosa	5	yes
	Music literature		yes
Optional literature (at the time of submission of study programme proposal)	Rojko, P. (1996), <i>Metodika nastave glazbe. Teorijsko-tematski aspekti</i> . Osijek: Sveučilište J. J. Strossmayera.		
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		FOLKLORE FOR CHILDREN WITH PRACTICUM				
Code	SRPOG47	Year of study	2nd			
Course teacher	Dodi Malada, PhD, senior lecturer	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		15	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Defining creativity through children's dance creation, movement and improvisation of movements using sounds, rhythm and changes of tempo.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- describe kinesiology structures of dances for children- employ method for acquisition of elements of dances for children- explain correct performance of dances for children- recognise mistakes in the performance- perform elements of folklore structures- present specific competences for holding a programme of folklore dances in pre-school educational and recreational system					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">1. Using dance as an operator in pre-school education institution2. Dance record3. Analysis of dance rhythm4. Methods of teaching dances in terms of the way of transfer of motor and dance information5. Preservation of children's folklore expression and the process of acquiring traditional contents to stimulate children's imagination and internal experience6. Methods of teaching dances in terms of the way of acquisition of motor and dance tasks7. Methods and steps in psycho-sociological dance preparation in terms of sex and age categories8. Principles and rules in the structure of training younger age categories9. Sensitive phases for development certain anthropological features10. Methods for modelling and optimisation of information and energy overload component in the process of children's training					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		Active participation	
	Essay		Seminar essay		Final thesis	1
	Tests		Oral exam		Continuous knowledge testing	0.5
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and final grade is obtained at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Knežević G. (1988), <i>Šećem, šećem drotičko</i> , Kulturno prosvjetni sabor Hrvatske				1	
	Knežević, G. (2002), <i>Naše kolo veliko</i> , Zagreb: ETHNO				1	
	Knežević, G. (2005), <i>Srebrna kola, zlaten kotač</i> , Zagreb: ETHNO				1	
Optional literature (at the time of submission of study programme proposal)	Vukelić, J. Plesna kultura: mogućnosti plesnoritmičkog odgoja djece predškolske dobi. // <i>Zbornik Učiteljske akademije u Zagrebu, Collected Papers of the Teacher Education Academy in Zagreb</i> / [editor-in-chief Milan Matijević]. 2 (2000), 1(2); pp. 309-316.					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

Module D: Bodily movements expression and creation

NAME OF THE COURSE		ANALYSIS OF KINESIOLOGICAL ACTIVITIES IN EARLY AND PRE-SCHOOL EDUCATION					
Code	SRPOP33	Year of study	2nd				
Course teacher	Lidija Vlahović, PhD, associate professor	Credit value (ECTS)	4				
Associate teachers	Bojan Babin, PhD, assistant	Type of instruction (hours per semester)	L	S	E	F	
			30		15		
Course status	Mandatory	Percentage of application of e-learning	0				
COURSE DESCRIPTION							
Course objectives	Acquisition of basic theoretical and scientific knowledge on the kinesiological activities of early and pre-school age; acquisition of basic scientific methodical and methodological procedures for the analysis of kinesiological activities of early and pre-school age.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes of course level (4-10 outcomes)	After attending the classes the student would be able to: - list and explain the kinesiological structures and contents for children of early and pre-school age - describe the methodological procedures for analysis of certain kinesiological structure - analyse the anthropological characteristics of children of early and pre-school age - indicate the methods and processes in the procedure of kinesiological diagnostics.						
Course content broken down in detail by weekly class schedule (syllabus)	- Biotic motor knowledge and analysis of elementary kinesiological contents of early and pre-school age (4+2) - Analysis of specific and cyclical and acyclic kinesiological activities of early and pre-school age (4+2) - Analysis of kinematic, kinetic, electromyographic, anatomic and energetic parameters of kinesiological activities of early and pre-school age (4+2) - Measuring instruments in the kinesiological diagnostics of children of early and pre-school age (6+3) - Anthropological aspects of motor educability in pre-school teaching (4+2) - Analysis of anthropological characteristics influence on kinesiological activities implementation efficiency (4+2) - Sensitive phases and selection models in kinesiological activities of early and pre-school age (4+2)						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular lectures and practical classes attendance; writing and presenting a seminar essay; oral exam. The evaluation would be conducted continually, including two tests, while the final grade will be given at the end of the semester.					
Recording 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	1
	Experimental work	1	Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Grades 1 to 5; grade 1 (up to 50%), grade 2 (51% to 74%), grade 3 (75% to 84%); grade 4 (85% to 94%), grade 5 (95% to 100%) Class attendance – 15% Experimental work – 25% Practical training – 30% Tests – 30%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Findak, V. (1995), <i>Methods of Physical education in pre-school education</i> , Zagreb: Školska knjiga				2	
	Findak, V., Prskalo, I. (2004), <i>Kinesiological lexicon for educators</i> . Teaching College Petrinja				1	
	Findak, V., Delija, K., (2001), <i>Physical education in pre-school education</i> . Zagreb: EDIP Ltd				0	
	Findak, V., Metikoš, D., Mraković, M., Neljak, B., Prot, F. (2000), <i>Applied kinesiology in school education – motor knowledge</i> . Faculty of Physical Education, University of Zagreb				0	
	Pejčić, A., (2005), <i>Kinesiological activities for children of pre-school and early school age</i> . Teaching College, University of Rijeka, Rijeka				0	
	<i>Plan and program of Physical educational area in pre-school education</i> (1991). Zagreb: Ministry of Education, Culture and Sport					30
	Prskalo, I., Findak, V. (2004), <i>Kinesiological manual for educators</i> , Teaching College in Petrinja				1	
Optional literature (at the time of submission of study programme proposal)	Pejčić, A. (2002), <i>Games for little ones and grown-ups</i> . Teaching College in Rijeka					
Methods of quality observance enabling the acquisition of defined learning outcomes	Consultation during office hours, taking exam, noting the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing and presenting seminar essays.					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		AESTHETIC GYMNASTICS WITH PRACTICUM				
Code	SRPOP34	Year of study	2nd			
Course teacher	Dodi Malada, PhD, senior lecturer	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		30	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with basic discipline terms, development of aesthetic awareness and Familiarisation with aesthetic movement as a gymnastics operator. Defining aesthetic movement as a gymnastics operator.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	- recognise aesthetic movement as a context of kinesiology operators in specific – kinesiological conventional activities (aesthetic activities) - describe structures of aesthetic gymnastics - describe elements of aesthetic gymnastics - integrate practical trainings of aesthetic movements - explain anthropological and kinesiological models in aesthetic movements - perform elements of aesthetic movements - show elements of aesthetic movements					
Course content broken down in detail by weekly class schedule (syllabus)	1. Historical development and principles of harmonious, aesthetic movements 2. Analysis of methodic steps: methods of learning metric and rhythmic walking and running exercises, dance structures, swings, circling, wave movements, hops, jumps, turn-arounds and balance positions 3. Steps for acquisition and mastering the technique of selected dance and aesthetic structures 4. Specific exercises of introduction and preparation in teaching and training process; music-movement relationship; realisation of rhythmic structures through movement; elements of harmonious shaping of movements; relaxation and tension exercises 5. Realisation of note values through movement 6. Methods of learning basic techniques with props 7. Basics of choreographing 8. Principles of stage performance 9. Rhythmic composition, structure and improvisation 10. Assessment of motor knowledge of aesthetic movement in pre-school education institution					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Active participation	0.5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	2	Continuous knowledge testing	1
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Miletić, Đ. (2007), <i>Estetska gibanja (textbook)</i> . Split: Fakultet prirodoslovno matematičkih znanosti i kineziologije				3	
Additional reading	Katić R.; Miletić, Đ.; Maleš, B.; Grgantov, Z.; Krstulović, S. (2005), <i>Antropološki sklopovi sportaša (textbook)</i> . Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja Schmidt, R. A., Wrisberg, C. A. (2000), <i>Motor learning and performance. Human Kinetics</i>					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		RHYTHMICS AND DANCE WITH PRACTICUM 1				
Code	SRPOP35	Year of study	2nd			
Course teacher	Dodi Malada, PhD, senior lecturer	Credit value (ECTS)	5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		45	
Course status	Mandatory for art module	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Training students to acquire basic theoretical knowledge and principles in the field of dance and rhythmics as well as dance methodology.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- employ methods for acquisition of elements of children's rhythmics- use methods for transformation of anthropological features- describe rhythmic structures- analyse anthropological features of rhythmic dancers- explain correct way of performing elements of rhythmic gymnastics- perform methodic exercises acquisition of dance elements- engage in making higher quality and more intense presentations of movements in a pre-school education institution- develop the ability for applying methods and steps for analysis and management of kinesiology activities through rhythmics and dance of pre-school children					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Methods of learning basic elements of the technique of jumps, balance, turn around and flexibility2. Methods of learning how to walk, run, make dance movements, swings, circling, wave movements, knock-outs, semi-circle elements3. Realisation of note values through movement4. Influence of kinesiology programme of creative movement and rhythmics on the development and maintenance of different anthropological features5. Methods of teaching free dance movement aiming to stimulate children's imagination and creativity in their expression of emotions, attitudes and ideas6. Methods of developing kinesthetic sensitivity which body stimulates in its dance and rhythmic movement7. Rhythmic structure, composition, improvisation and completeness8. Assessment of motor knowledge and abilities in a pre-school education institution					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance.					

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		Active participation	0.5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	4	Continuous knowledge testing	1
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Srhoj, Lj., Miletić, Đ. (2000), <i>Plesne strukture (textbook)</i> . Split: Abel international				2	
	Maletić, A. (1983), <i>Pokret i ples</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske				2	
Optional literature (at the time of submission of study programme proposal) Course objectives	<p>Cvjetičanin, B.; Kurjan-Manestar, V. (2002): Pokret i ples kao odgojno-obrazovni proces. <i>Zbornik Učiteljske akademije u Zagrebu. Collected Papers of the Teacher Education Academy in Zagreb</i>, 4 (2002), 1(4); pp. 131-138</p> <p>Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // <i>Kretanja: časopis za plesnu umjetnost</i> / [Iva Nerina Sibila (editor-in-chief)], 2 (2004), 2; pp. 88-105</p> <p>Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006.) Morphological features and motor abilities effects in female dance structures. <i>Fizička kultura</i>, Skopje, 34, issue 2, pp. 53-62</p>					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		FOLKLORE FOR CHILDREN WITH PRACTICUM 1					
Code	SRPOP36	Year of study		2nd			
Course teacher	Dodi Malada, PhD, senior lecturer	Credit value (ECTS)		3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15		15		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Acquisition of general competences in terms of knowing kinesiological transformation operators for acquisition of dance structures of Croatian folk dances						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements						
Expected learning outcomes at a course level (4-10 outcomes)	- employ methods for acquisition of elements of folk dances for children - use methods for transformation of anthropological features - integrate training operators of folk dances - distinguish method forms and organisation forms of folklore for children - perform methodic exercises for acquisition of dance elements - engage in making higher quality and more intense presentations of movements in a pre-school education institution						
Course content broken down in detail by weekly class schedule (syllabus)	1. Methods of teaching dances according to the way of transfer of motor and dance information 2. Methods of studying dances by ethnographic zones 3. Characteristics of Croatian ethnographic zones 4. Acquisition of elements of dance techniques 5. Realisation of note values through movement 6. Preservation of children's folklore expression and the process of acquiring traditional contents to stimulate children's imagination and internal experience 7. Methods of teaching dances in terms of the way of acquisition of motor and dance tasks 8. Methods and steps in psycho-sociological dance preparation in terms of sex and age categories 9. Basics of choreographing						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance.						
Screening student work (name the	Class attendance	0.5	Research		Practical training	1	

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		Active participation	0.5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Knežević G. (1988), <i>Šećem, šećem drotičko</i> , Zagreb: Kulturno prosvjetni sabor Hrvatske				1	
	Knežević, G. (2002), <i>Naše kolo veliko</i> , Zagreb: ETHNO				1	
	Knežević, G. (2005), <i>Srebrna kola, zlaten kotač</i> , Zagreb: ETHNO				1	
Optional literature (at the time of submission of study programme proposal)	Vukelić, J. Plesna kultura: mogućnosti plesnoritmičkog odgoja djece predškolske dobi. // <i>Zbornik Učiteljske akademije u Zagrebu, Collected Papers of the Teacher Education Academy in Zagreb</i> / [editor-in-chief Milan Matijević]. 2 (2000), 1(2); pp. 309-316					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		GROUP MUSIC MAKING					
Code	SRPOP37	Year of study		2nd			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)		3			
Associate teachers	Lana Marasović, assistant	Type of instruction (hours per semester)	L	S	E	F	
					30		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To introduce the students with adapted musical literature for children. Development of individual interpretative abilities, nature of instruments and techniques of playing. Development of skills and abilities (singing, playing) in function of group music making (rhythmicity, dynamic contrasts, tempo, expressive performance).						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - play some instruments (from Orff's instrument collection) - develop a sense of rhythm.						
Course content broken down in detail by weekly class schedule (syllabus)	To get to know and implement basics of musical theory key terms Acoustically and theoretically introduce themselves with music instruments Adopt fundamental music forms Intonation and rhythmic accomplishments Develop the ability of practical implementation of playing some of Orff's instruments Development of intonation relations and skills Implement compositions from artistic music of local and foreign authors Impostation exercises: breathing Diction and articulation Cooperation with other facilities Group music making in vocal and instrumental technique Assessment and evaluation						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.						
	Class attendance		Research		Practical training	2	

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)	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25% Exercises – 25% Performance of musical samples – 25% Final exam – 25%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Sam, R. (1992), <i>Sviramo uz pjesmu</i> . Rijeka: Glosa				2	2
	Music education textbooks for elementary school, according to educator's choice					
Optional literature (at the time of submission of study programme proposal)	Additional and various textbooks regarding Orff's instruments (originals and edits). Sheet music from iteration music textbooks for elementary school.					
The ways of a quality follow-up which enable acquisition of the defined learning outcome	Student evaluation, peer evaluation.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		PLANNING AND PROGRAMMING OF KINESIOLOGICAL ACTIVITIES IN EARLY AND PRE-SCHOOL EDUCATION					
Code	SRPOP43	Year of study	2nd				
Course teacher	Lidija Vlahović, PhD, associate professor	Credit value (ECTS)	3				
Associate teachers	Bojan Babin, PhD, assistant	Type of instruction (hours per semester)	L	S	E	F	
			30		15		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Acquiring scientific knowledge on planning, programming and organising bodily exercise and processes of motor learning in early pre-school age; acquiring scientific knowledge on the application of specific methodical procedures, forms and contents of bodily exercise and motor learning in children of early pre-school age.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After attending the classes, students will be able to: - explain the aim, tasks, methods and procedures of planning and programming kinesiological treatments in early and pre-school age - make plans and programmes of yearly, monthly, weekly and daily kinesiological transformation procedure for children of early and pre-school age - define schedule, dosage and load optimisation in relation to the aim of kinesiological treatment - analyse the effects of kinesiological treatment.						
Course content broken down in detail by weekly class schedule (syllabus)	- Execution of bodily exercise and motor learning process in concordance with the specifics of biological growth and development of different age groups in early and pre-school age (4+2) - Methodical procedures, forms and contents of bodily exercise and motor learning process in early and pre-school age (4+2) - Operators for the development of basic motor abilities important for these sensitive phases (coordination, balance, precision, flexibility) (4+2) - Modelling and applying kinesiological operators of integral children's' development that unite the psychological, sociological and cognitive dimension, especially in concordance with aesthetic, artistic and music expressions (6+3) - Schedule, dosage and optimisation of extension and intensity of load and exercise operators (6+3) - Analysis of kinesiological treatments execution efficiency in early and pre-school age (6+3)						
Format of instruction	<input type="checkbox"/> lectures <input 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 type="checkbox"/> field work					
Student responsibilities	Regular lectures and practical class attendance. The evaluation will be conducted continually, through two tests, while the final grade would be given at the end of the semester.					
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	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Grades 1 to 5; grade 1 (up to 50%), grade 2 (51% to 74%), grade 3 (75% to 84%); grade 4 (85% to 94%), grade 5 (95% to 100%) Class attendance – 15% Experimental work – 25% Practical training – 30% Tests – 30%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Findak, V. (1997), <i>Programming in Physical education classes</i> . Zagreb: Školske novine				1	
	Findak, V.; Metikoš, D.; Mraković, M.; Neljak, B.; Prot, F. (2000), <i>Applied kinesiology in teaching – motor knowledge</i> . Zagreb: Faculty of Physical education, University of Zagreb				2	
	Metikoš, D.; Mraković, M.; Neljak, B. (1992), <i>Applied kinesiology in teaching – STANDARDS</i> . Zagreb: Croatian pedagogic-literary association				2	
	<i>Plan and program of Physical educational area in pre-school education</i> (1991), Zagreb: Ministry of Education, culture and Sport				1	30
	Prskalo, I.; Findak, V. (2004), <i>Kinesiological manual for educators</i> . Petrinja: Teaching Faculty in Petrinja				1	
Optional literature (at the time of submission of study programme proposal)	Findak, V. (1995), <i>Methods of Physical education in pre-school education</i> . Zagreb: Školska knjiga Findak, V.; Delija, K. (2001), <i>Physical education in pre-school education</i> . Zagreb: EDIP					
Methods of quality observance enabling the acquisition of defined learning outcomes	Participation in exercises and taking tests.					

Other (as the proposer wishes to add)	
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NAME OF THE COURSE		RHYTHMICS AND DANCE WITH PRACTICUM 2					
Code	SRPOP44	Year of study	2nd				
Course teacher	Dodi Malada, PhD, senior lecturer	Credit value (ECTS)	5				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15		45		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Training students to acquire basic theoretical knowledge and principles in the field of dance and rhythmics as well as dance methodology.						
Course enrolment requirements and entry competences required for the course	- enrolment requirement: taking course Rhythmics and dance with practicum 1						
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- use methods for transformation of anthropological features- describe rhythmic structures- analyse anthropological features of rhythmic dancers- explain kinesiological and anthropological models in dance and rhythmic gymnastics- explain correct way of performing elements of rhythmic gymnastics- explain kinesiological and anthropological models in rhythmics and dance- use methods for correction of mistakes and performance of elements- perform methodic exercises for acquisition of dance elements- engage in making higher quality and more intense presentations of movements in a pre-school education institution- measure anthropological features of rhythmic dancers and dancers						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Methods of developing kinesiology sensitivity incited by a body in dance and rhythmic movement2. Creative movement and rhythmics as a therapy for children with special needs3. Eight basic topics of Rudolf Laban's educational dance and forming short dance and rhythmic compositions and improvisations4. The role of movement in studying and expression of music according to Emil Jaques Dalcroze5. Testing motor knowledge and skills in rhythmic gymnastics6. Realisation of note values through movement7. Choreography and performance8. Anthropological determination, connection between developmental characteristics and sex with motor performance in rhythmic gymnastics						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance.						

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Active participation	0.5
	Essay		Seminar essay	1	Final thesis	
	Tests		Oral exam	2	Continuous knowledge testing	1
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and final grade is obtained at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Title
	Srhoj Lj.; Miletić, Đ. (2000), <i>Plesne strukture (textbook)</i> . Split: Abel international				3	
	Maletić, A. (1983), <i>Pokret i ples</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske				2	
Optional literature (at the time of submission of study programme proposal)	Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // <i>Kretanja: časopis za plesnu umjetnost</i> / [Iva Nerina Sibila (editor-in-chief)]. 2 (2004), 2; pp. 88-105					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		FOLKLORE FOR CHILDREN WITH PRACTICUM 2					
Code	SRPOP45	Year of study	2nd				
Course teacher	Dodi Malada, PhD, senior lecturer	Credit value (ECTS)	2				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15		15		
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Acquisition of general competences in terms of knowing kinesiological transformation operators for acquisition of dance structures of Croatian folk dances.						
Course enrolment requirements and entry competences required for the course	- enrolment requirement: completed subject Folklore for children with practicum 1 - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- employ methods for acquisition of elements of folk dances for children - use methods for transformation of anthropological features - apply the methods - describe elements of folklore for children - describe correct performance of folk dances for children - integrate training operators of folk dances - recognise mistakes in performance of dance elements - use methods for correction of mistakes in performance of dance elements - perform dance elements - show dance elements - engage in making higher quality and more intense presentations of movements in a pre-school education institution						
Course content broken down in detail by weekly class schedule (syllabus)	1. Methods and steps in psycho-sociological dance preparation in terms of sex and age categories 2. Dance record 3. Analysis of dance rhythm 4. Acquisition of elements of dance techniques 5. Principles and rules in the structure of training of young age categories 6. Sensitive phases for development of certain anthropological features 7. Methods for modelling and optimisation of information and energy overload component in the process of children's training 8. Folklore and stage 9. Rhythmic composition and structure 10. Testing motor skills and knowledge in folk dances						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance.						

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report		Active participation	0.5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Knežević G. (1988), <i>Šećem, šećem drotičko</i> , Kulturno prosvjetni sabor Hrvatske, Zagreb				1	
	Knežević, G. (2002), <i>Naše kolo veliko</i> , Zagreb: ETHNO				1	
	Knežević, G. (2005), <i>Srebrna kola, zlaten kotač</i> , Zagreb: ETHNO				1	
Optional literature (at the time of submission of study programme proposal)	Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006), Morphological features and motor abilities effects in female dance structures. <i>Fizička kultura</i> , Skopje, 34, issue 2, pp. 53-62 Zagrajski Vukelić, J. Plesna kultura: mogućnosti plesnoritmičkog odgoja djece predškolske dobi. // <i>Zbornik Učiteljske akademije u Zagrebu, Collected Papers of the Teacher Education Academy in Zagreb</i> / [editor-in-chief Milan Matijević]. 2 (2000), 1(2); pp. 309-316					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		CHILDREN'S DANCE CREATION WITH PRACTICUM				
Code	SRPOP46	Year of study	2nd			
Course teacher	Dodi Malada, PhD, senior lecturer	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		30	
Course status	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Defining creation through children's dance creation, movement and improvisation of movement using sounds, rhythms and changes of tempo.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully students will be able to: - interpret relevant facts about educational and creative role of children's dance creation - recognise children's dance creation as a context of gaining experience - demonstrate basic knowledge in the field of dance creation - propose innovative plans and programmes - engage in making higher quality and more intense development of creativity through movements in a pre-school education institution					
Course content broken down in detail by weekly class schedule (syllabus)	1. Eight basic topics of Rudolf Laban's educational dance and forming short dance and rhythmic compositions and improvisations 2. The role of movement in studying and expression of music according to Emil Jaques Dalcroze 3. Methods of developing the feeling of metrics and and methods of developing kinesthetic sensitivity incited by a body in dance and rhythmic movement 4. Creative movement and rhythmic as a therapy for children with special needs, simple rhythms and nursery rhymes in movement, forming short dance and rhythmic compositions and performances – a story told through movement 5. Dance applied in a non-verbal communication 6. Note record 7. Analysis of dance rhythm 8. Dance styles and categories of dances as operators in dance creation and expression 9. Trend dance expressions 10. Basics of choreographing and stage performance in pre-school education institutions					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		Active participation	0.5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Maletić, A. (1983), <i>Pokret i ples</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske				2	
	Cvjetičanin, B.; Kurjan-Manestar, V. Pokret i ples kao odgojno-obrazovni process, <i>Zbornik Učiteljske akademije u Zagrebu</i>				1	
Optional literature (at the time of submission of study programme proposal) Course objectives	Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006) Morphological features and motor abilities effects in female dance structures. <i>Fizička kultura</i> , Skopje, 34, issue 2, pp. 53-62					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

C) Elective courses

NAME OF THE COURSE		GIFTED CHILDREN					
Code	SRPI11	Year of study	1st				
Course teacher	Ivana Batarelo Kokić, PhD, full professor	Credit value (ECTS)	4				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	15			
Course status	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Students will develop knowledge and understanding of: <ul style="list-style-type: none">- basic principles of human development and nature of individual differences, with a focus on special abilities- origin and nature of different types and manifestations of giftedness- cognitive and environmental factors which influence the development of giftedness- creating environments which are supportive for gifted children- development of differentiated programs in gifted education- teaching methods for gifted pre-school children- use of educational technology in gifted education- evaluation of gifted children- facilitation of parent-teacher partnership in gifted education.						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	Students will be able to: <ul style="list-style-type: none">- compare and discuss different approaches to gifted education- discuss different gifted education programs- evaluate teaching plans and programs in gifted education.						
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the Gifted children course2. Documentary 'Klinci za 5'; group discussion3. Theoretical approaches to giftedness – I; introduction to seminars4. Theoretical approaches to giftedness – II; student presentations5. Main characteristics of gifted children; student presentations6. Identification of gifted children; student presentations7. Factors influencing development of giftedness; student presentations8. Teaching methods for gifted pre-school children; student presentations9. Midterm exam10. Program planning in gifted education; student presentations11. Parent-teacher partnership in gifted education; student presentations12. Technologies in gifted education; student presentations13. Twice-exceptional children; student presentations14. Gifted education in different cultures; student presentations15. Final exam						
	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance; seminar essay; 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	0.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	0.5	Oral exam	2	(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 15% Seminar essay – 35% Written exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	George, D. (2005), <i>Obrazovanje darovitih: Kako identificirati i obrazovati darovite i talentirane učenike</i> . Zagreb: Educa				1	
	Cvetković Lay, J.; Sekulić Majurec, A. (2008), <i>Darovito je, što ću s njim: priručnik za odgoj i obrazovanje darovite djece predškolske dobi</i> . Zagreb: Alinea				4	
Optional literature (at the time of submission of study programme proposal)	Cvetković Lay, J. (2010), <i>Darovito je, što ću sa sobom?: Priručnik za obitelj, vrtić i školu</i> . Zagreb: Alinea Kostelnik, M. J.; Onaga, E.; Rohde, B.; Whiren, A. (2004), <i>Djeca s posebnim potrebama</i> . Zagreb: Educa Vlahović-Štetić. V. (2005), <i>Daroviti učenici: Teorijski pristup i primjena u školi</i> . Zagreb: Institut za društvena istraživanja u Zagrebu					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.					

NAME OF THE COURSE		CHILD AND MEDIA					
Code	SRPI12	Year of study	1st/I				
Course teacher	Morana Koludrović, PhD, 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	Elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with key concepts in the field of media pedagogy, paying particular attention to the influence of media on children, quality of certain media and ways of acquiring media competence at early and pre-school age. Based on the results of scientific and professional researches, students will analyse and evaluate the influence of certain media on children and they will come up with, analyse and evaluate possibilities of applying specific media in educational work and their free time. Particular attention will be given to discussing the quality of various media children interact with on a daily basis, on the one hand, and possibilities of using media in early and pre-school education institutions, on the other hand.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - define and understand key concepts in the field of application, influence and importance of using media in education - define, distinguish and evaluate media in educational process regarding media selection, function and classification as well as their application in educational work and their free time - evaluate media according to main features and specifics of certain media - analyse, evaluate and be able to apply specific media with regard to their educational role, quality and influence on children.						
Course content broken down in detail by weekly class schedule (syllabus)	- key concepts in the field of media in education - educational function of media with regard to their type, function and role - analysis of media influence on personal, social and educational values - analysis of commercials and their influence on children and the young - violence in media and its influence on children - educating parents about the importance and role of media in their free time						
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	According to the existing rules, students are obliged to participate in all formats of instruction.						

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	1	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	Examining the level of acquired knowledge, skills and competences during the semester includes evaluation of student activities in class and seminars and oral exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Matijević, M. (2013), Uvjetovanost izbora i didaktičkog oblikovanja medija u nastavnom procesu i učenju. <i>Školski vjesnik</i> , 62(2-3), 303-325				1	
	Matijević, M. (2007), Novo (multi)medijsko okruženje i cjeloživotno obrazovanje. <i>Andragoške studije</i> , 7(2), 168-177				1	
	Košir, M.; Zgrabljčić, N.; Ranfl, R. (1999), <i>Život s medijima</i> . Zagreb: Doron				1	
	Matijević, M. (1998), Hipermedijska obrazovna tehnologija i didaktika medija. <i>Obrazovanje odraslih</i> , 42(1-4), 49-58				1	
Optional literature (at the time of submission of study programme proposal)	Depending on a certain topic, various sources and pieces of literature will be on disposal.					
Quality assurance methods that ensure the acquisition of exit competences	According to the regulations set down by the Faculty and the Study programme.					
Other (as the proposer wishes to add)						

COURSE TITLE		ATTACHMENT ACROSS THE LIFESPAN					
Code	SRPI13	Year of study	1st/I				
Course coordinator(s)	Ina Reić Ercegovac, PhD, associate professor	Credit value (ECTS)	4				
Associates	Katija Kalebić Jakupčević, PhD, postdoctoral researcher	Course delivery types (hours per semester)	L	S	E	F	
			30	15			
Course status	Elective	E-learning percentage					
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 admission requirements and entrance competences required	- basic methodological literacy						
Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: - distinguish the developmental perspective and the perspective of personality and social psychology in attachment - explain the role of the primary attachment in lifelong development - describe the strange situation experimental paradigm - name and describe different patterns of attachment between child and primary caregiver - specify and describe patterns of adult attachment - connect early experiences of attachment to attachment relationships in adulthood - explain the factors involved in the development of attachment relations - analyse the theoretical approaches of attachment stability across the lifespan - compare different methodological solutions in the attachment research.						
Course content elaborated in detail according to the timetable	The course will be realised 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 - introduction to the course content, literature, obligations of students (2P) 2. Basis of attachment theory - psychoanalytic and ethological approach (2P) 3. Early works of J. Bowlby and M. Ainsworth (2P) 4. Developmental perspective - attachment at an early age, patterns of attachment at an early age (2P) 5. The Strange Situation Experimental Paradigm (2P) 6. Family influences on attachment (2P) 7. Preliminary Exam I (2P)						

	8. Attachment in Adolescence (2P) 9. Attachment and peer relationships and friendships (2P) 10. Adult attachment, patterns of attachment in adulthood (2P) 11. Stability of attachment through life; intergenerational transmission of attachment (2P) 12. Romantic relationships as attachment relationships, partnership / marital relations, quality and stability of marriage as a relationship of attachment (2P) 13. Research methodology in adult attachment (2P) 14. Attachment and psychopathology (2P) 15. Preliminary Exam II (2P)					
Course delivery types	<input type="checkbox"/> lectures <input 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)		
Students' duties	Regular course attendance; writing down and presenting a seminar paper; preliminary exams, oral exam.					
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	0.5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	1.5	Oral exam	1	(note down other types)	
	Written exam		Project		(note down other types)	
Grading and evaluating students' work during the course and in the final exam	Course attendance – 15% Seminar paper – 35% Exam(s) – 50%					
Obligatory reading list (available in the library and in other media)	Title				Number of copies in the library	Available in other media
	Vasta, R.; Haith, M.; Miller, S. (1998 or a more recent edition). <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 lecture available on www.ffst.hr .					www.ffst.hr

	Reić Ercegovac, I. (2016), <i>Privrženost tijekom tranzicije u roditeljstvo</i> . Web lecture available on www.ffst.hr .		www.ffst.hr
Additional reading list	Howe, D. (2011), <i>Attachment Across the Lifecourse: A Brief Introduction</i> . Palgrave McMillan. Recent articles in the field of attachment.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	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.		
Other (according to the proposer's opinion)			

NAME OF THE COURSE	TRADITIONAL GAMES AND TOYS					
Code	SRPI21	Year of study		1st		
Course teacher	Branimir Mendeš, PhD, assistant professor	Credit value (ECTS)		4		
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	15		
Course status	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with traditional games and toys and the possibility of implementation thereof in the curriculum of early and pre-school education.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - define the character of traditional toys and games - make a collection of traditional games and toys - interpret and study scientific texts on their own.					
Course content broken down in detail by weekly class schedule (syllabus)	Child – education – culture Children's game in historical and socio-pedagogical perspective Traditional games in socio-cultural context A review of past researches Children's game in different cultures Traditional games: general features, functions, pedagogical use of traditional games Game and non-game behaviour: a) adults' games and children's games, b) other forms of children's folklore, c) games with rules and symbolic games Cultural features of a children's toy Toys in different cultures Game, toy and cultural heritage					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance, active participation in seminars, seminar essays presentations.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	0.5	Research	1	Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Project, Seminar essay presentation, oral exam; final grade is a result of the mentioned components.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Duran, M. (2001), <i>Dijete i igra</i> . Jastrebarsko: Naklada Slap (chapter 2)				5	
	Huizinga, J. (1992), <i>Homo ludens</i> . Zagreb: Naprijed				1	
	Kajoa, R. (1965), <i>Igre i ljudi</i> . Beograd: Nolit				1	
Optional literature (at the time of submission of study programme proposal)	Babić, N., Irović, S. (2004), <i>Djeca i odrasli u igri</i> . In: Babić, N., Irović, S., Redžep-Borak, Z. (eds.). <i>Rastimo zajedno</i> (collection of papers). Osijek: Centar za predškolski odgoj i Visoka učiteljska škola, pp. 15-24					
	Bašić, E. (1986), <i>Međusobni utjecaji podunavskih zemalja na dječje igre, posebno na dječje brojalice</i> , <i>Umjetnost i dijete</i> , vol. 18 (1-2): 67-73					
	Belović, J. (1894), <i>110 igara za mladež</i> . Zagreb: Tisak i naklada knjižare Lav Hartman					
	Chanan, G., Francis, H. (1989), <i>Igračke i igre djece svijeta</i> , Svjetlost, Sarajevo					
	Kunac, A. (2007), <i>Stare igre u Makarskoj i Primorju</i> . Makarska: Gradski muzej					
	Matunci, G. M., Matunci, J. (2010), <i>Djeca se šale</i> (Dječje igre Bilogore). Veliko Trojstvo: Općina Veliko Trojstvo					
	Vujanović, M. (2009), <i>Pagarešto: igre mladosti</i> . Split: Etnografski muzej					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, class attendance, active participation in discussions and practical training, writing and presenting seminar essay.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		DECORATIVE SHAPING					
Code	SRPI22	Year of study		1st/II			
Course teacher	Marija Brajčić, PhD, assistant professor	Credits (ECTS)		4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15		30		
Status of the course	Elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with the concept and purpose of decorative shaping through history, and application of that in design and modern esthetic life aspects. Familiarisation with the concept of kitsch in decorative shaping.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- discover and improve art skills through creative processes in the field of art and decorative shaping - interpret and create decorative motives						
Course content broken down in detail by weekly class schedule (syllabus)	1. A brief chronological overview of decorating space, objects, representative areas, facades and buildings 2. A brief overview of decorative characteristics with no historicism concepts 3. Formal, non-functional decoration 4. Synthesis of decoration and functional form 5. Art esthetics express through shaping the form adjusted to industrial production proces with no harm to functionality 6. Ornament, stilisation and technique process 7. Contemporary design 8. Define the concept of kitsch and the ways to avoid it in decorative shaping						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> exercises		<input type="checkbox"/> independent assignments				
Student responsibilities	Regular class attendance, active participation in seminars, seminar essays presentations.						
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	2	
	Experimental work		Report		(Other)		
	Essay		Seminar essay	0.5	(Other)		
	Tests		Oral exam	1	(Other)		
	Written exam		Project		(Other)		

Grading and evaluating student work in class and at the final exam	Oral exam and practical work – making decorative shapes using various materials. The level of acquired knowledge and creative approach in practical work is assessed and evaluated.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Horvat Pintarić, V. (2009), <i>Tradicija i moderna</i> , Hrvatska akademija znanosti i umjetnosti	1	
	Horvat Pintarić, V. (1979), <i>Od kiča do vječnosti</i> , Zagreb	1	
	Ivančević, R. (1997), <i>Likovni govor</i> , Zagreb	1	
Optional literature (at the time of submission of study programme proposal)	Vukić F. Prilog poznavanju teorije dizajna u Hrvatskoj, <i>Društvena istraživanja</i> , Vol. 15 No. 3 (83), 2006 Vukić, F. Neka aktualna pitanja valorizacije dizajna, <i>Prostor: znanstveni časopis za arhitekturu i urbanizam</i> , Vol. 11 No. 1 (25), 2003		
Quality assurance methods that ensure the acquisition of exit competences	Student success in the exam, student evaluation through using anonimous poll survey, evaluation and reflection.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		GAMES AND LEARNING THROUGH COMPUTER					
Code	SRPI23	Year of study	1st				
Course teacher	Suzana Tomaš, PhD, assistant professor	Credit value (ECTS)	4				
Associate teachers	Marijana Vrdoljak, assistant	Type of instruction (hours per semester)	L	S	E	F	
			30		15		
Course status	Elective	Percentage of application of e-learning	100%				
COURSE DESCRIPTION							
Course objectives	The objective is acquiring knowledge on the application of information and communication technology, with special emphasis on educational computer games in pre-school age.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: linguistic and computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: 1. interpret the meaning of information and communication technology 2. explain the meaning of the pedagogical paradigm of e-learning with a special emphasis on educational games in pre-school age 3. apply computer educational game with children of pre-school age 4. distinguish computer game and computer teachings 5. participate in the design of educational computer games 6. evaluate computer games for pre-school age.						
Course content broken down in detail by weekly class schedule (syllabus)	Defining the information and communication technology Defining e-learning Pedagogical paradigm of e-learning Definition of computer games in the pre-school age A multimedia computer game (examples) Application of computer games Evaluation of computer games Tools for collaboration and communication Application of tools for collaboration and communication Social networks in correlation with computer games Netiquette on the Internet						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; practical exam; oral exam.						

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project	1	(Other)	
Grading and evaluating student work in class and at the final exam	Tests – 35% Practical exam – 40% Class attendance – 5% Final exam – 20%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Plowman, L., Stephen, C. (2005), Supporting learning with ICT in pre-school settings, <i>British Journal of Educational Technology</i> , Vol 36 No 2, 145–157					
	<i>Informacijska i komunikacijska tehnologija – Hrvatska u 21. stoljeću</i>					
	Plowman, L.; Stephen, C., Children, play, and computers in pre-school education, <i>British Journal of Educational Technology</i> , Vol 36 No 2 2005, 145–157					
	Horton, W. (2006), E-learning by Design, Book, Pfeiffer & Company (selected chapter “Games and simulations”)					
Optional literature (at the time of submission of study programme proposal)	Internet bonton: http://www.hr-netiquette.org/pravila/ Internet bonton: http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton sustav za e-učenje: http://www.moodle.hr “Mala Učilica” for pre-schoolers (multimedia CD) http://e-knjiznica.carnet.hr/e-knjige/e-kids ICT in education: http://www.unesco.org/new/en/unesco/themes/icts/					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		BEHAVIOURAL DISORDERS IN EARLY CHILDHOOD					
Code	SRPI31	Year of study		2nd/III			
Course teacher	Esmeralda Sunko, PhD, assistant professor	Credits (ECTS)		3			
Associate teachers	Toni Maglica, PhD, postdoctoral researcher	Type of instruction (number of hours)	L	S	E	F	
			15	15			
Status of the course	Elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	The objective is to train students for recognising and adequate tackling the behavioural problems manifested by children in early childhood; to teach students about relevant theoretical, scientific and practical aspects about behavioural problems, integration of the knowledge and gaining competences for professional interaction with children and their parents.						
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: linguistic and computer literacy						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- define behavioural problems of children in early childhood- recognise symptoms of problems in behaviour and detect them at an early stage- explain the most common behavioural problems- approach specific behavioural problems in an adequate way, basic interventions- knowledge on prevention of behavioural problems- define risk and protective factors of behavioural problems- approach parents in an adequate way						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ol style="list-style-type: none">1. Define behavioural problems (2 L)2. Risks for developing behavioural problems and protective factors (2 L)3. Most common behavioural problems in early childhood (4 L)4. Basic interventions for some of behavioural problems (3 L)5. Prevention of behavioural problems (2 L)6. Working with parents with regard to behavioural problems (2 L) <p>Seminar: practical and experiential implications of topics to be discussed in theory (15 S)</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 class attendance. Writing a diary of watched movies.						
Screening student work (name the	Class attendance	1	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		(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	Total grade includes regular class attendance (10%), seminars (40%) 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
	Lebedina Manzoni, M. (2007), <i>Psihološke osnove poremećaja u ponašanju</i> , Zagreb: Naklada Slap				1	
	Bašić, J.; Koller Trbović, N.; Hudina, B. (2005), <i>Integralna metoda-priručnik za odgajatelje i stručne suradnike predškolskih ustanova</i> . Zagreb: Alinea				1	
	Petterman, F.; Petterman, U. (2010), <i>Trening s agresivnom djecom</i> . Zagreb: Naklada Slap				1	
	Pećnik, N. (2003), <i>Međugeneracijski prijenos zlostavljanja djece</i> . Zagreb: Naklada Slap				1	
Optional literature (at the time of submission of study programme proposal)	1. Vulić Prtorić, A. (2003), <i>Depresivnost u djece i adolescenata</i> 2. Kocijan Hercigonja, D.; Buljan Flander, G.; Vučković, D. (2002), <i>Hiperaktivno dijete – uznemireni roditelji i odgajatelji</i> 3. Žižak, A. (2010), <i>Teorijske osnove intervencija - socijalno pedagoška perspektiva</i> , Sveučilište u Zagrebu, Edukacijsko rehabilitacijski fakultet, Zagreb 4. Sommers Flanagan, R.; Sommers Flanagan, J. (2006), <i>Kada nas dijete zabrinjava</i> . Ostvarenje 5. Bašić, J.; Koller-Trbović, Uzelac, S. (eds.) (2004), <i>Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja</i> , <i>Collection of papers</i> , Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		CHILD, ART AND EDUCATION					
Code	SRPI32	Year of study	2nd				
Course teacher	Dunja Pivac, PhD, assistant professor	Credit value (ECTS)	3				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with the most recent knowledge of educational role of art.						
Course enrolment requirements and entry competences required for the course	- computer and information literacy						
Expected learning outcomes at a course level (4- 10 outcomes)	After passing the exam successfully, students will be able to:						
	<ul style="list-style-type: none">- interpret relevant facts about educational role of art*- recognise art* as a context of gaining experience- demonstrate the basic knowledge of their professional field of work in the context of art education- develop the ability of a reflexive practitioner who continuously values the effects of her/his achievements,- engage in raising the level of integration of art* in the curriculum of pre-school education institution.						
Course content broken down in detail by weekly class schedule (syllabus)	* especially visual arts						
	<ul style="list-style-type: none">1. Contemporary view of art* education2. Art* education through history3. Art* education in alternative educational concepts4. Dispositions and developmental possibilities of children's imagination for various creative and art expression5. Creativity and imagination of pre-schoolers6. Children's creativity in relationship with art7. Art and children's game8. Sensory experience and children's aesthetic activities9. Experiencing (participating) observation in artistic surrounding10. Understanding (co-construction of) the world of art11. Aesthetic assessment of pre-schoolers12. Integrated approach in the field of art expression13. The role of an educator as a mediator between art and child14. Cultural and artistic surrounding as a source of knowledge and a stimulus for art expression15. Cooperation between a pre-school education institution and cultural institutions						
	* a particular component of art education - visual arts						
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments				

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (Other)		
Student responsibilities	Regular class attendance. Presenting a seminar essay during seminar sessions.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 20% Preliminary exam – 40% Oral exam – 40%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Doolittle, J. (1980), Umjetnost, umjetnik i dijete. In: <i>Djeca i svijet</i> (ed. D. Oblak), Šibenik: Jugoslavenski festival djeteta, pp. 67-81				1	
	Ingarden, R. (1975), <i>Doživljaj, umetničko delo i vrednost</i> . Beograd: Nolit				1	
	Ivon, H. (2009), Dječja igra – dječja umjetnost. In: H. Ivon (ed.): <i>Djeca i mladež u svijetu umjetnosti</i> , Centar za interdisciplinarne studije – Studia Mediterranea Filozofski fakultet Sveučilišta u Splitu, Hrvatski pedagoško-književni zbor – Ogranak Split, pp. 7-19				1	
	Ivon, H., Kušević, D., Pivac, D., Jukić, T. (2007), <i>Baština – umjetnički poticaj za likovno izražavanje djece</i> (ed. H. Ivon), Split: Centar za interdisciplinarne studije Studia Mediterranea, Filozofski fakultet Sveučilišta u Splitu				1	
	Mendeš, B., Ivon, H., Pivac, D. (2012), Umjetnički poticaji kroz proces odgoja i obrazovanja, <i>Magistra ladertina</i> , Vol. 1 (7), pp. 111-123				1	
	Pivac, D. (2012), Razvoj dječje kreativnosti u području likovnog izražavanja potaknut prirodnim i kulturnom baštinom // <i>Sretna djeca - integracijski pristup i učenje kroz kreativnu igru</i> / Zaninović Tanay, Lj.; Tanay, E. R. (eds.). Zagreb: Učilište za likovno				1	

	obrazovanje, kreativnost i dizajn - Studio Tanay, pp. 138-149		
	Nola, D. (1989), <i>Dijete – igra – stvaralaštvo – umjetnost</i> . In: Oblak, D. (ed.) <i>Djeca i svijet, Iz studijskih razgovora od X. do XX. Jugoslavenskog festivala djeteta</i> , Šibenik: Jugoslavenski festival djeteta, pp. 81-87	1	
	Vrabec, M. (1985), <i>Umjetnost za djecu i dječje umjetničko izražavanje</i> , Šibenik: Jugoslavenski festival djeteta	1	
Optional literature (at the time of submission of study programme proposal)	Tomić Ferić, I. (2003), Integrirani pristup izučavanju baštine u području umjetničkog izražavanja. In: Collection of papers <i>Od baštine za baštinu</i> , 3. Dani otočnih dječjih vrtića, <i>Kulturološki aspekti predškolskog kurikula</i> , Hvar: Dječji vrtić "Vandela Božitković", pp. 98-104 <i>Umjetnost i dijete</i> , journal (various issues)		
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		DRAMA AND THEATRE FOR CHILDREN					
Code	SRPI33	Year of study		2nd			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, senior lecturer	Credit value (ECTS)		3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Implementation of basic knowledge of dramatic literature and theatre for children. Students will be able to appreciate and understand the value of the course Drama and theatre for children as well as educational possibilities offered by children's Familiarisation with theatrical arts.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - assess aesthetic values of a theatre play and/or drama for children and develop the abilities to put similar matters in a broader context - define basic theories of drama and theatre for children - criticise and compare personal attitude towards theatre play with the opinion of others - apply and show basic elements of theatrical art in work with children - plan the matters connected with stage culture and children's preparation for going to theatre - interpret basics of drama pedagogy - apply and use drama pedagogy in pre-school education						
Course content broken down in detail by weekly class schedule (syllabus)	1. Historical review of drama and theatre for children 2. Theories of theatre for children 3. Drama forms and genres 4. Features of theatrical arts for children 5. Theatre in cognitional, social, emotional, and creative development of children 6. Drama pedagogy 7. Is the objective of theatre education of future theatre audience?						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance, active participation in seminars, seminar essays presentations.						
Screening student work (name the	Class attendance	0.5	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		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25% Essay – 25% Written exam – 25% Oral exam – 25%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ladika, Z. (1970), <i>Dijete i scenska umjetnost</i> . Priručnik za dramski odgoj djece i omladine. Zagreb: Školska knjiga				1	
	Mrkšić, B. (1971), <i>Riječ i maska: pristup scenskoj umjetnosti</i> . Zagreb: Školska knjiga				2	
	Schneider, W. (2002), <i>Kazalište za djecu</i> , Zagreb: Mala scena				1	
Optional literature (at the time of submission of study programme proposal)	Fleming, M. (2003), <i>Starting Drama Teaching</i> . David Fulton Publish Gruić, I. (2002), <i>Prolaz u zamišljeni svijet</i> . Zagreb: Golden Marketing Scher, A. – Verrall, C. (2005), <i>100 + ideja za dramu</i> . Hrvatski centar za dramski odgoj i Pili-poslovi Slade, P. (1976), <i>Child Drama</i> . University of London Press Ward, W., <i>Playmaking With Children</i> . Appleton-Century-Crofts Inc.					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level (taking part in discussions, achievements in seminar essays, oral exam success), periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		PARENTS AND CHILDREN WITH SPECIAL NEEDS					
Code	SRPI41	Year of study	2nd/IV				
Course teacher	Esmeralda Sunko, PhD, assistant professor	Credit value (ECTS)	3				
Associate teachers	Vedrana Vučković, lecturer	Type of instruction (hours per semester)	L	S	E	F	
			15	15			
Course status	Mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	- to train students for an inclusive approach to children and parents of children with special needs - to develop a critical opinion on implementation of inclusive education of pre-schoolers						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- to recognise and present basic models of approaching children with developmental difficulties - to form support and advice skills to parents in an inclusive surrounding - to connect techniques of balancing between responsibility of requirements and needs of families with children with special needs - to recognise aggravating factors in family and prevention of their further development						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Family as a system 2. Family climate in education of children with special needs 3. Adaptive behaviour of children with special needs 4. Challenges and choice of approach to parents of children with special needs 5. Reactions of family to acceptance/refusal of child's special needs 6. Medical and social model for children with special needs 7. Negotiation model and group work with parents in an inclusive surrounding 8. Indicators of educator's support to risks of asocial behaviours in families with children with special needs 9. Reflections of an inclusive approach to parents Seminar: Writing and presenting a seminar essay aiming to elaborate on a certain subject matter discussed during lectures.						
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance in all types of teaching, active participation in class, writing and presenting a seminar essay, passing two tests or final exam.						

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research	0.5	Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Regular class attendance, registering students' participation in class, presenting a seminar essay, passing two tests or final exam.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Fulgosi Masnjak, R.; Igrić, Lj.; Lisak, N. (2010), Roditeljsko poimanje tolerancije i primjena tolerancije u odgoju djeteta i suradnji s učiteljima <i>Revija za rehabilitacijska istraživanja</i> 49/supplement, 23-36				1	
	2. Janković, J. (2004), <i>Pristupanje obitelji, Sustavni pristup</i> , Zagreb: Alineja				2	
	3. Mendeš, B.; Sunko, E.; Nazor, M. (2009), Split: Bumerang odgoja, Liga za prevenciju ovisnosti				10	
	4. Zrinščak, I.; Šimeša, S.; Kuterovac, Jagodić, G. (2014), Individualni obiteljski čimbenici razumijevanja teorije uma u djece predškolske dobi, <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 50/2, 43-60				1	
Optional literature (at the time of submission of study programme proposal)	Kraljević, R., (2007), Savjetovanje roditelja djece s posebnim potrebama: mogućnosti, i prepreke, S vama, Hrvatska udruga za pomoć djeci s posebnim potrebama 6, 71- 78 Ljubetić, M. (2006), <i>Obitelj u povijesnom i suvremenom kontekstu</i> , www.ffst.hr					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE	CHILD AND HERITAGE					
Code	SRPI42	Year of study	2nd/IV			
Course teacher	Dijana Dvornik, senior lecturer	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	15		
Course status	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with the importance of natural and cultural heritage surrounding as a basis for inciting children's identity and their creative and artistic expression.					
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- no enrolment requirements- entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	<p>After passing the exam successfully, students will be able to:</p> <ul style="list-style-type: none">- interpret relevant facts on the possibilities of natural and cultural heritage as a source for educational work- recognise heritage as a context for gaining experience- demonstrate the basic knowledge of their professional field of work in the context of heritage- develop the ability of a reflexive practitioner who continuously values the effects of her/his achievements,- engage in making higher quality and more intense partnership between subjects from cultural and social surrounding and those from a pre-school education institution.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Defining natural and cultural and historical heritage (categories and types)2. Natural and cultural heritage as a part of cultural and civilisation entity of society3. Objectives and tasks of education in the context of heritage4. Natural and cultural and historical heritage as a source of knowledge5. Contextual model of studying in a natural and cultural and historical heritage surrounding6. Constructivism and co-constructivism theory of learning in the context of heritage7. Natural and cultural heritage as a stimulus to creative and artistic expression and creation8. Integrated approach to studying heritage in the field of art expression9. Levels of creative communication with heritage contents10. Integrated approach to studying heritage11. Methodology of obtaining the data on traditional games and toys12. Planning and developing heritage projects13. Museum and galleries as educational surroundings for learning about heritage14. Collaboration among a pre-school education institution, socio-cultural institutions, local population and parents in obtaining heritage data15. Follow-up and evaluation of educational heritage projects and children's creation					
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

Format of instruction	<input type="checkbox"/> workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Research task during educational project in a pre-school education institution presented during tutorial sessions.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report	1	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25% Research – 10% Report – 25% Oral exam – 25% Practical training – 15%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ivon, H. (2007), Baština – “univerzalni odgojitelj”. In: Ivon, H., Kušćević, D., Pivac, D, Jukić, T. (2007): <i>Baština – umjetnički poticaj za likovno izražavanje djece</i> , Split: Filozofski fakultet Sveučilišta u u Splitu, pp. 9-21				1	
	Ivon, H., Ćurin, S. (eds.) (2012), <i>90. obljetnica dječjeg vrtića u Hvaru</i> , 9. Dani otočnih dječjih vrtića Splitsko-dalmatinske i Dubrovačko-neretvanske županije, Filozofski fakultet Sveučilišta u Splitu, Dječji vrtić “Vandela Božitković”, Hvar				1	
	Jukić, T. (2007), Baština kroz projektni pristup i integraciju sadržaja. In: Ivon, H., Kušćević, D., Pivac, D., Jukić T.: <i>Baština – umjetnički poticaj za likovno izražavanje djece</i> , Split: Filozofski fakultet Sveučilišta u Splitu, pp. 37-41				1	
	Nenadić-Bilan, D. (2003), Uloga konteksta i učenje predškolskog djeteta, Zbornik radova znanstveno-stručnog skupa <i>Djetinjstvo, razvoj i odgoj</i> , Zadar: Sveučilište u Zadru, pp. 37-43 Nenadić-Bilan, D., Klarin, M. (2001), Suradnja dječjeg vrtića i muzeja u upoznavanju baštine, Zbornik 2. <i>dani otočkih dječjih vrtića</i> , Hvar, pp. 52-63				1	
	Seme Stojnović, I. (2012), <i>Djeca – čuvari djedovine. Model vrtića s hrvatskim identitetom i njegovanjem</i>				1	

	<i>interkulturalnosti</i> . Zagreb: Golden marketing – Tehnička knjiga		
	Stevanović, M. (2002), Modelski pristup baštini kao izvoru odgojno-obrazovnog rada s djecom predškolske i mlađe školske dobi. In: Bacalja, R. (ed.): Collection of papers <i>Živa baština</i> , Zadar: Visoka učiteljska škola	1	
Optional literature (at the time of submission of study programme proposal)	Bacalja, R. /ed./ (2003), Collection of papers <i>Živa baština</i> , Sveučilište u Zadru – Odjel za izobrazbu učitelja i odgojitelja (selected chapters) Clark, A. M., Kako projekt uvesti u praksu. <i>Dijete Vrtić Obitelj</i> , 53, pp. 2-9 Cohen, B. (2011), Razumjeti sebe i druge: važnost mjesta odrastanja i vlastitog identiteta u multikulturalnom društvu, <i>Dijete Vrtić Obitelj</i> 65, pp. 2-6 Djeca u Europi, Zajednička publikacija mreže europskih časopisa (2010): Osjećaj zajedništva: povezanost zajednice i ustanova ranog odgoja i obrazovanja, <i>Djeca u Europi</i> , year II, issue 3, 2010 Ivon, H. (2002), Temeljne vrijednosti baštine u odgoju i obrazovanju. In: R. Bacalja (ed.): Collection of papers <i>Živa baština</i> , Zadar: Visoka učiteljska škola, pp. 157-166 Ribičić, G., Mihanović, V. (eds.) (2012), Zavičajnost u knjigama za djecu i mlade, <i>Collection of papers 1st and 2nd round table</i> , Split: Gradska knjižnica Marka Marulića Split Ivon, H. (ed.) (2009), <i>Zbornik radova "Mirisi djetinjstva" - "Kultura vrtića", 15. dani predškolskog odgoja Splitsko-dalmatinske županije</i> (selected chapters) Collection of papers <i>Baština za baštinu</i> (selected chapters)		
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		MUSEUM WORKSHOPS FOR CHILDREN				
Code	SRPI43	Year of study	2nd			
Course teacher	Diana Nenadić-Bilan, PhD, assistant professor	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15		15	
Course status	Elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To train students for the active communication between children and museum artifacts and acquire skills using the modern methods and technology in a museum context.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam, the students will be able to: <ul style="list-style-type: none">- recognise the museum context as the context of gaining experience- create an educational context in the museum as a stimulating and developmental, tailored to children and to each child individually, ie. in relation to their abilities, opportunities, needs and interests- develop the skills of a reflective practitioner who continually evaluates the effects of her/his achievements- develop the skills to conduct the museum workshops for children- demonstrate ability of teamwork and cooperation based on the partnership relations.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Plays and workshops as forms of museum educational activities2. The traditional approach to the organization of the museum workshops for the pre-school children3. The modern approach to the organization of the museum workshops for the pre-school children4. The organization dimensions of the museum workshops5. The space-material dimension of an organization of the museum workshops6. The socio-educational dimension of an organization of the museum workshops7. The strategies to support the child's exploration and interaction with artefacts in museum8. The museum experiences of the pre-school children in the Museum of Arts and Crafts9. The museum experiences of the pre-school children in the Museum of Archaeology10. The museum experiences of the pre-school children in the Museum of Ethnography11. The museum experiences of the pre-school children in the History Museum of History12. The museum experiences of the pre-school children in the Maritime Museum13. The museum experiences of the pre-school children in the Museum of National History					

	14. The museum experiences of the pre-school children in the Technical Museum 15. The final considerations					
Format of instruction	<input type="checkbox"/> lectures <input 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	Regular class attendance; writing down and presenting a seminar essay; oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	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	Class attendance – 15% Seminar essay – 35% Oral exam – 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Nenadić-Bilan, D., Klarin, M. (2001), Suradnja dječjeg vrtića i muzeja u upoznavanju baštine, Collection of papers 2. <i>dani otočkih dječjih vrtića</i> , Hvar, 52-63				1	
	Morrisey, K. A. (2002), Pathways Among Objects and Museum Visitors. In: Paris, S. G., <i>Perspectives on Object-Centered Learning in Museums</i> , New Jersey: Lawrence Erlbaum Associate teachers, 285-301				1	
Optional literature (at the time of submission of study programme proposal)	Schauble, L. et al. (2002), Supporting Science Learning in Museums. In: Leinhardt, G., Crowley, K., Knutson, K., Learning Conversations in Museum, New Jersey: <i>Lawrence Erlbaum Associate teachers</i> , 425-453 Leiner, V., Mašić, B. (2006), <i>Arheologija i najmlađi posjetitelji na primjeru Muzeja Grada Zagreba, III. Skup muzejskih pedagoga Hrvatske</i> , Zagreb: Hrvatsko muzejsko društvo, 90-96 Zakonjšek, B. (2004), <i>Različiti oblici pedagoškog materijala, te gdje i kako ga koristimo u našem muzeju, II. Skup muzejskih pedagoga Hrvatske</i> , Zagreb: Hrvatsko muzejsko društvo, 71-76					
Quality assurance methods that ensure the acquisition of exit competences	Consultation during office hours, taking exam, noting down the rate of class attendance (lectures and exercises), active participation in discussions and practical training, writing down and presenting seminar essays.					

Other (as the proposer wishes to add)	
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G) Graduation thesis seminar

NAME OF THE COURSE	GRADUATION THESIS SEMINAR					
Code	SRPOZR	Year of study	2nd/ IV			
Course teacher	According to student choice	Credit value (ECTS)	5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
				30		
Course status	Basic	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Preparation of a graduation thesis aims to showing student's independent approach to a relevant subject matter using a wide list of references, empiric researches, good educational practice and basics of science methodology.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: linguistic and computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	Students will be able to: 1. elaborate on the basic research characteristics 2. distinguish various ways of conducting action researches (direct and indirect research involvement) 3. find and pose the research problem 4. plan, conduct and evaluate research 5. create instruments for data gathering 6. gather, edit and show research data 7. critically evaluate the obtained results and education process as a whole 8. write down the entire final thesis.					
Course content broken down in detail by weekly class schedule (syllabus)	Stages in the process of writing a final thesis. Final thesis parts. Structure of a final thesis – theoretical and practical part. Finding required sources. Sources division. Referencing. Approach to bibliography preparation. Structure of the empirical part of final thesis: problem, objective and tasks, methods, data gathering techniques, data analysis, results interpretation, driving conclusions. Final thesis defence.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> completely online <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (Other)			
Student responsibilities	Regular consultation with mentor during office hours.					

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		Research	2	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	3	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Following up students' improvement in theoretical and practical research; final grade.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Gačić, M. (2013), <i>Pisanje stručnih i znanstvenih radova</i> , Zagreb: Školska knjiga.				5	
	Tkalec Verčić, A. et al. (2010), <i>Priručnik za metodologiju istraživačkog rada</i> , Zagreb: MEP.				5	
Optional literature (at the time of submission of study programme proposal)	According to consultations with mentor.					
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

3. STUDY PERFORMANCE CONDITIONS

3.1 Places of the study performance

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Poljičanka
Location of building	Poljička cesta 35
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
1) Mandatory courses – basic module	
Action research in early and pre-school education	Tonča Jukić, PhD, associate professor Petra Katavić, assistant
Child and creativity	Tonča Jukić, PhD, associate professor Andreja Bubić, PhD, associate professor Ana Pirić, lecturer
Contemporary childhood and children's rights	Branimir Mendeš, PhD, assistant professor Toni Maglica, PhD, postdoctoral researcher
Culture of early and pre-school education institution	Ivana Visković, PhD, assistant professor
Education for sustainable development	Vesna Kostović-Vranješ, PhD, associate professor
Educational communication skills	Sonja Kovačević, PhD, full professor
Educational management	Goran Sučić, PhD, associate professor
Ethics	Marita Brčić Kuljiš, PhD, associate professor Anita Lunić, assistant
Graduation thesis seminar	Chosen mentor
Historical context of early and pre-school education	Branimir Mendeš, PhD, assistant professor
Information and communication technology in education	Suzana Tomaš, PhD, assistant professor Marijana Vrdoljak, assistant
Professional development and lifelong learning of educators	Anita Mandarić Vukušić, PhD, assistant professor
Psychology of parenthood	Ina Reić Ercegovac, PhD, associate professor Katija Kalebić Jakupčević, PhD, postdoctoral researcher
Quality and identity of early and pre-school education institution	Ivana Visković, PhD, assistant professor
Sociology of childhood	Sanja Stanić, PhD, full professor
Support strategies for children with special needs	Esmeralda Sunko, PhD, assistant professor Vedrana Vučković, lecturer

2) Module A: Drama and puppetry expression and creation – mandatory courses:	
Basics of dramatisation and adaptations of literary texts for children	Marica Grgurinović, lecturer
Children's drama and puppetry creation with practicum	Ivana Visković, PhD, assistant professor Ana Pirić, lecturer
Communication through performing arts	Marica Grgurinović, lecturer
Drama and stage speech with practicum	Anita Runjić Stoilova, PhD, associate professor
Drama pedagogy education with practicum	Marica Grgurinović, lecturer
Dramatic literature for children	Tea-Tereza Vidović Schreiber, PhD, senior lecturer
Music in puppetry	Marijo Krnić, MSc, Lecturer Lana Marasović, assistant
Puppet animation with practicum	Marica Grgurinović, lecturer
Visual arts dramaturgy and puppetry technology	Marijana Županić Benić, PhD, assistant professor
3) Module B: Visual arts expression and creation – mandatory courses:	
Application of graphical techniques with practicum	Dubravka Kuščević, PhD, assistant professor
Basics of visual arts 1, 2	Marija Brajčić, PhD, assistant professor
Drawing with practicum	Tatjana Ravlić, associate professor of Art
Museum pedagogy with practicum	Vedran Barbarić, PhD, assistant professor
Painting with practicum	Tatjana Ravlić, associate professor of Art
Psychology of children's drawings	Ina Reić Ercegovac, PhD, associate professor Katija Kalebić Jakupčević, PhD, postdoctoral researcher
Three-dimensional modeling and designing with practicum 1, 2	Marija Brajčić, PhD, assistant professor Dragoslav Dragičević, assistant
Visual arts activities with didactically unshaped material	Dubravka Kuščević, PhD, assistant professor
4) Module C: Music expression and creation – mandatory courses:	
Basics of vocal technique with practicum	Marijo Krnić, MSc, lecturer
Leading a children's choir with basics of choral conducting	Marijo Krnić, MSc, lecturer
Children's musical creativity with practicum	Snježana Dobrota, PhD, full professor Daniela Petrušić, assistant
Dance structures with practicum	Dodi Malada, PhD, senior lecturer
Development of children's musicality	Snježana Dobrota, PhD, full professor
Folklore for children with practicum	Dodi Malada, PhD, senior lecturer
Group music making	Marijo Krnić, MSc, lecturer Lana Marasović, assistant
Instrumental practicum 1	Marijo Krnić, MSc, lecturer Daniela Petrušić, assistant
Instrumental practicum 2	Marijo Krnić, MSc, lecturer Lana Marasović, assistant

Music literature for children	Snježana Dobrota, PhD, full professor
5) Module D: Bodily movements expression and creation – mandatory courses:	
Aesthetic gymnastics with practicum	Dodi Malada, PhD, senior lecturer
Analysis of kinesiological activities in early and pre-school education	Lidija Vlahović, PhD, associate professor Bojan Babin, PhD, assistant
Children's dance creation with practicum	Dodi Malada, PhD, senior lecturer
Folklore for children with practicum 1, 2	Dodi Malada, PhD, senior lecturer
Group music making	Marijo Krnić, MSc, Lecturer Lana Marasović, assistant
Planning and programming of kinesiological activities in early and pre-school education	Lidija Vlahović, PhD, associate professor Bojan Babin, PhD, assistant
Rhythmics and dance with practicum 1, 2	Dodi Malada, PhD, senior lecturer
6) Elective courses	
Attachment across the lifespan	Ina Reić Ercegovac, PhD, associate professor Katija Kalebić Jakupčević, PhD, postdoctoral researcher
Behavioural disorders in early childhood	Esmeralda Sunko, PhD, assistant professor Toni Maglica, PhD, postdoctoral researcher
Child and heritage	Dijana Dvornik, senior lecturer
Child and media	Morana Koludrović, PhD, assistant professor
Child, art and education	Dunja Pivac, PhD, assistant professor
Decorative shaping	Marija Brajčić PhD, assistant professor
Drama and theatre for children	Tea-Tereza Vidović Schreiber, PhD, senior lecturer
Games and learning through computer	Suzana Tomaš, PhD, assistant professor Marijana Vrdoljak, assistant
Gifted children	Ivana Batarelo Kokić, PhD, full professor
Museum workshops for children	Diana Nenadić-Bilan, PhD, assistant professor
Parents and children with special needs	Esmeralda Sunko, PhD, assistant professor Vedrana Vučković, lecturer
Traditional games and toys	Branimir Mendeš, PhD, assistant professor