

UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

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

Name of higher education institution	Faculty of Humanities and Social Sciences, Split
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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 Humaniti	Faculty of Humanities and Social Sciences, Split					
Study programme co-provider		/					
Study programme type	Professional study	orogramme	University study programme 🛛				
	Undergraduate 🗆	Graduate 🛛		Integrated			
Study programme level	Post-graduate university	0		Graduate specialist			
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 preprimary education programmes. This implies that almost every second child of preschool 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 majorities 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, Subclause 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' fundaments 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, graduate level (more can be found here: at 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.unimb-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
- 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 Preschool 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	The study programme can be enrolled by: a) educators who finished two-year pre-school education studies and passed supplemental exams*; b) holders of bachelor's degree who finished three-year professional study programme "Pre-school Education", obtained 180 ECTS credits and passed supplemental exams**; c) holders of bachelor's degree in "Early and Pre-school Education" Entrance exam includes: a) evaluation of undergraduate studies success (minimal average grade 3.00, taking into account the average grade of supplemental exams, if any) b) evaluation of special competences depending on the module chosen. Module A: <i>Drama and puppetry expression and creation</i> Additional testing includes: - 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. Module B: <i>Visual arts expression and creation</i> Additional testing includes: - art work 1 (space); - art work 3 (imagination); - analysis of art work. Module C: <i>Music expression and creation</i> Additional testing includes: - testing vocal skills (singing a known song); - playing piano or other instrument (prepared song for children); - playing piano or other instrument (prepared song for children);

testing rhythm;testing music memory.
Module D: Bodily movements expression and creation Additional testing includes: - testing motor skills (motor testing); - playing piano or other instrument (prepared song); - demonstration of a dance structure.

* 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 preschool 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

- o 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 thesis.

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.

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

2.9 List of courses offered in a foreign language as well

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

Final requirement for completion of study	Final thesisImage: Disploma thesisDiploma thesisX		Final exam Diploma exam			
Requirements for final/diploma thesis or final/diploma/exam	All exams passed and all students' duties carried out.					
Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis	Students defend the thesis before a three-member committ consisting of the mentor, the committee president and the th 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 stu	dy: 1st						
Semester:	I						
STATUS CODE	CODE	CODE COURSE	HOURS PER SEMESTER				ГОТО
	CODE		L	S	Е	F	ECTS
Mandator	SRPO11	Ethics	15	15	0	0	3
	SRPO12	Psychology of parenthood	15	15	0	0	3

	* Students choose two elective courses (=8 ECTS credits)						
courses*	SRPI14	Social and emotional learning in behavioral problem prevention	30	15	0	0	(4)
Elective	SRPI13	Attachment across the lifespan	30	15	0	0	(4)
	SRPI12	Child and media	30	15	0	0	(4)
	SRPI11	Gifted children	30	15	0	0	(4)
	Total for ma	andatory courses – basic module	135	105	0	5	22
	SRPO16	Education for sustainable development	15	10	0	5	3
	SRPO15	Culture of early and pre-school education institution	30	15	0	0	4
mouule	SRPO14	Historical context of early and pre-school education	30	30	0	0	5
 basic module 	SRPO13	Educational communication skills	30	15	0	0	4

LIST OF COURSES									
Year of study: 1st									
Semester: II									
STATUS	CODE	COURSE	HOU	RS PEF	R SEME	STER	ECTS		
314103	CODE	COOKSE	L	S	E	F	ECIS		
	SRPO21	Sociology of childhood	15	15	0	0	3		
Mandator	SRPO22	Information and communication technology in education	30	0	30	0	5		
у	SRPO23	Action research in early and pre-school education	30	15	15	0	6		
courses– basic module	SRPO24	Quality and identity of early and pre-school education institution	30	15	0	0	5		
	SRPO25	Educational management	15	15	0	0	3		
	Total for mandatory courses – basic module		120	45	60	0	22		
	SRPI21	Traditional games and toys	30	15	0	0	(4)		
Elective	SRPI22	Decorative shaping	15	0	30	0	(4)		
courses*	SRPI23	Games and learning through computer	30	0	15	0	(4)		
	* Students	choose two elective courses (=8 ECTS credits)	•				30		

	LIST OF COURSES								
Year of stue	dy: 2nd								
Semester: III									
Module: Drama and puppetry expression and creation									
OTATUO	CODE		HOU	RS PEF	R SEME	STER	ГОТО		
STATUS	CODE	COURSE	L	S	Е	F	ECTS		
	SRPO31	Child and creativity	30	15	0	0	5		
	SRPO32	Contemporary childhood and children's rights	15	15	0	0	3		
	SRPOD33	Communication through performing arts	30	15	0	0	4		
Mandator y	SRPOD34	Drama pedagogy education with practicum	15	0	45	0	5		
	SRPOD35	Dramatic literature for children	15	15	0	0	3		
	SRPOD36	Basics of dramatisation and adaptations of literary texts for children	30	15	0	0	3		
	SRPOD37	Music in puppetry	0	0	30	0	4		
	Total for ma	andatory courses	120	60	75	0	27		
	SRPI31	Behavioural disorders in early childhood	15	15	0	0	(3)		
Elective*	SRPI32	Child, art and education	15	15	0	0	(3)		
Elective	SRPI33	Drama and theatre for children	15	15	0	0	(3)		
	* Students	* Students choose one elective course (=3 ECTS credits)							

LIST OF COURSES										
Year of stud	dy: 2nd									
Semester: IV										
Module: Dra	Module: Drama and puppetry expression and creation									
0747110	00055	0011005	HOU	RS PEF	RSEME	STER	5070			
STATUS	CODE	COURSE	L	S	E	F	ECTS			
	SRPO41	Support strategies for children with special needs	30	0	15	0	5			
	SRPO42	Professional development and lifelong learning of educators	30	15	0	0	4			
Mandator	SRPOD43	Visual arts dramaturgy and puppetry technology	15	0	30	0	3			
y	SRPOD44	Puppet animation with practicum	30	0	45	0	6			
	SRPOD45	Children's drama and puppetry creation with practicum	15	0	15	0	2			
	SRPOD46	Drama and stage speech with practicum	15	0	15	0	2			
	SRPOZR	MA thesis	0	0	0	0	5			
	Total for ma	andatory courses	135	30	135	0	27			
	SRPI41	Parents and children with special needs	15	15	0	0	(3)			
Elective*	SRPI42	Child and heritage	15	15	0	0	(3)			
Elective	SRPI43	Museum workshops for children	15	0	15	0	(3)			
	* Students of	* Students choose one elective course (=3 ECTS credits)								

	LIST OF COURSES								
Year of stud	Year of study: 2nd								
Semester:	III								
Module: Vis	sual arts exp	pression and creation							
	0005	0011005	HO	URS OF	SEMES	TER	ГОТО		
STATUS	CODE	COURSE	L	S	Е	F	F ECTS		
	SRPO31	Child and creativity	30	15	0	0	5		
	SRPO32	Contemporary childhood and children's rights	15	15	0	0	3		
	SRPOL33	Basics of visual arts 1	15	15	0	0	3		
Mandator	SRPOL34	Drawing with practicum	15	0	30	0	4		
У	SRPOL35	Painting with practicum	15	0	30	0	4		
	SRPOL36	Three-dimensional modeling and designing with practicum 1	15	0	30	0	4		
	SRPOL37	Application of graphical techniques with practicum	15	0	15	0	2		
	SRPOL38	Museum pedagogy with practicum	15	0	15	0	2		
	Total for ma	andatory courses	135	45	120	0	27		
	SRPI31	Behavioural disorders in early childhood	15	15	0	0	(3)		
Elective*	SRPI32	Child, art and education	15	15	0	0	(3)		
Liective	SRPI33	Drama and theatre for children	15	15	0	0	(3)		
	* Students	choose one elective course (=3 ECTS credits)	•	•	•		30		

		LIST OF COURSES							
Year of stud	y: 2nd								
Semester:	V								
Module: Visi	ual arts expre	ession and creation							
STATUS	CODE	COURSE	HO	URS PEI	R SEMES	STER	ECTS		
514105	CODE	COURSE	L	S	E	F	ECIS		
	SRPO41	Support strategies for children with special needs	30	0	15	0	5		
	SRPO42	Professional development and lifelong learning of educators	30	15	0	0	4		
	SRPOL43	Basics of visual arts 2	30	30	0	0	4		
Mandatory	SRPOL44	Psychology of children's drawings	30	15	0	0	3		
	SRPOL46	Visual arts activities with didactically unshaped material	15	0	15	0	3		
	SRPOL47	Three-dimensional modeling and designing with practicum 2	15	0	15	0	3		
	SRPOZR	MA thesis	0	0	0	0	5		
	Total for ma	ndatory courses	150	75	60	0	27		
	SRPI41	Parents and children with special needs	15	15	0	0	(3)		
F looting *	SRPI42	Child and heritage	15	15	0	0	(3)		
Elective*	SRPI43	Museum workshops for children	15	0	15	0	(3)		
	* Students c	hoose one elective course (=3 ECTS credits)					30		

		LIST OF COURSES						
Year of stud	dy: 2							
Semester:	III							
Module: Mu	isic express	ion and creation						
STATUS	CODE	COURSE	HOU	RS PEF	R SEME	STER	ECTS	
51A105	CODE	COURSE	L	S	Е	F	ECIS	
	SRPO31	Child and creativity	30	15	0	0	5	
	SRPO32	Contemporary childhood and children's rights	15	15	0	0	3	
	SRPOG33	Basics of vocal technique with practicum	15	0	30	0	5	
Mandator y	SRPOG34	Instrumental practicum 1	0	0	60	0	5	
-	SRPOG35	Development of children's musicality	15	15		0	3	
	SRPOG36	Leading a children's choir with basics of choral conducting	15	0	30	0	4	
	SRPOG37	Dance structures with practicum	15	0	15	0	2	
	Total for ma	andatory courses	105	45	135	0	27	
	SRPI31	Behavioural disorders in early childhood	15	15	0	0	(3)	
Elective*	SRPI32	Child, art and education	15	15	0	0	(3)	
LIECTIVE	SRPI33	Drama and theatre for children	15	15	0	0	(3)	
	* Students	choose one elective course (=3 ECTS credits).					30	

		LIST OF COURSES							
Year of stue	dy: 2nd								
Semester:	IV								
Module: Mu	isic express	ion and creation							
STATUS	CODE	COURSE	HOU	RS PEF	R SEME	STER	ECTS		
31A103	CODE	COURSE	L	S	E	F	ECIS		
	SRPO41	Support strategies for children with special needs	30	0	15	0	5		
	SRPO42	Professional development and lifelong learning of educators	30	0	15	0	4		
	SRPOG43	Instrumental practicum 2	0	0	60	0	4		
Mandator y	SRPOG44	Group music making	0	0	30	0	2		
	SRPOG45	Children's musical creativity with practicum	15	0	15	0	2		
	SRPOG46	Music literature for children	15	15	0	0	2		
	SRPOG47	Folklore for children with practicum	15	0	15	0	3		
	SRPOZR	MA thesis	0	0	0	0	5		
	Total for ma	andatory courses	105	45	140		27		
	SRPI41	Parents and children with special needs	15	15	0	0	(3)		
Elective*	SRPI42	Child and heritage	15	0	0	0	(3)		
Elective	SRPI43	Museum workshops for children	15	0	15	0	(3)		
	* Students of	choose one elective course (=3 ECTS credits)	•	•			30		

		LIST OF COURSES									
Year of stue	dy: 2nd										
Semester:	III										
Module: Bo	dily movem	ents expression and creation									
OTATUO	STATUS CODE COURSE HOURS PER SEMESTER										
STATUS	CODE	COURSE	L	S	E	F	ECTS				
	SRPO31	Child and creativity	30	15	0	0	5				
	SRPO32	Contemporary childhood and children's rights	15	15	0	0	3				
Mandator	SRPOP33	Analysis of kinesiological activities in early and pre- school education	30	0	15	0	4				
У	SRPOP34	Aesthetic gymnastics with practicum	15	0	30	0	4				
	SRPOP35	Rhythmics and dance with practicum 1	15	0	45	0	5				
	SRPOP36	Folklore for children with practicum 1	15	0	15	0	3				
	SRPOP37	Group music making	0	0	30	0	3				
	Total for ma	andatory courses	120	30	135	0	27				
	SRPI31	Behavioural disorders in early childhood	15	15	0	0	(3)				
SRPI32 Child, art and education 15 15 0 C											
Elective*	SRPI33	Drama and theatre for children	15	15	0	0	(3)				
	* Students	choose one elective course (=3 ECTS credits)			•		30				

		LIST OF COURSES							
Year of stue	dy: 2nd								
Semester:	IV								
Module: Bo	dily movem	ents expression and creation							
STATUS CODE COURSE HOURS PER SEMESTER									
51A105	CODE	COURSE	L	S	Е	F	ECTS		
	SRPO41	Support strategies for children with special needs	30	0	15	0	5		
	SRPO42	Professional development and lifelong learning of educators	30	0	15	0	4		
Mandator	SRPOP43	Planning and programming of kinesiological activities in early and pre-school education	30	0	15	0	3		
У	SRPOP44	Rhythmics and dance with practicum 2	15	0	45	0	5		
	SRPOP45	Folklore for children with practicum 2	15	0	15	0	2		
	SRPOP46	Children's dance creation with practicum	15	0	30	0	3		
	SRPOZR	MA thesis	0	0	0	0	5		
	Total for ma	andatory courses	135	30	135	0	27		
	SRPI41	Parents and children with special needs	15	15	0	0	(3)		
Elective*	SRPI42	Child and heritage	15	15	0	0	(3)		
	SRPI43	Museum workshops for children	15	0	15	0	(3)		

30

* Students choose one elective course (=3 ECTS credits)

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) MA thesis

A) Basic module

NAME OF THE COU	JRSE	ETHICS						
Course code	SRPC)11	Year of s	study	1.			
Course teacher	Marita	i Brčić Kuljiš, PhD, iate Professor		lue (ECTS)	3			
		Lunić, Teaching	Type of	nstruction	L	S	Е	F
Associate teachers	Assist	ant		er semester)	15	15	0	0
Course status	mand	atory	Percenta applicati					
			learning					
	-		E DESCRI					
Course objectives	To un To de	quire knowledge abo derstand ethical posi velop awareness abo	tions in a p out the imp	oluralistic societ		oral edu	cation	
Course enrolment requirements and entry competences required for the course		nrolment requiremen / competences: comp		су				
Expected learning outcomes on the course level (4-10 learning outcomes)	 exp cor ana crit cor crit crit 	bassing the exam suc plain basic terms in ef npare ethical theories alyse the role of mora ically reexamine ethic npare different societ ically reexamine one? w awareness about t	thics s Il developr cal premis al practice s own ethi	nent in society es is in the context cal beliefs	t of plura	lism	ildren.	
Course content broken down in detail by weekly class schedule (syllabus)	 2. Det 3. A b 4. Eth 5. Typ 6. Eth 7. Bio Semir 1. Mo 2. Eth 3. Dia 4. Cat 5. Kol 6. Inte 	oductory lecture/sem finition of basic terms rief overview of the h ics and other disciplin bes of ethics (ethics c ics in philosophy for ethics	istory of e nes of virtue, et children lato irtues	thics				
Format of instruction	□ lectures □ independent assignments □ seminars and workshops □ independent assignments □ exercises □ multimedia □ laboratory □ work with mentor □ partial e-learning □ (other)							
Student responsibilities	Partic which line v	uct themselves in line ipate in and complete enable the acquisitio vith previously deter usly determined crite	in-class a on of cour mined cri	nd out-of-class se outcomes (8 teria. Present	(individu 30%). W	ual and g rite a se	jroup) ac minar pa	tivities aper in

Screening student work (name the	Class attendance	1,5	Research		Practical training			
proportion of ECTS credits for each activity so	Experimental work		Report		Active participation in classes			
that the total number of ECTS	Essay		Seminar essay	0,5	(Other)			
credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(Other)			
Grading and evaluating student work in class and at the final exam	course repository Activity in class, Written and pres	the assessment and marking criteria of individual elements can be found in burse repository. The overall work of the student during the class is evalue ctivity in class, participation in discussions during class and seminars (2 dritten and presented seminar paper in line with the course teacher's instruct 0%). Passed an oral exam (40%).						
Required literature (available in the		Titl	Number of books available in the library	Availability in other media				
library and via other media)	I. Čehok – I. Kop jedne discipline, ž		4	/				
	Milan Krangrga <i>pravci</i> , Zagreb: G	· //	1	/				
	 <i>pravci</i>, Zagreb: Golden marketing – Tehnička knjiga 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 							
Further reading	Macmillan Publish 3. Kant, Immanue 4. Legrand, Louis 5. MacIntyre, Alas 6. Ante Čović (200 7. Robert Speam	ert i Weel ing Comp I (1990), <i>K</i> (1995), <i>M</i> dair (2002)4), <i>Etika i</i> ann (2008 rence (19	ks, Thomas (1 any <i>Iritika praktičkog</i> oralna izobrazb), <i>Za vrlinom:</i> s <i>bioetika</i> , Zagre 3), <i>Osnovni m</i> o 76), The Clain	987), Introc g uma, Zagr ba danas: im tudija o teor b: Pergame pralni pojmo n to Moral A	luction to Education eb: Naprijed ia li to smisla? Zagr iji morala, Zagreb: ena ovi, Sarajevo: Svje Adequacy of a Hig	on, New York: eb: Educa KruZak tlo riječi		

NAME OF THE COU	IRSE	PSYCHOLOGY OF	PARENTHOOD						
Code	SRPO	12	Year of study	1.	1.				
Course teacher	Ina Reić Ercegovac, PhD, Associate Professor		Credit value (ECTS)	3	3				
Accesiote teachere		Kalebić Jakupčević,	Type of instruction	L	S	Е	F		
Associate teachers	PhD, Postdoctoral Researcher		(hours per semester)	15	15	0	0		
Course status	manda	atory	Percentage of application of e-learning	20%					
		COURSE	E DESCRIPTION						
Course objectives	model: determ	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					s that enting		

	n an historiaal an a	den time u					in a shild with	
	non-biological or a developmental dis							
	the role of parents							
Course enrolment	None			0 00110				
requirements and								
entry competences								
required for the								
course								
Expected learning outcomes at a course level (4- 10 outcomes)	 to name the factor to explain the roparenting to analyse the spready the comparent of the factor to compare the factor to explain the roparent (infactor) to explain the roparent of the spready the spready	to name the main theoretical approaches in psychology of parenting to name the factors that determine parenting and parenting practice to explain the role of the main individual and contextual factors that determine arenting to analyse the specifics of adolescent parenting and adoptive parenting to compare the features of parenting and parenting practices in different stages of evelopment (infancy, early childhood, pre-school-aged, school-aged, adolescence, dulthood) to explain the role of parents and parenting practice in child's behaviour and ellbeing in pre-school institution to develop communication skills for quality interaction with parents in pre-school						
	institution.							
Course content broken down in detail by weekly class schedule (syllabus)	responsibilities and 2. Definition of par 3. The theoretical ecological) – 2L + 4. Individual and process model) – 5. Motivation for pa 6. The transition to 7. Parenting a chil 8. Preliminary exa 9. Parenting adole 10. Parenting adole 10. Parenting adole 11. Adoptive paren 12. The role of mot society – 2S	1. Introductory lecture (introducing students to the course content, readings, studen 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 adolescents – $1L + 2S$ 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 – $1L + 2S$						
	□ lectures					_		
	□ seminars and v	worksho	ps		-	nt assignments		
Format of	□ exercises		•		Iltimedia			
instruction	□ on line in entire	ty			oratory			
	□ partial e-learnin	•			rk with m	entor		
	\Box field work	0		□ (oth	her)			
Student	Course attendanc	e and p	articipation	in in-	-class ad	ctivities: writing a	and presenting	
responsibilities	seminar paper; pa							
Screening student	Class attendance	1,5	Research			Practical training		
work (name the proportion of ECTS credits for each	Experimental work		Report			(Other)		
activity so that the total number of	Essay	Seminar (Other)						
ECTS credits is	Tests	1	Oral exan	ı		(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	class activities (30	nal grade in the course is a result of participation in classes and completion of in- ass activities (30%), seminar paper (20%) and tests/exam (50%). The assessment and marking criteria of individual elements can be found in the purse repository.								
		Tit	Number of copies in the library	Availability via other media						
	Klarin, M. (2006 kontekstu. Jastreb		<i>/oj djece u</i> aklada Slap	socijalnom	n 3	-				
Required literature (available in the library and via other	Reić Ercegovac, I roditeljstva majki Napredak, 152(2),	. (2011). i očeva		web						
media)	Društvena istraživa	azličitim a <i>nja, 20</i> ,		web						
	Brajša Žganec, <i>A</i> odnosi i psihosocij jednoroditeljskim c 139-150.	alna prila	agodba djece u	cjelovitim i	i	web				
Optional literature (at the time of submission of study programme proposal)	Holden, G. W. (20 Martin, C.A. & Coll Hill Ljubetić, M. (2007)	pert, K. K	. (1997). Parer	nting: A life	span perspectiv	/e. NY: McGraw-				
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, on the quality of te fulfillment of the ot students' self-asse assessment of the	eaching a her obliga essment	nd teachers at ations prescribe of the learnin	the universed by the sy g outcome	sity level; passe /llabus; individu es they achieve	ed exam and the al consultations; ed; collaborative				
Other (as the proposer wishes to add)		·	·	2						

NAME OF THE COU	NAME OF THE COURSE EDUCATIONAL COMMUNICATION SKILLS							
Code	SRPO1	3	Year of study	1.				
Course teacher	Sonja k Full Pro	Kovačević, PhD, ofessor	Credits (ECTS)	4				
Associate teachers	Type of instruction		L	S	Е	F		
Associate teachers			(number of hours)	30	15	0	0	
Status of the course	mandat	ory	Percentage of application of e-learning	20%				
		COURS	E DESCRIPTION					
Course objectives	se objectives Understanding the role of communication as a professional competence of educators. Recognition of communication models. Recognition and successful solution of communication problems. Adoption of methods of quality communication (sending and receiving messages at all levels). Effective exchange of information in the educational environment.						ion of ending	
Course enrolment requirements and entry competences	- input (competencies: com	nunication literacy					

required for the									
course									
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 Use of all cor Understandir Use of all core educational i Successful in educating ch Successful re Using commit 	mmunicat ng commu communic nstitutions mplement ildren. esolution unication	ion models in unication scie ation models s. ation of com of conflict situ bargaining wi	munication and	stitutions. dels ose of succes d pedagogy for children	sful business in r the purpose of			
Course content broken down in detail by weekly class schedule (syllabus)	 Communicat Communicat Skills of rece Skills of quinstitutions Removing co Communicat Communicat personal freedo Empathic co 	Communication as socio-emotional competence. Communication styles. Skills of receiving quality messages Skills of quality sending of messages, verbal communication in educational stitutions Removing communication blockages Communication in educational practice. Communication according to Glasser and choice theory (caring and killing habits, ersonal freedom, internal control). Empathic communication Communication skills exercises.							
Format of instruction	 □ lectures □ seminars ar □ exercises □ on linein enti □ partial e-lear □ field work 	irety	nt assignments a nentor						
Student responsibilities	Participants are teaching, whic monitoring the successfully pa	h include relevant	es performing literature ac	independent	tasks, creating	ely participate in g an e-portfolio, of teachers and			
Screening student work <i>(name the</i>	Class attendance	2	Research	0,5	Practical traini	ng			
proportion of ECTS credits for	Experimental work		Report		Workshops	0,5			
eachactivity so that the total number of	Essay		Seminar essay		(Other)				
ECTS credits is equal to the ECTS	Tests		Oral exam		(Other)				
value of the course)	Written exam	1	Project		(Other)				
Grading and evaluating student work in class and at the final exam	Success will be the final written			articipation in v	vorkshops (30%	6) and results in			
Required literature (available in the			Title		Number of copies in the library	Availability via other media			
library and via other media)	Brajša, P. (Školska knjiga, Pease, A. (19 Ljubljana-Zagre	Zagreb 91) Gov		komunikologija, adinska knjiga,		/			
Optional literature (at the time of	1. Brajša ,P. (1 2. Ajduković.M.	996): Um				nea,Zagreb			

submission of study programme proposal)	 Šagud, M. 2006.Odgajatelj kao refleksivni praktičar. Petrinja, Visoka uĉiteljska škola u Petrinji Janković, J. (1994) Sukob ili suradnja, Alinea, Zagreb Pearsons, J.C., Spitzberg, B. H. (1990): Interpersonal communication – Concepts, Components, And Context, WM.C: Brovn publishers USA
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exams.
Other (as the proposer wishes to add)	

NAME OF THE COU	OURSE HISTORICAL CONTEXT OF EARLY AND PRE-SCHOOL EDUCATION						NC
Code	SRPO	SRPO14 Year of study 1.					
Course teacher		nir Mendeš, PhD, ant Professor	Credit value (ECTS)	5			
Associate teachers			Type of instruction	L	S	E	F
			(hours per semester)	30	30	0	0
Course status	manda	atory	Percentage of application of e-learning				
			E DESCRIPTION				
Course objectives		arisation with histori education.	cal development of theory	and pra	ctice of	early ar	nd pre-
Course enrolment requirements and entry competences required for the course		nrolment requiremen competences: comp					
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;						
Course content broken down in detail by weekly class schedule (syllabus)	school - An o and pr - Estat - Begir in our - A. Cv - Occu educat	 <u>study and interpret scientific texts on their own.</u> The development of pedagogical thought on educating a child of early and preschool 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 n 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 				of early	

	- History of childhood							
	□ lectures				ndonondo	ntaccianment		
	□ seminars and workshops □ multimedia				nt assignment	5		
Format of								
instruction	on line in entire	ty			aboratory			
	partial e-learnin	•			work with	mentor		
	\Box field work	9		□ (other)			
Student	Participate in class	ses: lectu	ires 80%, s	sem	inars 80%.	write a semina	r paper, present	
responsibilities	a seminar paper, p						. paper, precent	
•						Practical		
Screening student work (name the	Class attendance	2,5	Research			training		
proportion of ECTS	Experimental		Denert			(Other)		
credits for each	work		Report			· ·		
activity so that the total number of	Essay		Seminar essay		1	(Other)		
ECTS credits is equal to the ECTS	Tests	0,5	Oral exam	۱	1	(Other)		
value of the course)	Written exam		Project			(Other)		
Grading and	Class attendance							
evaluating student	Seminar essay –	25%						
work in class and at	Oral exam – 50%							
the final exam	The assessment course repository.	and mari	king criteria	a or	individual	elements can	be tound in the	
	course repository.					Number of		
		Tit	le			copies in	Availability via	
						the library	other media	
	Došen-Dobud. A. (2013), Slike iz povijesti 10 /							
	predškolskog odgo			aku				
Required literature	Učiteljski fakultet							
Required literature	Mendeš, B.	(2015),	Početci		stitucijskog		+	
(available in the	Mendeš, B. predškolskog odg	oja u Ĥrv	/atskoj i nje	ego∖	/a temeljna		+	
(available in the library and via other	Mendeš, B. predškolskog odg obilježja, Š <i>kolski v</i>	òja u Ĥr∖ <i>ijesnik</i> , vo	/atskoj i nje ol. 64 (2-3),	ego\ , 22	va temeljna 7-249.	1	+	
(available in the	Mendeš, B. predškolskog odg obilježja, <i>Školski v</i> Mendeš, B. (202	òja u Ĥrv <i>ijesnik, vo</i> 0). <i>Pren</i>	vatskoj i nje ol. 64 (2-3), na suvrem	ego\ , 221 neno	va temeljna 7-249. m dječjem	n 20	+	
(available in the library and via other	Mendeš, B. predškolskog odg obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i>	òja u Ĥrv <i>rjesnik, vo</i> 0). <i>Pren</i> a kretanj	vatskoj i nje ol. 64 (2-3) na suvrem ia i promje	ego\ , 22 ieno ene	va temeljna 7-249. m dječjen u sustavu	n 20	+	
(available in the library and via other	Mendeš, B. predškolskog odg obilježja, Školski v Mendeš, B. (202 vrtiću: Pedagoška ranog i predškols	òja u Ĥrv <u>rjesnik, vo</u> 0). Pren a kretanj skog odg	vatskoj i nje <u>ol. 64 (2-3)</u> na suvrem a i promje oja u Hrva	ego\ , 22 ieno ene	va temeljna 7-249. m dječjen u sustavu	n 20	+ /	
(available in the library and via other	Mendeš, B. predškolskog odg obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj skog odg na naklao	vatskoj i nje ol. 64 (2-3) na suvrem a i promje oja u Hrva da.	egov , <u>22</u> neno ene atsk	va temeljna 7-249. m dječjen u sustavu oj. Zagreb	20 /	+	
(available in the library and via other	Mendeš, B. predškolskog odg obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1	òja u Ĥrv i <u>jesnik, vo</u> 0). Pren a kretanj skog odg na naklao 988), Oj	vatskoj i nje ol. 64 (2-3), na suvrem a i promje oja u Hrva da. pća povije	egov <u>, 22</u> jeno ene atsk	va temeljna 7-249. m dječjen u sustavu oj. Zagreb	20 /	+ / /	
(available in the library and via other media)	Mendeš, B. predškolskog odg obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za	òja u Ĥrv i <u>jesnik, vo</u> 0). Pren a kretanj skog odg <u>na naklao</u> 988), Oj greb (se	vatskoj i nje ol. 64 (2-3), na suvrem a i promje oja u Hrva da. pća povije elected cha	egov <u>, 22</u> eno ene atsk st p	va temeljna 7-249. m dječjen u sustavu oj. Zagreb pedagogije s)	20 / , 2	/	
(available in the library and via other media) Optional literature	Mendeš, B. predškolskog odg obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1	òja u Ĥrv i <u>jesnik, vo</u> 0). Pren a kretanj skog odg <u>na naklao</u> 988), Oj greb (se	vatskoj i nje ol. 64 (2-3), na suvrem a i promje oja u Hrva da. pća povije elected cha	egov <u>, 22</u> eno ene atsk st p	va temeljna 7-249. m dječjen u sustavu oj. Zagreb pedagogije s)	20 / , 2	/	
(available in the library and via other media) Optional literature (at the time of	Mendeš, B. predškolskog odgo obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik.	òja u Ĥrv r <u>jesnik, vo</u> 0). Pren a kretanj skog odg na naklao 988), Oj ogreb (se 05), Peda	vatskoj i nje ol. 64 (2-3), na suvrem ia i promje oja u Hrva da. pća povije elected cha agozi znač	egov , 22 eno ene atsk st p pter ajni	va temeljna 7-249. m dječjerr u sustavu oj. Zagreb pedagogije s) za teoriju	i 20 i 20 i praksu odgoj	/ / ia, vol. 1. Vidik,	
(available in the library and via other media) Optional literature (at the time of submission of study	Mendeš, B. predškolskog odgo obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj skog odg <u>na naklao</u> 988), Oj greb (se 05), Peda Počeci p	vatskoj i nje ol. 64 (2-3), na suvrem ja i promje oja u Hrva da. pća povije elected cha agozi znač	egov <u>, 22</u> eno ene atsk st p st p ajni	va temeljna 7-249. m dječjem u sustavu oj. Zagreb pedagogije s) za teoriju odgoja u Hr	i 20 , 2 <i>i praksu odgo</i> , vatskoj i njegov	/ / ia, vol. 1. Vidik,	
(available in the library and via other media) Optional literature (at the time of submission of study programme	Mendeš, B. predškolskog odg obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198	òja u Ĥrv i <u>jesnik, vo</u> 0). Pren a kretanj skog odg na naklao 988), Oj 988), Oj 998), Oj 9990000000000000000000000000000000000	vatskoj i nje ol. 64 (2-3), na suvrem ia i promje oja u Hrva da. pća povije elected cha agozi znač predškolsko a i prosvjete	egov <u>, 22</u> beno ene atsk st p pter ajni og o e, vo	va temeljna 7-249. m dječjem u sustavu oj. Zagreb pedagogije s) za teoriju odgoja u Hr pl. 17 (01),	i 20 , 2 <i>i praksu odgoj</i> vatskoj i njegov 5-16	/ / ia, vol. 1. Vidik, /e karakteristike,	
(available in the library and via other media) Optional literature (at the time of submission of study	Mendeš, B. predškolskog odg obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198 chapters)	òja u Ĥrv i <u>jesnik, vo</u> 0). Pren a kretanj skog odg na naklao 988), Oj greb (se 988), Oj greb (se 05), Peda Počeci p u školstva 32), Peda	vatskoj i nje ol. 64 (2-3), na suvrem a i promje oja u Hrva da. pća povije elected cha agozi znač predškolsko a i prosvjete goška hres	egov <u>, 22</u> peno ene atsk st j pter ajni og o e, vo	va temeljna 7-249. m dječjem u sustavu oj. Zagreb pedagogije s) za teoriju odgoja u Hr ol. 17 (01), natija, Škols	i 20 , 2 <i>i praksu odgoj</i> vatskoj i njegov 5-16 ska knjiga, Zagr	/ / ia, vol. 1. Vidik, /e karakteristike,	
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal)	Mendeš, B. predškolskog odgu obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198 chapters) - class attendance	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj skog odg <u>na naklao</u> 988), Oj <u>igreb (se</u> 988), Oj <u>igreb (se</u> 05), Peda Počeci p <i>u školstva</i> 32), Peda	vatskoj i nje ol. 64 (2-3), na suvrem ja i promje oja u Hrva da. pća povije elected cha agozi znač predškolsko a i prosvjete goška hres ctivity, succ	egov , <u>22</u> peno ene atsk st (pter ajni og o e, vo stor	va temeljna 7-249. m dječjem u sustavu oj. Zagreb pedagogije s) za teoriju odgoja u Hr ol. 17 (01), natija, Škols	i 20 i 20 i praksu odgoj vatskoj i njegov 5-16 ska knjiga, Zagr eting tasks	/ / / /e karakteristike, eb (selected	
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance	Mendeš, B. predškolskog odgu obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198 chapters) - class attendance - student question	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj kog odg na naklad 988), Oj greb (se 988), Oj greb (se 05), Peda Počeci p u školstva 32), Peda a, class ad naire on t	vatskoj i nje ol. 64 (2-3), na suvrem ja i promje oja u Hrva da. pća povije elected cha agozi znač predškolsko a i prosvjete goška hres ctivity, suco the quality	egov <u>22</u> eno ene atsk <u>st pter</u> ajni og o e, vo storr cess of te	va temeljna 7-249. m dječjem u sustavu oj. Zagreb pedagogije s) za teoriju odgoja u Hr ol. 17 (01), natija, Škols fully compl eaching and	i 20 i 20 i praksu odgoj vatskoj i njegov 5-16 ska knjiga, Zagr eting tasks teachers at the	/ / / // // // // // // // // // // //	
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that	Mendeš, B. predškolskog odgu obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198 chapters) - class attendance - student questionu - passed exam and	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj kog odg <u>na naklao</u> 988), Oj greb (se 988), Oj greb (se 05), Peda 22), Peda a c, class ao naire on t d the fulfi	vatskoj i nje ol. 64 (2-3), na suvrem ja i promje oja u Hrva da. pća povije elected cha agozi znač predškolsko a i prosvjete goška hres ctivity, suco the quality	egov <u>22</u> eno ene atsk <u>st pter</u> ajni og o e, vo storr cess of te	va temeljna 7-249. m dječjem u sustavu oj. Zagreb pedagogije s) za teoriju odgoja u Hr ol. 17 (01), natija, Škols fully compl eaching and	i 20 i 20 i praksu odgoj vatskoj i njegov 5-16 ska knjiga, Zagr eting tasks teachers at the	/ / / // // // // // // // // // // //	
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the	Mendeš, B. predškolskog odgu obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198 chapters) - class attendance - student questionu - passed exam anu - individual consult	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj kog odg na naklao 988), Oj greb (se 988), Oj greb (se 988), Oj 988), Oj	vatskoj i nje ol. 64 (2-3), na suvrem ja i promje oja u Hrva da. oca povije elected cha agozi znač predškolsko a i prosvjete goška hres ctivity, suco the quality illment of th	egov, <u>22</u> peno ene atsk <u>st p</u> pter ajni og o e, vo storr cess of te	va temeljna 7-249. m dječjem u sustavu oj. Zagreb bedagogije s) za teoriju dgoja u Hr ol. 17 (01), hatija, Škols fully compl eaching and ther obligat	i praksu odgoj vatskoj i njegov 5-16 ska knjiga, Zagr eting tasks d teachers at the ions prescribed	/ / / // // // // // // // // // // //	
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit	Mendeš, B. predškolskog odgu obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198 chapters) - class attendance - student questionu - passed exam and	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj kog odg na naklao 988), Oj greb (se 988), Oj greb (se 988), Oj 988), Oj	vatskoj i nje ol. 64 (2-3), na suvrem ja i promje oja u Hrva da. oca povije elected cha agozi znač predškolsko a i prosvjete goška hres ctivity, suco the quality illment of th	egov, <u>22</u> peno ene atsk <u>st p</u> pter ajni og o e, vo storr cess of te	va temeljna 7-249. m dječjem u sustavu oj. Zagreb bedagogije s) za teoriju dgoja u Hr ol. 17 (01), hatija, Škols fully compl eaching and ther obligat	i praksu odgoj vatskoj i njegov 5-16 ska knjiga, Zagr eting tasks d teachers at the ions prescribed	/ / / // // // // // // // // // // //	
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences	Mendeš, B. predškolskog odgu obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198 chapters) - class attendance - student questionu - passed exam anu - individual consult	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj kog odg na naklao 988), Oj greb (se 988), Oj greb (se 988), Oj 988), Oj	vatskoj i nje ol. 64 (2-3), na suvrem ja i promje oja u Hrva da. oca povije elected cha agozi znač predškolsko a i prosvjete goška hres ctivity, suco the quality illment of th	egov, <u>22</u> peno ene atsk <u>st p</u> pter ajni og o e, vo storr cess of te	va temeljna 7-249. m dječjem u sustavu oj. Zagreb bedagogije s) za teoriju dgoja u Hr ol. 17 (01), hatija, Škols fully compl eaching and ther obligat	i praksu odgoj vatskoj i njegov 5-16 ska knjiga, Zagr eting tasks d teachers at the ions prescribed	/ / // // // // // // // // // // // //	
(available in the library and via other media) Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit	Mendeš, B. predškolskog odgu obilježja, <i>Školski v</i> Mendeš, B. (202 <i>vrtiću: Pedagoška</i> <i>ranog i predškols</i> Hrvatska sveučiliš Zaninović, M. (1 Školska knjiga, Za Dumbović, I. (200 Lekenik. Škoda, M. (1984), <i>Zbornik za historiju</i> Zaninović, M. (198 chapters) - class attendance - student questionu - passed exam anu - individual consult	òja u Ĥrv <i>ijesnik, vo</i> 0). Pren a kretanj kog odg na naklao 988), Oj greb (se 988), Oj greb (se 988), Oj 988), Oj	vatskoj i nje ol. 64 (2-3), na suvrem ja i promje oja u Hrva da. oca povije elected cha agozi znač predškolsko a i prosvjete goška hres ctivity, suco the quality illment of th	egov, <u>22</u> peno ene atsk <u>st p</u> pter ajni og o e, vo storr cess of te	va temeljna 7-249. m dječjem u sustavu oj. Zagreb bedagogije s) za teoriju dgoja u Hr ol. 17 (01), hatija, Škols fully compl eaching and ther obligat	i praksu odgoj vatskoj i njegov 5-16 ska knjiga, Zagr eting tasks d teachers at the ions prescribed	/ / // // // // // // // // // // // //	

NAME OF THE COURSE CULTURE OF EARLY AND PRE-SCHOOL EDUCATION INSTITUTION						ON		
Code	SRPO		Year of s	tudy	1.			
Course teacher		Ivana Visković, ant Professor	Credit va	ue (ECTS)	4			
Associate teachers			Type of ir (hours pe	nstruction r semester)	L 30	S 15	E 0	F 0
Course status	manda	atory	Percenta	ge of n of e-learning	20%	10	Ŭ	Ŭ
	-	COURSE			<u> </u>			
Course objectives		arisation with the mo	ost recent	knowledge of t				evel of
Course enrolment requirements and entry competences required for the course	- no er	nrolment requirement competences: comp	S			•		
Expected learning outcomes at a course level (4- 10 outcomes)	 interpeduca recogeduca demonstration demonstration development development her/his 	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,						
Course content broken down in detail by weekly class schedule (syllabus)	1. Fac institut 2. Fea 3. Lev school 4. His educa 5. Co institut 6. Nev 7. Inte educa 8. Cor 9. The 10. Kir 11. Th 12. Th 13. Ed 14. Ne 15. C	 her/his achievements, engage in raising the level of culture of early and pre-school education institution. 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 						
Format of instruction	□lecto □sem □ exe □ on l	inars and workshop	05	 independen multimedia laboratory work with n (Other) 	nt assignments nentor			

	□ field work					
Student responsibilities	(min 80%). 2. Achieve quality tasks, in accordan 3. Prepare and pre 4. Pass a written	 Achieve quality fulfillment of teaching and extracurricular, individual and grounsks, in accordance with the content of the course. Prepare and present a seminar paper according to pre-established criteria. Pass a written exam or 2 mid terms (as equivalent to a written exam) with inimum of 51% accuracy. 				
Screening student	Class attendance	1,5	Research	0,5	Practical training	
work (name the proportion of ECTS	Experimental work		Report		(Other)	
credits for each activity so that the total number of	Essay		Seminar essay	1	(Other)	
ECTS credits is equal to the ECTS	Tests		Oral exam	0,5	(Other)	
value of the course)	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class activity - 10 ^o Achievement in so Preparation and p Written exam (equ Oral exam - 15%	olving in resentat	ion of semin	ar according t	to pre-establishe bassed mid term	
		Ti	Number of copies in the library	Availability via other media		
	Visković, I. (2018 which Children are Visković (eds.), Development of te for collaboration ar 65). Zagreb: Alfa.	Growin Challer achers'	l. - s	no		
	Lynch, M. (2018 Pedagogy? <u>https</u> culturally-responsi	.//www.t		yes		
Required literature (available in the	Vujičić, L. (2011 obrazovne ustano	l), Istra	živanje kul		o- 3	no
library and via other media)	Visković, I., & Šku vrijednosti mladih	utor, M. u Herce <u>https://d</u>	7 <u>2;</u>	yes		
	Mendeš, B. (20 ranog i predškolsk znanstvenog sku Splitsko-dalmatins	og odgo oa 18. o ke župa	<i>ja.</i> Zbornik r dani predšk nije <i>Mirisi dj</i>	adova stručno olskog odgoj	a	no
Splitsko-dalmatinske županije <i>Mirisi djetinjstva.</i> Split: Dječji vrtić "Čarobni pianino". Maleš, D. (2011). <i>Nove paradigme ranoga odgoja.</i> Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju. Remark: particular parts of these books will be translated in English.				1,	no	

Optional literature (at the time of submission of study programme proposal) Course objectives	Freire, P. (2002). <i>Pedagogija obespravljenih</i> . Zagreb: ODRAZ – održivi razvoj zajednice. Ivon, H. (2009). Kultura vrtića. 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. Ladson-Billings, G. (2014). Culturally relevant pedagogy 2.0: aka the remix. <i>Harvard Educational Review, 84</i> (1): 74-84. Recent scientific publications.
Quality assurance methods that ensure the acquisition of exit competences	The quality and success of the realization of the subject is monitored by: - regular evaluations of teaching activities and performance in performing individual and group tasks, - surveying students on the quality of teaching and teachers at the university level, - the success of students in fulfilling the obligations prescribed by syllabus (written and oral exam, seminar), - through individual consultations, - students' self-assessment of achieved learning outcomes.
Other (as the proposer wishes to add)	

NAME OF THE COU	RSE	EDUCATION FOR	SUSTAINABLE DEVELO	PMENT	-		
Code	SRPO1	6	Year of study	1.			
Course teacher		Kostović-Vranješ, ssociate Professor	Credits (ECTS)	3			
			Type of instruction	L	S	Е	F
Associate teachers			(number of hours)	15	10	0	5
Status of the course	mandat	ory	Percentage of application of e-learning	20%			
		COURSE	DESCRIPTION	•			
Course objectives	interdis Educati	ciplinary activities t on for Sustainable	al thinking and creative hat suit children's age, w Development in early ch participation in accordance	vith the hildhood	objective as a c	e of tak ornersto	ing up ne for
Course enrolment requirements and entry competences required for the course		Preconditions: there aren't any.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 interp childhout descritication create practication create promotion designing childhout 	Jpon completing this college students will be able to: interpret the complexity of Education for Sustainable Development in early childhood describe the importance of Education for Sustainable Development in early childhood create the program of Education for Sustainable Development in a pedagogical bractice in kindergarten, create and apply interdisciplinary activities for children, with the objective of promoting Education for Sustainable Development in early childhood design materials necessary for Education for Sustainable Development in early childhood analyze, monitor, evaluate their own work during promoting Education for					gogical tive of n early

Course content broken down in detail by weekly class schedule (syllabus)	 From the cc Development The role and The elements for sustainable Education fo Care for the From the car The care for Activities for Sensory or Expressive Practical action 	 From prehistory until sustainable development From the concept of sustainable development to the Education for Sustainable Development The role and key characteristics of Education for Sustainable Development The elements of kindergarten curriculum in the development of children's sensibility or sustainable development Education for Sustainable Development in practice in Croatian kindergartens Care for the environment in early childhood From the care for the environment to the Education for Sustainable Development The care for the environment in practice in Croatian kindergartens Activities for the growth of an ecologically aware child Sensory or perceptive activities in Education for Sustainable Development Expressive activities in Education for Sustainable Development Practical activities in Education for Sustainable Development Didact game in the growth of sensibility for sustainable development 				
Format of instruction Student	□ lectures □ seminars ar □exercises □ <i>on line</i> in entir □partial e-learr □field work	□ lectures □ independent □ seminars and workshops □ multimedia □ exercises □ laboratory □ partial e-learning □ (other)				de the classroom
responsibilities	and actively pa					
Screening student work (name the	Class attendance	1	Research		Practical traini	ng
proportion of ECTS credits for	Experimental work		Report		(Other)	
eachactivity so that the total number of	Essay		Seminar essay	0,5	(Other)	
ECTS credits is equal to the ECTS	Tests		Oral exam	1,5	(Other)	
value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Seminar Work Oral Examination					
		-	Fitle		Number of copies in the library	Availability via other media
Required literature (available in the library and via other	Pap T., Šarić L djece predškols korištenje ener ured za energo Zagreb.	ske dobi z gije, priru	j 3 j	/		
media)	Vrbanec B., Obrazovanje za srednje škole. Zagreb.	a održivi r Agencija	,	/		
	obrazovanju za	okoliš. A	lisa press d.o	.o. Kraljevo		/
Optional literature (at the time of submission of study programme proposal)	obrazovanj izazov za p 2. Husanović-	epičnik Vodopivec J. (2007): Prvi koraci u odgoju i brazovanju za okoliš. Alisa press d.o.o. Kraljevo 2 / brazovanju za okoliš. Alisa press d.o.o. Kraljevo 2 / . Kostović-Vranješ V. (2013): Uloga suvremenog učitelja u implementaciji obrazovanja za održivi razvoj U: Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene. Ivon H. (ur.), Filozofski fakultet u Splitu. 2 . Husanović-Pejnović D., (2011): Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga, Zagreb.				

	 Murphy G. (2011): Mali koraci, jednostavne zamisli koje mijenjaju planet Zemlju. Mozaik knjiga, Zagreb.
	 UNESCO (2010): Teaching and learning for sustainable future, www.unesco.org/education/tlsf/index.htm
	 Šimleša D. (2010):Ekološki otisak – Kako je razvoj zgazio održivost. TIM press d.o.o., Zagreb. Institut društvenih znanosti Ivo Pilar, Zagreb.
	 Kostović-Vranješ, V. (2009): Vzgoja in izobraževanje za okolje v zgodnjem otroštvu - podlaga za trajnostni razvoj. U: Edukacija za trajnostni razvoj. Duh,
	Matjaž (ur.). Založba PEF, Pedagoška fakulteta Univerze v Mariboru, RIS Dvorec Rakičan: 17-28.
	 Milčec M. (2008): Nije smeće sve za vreće. Školska knjiga, Zagreb. UNESCO (2005). UNESCO and Sustainable Development, http://unesdoc.unesco.org/images/0013/001393/139369e.pdf
Quality assurance methods that	Monitoring students work and participation in discussions during classes, creation and presentation of term papers, monitoring presence continues, discussions,
ensure the	personal consultations, check achievements by the colloquium, questionnaire at the
acquisition of exit competences	end of the semester, evaluation of cases
Other (as the proposer wishes to	
add)	

NAME OF THE CO	URSE	SOCIOLOGY OF	CHILDHOOD				
Code	SRPO2	21	Year of study	1.			
Course teacher	Sanja S Profess	Stanić, PhD, Full sor	Credits (ECTS)	3			
			Type of instruction	L	S	Е	F
Associate teachers			(number of hours)	15	15	0	0
Status of the course	mandat	tory	Percentage of application of e-learning	20%			
	L	COURS	SE DESCRIPTION				
Course objectives		ts familiarise with so ildren as a social gr	ociological approach to chilc oup.	lhood as	a socia	l constru	ict and
Course enrolment requirements and entry competences required for the course	None.	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 expland unde supp study 	After the completion of this course, students will be able to: 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)	 Social Reset Ethic Ethic The set Child Child Child 	 Introductory lecture (working plan and programme, topics, seminars) Social theories and perspectives of childhood Research of childhood and children Ethical issues in children's research The structure of childhood Children's culture, peer culture Childhood history Childhood spaces Children at risk society 					

	. .				•		
	 9. Globalization and children in capitalist culture 10. New technologies and childhood 11. Consumerism in children 12. Representing children in popular culture 13. Children and society in conflict? 14. The future of childhood 15. Final lecture and evaluation of the course 						
Format of instruction	□ lectures □ independent □ seminars and workshops □ multimedia □ exercises □ laboratory □ partial e-learning □ work with me □ field work □ (other)				-	s	
Student responsibilities	scientific principles extracurricular activ the course; prepare pass colloquia / wri / exam /; to be infor	Participate in the teaching process (80%); behave in accordance with ethical and cientific principles in higher education; participate in and carry out curricular and xtracurricular activities that enable the acquisition of learning outcomes provided by the course; prepare and present a seminar paper according to pre-established criteria; ass colloquia / written exam / and achieve a minimum of 60% accuracy on colloquia exam /; to be informed about the classes he / she missed during the consultations of eachers and other students; adhere to the time frames required to perform the					
Screening student work (name the	Class attendance	1,5	Research			Practical training	
proportion of ECTS credits for each	Experimental work		Report			(Other)	
activity so that the total number of	Essay		Seminar essay		0,5	(Other)	
ECTS credits is equal to the ECTS	Tests	0,5	Oral exam	۱		(Other)	
value of the course)	Written exam	0,5	Project			(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with student, the final g following elements: teaching, participati on the written exam good (4) for 80%, individual elements	rade in th 1. succe ion in dis i is forme exceller	he course ssfully past cussions d d as follow nt (5) for S	is fo sed urin s: s 90-1	ormed with colloquia / g lectures a ufficient (2) 00%. Crite	regard to the r written exam (5 and seminars (7 for 60%, good ria for evaluat itory.	ealization of the 0%) 3. activity in 10%). The grade (3) for 70%, very
		Titl	e			Number of copies in the library	Availability via other media
	Corsaro, W. (2009) Thousand Oaks. C					. /	+
Required literature (available in the library and via other media)	Thousand Oaks, CA: Pine Forge Press WilliamStanić, S., Bakić, A. (2011) Djeca u okruženju potrošačkog društva. U: Vantić-Tanjić M. (ur.) Unapređenje kvalitete života djece i mladih 2011. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih, str. 143-154						+
	Stanić, S. (2007) S školama - iskustv primjer Splita, Revij	a i pripr	emljenost	za	reagiranje:		+
Optional literature (at the time of submission of study programme proposal)	James, A., Jenks, C Prout, A. (2004), T Children, London: Routledge	C., Prout, The Futu	A. (1998), re of Child	The Ihoc	orizing Chil od. Towards	s the Interdisci	plinary Study of

	Fass, P. S. (2006), Children of a New World: Culture, Society, and Globalization, New
	York University Press
	Mayall, B. (2002), Towards a Sociology for Childhood, Buckingham: Open University
	Press
	Prout, A., Hallett, Ch. (ur.) (2003), Hearing the Voices of Children: Social Policy for a
	New Century, New York: Routledge Falmer
	Qvortrup, J. et al. (ur.) (1994), Childhood Matters. Social Theory, Practice and Politics,
	Aldershot: Avebury Publishing
	Tomanović, S. (2004) Sociologija detinjstva. Sociološka hrestomatija.
Quality assurance	 class attendance, class activity, success in performing tasks
methods that	 student survey of evaluation of teaching work at the university level
	- passed the exam and fulfilled other obligations prescribed by syllabus
ensure the	- individual consultations
acquisition of exit	- students' self-assessment of achieved learning outcomes
competences	8
	- collaborative assessment of the implementation and quality of the teaching process
Other (as the	
proposer wishes to	
add)	
/	

NAME OF THE COL	JRSE	INFORMATION AND	COMMUNICATION TEC	HNOLO	GY IN E	DUCAT	ION				
Code	SRPO22		Year of study	1.							
Course teacher	Suzana Tomaš, PhD, Assistant Professor		Credit value (ECTS)	5							
Associate teachers	Marijana Vrdoljak, Teaching Assistant		Type of instruction (hours per semester)	L 30	S 0	E 30	F 0				
Course status	mandatory		Percentage of application of e-learning	60%			0				
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.										
Expected learning outcomes at a course level (4- 10 outcomes)	After passing the exam successfully, students will be able to: - interpret the meaning of information and communication technology in education - explain the meaning of the pedagogical paradigm of e-learning and e-learning systems - design content for children of pre-school age in the system of e-learning - develop content for children of pre-school age in the system of e-learning - apply developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school age in the system of e-learning - evaluate developed content for children of pre-school a										
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 I	nternet									
	□ seminars and w	orkshop	5	independent assignments							
Format of		ontonopt	5	multimedia							
instruction	\Box on line in entired	1V		Iaboratory							
				work with me	vith mentor						
	partial e-learni	ng		🗆 (other)							
Student responsibilities	 Participate in classes: lectures 80%, exercises 95% Conduct themselves in line with ethical and scientific principles of higher education Participate in and complete in-class and out - of -class (individual and group) activities which enable the acquisition of course outcomes Create an assignment in line with set criteria Pass a written exam and achieve a minimum score of 60% on the exam Make inquiries about missed classes during the course teacher`s office hours or by consulting other students. 										
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	2					
	Experimental		_		(Other)						
	work		Report		(01101)						
	Essay	Seminar			(Other)						
	Tests			1	(Other)						
	Written exam	1	Project		(Other)						
Grading and evaluating student work in class and at the final exam	 for the course is formed according to the completion of the following elements: A passing grade in the written exam – 40% Successful fulfilment of individual and group tasks – 45% Practical training – 10% Activity in class, participation in discussions during class and practical training – 5% The assessment and marking criteria of individual elements can be found in the course repository. 										
		Tit	Number of copies in the library	Availability via other media							
	xxxx (2011), <i>E – I</i>	earning i	nethodoloc	ies A guide for							
Required literature (available in the library and via other				designing and developing e-learning courses, Food							
	and Agriculture Or			yes							
	Informaciiska i kor	nunikacii	nited Nations		y = -						
	-	nanmaonj	ska tehnolo		/	yes					
library and via other	u 21. stoljeću	•		nited Nations ogija – Hrvatska	/	yes					
	-	/www.pm	ifst.hr/~star	nited Nations ogija – Hrvatska nkov/	1	-					
library and via other	<i>u 21. stoljeću</i> Stankov, S. http://	/www.pm , Rijevac	ifst.hr/~star , M., Vlah	nited Nations ogija – Hrvatska nkov/ ović-Štetić, V.,	5	yes					
library and via other	u 21. stoljeću Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003 IEP –VERN (chap	/ <u>www.pm</u> , Rijevac), <i>Psihol</i> o ter "Lear	ifst.hr/~star c, M., Vlah ogija obrazo ning and te	hited Nations bgija – Hrvatska hkov/ ović-Štetić, V., ovanja, Zagreb: aching")	5	yes					
library and via other	u 21. stoljeću Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003 IEP – VERN (chap Bloom, B.S. (198	/www.pm , Rijevac), <i>Psiholo</i> ter "Lear 34), The	ifst.hr/~star c, M., Vlah ogija obrazo ning and te 2 Sigma	nited Nations ogija – Hrvatska nkov/ ović-Štetić, V., ovanja, Zagreb: aching") Problem: The	5	yes					
library and via other	u 21. stoljeću Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003) IEP – VERN (chap) Bloom, B.S. (198) Search for Method	<u>(www.pm</u> , Rijevac), <i>Psiholo</i> ter "Lear 34), The Is of Gro	ifst.hr/~star c, M., Vlah ogija obrazo ning and te 2 Sigma up Instructi	hited Nations bgija – Hrvatska hkov/ ović-Štetić, V., ovanja, Zagreb: aching") Problem: The on as Effective	5	yes yes					
library and via other	u 21. stoljeću Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003) IEP –VERN (chap) Bloom, B.S. (198) Search for Method as One-to-One T	<u>(www.pm</u> , Rijevac), <i>Psiholo</i> ter "Lear 34), The Is of Gro	ifst.hr/~star c, M., Vlah ogija obrazo ning and te 2 Sigma up Instructi	hited Nations bgija – Hrvatska hkov/ ović-Štetić, V., ovanja, Zagreb: aching") Problem: The on as Effective	5	yes yes					
library and via other media)	u 21. stoljeću Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003) IEP –VERN (chap) Bloom, B.S. (198) Search for Method as One-to-One T 13, pp. 4-16	/www.pm , Rijevac), <i>Psiholo</i> ter "Learn 34), The Is of Gro futoring,	ifst.hr/~star c, M., Vlah ogija obrazo ning and te 2 Sigma up Instructi Education	hited Nations bgija – Hrvatska ović-Štetić, V., ovanja, Zagreb: aching") Problem: The on as Effective al Researcher,	5	yes yes					
library and via other media) Optional literature	<u>u 21. stoljeću</u> Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003) IEP –VERN (chap) Bloom, B.S. (198 Search for Method as One-to-One T 13, pp. 4-16 Internet bonton: <u>h</u>	/www.pm , Rijevac), <i>Psiholo</i> ter "Learn 34), The Is of Gro futoring,	ifst.hr/~star c, M., Vlah ogija obrazo ning and te 2 Sigma up Instructi Education	hited Nations bgija – Hrvatska ović-Štetić, V., ovanja, Zagreb: aching") Problem: The on as Effective al Researcher,	5	yes yes					
library and via other media) Optional literature (at the time of	<u>u 21. stoljeću</u> Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003) IEP –VERN (chap) Bloom, B.S. (198 Search for Method as One-to-One T 13, pp. 4-16 Internet bonton: <u>h</u> Internet bonton:	/www.pm , Rijevac), <i>Psiholo</i> ter "Learn 34), The ds of Gro futoring, ttp://www	ifst.hr/~star c, M., Vlah ogija obrazo ning and te 2 Sigma up Instructi Education v.hr-netique	hited Nations ogija – Hrvatska hkov/ ović-Štetić, V., ovanja, Zagreb: aching") Problem: The on as Effective al Researcher, ette.org/pravila/	, 5 /	yes yes yes					
library and via other media) Optional literature	u 21. stoljeću Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003) IEP –VERN (chap) Bloom, B.S. (198) Search for Method as One-to-One T 13, pp. 4-16 Internet bonton: <u>h</u> Internet bonton: <u>http://www.carnet.</u>	/www.pm , Rijevac), <i>Psiholo</i> ter "Learn 34), The ds of Gro utoring, ttp://www hr/pravila	ifst.hr/~star c, M., Vlah ogija obrazo ning and te 2 Sigma up Instructi Education v.hr-netique	hited Nations ogija – Hrvatska hkov/ ović-Štetić, V., ovanja, Zagreb: aching") Problem: The on as Effective al Researcher, ette.org/pravila/ a_na_internetu	, 5 /	yes yes yes					
library and via other media) Optional literature (at the time of submission of study	<u>u 21. stoljeću</u> Stankov, S. http:// Vizek Vidović, V., Miljković, D. (2003) IEP –VERN (chap) Bloom, B.S. (198 Search for Method as One-to-One T 13, pp. 4-16 Internet bonton: <u>h</u> Internet bonton:	/www.pm , Rijevac), <i>Psihold</i> ter "Lear 34), The ds of Gro futoring, ttp://www hr/pravila : http://w arnet.hr/d	ifst.hr/~star c, M., Vlah ogija obraze ning and te 2 Sigma up Instructi Education v.hr-netique a_ponasanj ww.moodle e-knjige/e-h	hited Nations ogija – Hrvatska hkov/ ović-Štetić, V., ovanja, Zagreb: aching") Problem: The on as Effective al Researcher, ette.org/pravila/ a_na_internetu hr kids	/ 5 /	yes yes yes					

Quality assurance methods that ensure the acquisition of exit competences	 Class attendance, class activity, successfully completing tasks. Students questionnaire on the quality of teaching and teachers at the university level. Passed exam and the fulfillment of the other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of the learning outcomes they achieved Collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COL	IRSE ACTION RESEARC	CH IN EARLY AND PRE-S	сноог		ATION	
Code	SRPO23	Year of study	1.			
Course teacher	Tonća Jukić, PhD, Associate ProfessorCredit value (ECTS)6					
Associate teachers	Melita Anušić, Teaching Assistant	Type of instruction (hours per semester)	L 30	S 15	E 15	F 0
Course status	mandatory	Percentage of application of e-learning	20%			_
	COURSI	E DESCRIPTION				
Course objectives	To familiarise students w research) and the ways of t education. To understand th quality of educational pract lifelong learning and training	heir implementation in inst he purpose of action resea tice and educators' and pr g for the successful implem	itutions of rch in th ofession	of early a e contex al Asso	and pre- kt of raisi ciate tea	school ing the achers'
Course enrolment requirements and entry competences required for the course	- no enrolment requirement	S.				
Expected learning outcomes at a course level (4- 10 outcomes)	Students will be able to: - explain the basic character - differentiate ways to imple action research) - perceive and set the proble - plan, implement and evalute - compose instruments for the - collect, organise and disple - critically evaluate the resulter - write a report on action results	ement action research (ind lem of action research uate the action research data collection lay the data in the study ilts and the educational pro	·			lved in
Course content broken down in detail by weekly class schedule (syllabus)	Contents: 1. Action research in early a 2. The new paradigm of edu and pre-school education. 3. Curriculum and action re 4. Action Research and Kur 5. Reception of action researd 6. Four variants of the action research 3) empirical action 7. Criticism of action researd 8. Methods of self-evaluation	and pre-school education. acation – a challenge for the search. rt Lewin. earch in European countrie n research: 1) diagnostic a n research, and 4) experim rch.	s. ction res	earch 2)) "particip	Ĩ

	9. Qualitative research and participatory methods.							
	10. Importance of					y and pre-school		
	education	11. Educator as action researcher.						
	□ seminars and workshops			-	ndent assignmen	ts		
Format of	□ exercises		P •	multime				
instruction	□ on line in entire	tv		□ laborato	•			
	□ partial e-learnin	•		□ work wit	h mentor			
	□ field work	0		□ (other)				
Student responsibilities	Students are requi (90%), actively par action research, p scientific principles	ticipate i ass the c	n practical t oral exam a	training, pla nd conduct	n, implement, pre	sent and evaluate		
Screening student	Class attendance	2	Research	2	Practical training	0,5		
work (name the proportion of ECTS credits for each	Experimental work		Report	0,5	(Other)			
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is	Tests		Oral exam	า 1	(Other)			
edual to the EUIS	Written exam Project ((Other)				
equal to the ECTS value of the course) Grading and	Written exam The final grade for		rse is forme					
value of the course)		cal train evaluation	rse is forme ning (10% n, action re), action search repo	research plan, ort (70%) and oral ual elements car	implementation, exam (20%).		
value of the course) Grading and evaluating student work in class and at	The final grade for elements: practic presentation and e The assessment course repository.	cal train evaluation and mar Tit	rse is forme ning (10% n, action re king criteria), action search repo a of individ	research plan, ort (70%) and oral ual elements car Number of copies in the library	implementation, exam (20%).		
value of the course) Grading and evaluating student work in class and at the final exam	The final grade for elements: practic presentation and e The assessment course repository. Brown, T. & Jone <i>postmodernism: c</i>	cal train evaluation and mar Tit s, L. (20 congruen	rse is forme ning (10% n, action re king criteria le 001). Action ce and cri), action search repo a of individ n research tique (selec	research plan, ort (70%) and oral ual elements car Number of copies in the library and 1	implementation, exam (20%). be found in the Availability via		
value of the course) Grading and evaluating student work in class and at	The final grade for elements: practic presentation and e The assessment course repository. Brown, T. & Jone	cal train evaluation and mar Tit s, L. (20 congruen gham: Op uigley, B. Research	rse is forme ning (10% n, action re king criteria le 001). Action ce and cri ben Univers . A. (1997). n in Practice), action search repo a of individ n research tique (selec sity Press. Understance Settings. /	research plan, ort (70%) and oral ual elements car Number of copies in the library and 1 cted ding - Vew	implementation, exam (20%). be found in the Availability via		
Value of the course) Grading and evaluating student work in class and at the final exam Required literature (available in the library and via other	The final grade for elements: practic presentation and e The assessment course repository. Brown, T. & Jone <i>postmodernism: o</i> chapters). Bucking Kuhne, G. W. & Qu and Using Action F <i>Directions for Adu</i>	cal train evaluation and mar Tit s, L. (20 congruen gham: Op uigley, B. Research ilts and of Action oncise a	rse is forme ing (10% n, action re king criteria le 001). Action ce and cri oen Univers A. (1997). n in Practice Continuing research fe advice for), action search repo a of individ n research tique (selec- sity Press. Understance Settings. I Education, or profession new action	research plan, ort (70%) and oral ual elements car Number of copies in the library and 1 cted ding - Vew 73, onal -	implementation, exam (20%). be found in the Availability via other media		
Value of the course) Grading and evaluating student work in class and at the final exam Required literature (available in the library and via other media)	The final grade for elements: practic presentation and e The assessment a course repository. Brown, T. & Jone <i>postmodernism: o</i> chapters). Bucking Kuhne, G. W. & Qu and Using Action F <i>Directions for Adu</i> 23- 40. McNiff, J. (2002). <i>development: Cor</i> <i>researchers.</i> (https://www.jeann Study materials in	cal train evaluation and mar Tit s, L. (20 congruen gham: Op uigley, B. Research Ilts and of Action oncise a ncniff.con class.	rse is forme ing (10% n, action re king criteria le 001). Action ce and cri ben Univers A. (1997). n in Practice Continuing research for advice for m/ar-bookle), action search repo a of individ n research tique (selec- sity Press. Understance Settings. I Education, for profession new action et.asp)	research plan, ort (70%) and oral ual elements car Number of copies in the library and 1 cted ding - Vew 73, onal - ction	implementation, exam (20%). be found in the Availability via other media yes yes		
Value of the course) Grading and evaluating student work in class and at the final exam Required literature (available in the library and via other	The final grade for elements: practic presentation and e The assessment a course repository. Brown, T. & Jone <i>postmodernism: o</i> chapters). Bucking Kuhne, G. W. & Qu and Using Action F <i>Directions for Adu</i> 23- 40. McNiff, J. (2002). <i>development: Cor researchers.</i> (https://www.jeann	cal train evaluation and mar Tit s, L. (20 congruen gham: Op uigley, B. Research <i>Its and o</i> Action oncise a ncniff.con class. max, P. nd New Y hitehead nd New Y	I research for matrice for hing (10% n, action re king criteria le 001). Action ce and cri ben Univers A. (1997). n in Practice Continuing research for advice for m/ar-bookle & Whitehe fork: Routle , J. (2002).), action search repo a of individ n research tique (selen sity Press. Understand e Settings. I Education, or profession r new act et.asp) ad, J. (199 edge. Action research	research plan, prt (70%) and oral ual elements car Number of copies in the library and 1 cted ding - Vew 73, onal - ction etion 6). You and you search: principles	implementation, exam (20%). be found in the Availability via other media yes yes yes yes r action research		

Other (as the	None.
proposer wishes to	
add)	

NAME OF THE COU	JRSE	QUALITY AND IDE	ENTITY OF EARLY AND F	PRE-SCI	HOOL E	DUCAT	ION	
Code	SRPO		Year of study	1.				
Course teacher	Ivana Visković, PhD, Assistant Šrofessor Credit value (ECTS) 5							
Associate teachers			Type of instruction (hours per semester)	L	S	E	F	
Course status	manda	atory	Percentage of	30 20%	15	0	0	
		COUPS	application of e-learning					
Course objectives	- to tra - to tra	roduce quality indica in students for their r	tors of the pre-school instit ecognition in practice ty self-assessment of the e		nal proce	ess – to p	orovide	
Course enrolment requirements and entry competences required for the course	enrolm institut	nent requirement: cor	npleted subject Culture of outer literacy	early an	d pre-sc	hool edu	ucation	
Expected learning outcomes at a course level (4- 10 outcomes)	evalua - to an - critica proces - carry analys - devis	ation, professional ide alyse educational pra ally analysestudents' as in relation to all the out self-evaluation e individual stages o	actice professionally and a own role in the educational e factors of the educational of the educational process f the process anges aimed at improving	rgument I instituti I process s in rela	on and t s tion to t	he educ he critei	ational ria and	
Course content broken down in detail by weekly class schedule (syllabus)	 Kin comm The Early Lea Soc The Soc The To The Tim Chill Verifies The <	dergarten "Fit for C unity that learns criteria for the evalua y and pre-school age rning as a child's dai ial and communication importance of the er e full development nment e dimension and tear d as co-constructor of s her/his own theorie e role of educators in stitution building of id elf-assessment (meth acher – reflective pra	children" – traditional vers ation of institution's quality child – learning and early ly activities on dimensions of child's le nvironment to stimulate the of children – children na ching children of her/his own knowledge; s) improving and evaluating entity od, process, role, significa actitioner and reflexive frier and evaluator of changes ergarten	childhoc earning e learning aturally (child – r the qual nce)	od educa g proces learn in research	tion s a stim er creat	ulating es and	

Format of instruction	 lectures seminars and v exercises on line in entired partial e-learning field work 	ry n g		□ multi □ labor □ work □ (othe	media ratory with m er)		
Student responsibilities	 Active participa (min 80%). Achieve quality tasks, in accordan Prepare and pre Pass a written minimum of 51% a Pass the oral ex 	fulfillme ce with t esent a s exam o accuracy	ent of teach he content eminar pap or 2 mid te	ning and of the co per accor	d extrac ourse. rding to	curricular, indiv pre-establishe lent to a writte	vidual and group
Screening student	Class attendance	1,5	Research	0,5		Practical training	
work (name the proportion of ECTS credits for each	Experimental work		Report			(Other)	
activity so that the total number of	Essay		Seminar essay	1		(Other)	
ECTS credits is equal to the ECTS	Tests		Oral exam	า 1		(Other)	
value of the course)	Written exam	1	Project			(Other)	
Grading and evaluating student	Class activity - 10% Achievement in solving individual and group tasks - Preparation and presentation of seminar according to Written exam (equivalent to the written exam are 2 p						
work in class and at the final exam						assed mid term	
	Written exam (equ Oral exam - 15%	ivalent to	o the writte	n exam a	are 2 pa	Number of copies in the library	
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	Vujičić, L. (2007). Kultura odgojno-obrazovne ustanove i kvaliteta odgojno-obrazovne prakse. In V. Previšić et all. (eds.), <i>Pedagogija prema</i> <i>cjeloživotnom obrazovanju i društvu znanja</i> (Svezak 2., pp. 753-761). Zagreb: Hrvatsko pedagogijsko društvo.	4	yes
Optional literature (at the time of submission of study programme proposal)	 Miljak, A. (2009). Življenje djece u vrtiću – Novi pristupiorganiziranju odgojno-obrazovnog procesa u dječjim Media. Anning,A., Cullen, J., & Fleer, M. (2004). Early Childhot Culture, London:Sage Publications. Bruce, T. (2006). Early Childhood – a guide for students. Vujičić, L. (2007). Razvoj praktične kompetencije učitu unapređivanju vlastite prakse. In N. Babić (ed.), Kon učitelja (pp.157-163). Osijek: Učiteljski fakultet u Osijeku. 	vrtićima. 2 ood Educat London: Sa telja – put mpetencije	Zagreb: Spektar <i>ion: Society and</i> age Publications. ka istraživanju i
Quality assurance methods that ensure the acquisition of exit competences Other (as the	The quality and success of the realization of the subject i - regular evaluations of teaching activities and performant and group tasks, - surveying students on the quality of teaching and teach - the success of students in fulfilling the obligations pre- and oral exam, seminar), - through individual consultations, - students' self-assessment of achieved learning outcome None.	ance in perfo ners at the u escribed by	niversity level,
proposer wishes to add)			

NAME OF THE COU	EDUCATIONAL MAN	IAGEMENT					
Code	SRPC)25	Year of study	1.			
Course coordinator(s)	izv. pı Sučić	of. dr. sc. Goran	Credit value (ECTS)	3			
Associates			Course delivery types	L	S	Р	Т
Associates			(hours per semester)	15	15	0	0
Course status	mand	atory	E-learning percentage				
	-	COURSE [DESCRIPTION	8			
Course objectives	Europ chang To ac develo mana	ean educational adjust jes. lopt basic knowledge a op interest in governme	bblematize, and critically ment contradictions initia and skills of educational ent of educational proces quiring of the theoretic nanagement.	ating the manage ses. Dev	process ement fo velopme	es that goundation	govern ns. To ividual
Course admission requirements and entrance competences required		equired.					
Expected	After	successfully finished co	ourse the students will be	e able to			

at a course level (4 creative involvement in the context of educational process 10 outcomes) - analyse the management phenomenon in education from various theoretical perspectives as well as the model of governing of human potential - define approach to competent quality management of educational processes based on scientific management epistemology Lectures: - Educational management epistemology Lectures: - Educational management epistemology Lectures: - Educational facility as organisation – context, financial sources - Climate and culture of educational facility's personal profile and identity (etos facility) - Context, financial sources - Climate and culture of educational facility's personal profile and identity (etos facility) - Context, financial sources - Course content - Principal work- educational facility - Context, financial sources - Course content - Principal work- educational facility - Course content elaborated in detail according to the inmetable - Principal work- educational processes - Principal work- educational sources - Course content - Principal work- educational sources - Principal work- educational facility - Course content - Principal work- educational sources - Principal work- educational facility - Course content - Principal work- educational facility - Principal work- educ						<u> </u>				
10 outcomes) - apply various models of governing and their integration in a particular field of pedgogic management. - analyse the management phenomenon in education from various theoretical perspectives as well as the model of governing of human potential - define approach to competent quality management of educational processes based on scientific management peistemology Lectures: - Educational management peistemology Lectures: - Educational management basics - Strategic management - definitions, approaches, transformational, collaborative and tearnwork management - Educational facility as organisation - context, financial sources - Climate and culture of educational facility, fundamental values, re-defining innovation, creativity of vision of educational facility sersonal profile and identity (etos facility) - Governance of human potential- goals and areas of decision making Course content - Principal work- educational facility - Information - communication technology - External evaluation ad del-assessment - Development of communication skills - Civic education and development of democratic principles - Civic educational management - Financial facility governance in educational system - Strategic educational processes - Strategic educational management - Governance - Huma potential goverance - Managing changes - Litural identity and detos facility in educactional system - Financial fac	learning outcomes							nagement and		
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down ECTS credits for each activity so that the total of ECTS credits matches the course credit value): work Term paper other types) Preliminary matches the course credit value): Seminar paper 0,5 (note down other types) Written exam 0,5 Oral exam 0,5 (note down other types) Grading and evaluating students' work during the Test – 25% Seminar essay – 25% Oral exam – 50% Project (note down other types)							(note down			
for each activity so that the total of ECTS credits matches the course credit value): Essay Seminar paper 0,5 (note down other types) Preliminary exams 0,5 Oral exam 0,5 (note down other types) Written exam Project (note down other types) Grading and evaluating students' work during the Test – 25% Seminar essay – 25% Oral exam – 50% Seminar essay – 25% Oral exam – 50%				Term pap	er		·			
that the total of ECTS credits matches the course credit value): Essay paper 0,5 other types) Preliminary exams 0,5 Oral exam 0,5 (note down other types) Written exam Project (note down other types) Grading and evaluating students' work during the Test – 25% Oral exam – 50% Seminar essay – 25% Oral exam – 50%			1	Seminar						
ECTS credits matches the course credit value): Preliminary exams 0,5 Oral exam 0,5 (note down other types) Written exam Project (note down other types) Grading and evaluating students' work during the Test – 25% Seminar essay – 25% Oral exam – 50% Project		Essay			0	0,5	`			
matches the course credit value): 0,5 Oral exam 0,5 Oral exam Written exam Project (note down other types) Grading and evaluating students' work during the Test – 25% Seminar essay – 25% Oral exam – 50% Project (note down other types)		Preliminary								
credit value): Written exam Project (note down other types) Grading and evaluating students' work during the Test – 25% Seminar essay – 25%			0,5	Oral exam	ו ו	0,5	,			
Grading and evaluating students' work during the Test – 25%	credit value):			Designet						
evaluating students' work during theSeminar essay – 25% Oral exam – 50%		vvritten exam		Project						
evaluating students'Seminar essay – 25%work during theOral exam – 50%	Grading and	Test – 25%		-		-				
0	evaluating students'									
	course and in the	Evaluation metho	ds and s	tandards a	re des	scribed in	the class reposite	ory.		
final exam	tinal exam									

	Title	Number of copies in the library	Available in other media
	1. Staničić, S. (2006.) Menadžment u obrazovanju, Vlastita naklada, Rijeka.	2	/
Obligatory reading	2. Bahtijarević-Šiber, F. (1999.), Management ljudskih potencijala, Golden marketing, Zagreb.	1	/
list (available in the library and in other media)	3. Požega, Ž. (2012.) Menadžment ljudskih resursa- upravljanje ljudima i znanjem u poduzeću, Ekonomski fakultet u Osijeku	/	/
,	4. Slunjski, E. (2016.) Izvan okvira 2: Promjena, Element d.o.o. Zagreb.	/	/
	5. Slunjski, E. (2018.) Izvan okvira 3: Vođenje: prema kulturi promjene, Element d.o.o. Zagreb.	/	/
	6. Silov, M. (ur.),(2001.) Suvremeno upravljanje i rukovođenje u školskom sustavu, Persona, Zagreb.	1	/
Additional reading list	 Slunjski, E. i sur. (2016), Izvan okvira2. Promjena, Sučić, G., (2020.)., Knowledge as a produst, 10 Applied Information and Internet Technologies – AIIT Vrcelj, S. i Mušanović, M. (2001.), Prema p budućnosti, Hrvatski pedagoško-književni zbor, Rijek Adair, John (2007.) Leadership for Innovation, Lon Glasser, W. (1997.) Rukovoditelj i teorija izbora. Veškola Edgar Morin,Odgoj za budućnost, Educa, Zagreb, Juran, J.M., Frank M.Gryna 1993, "Planiranje i an Požega, Ž., Crnković, B., Sučić, G. (2011), korupcijskog indeksa obrazovanja i društvenog kapita Sučić, G., Požega. Ž., Crnković. B. (2014), Upr obrazovnog procesa, (Zbornik radova) Požega, Ž., Crnković, B., Sučić, G. (2012), Obrazov razvoja, (Zbornik radova) Požega, Ž., Crnković, B., Sučić, G. (2012), obrazov razvoja, (Zbornik radova) Požega, Ž. Crnković, B. Sučić, G. (2012), Obrazov razvoja, (Zbornik radova) Požega. Ž. Crnković, B. Sučić, G. (2012), Obrazov razvoja, (Zbornik radova) Sučić, G., Požega. Ž., Crnković B. (2012), Obrazov razvoja, (Zbornik radova) Sučić, G., Požega. Ž., Crnković B. (2012), Obrazov razvoja, (Zbornik radova) Sučić, G., Požega. Ž., Crnković B. (2012), Obrazov razvoja, (Zbornik radova) Sučić, G., Požega. Ž., Crnković B. (2012), Obrazov razvoja, (Zbornik radova) Sučić, G., Radić – Hozo, E., (2015), Komunikacija menadžmenta. 	oth Internation 2020 Dedagoškoj fu a. don: Kogan P araždin: Varaž 2002. aliza kvalitete' Analiza kvalitete' Analiza utjec ala na ekonom avljanje kvalit vni sustav u fu Analiza ekon vni sustav u fu prazovanje u f bornik radova razovnih politik	al Coference on iturologiji. Škola age idinska poslovna ',Zagreb, caja pokazatelja iski razvoj, etom odgojno – nkciji društvenog omske dobrobiti nkciji društvenog funkciji stjecanja
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	 class attendance, active student participation, succ University level student evaluation of the class and exam success and other proscribed duties individual consultations student self-evaluation student and teacher joint evaluation of the class quarter 	l teaching qua	lity
Other (according to the proposer's opinion)	It's important to motivate the students for continuous	work and lifeld	ong learning

NAME OF THE COU	RSE	CHILD AN	ID CREA	ΤΙVITY						
Code	SRPC	031		Year of s	tudy		2.			
Course teacher	Tonća	a Jukić, PhD ciate Profess			lue (ECTS))	5			
Associate teachers	Ana F	Pirić, Lecture	er		of instruction s per semester)		L	S	E	F
Course status	mand	atory		Percenta	ge of		30 20%	15	0	0
			COLIDE	application E DESCRI	on of e-lear	ning				
	.									I
Course objectives	engag	able studer	reative th	ninking.	d encourag	je chi	laren's d	creative	potentia	lis and
Course enrolment requirements and entry competences required for the course		nrolment red								
Expected learning outcomes at a course level (4- 10 outcomes)	- diff - ana - rec - exp - app in pla - pos	finishing the erentiate be alyse, correla ognise own blain the imp bly knowledg anning creat sitively value	tween dif ate and e and othe ortance o ge regard ive works the imposed	fferent app evaluate dif ers' creative of creativity ing creativi shops ortance of o	roaches to ferent theo potentials for childre ty and Garc encouragin	under pries a on dner's og crea	rstandin bout cre theory c ativity	g creativ eativity		gences
Course content broken down in detail by weekly class schedule (syllabus)	- crea - area aspec creati - level styles - dive - free - envi - pote - Gard	duction to the tivity: main of as of investi- cts of creat ve product); I and style of of creativity rgent thinking time and creativity ronment for notial for dev dner's theory ning creative	concepts igating c ivity (cre explicit a f creativit og and cr eativity creativity eloping a y of multi	, approach reativity: c eative pers and implicit y, cognitive eativity, int and encour ple intellige	es to creati reativity in on, creativ theories of estyle and elligence, in aging creat	ivity, t differ ve pr f crea creati magir tivity	types of rent scie ocess, tivity vity, ada nation, p	entific d creative aptation	enviror and innc	nment, ovation
Format of instruction	 planning creative workshops lectures seminars and workshops exercises on line in entirety partial e-learning field work independent assignments multimedia laboratory work with mentor (other) 									
Student responsibilities	partic	ents are requ ipate in prac ral exam.				· ·			· /·	
Screening student work (name the	Class attend		1,5	Research			Practical training		0,5	
proportion of ECTS credits for each	Exper work	rimental		Report		((Other)			
activity so that the total number of	Essay	/		Seminar essay	2	((Other)			

ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)	
value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade fo elements: practic passing the oral elements can be t	al trainir exam (3	ng (10%), sem 0%). The asse	inar essay	on creative v	vorkshop (60%),
		Tit	le		Number of copies in the library	Availability via other media
	Jalongo, M. R. (2 thought and expre 218-228					yes
	Jukić, Tonća (201 Proceedings of t Conference Cont Challenges and West University N	he Seve emporary Perspec	nth Internatior y Education – tives (pp. 11-	al Science	,	yes
Required literature (available in the	Jukić, T. (2011). li education / Impli odgoju i obrazova / <i>Hrvatski časopis</i> 65.	mplicit th citne tec anju. Croa	eories of creati orije kreativnos atian Journal o	ti u ranom f Education	1	yes
library and via other media)	Kirton, M. J., Baile Adaptors and inno procedures. <i>Jour</i> 455.	ovators: I	Preference for	educational	I	yes
	Robinson, C. F. & Space to Learn: A Trust. <i>College Te</i>	Classroo		yes		
	Runco, M. A. (200 Scandinavian Jo 47(3), 317-324.	3). Educ	ation for creativ	ve potential.		yes
	Runco, M. A. (20 <i>Psychology</i> , 55 (1			Review o	f -	yes
	Sternberg, R. J. Creativity Resear	(2006).	The Nature of		-	yes
	Study materials in				-	yes
Optional literature (at the time of submission of study programme proposal)	and New Yorl 2. Edwards, C.	k: Contin (1998). <i>vanced r</i>	uum. <i>The hundred</i> eflections. Gree	<i>languages</i> enwich: Ab	of children: th lex.	ducation. London e Reggio Emilia
Quality assurance methods that ensure the acquisition of exit competences	Class attendance questionnaire on exam and the fulfi consultations; stu collaborative asse	ce, clas the qualit llment of idents' se	s activity, s ty of teaching a the other obliga elf-assessment	uccessfully and teacher ations prese of the lea	completing s at the univers cribed by the sy rning outcomes	llabus; individual s they achieved;
Other (as the proposer wishes to add)	None.					

NAME OF THE COU	IRSE CONTEM	PORARY	CHILDHC	OD AND CH	ILDREN'S	RIGHT	S	
Code	SRPO32		Year of s	tudy	2.			
Course teacher	Branimir Mendeš, Assistant Profess			lue (ECTS)	3			
Associate teachers	Toni Maglica, Ph Postdoctoral Rese		Type of ir (hours pe	nstruction r semester)	L 15	S 15	E 0	F 0
Course status	mandatory		Percenta applicatio	ge of n of e-learnin	g			
	•	COURS	E DESCRI					
Course objectives	Critical understan	ding of ch	nildren's rig	hts in institutio	onal contex	kt.		
Course enrolment requirements and entry competences required for the course	None.							
Expected learning outcomes at a course level (4- 10 outcomes)	 define the conce distinguish the c promote childrer recognise the ca 	ategories n's rights i	of childrer	l's rights / education	6			
Course content broken down in detail by weekly class schedule (syllabus)	History of childhoo Childhood as a de Child's position in Child's developme Child in the proce Children's rights in Different classifica Tolerance in socie Seminars:	Nriting down and presenting seminar essays aiming to elaborate on the topics						topics
Format of instruction	 lectures seminars and exercises on line in entire partial e-learnir field work 	ety ng		□ independ □ multimedia □ laboratory □ work with □ (other)	mentor			
Student responsibilities	 To participate To behave in a classes To prepare set Present semin Pass the oral e 	accordanc minar wor ar work a	ce with ethi	cal and scient g to predetern	tific princip	les in hig		ication
Screening student work (name the	Class attendance	1	Research		Practical training			
proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay	1,5	(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	n 0,5	(Other)			
value of the course)	Written exam		Project		(Other)			

Grading and evaluating student work in class and at the final exam	n accordance with the learning outcomes of the course and the obligations of students, the final assessment of the course shall be formed with regard to the ollowing elements: Prepared seminar work in accordance with teachers' instructions - 30% Seminar work presented in accordance with the instructions - 20% Teaching activity, participation in discussions during instruction and seminars, consultations - 10% Dral exam - 40% Evaluation and evaluation criteria for individual elements are described in the course epository.					
	Title	Number of copies in the library	Availability via other media			
Required literature	Konvencija o pravima djeteta - UNICEF	/	Pdf book online			
(available in the library and via other media)	Jeđud Borić i sur. (2017). Poštujmo, uključimo, uvažimo- Analiza stanja dječje participacija u Hrvatskoj. UNICEF Hrvatska (odabrana poglavlja)	/	Pdf book online			
	Hrabar, D. (2016). Prava djece-multidisciplinarni pristup. Pravni fakultet Sveučilišta u Zagrebu (odabrana poglavlja)	2	Pdf book online			
Optional literature (at the time of submission of study programme proposal)	Pećnik, N., Starc, B. (2010). Roditeljstvo u najbolje roditeljima najmlađe djece. UNICEF Hrvatska. Ljubetić, M., Maglica, T. (2020). Social and emotional policy in Croatia. International Journal of Evaluation a Maglica, T., Ljubetić, M., Grčić A. (2020). Podrška u va okviru organizacije civilnog društva-iskustva korisnik Edukacija i rehabiitacija, 19, 3. Juul, J., Jensen, H. (2010). Od poslušnosti do pedagoškim odnosima. Pelago. Zagreb	learning in ed nd Research, aspitanju poro a udruženja I odgovornosti	ucation and care 9. dicama u riziku u MoSt. Specijalna -kompetencije u			
Quality assurance methods that ensure the acquisition of exit competences	The methods of quality monitoring that ensure the learning outcomes identified are as follows: Attending classes, teaching activity and success in performing obligations related to the preparation of seminar work; Inividual consultations; Oral exam.					
Other (as the proposer wishes to add)						

NAME OF THE COU	IE OF THE COURSE SUPPORT STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS							
Code	SRPO	41	Year of study	2.				
Course teacher	Esmeralda Sunko, PhD, Assistant Professor		Credit value (ECTS)	5	5			
Associate		L	S	Е	F			
teachers			(hours per semester)	30	0	15	0	
Course status	manda	atory	Percentage of application of e- learning					
	-	COURSE D	ESCRIPTION	-				
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 differ vasive development using Brain Gym use of sensory in 	recognising basic problems in pedagogical diagnosis of children with special needs recognising different behavioural techniques in activities including children with per- asive developmental disorders using Brain Gym techniques use of sensory integration						
Course content broken down in detail by weekly class schedule (syllabus)	Sensory integratio - Brain Gym (3) - Art therapy (10) - "Smart" moves (2 - Game as an edu Seminars: Writing down and	Methods and techniques of educational work with children with special needs (2) - ensory integration strategies (10) Brain Gym (3) Art therapy (10) 'Smart" moves (2) Game as an educational strategy (3)						
Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning 			 independent assignments multimedia laboratory mentoring work practice in Centres for education 				
Student responsibilities	 Regular attend engagement. Lectu Behaving in acconstruction Note: seminar p Participate in a activities that enab Produce a seric riteria. Present a semina Pass the oral exits Adhere to the timinal series 	 5. Present a seminar paper (methodical essays) according to pre-established criteria. 6. Pass the oral exam. 7. Adhere to the time frames required to perform the activities of the course. 8. Perform individual and group tasks in a timely and quality manner. 9. Write a final/diploma thesis in accordance with the academic, ethical and faculty 						
Screening student work (name the	Class attendance	1,5	Researc	h		Practical training	0,5	
proportion of ECTS credits for each	Experimental work		Report			(Other)		
activity so that the total number of	Essay		Seminar essay	•	1	(Other)		
ECTS credits is equal to the ECTS value of the course)	Kolokviji		Oral exa	Im	1,5	(Other)		
value of the course)	Tests	0,5	Project			(Other)		

Grading and evaluating student work in class and at the final exam	 accordance with the learning outcomes of the course and the obligations of the tudent, the final grade in the course is formed with regard to the realization of the oblowing elements: Oral and written exam - 50% Prepared and presented seminar paper in accordance with the instructions of the eacher - 30% Success in solving individual and group tasks -10% Class activity, participation in discussions during classes and seminars -10% Criteria for evaluating and grading individual elements are described in the course epository. 							
	Title	Number of copies in the library	Availability via other media					
	D. Andrešić i dr., Kako dijete govori? Razvoj govora i jezika, najčešći poremećaji jezično – govorne komunikacije djece predškolske dobi. Buševec. Planet Zoe	1	/					
	Ayres, J. (2002), Dijete i senzorna integracija	4	/					
	Jastrebarsko: Naklada Slap, pp. 27-140 Hanaford, C. (2005), <i>Pametni pokreti</i> , Buševec: Ostvarenje	2	yes					
	Daniels, E.R., Stafford , K. (2003)KURIKULUM ZA INKLUZIJU - Razvojno-primjereni program za rad s djecom s posebnim potrebama,	/	/					
Required literature	T. Gjurković, (2018) Terapija Igrom (2018), Split Harfa	/	/					
(available in the library and via other media)	Luketin, D., Sunko, E. (2006), <i>Kako kreativnim</i> aktivnostima kreiramo odgoj, Liga za prevenciju ovisnosti Split, pp. 7-31	10	www.liga.hr					
	S, Zrilić, (2011) DJECA S POSEBNIM POTREBAMA U VRTIĆU I NIŽIM RAZREDIMA OSNOVNE ŠKOLE - priručnik za roditelje, odgojitelje i učitelje	10	/					
			http://library.foi. hr/knjige/knjiga 1.aspx?B=1&C =X01265&fl=t					
	Poučavanje učenika s autizmom (AZOO)	/	/					
	M. C. Shrama, Matematika Bez suza	/	/					
	I. Herljević, I. Poscokhova, Govor, Ritam, pokret	/	/					
	S. Greenspan, Dijete s posebnim potrebama G. Thunberg i dr, ZAPOČNIMO - tečaj komunikacije i	/	/					
	potpomognute komunikacije za roditelje	/	,					
	G. Bujušić, DIJETE I KRIZA - Priručnik za roditelje, odgajatelje i učitelje	/	/					
	Smjernice za izradu individualnih kurikuluma (MZO)	/	/					
Optional literature (at the time of submission of study programme proposal)	Dawn Tankersley, Sanja Brajković i suradnice, TEC profesionalni razvoj odgajatelja, Zagreb: Pučko otvo 2011. Dawn Tankersley, Sanja Brajković, Sanja Ha KVALITETNOJ PRAKSI Priručnik za profesionalni raz otvoreno učilište Korak po korak, 2012.	awn Tankersley, Sanja Brajković i suradnice, TEORIJA U PRAKSI Priručnik za rofesionalni razvoj odgajatelja, Zagreb: Pučko otvoreno učilište Korak po korak, 011. awn Tankersley, Sanja Brajković, Sanja Handžar - KORACI PREMA VALITETNOJ PRAKSI Priručnik za profesionalni razvoj odgajatelja, Zagreb: Pučko tvoreno učilište Korak po korak, 2012. intarić Mlinar, Ljiljana, Priručnik za razvoj inkluzivnih ustanova ranog i predškolskog						
Quality assurance	- class attendance, class activity, success in performir	ng tasks.						
methods that	- student survey on the quality of teaching and teache		ersity level.					

ensure the acquisition of exit competences	 passed the exam and fulfilled other obligations prescribed by syllabus. individual consultations. students' self-assessment of achieved learning outcomes. collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COU	NAME OF THE COURSE PROFESSIONAL DEVELOPMENT AND LIFELONG LERANING OF EDUCATORS							
Code	SRPO		Year of s	tudv	2.			
Course teacher	Anita M	Anita Mandarić Vukušić, PhD, Assistant Professor Credit value (ECTS) 4						
Associate teachers		Type of instruction (hours per semester)				S 15	E 0	F 0
Course status	manda	mandatory Percentage of application of e-learn						
		COURSE	E DESCRI	PTION				
Course objectives		arisation with structur pment as well as the					nd profes	ssional
Course enrolment requirements and entry competences required for the course	None.							
Expected learning outcomes at a course level (4- 10 outcomes)	 list ar profest dest profest evalut unde analy 	nishing the course, s ad describe basic cha sion cribe and understa sional training to the late the significance of rstand the concept of /se and evaluate app an context.	iracteristic ind contril developme of lifelong p f reflexive p	of the profession bution of initia ent of profession professional dev practice	I educa al work elopmer	ation ar and ider nt	nd perm ntity	nanent
Course content broken down in detail by weekly class schedule (syllabus)	Educa Key co Profes Profes Model Relatio System Conter Profes Semin	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:						
Format of instruction	□ sem □ exer □ on li	Writing down and presenting a seminar essay. Iectures independent assignments seminars and workshops multimedij exercises laboratory on line in entirety mentoring work partial e-learning (others)						

	□ field work							
Student responsibilities	essay according	ttend classes regularly (lectures 80%, seminars 80%), create and present seminar ssay according to pre-established criteria, create a personal and professional evelopment plan, and pass a written exam and achieve a minimum of 50% - 64% ccuracy on exam.						
3	Class attendance	1,5	Research		Practical training			
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Loouy		Seminar essay	1	(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam		(Other)			
value of the course)	Written exam	1,5	Project		(Other)			
	 created and pres 20% class activity, pa 	. class activity, participation in discussions during classes - 10%. he assessment and marking criteria of individual elements can be found in t						
		Tit	Number of copies in the library	Availability via other media				
Required literature (available in the	Miljak, A. (2009), Ż naklada (chapters		10	/				
library and via other media)	Slunjski, E. (2008) Zagreb: SM naklad), Dječji	. 8	/				
	Šagud, M. (2006.) <i>Odgajatelj kao refleksivni praktičar.</i> 4 / Petrinja, Visoka učiteljska škola (selected chapters, pp. 8-77)							
Optional literature	Keeley B. (2007), <i>Ljudski kapital-od predškolskog odgoja do cjeloživotnog učenj</i> Zagreb: Educa. Krstović, J. (2009), Odrazi 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.</i> <i>Znanstveno-stručna konferencija s međunarodnim učešćem</i> (463-476). Zenica: Odsjek za predškolski odgoj i obrazovanje Islamskog pedagoškog fakulteta Univerziteta u							
Quality assurance methods that ensure the acquisition of exit competences	Zenici Class attendance, on the quality of tea students' self-asse and the fulfilment of	aching ar ssment o	nd teachers at	t the university outcomes the second se	ty level, individu ney achieved, a	al consultations, nd passed exam		
Other (as the proposer wishes to add)					, <u>,</u>			

Module A: Drama and puppetry expression and creation

NAME OF THE COL	JRSE	COMMUNICATION	THROUG	H PERFORMIN	G ARTS	5		
Code	SRPO	D33	Year of s	tudv	2.			
Course teacher		a Grgurinović,		lue (ECTS)	4	-	-	
Associate teachers				nstruction er semester)	L 30	S 15	Е 0	F 0
Course status	manda	atory	Percenta	ge of on of e-learning			Ŭ	
		COURS	E DESCRI		1			
Course objectives	charad express comm eleme forms means differe flexible other pedag drama	to communicate with cteristics and impor- ssion. Basic knowled unication between ch nts of these artistic d of communication. H s of expression in ove nt cultural, social and e use of knowledge theatrical means of ogues. Knowledge of a. To become aware ment and stimulation	rtant diffe dge of the hild and ac isciplines), Knowing the rcoming ve I intellectuation on a wide expression of theoretion theoretion	rences between e puppet-stage lult (non-verbal of which complem he importance of erbal communica al backgrounds. I possibility of in n in the area of cal starting poin uppet is an ext	n the p art as commun ents the f commun tion, to c Knowled cluding f f work c nts and traordina	buppet the pre- ication frontal, unication connect i ge, und theatricat of teach principl ary moti	and dr ferred for with the more st n using ndividua erstandin al puppe ers and es of c	amatic orm of use of ressful artistic als with ng and ts and social reative
Course enrolment requirements and entry competences required for the course	- no e	enrichment and stimulation of child's affective and social potential. - no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4- 10 outcomes)	- to int - to im situati - to de - to de	 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 						
Course content broken down in detail by weekly class schedule (syllabus)	1. The 2. The 3. Chi 4. Cul and e: 5. Ritu 6. Sim 7. Voie 8. The 9. Res 10. Me 11. "I" 12. Lis 13. W	 to carry out and interpret theatre workshops in the field of communication 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 						
Format of instruction		•		□ independen	t assign	ments		

	□ seminars and v	vorkeho	ns	٦n	nultimedia			
		VUIKSIIU	μs					
	\Box on line in entire	'V			work with r	nentor		
	□ partial e-learnin	-			other)	licition		
	\Box field work	9		□ (outory			
		and sem	ninars (parti	cipa	ation in com	munication wor	kshops).	
Student responsibilities	To participate and ones) which allow To make and pres To actively and co To fulfil individual a To make and pres	 attend lectures and seminars (participation in communication workshops). participate and fulfill curcicular and extracurricular activities (individual and group les) which allow achieving of the learning outcomes predicted by the lessons. make and present an essay respecting the previously set criteria. actively and constructively take part during the lessons. fulfil individual and group assignments on time and with high quality. make and present a book review based on previously set criteria. develop, implement and interpret communication workshop. 						
Screening student work (name the	Class attendance	1,5	Research			Practical training	1	
proportion of ECTS credits for each	Experimental work		Report			Written study and evaluation	0,5	
activity so that the total number of	Essay		Seminar essay		0,5	(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam		0,5	(Other)		
value of the course)	Written exam		Project			(Other)		
Grading and evaluating student work in class and at the final exam	drama techniques student. Evaluation kindergartens. Ch practical skills a independently prej drama and pedage written (or drawn) completion. The fi applied techniques According to the evaluation is base 1. oral exam (prev report and workshi 2. made and prese 3. success in solvi 4. activity during of 10%	continuous monitoring of the level of acquired knowledge and skills of application of rama techniques and methods in the development of communication skills of each tudent. Evaluation of practical training in collaboration with educational assistants in indergartens. Checking the capacity for synthesis of theoretical knowledge and ractical skills at the final exam. The-end-of-semester exam includes an independently prepared communication workshop, followed by a written study on the rama and pedagogical techniques and methods, the process of the workshop and ritten (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 pplied techniques and methods, process and outcome of work. ccording to the learning outcomes and the student responsabilities, the final valuation is based according to the accomplishment of the following elements: . oral exam (previously held a communication workshop in the kindergarten, written eport and workshop evaluation) – 40% . made and presented seminar essay according to the teacher's instructions – 25% . activity during class, participation in discussions during lecturers and seminars – 0% he criteria of evaluating and gradeing of every element is described in the repository						
		Tit				Number of copies in the library	Availability via other media	
Required literature	Gruić, I. (2002), I Golden Marketing						/	
(available in the library and via other media)	Kroflin, L. (2020.), <i>tehnike i njihova</i> umjetnost i kulturu	primjen					/	
	Jelašac, M. (20 Međunarodni cent	ar za usl		ri			yes	
	Majaron, E., Krofli <i>čuda!</i> Zagreb: MC) (2004), <i>L</i> u	ıtka	divnog l	li 9	/	

	Paljetak, L. (2007), <i>Lutka za kazalište i dušu</i> . Zagreb: MCUK	1	/			
	Mrkšić, B. (1975), <i>Drveni osmijesi,</i> Zagreb: Savez društava Naša djeca SR Hrvatske	1	/			
	Bastašić, Z. (1988), <i>Lutka ima srce i pamet</i> , Zagreb, Školska knjiga	/	yes			
Optional literature (at the time of submission of study programme proposal)	Bernier, M., O'Hare, J. (ed). (2005), <i>Puppetry in Ec</i> States: Authorhouse Borota, B., Geršak, V., Korošec, H., Majaron, E. (2006 <i>in lutk.</i> Koper: Univerza na Primorskem, Pedagoška fa Road Map for Arts Education (2006), <i>The World C</i> <i>Building Creative Capacities for 21st Century.</i> Lisbon: McCaslin, N., (2006), <i>Creative drama in the classroom</i> Education	6), Otrok v sve kulteta Koper onference on UNESCO	etu glasbe, plesa Arts Education.			
Quality assurance methods that ensure the acquisition of exit competences	class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfillment of the other obligations prescribed by the syllabus individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)						

NAME OF THE COU	NAME OF THE COURSE DRAMA PEDAGOGY EDUCATION WITH PRACTICUM							
Code	SRPO	D34	Year of study	2.				
Course teacher	Marica Lectur	ı Grgurinović, er	Credit value (ECTS)	5				
Associate teachers			Type of instruction	L	S	E	F	
			(hours per semester)	15	0	45	0	
Course status	manda	atory	Percentage of application of e-learning					
		COURS	E 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		nrolment requiremen competences: comp						
Expected learning outcomes at a course level (4- 10 outcomes)	 to de Croatia to ir practic to de to de to de to de 	escribe and interpret a and abroad nplement and anal- cal situations in a nur velop and perform a velop material for ind e and explain the ch	asic concepts of drama ed various approaches and yse different didactic and nber of educational proces theatre workshop by using dependent learning oice of educational technol theatre workshops in kinde	models I metho ses I appropi ogy	dologica	I decisio		

	 to develop and a in kindergarten 	pply the	techniques	s of e	valuation	of the achieveme	nts of children	
	1. Educational thea 2. Educational dra							
O	 Forum theatre Theatre of frozen movements Exercises of guided imagination 							
Course content broken down in detail by weekly	6. Improvisations 7. Process drama							
class schedule (syllabus)	 B. Drama games Choosing the to The dramaturg 				itre and ec	lucational drama		
	 The dramaturgy of educational drama (forum theatre) Designing the workshop (forum theatre) Leading the workshop (forum theatre) 							
	14. Leading the re 15. Educational the	hearsal i	n education	nal dr				
Formation	□ lectures □ seminars and w	orkshops	6		depende ultimedia	nt assignments		
Format of instruction	 exercises on line in entirety partial e-learning 			□w	boratory ork with r other)	nentor		
	Attending lectures and exercises. Independent and mentores work on the preparation of the workshop (forum theatre) and the preparation of educational theatre							
Student responsibilities	performance. Attending lectures and seminars (participation in the drama pedagogy workshops). To participate and fulfill curcicular and extracurricular activities (individual and group ones) which allow achieving of the learning outcomes predicted by the lessons. To actively and constructively take part during the lessons.							
	To fulfill individual To create, to imple							
Screening student work (name the	Class attendance	2	Research			Practical training	1	
proportion of ECTS credits for each	Experimental work		Report			Written study and evaluation	0,5	
activity so that the total number of	Essay		Seminar essay			(Other)		
ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	י ו	1,5	(Other) (Other)		
	Written exam	oring of th	Project	acqui	ired knowl	· · /	f application of	
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 theatre, 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.							
	According to the evaluation is based 1. oral exam (public)	d accordi	ing to the a	accon	nplishment	t of the following of		

	2. success in solving independent and group assignm	opto 10%							
	 activity during class, participation in discussions during lecturers and seminars – 40% The criteria of evaluating and gradeing of every element is described in the repository 								
	of the college.								
	Title	Number of copies in the library	Availability via other media						
	Gruić, I. (2002), P <i>rolaz u zamišljeni svijet.</i> Zagreb: Golden Marketing	4	/						
	Kroflin, L. (2020.), <i>Duša u stvari, osnovne lutkarske tehnike i njihova primjena,</i> Osijek: Akademija za umjetnost i kulturu	1	/						
Required literature (available in the	Jelašac, M. (2002), <i>Tajna je u lutki</i> . Zagreb: Međunarodni centar za usluge u kulturi	/	yes						
library and via other media)	Majaron, E., Kroflin, L. (ur.) (2004), <i>Lutka divnog li</i> čuda! Zagreb: MCUK	9	/						
	Paljetak, L. (2007), <i>Lutka za kazalište i dušu</i> . Zagreb: MCUK	1	/						
	Mrkšić, B. (1975), <i>Drveni osmijesi,</i> Zagreb: Savez društava Naša djeca SR Hrvatske	1	/						
	Bastašić, Z. (1988), <i>Lutka ima srce i pamet</i> , Zagreb, Školska knjiga	/	yes						
	Gruić, I. (2002), P <i>rolaz u zamišljeni svijet.</i> Zagreb: Golden Marketing	4	/						
Optional literature (at the time of submission of study programme proposal)	K., Tuksar, M.: Zamisli, doživi, izrazi! – Dramske meto Hrvatski centar za dramski odgoj, Zagreb Articles: Heathcote, D.: Znakovi (a učinci?), www.hcdo.hr Gillham, G.: Čemu život. Raščlamba razina objaš www.hcdo.hr Morgan, N., Saxton, J.: Učitelj u ulozi, www.hcdo.hr Lekić, K.: Dramske metode u nastavi, www.hcdo.hr	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: 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							
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfillment of the other obligations prescribed by the syllabus individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching process 								
Other (as the proposer wishes to add)									

NAME OF THE COURSE DRAMATIC LITERATU			ATURE FOR CHILDREN				
Code	SRPO	D35	Year of study	2.			
Course teacher		ereza Vidović ber, PhD, Senior er	Credits (ECTS)	3	3		
			Type of instruction	L	S	Е	F
Associate teachers			(number of hours)	15	15	0	0

Status of the course	mandatory		Percentag		f e-learning	20%		
		COURSI	E DESCRI					
	Introducing studer					and Croatian	children's drama	
Course objectives	literature.			bien				
Course enrolment requirements and entry competences required for the course	Entry competencie	Enrollment requirements: none. Entry competencies: information and communication literacy.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 name, enumerate apply and interpring develop the ability 	After passing the exam, students will be able to: name, enumerate and define the characteristics of individual drama types apply and interpret dramatic literature for children develop the ability to apply knowledge in practice evaluate and select dramatic texts by various authors from Croatian and world iterature in their work with children						
Course content broken down in detail by weekly class schedule (syllabus)	 Dramatization ir Types of childred Puppet school p School play - fa Action school pl Fantastic school Humorous school 	 Structural properties of children's school play. Dramatization in children's school play. Types of children's school play. Puppet school play. School play - fairy tale. Action school play. Fantastic school play. Humorous school play. Stage fairy tales. 						
Format of instruction	 □ lectures □ seminars and v □ exercises □ on line in entired □ partial e-learnin □ field work 	ty	ps	□ n □ la □ v	ndepende nultimedia aboratory vork with m other)	nt assignment	S	
Student responsibilities	Attendance at all f presentation of se		•			•		
Screening student work (name the	Class attendance	1	Research			Practical training		
proportion of ECTS credits for each	Experimental work		Report			(Other)		
activity so that the total number of	Essay		Seminar essay		1	(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	ı	1	(Other)		
value of the course)	Written exam		Project			(Other)		
Grading and evaluating student work in class and at the final exam	Class attendance Seminar paper – Oral exam – 50%.	30%.						
Required literature (available in the library and via other		Tit				Number of copies in the library	Availability via other media	
media)	Diklić, Z.; Težak, E <i>književnosti.</i> Boža Divič.						no	

	Crnković, M.; Težak, D. (2002). Povijest hrvatske dječje književnosti od početka do 1995. godine. Zagreb: Znanje.	4	no
	Skok, J. (1985). <i>Od riječi do igre.</i> Izbor dramskih i lutkarskih tekstova. Zagreb: Školska knjiga.	1	no
	Skok, J. (1990). Harlekin i Krasuljića: antologija hrvatskog dječjeg igrokaza. Zagreb: Naša djeca.	1	no
Optional literature (at the time of submission of study programme proposal)	 Hranjec, S. (2006). Pregled hrvatske dječje književn Majhut, B. (2014). Povijest povijesti hrvatske dječ slavistički kongres: zbornik radova sa znanstven sudjelovanjem održanoga u Vukovaru i Vinkovcim Volume 2. Botica, Stipe; Nikolić, Davor; Tomašić, Jos Zagreb: Hrvatsko filološko društvo, 2018., pp. 761 paper (<i>in extenso</i>), scientific). Majhut, B. et al. (eds.) (2015). Dječji jezik i kul djetinjstva, odgoja i obrazovanja. Zagreb: Sveučilište Vidović Schreiber, TT. (2016). Igra u poeziji Gr pretvorba u dramsko lutkarsko-igru za djecu. Dijete, Mendeš, Branimir (eds.). Split, Zagreb: Filozofski faku društva "Naša djeca", pp. 187 – 201. Vidović Schreiber, TT. (2018). Kamishibai – a N Literature in Working with Children of Preschoo [Elektronski vir] : zbornik prispevkov = The art Čepeljnik, Mihael (ed.). Ljubljana: Slovenski gledališ 	čje književnos loga skupa s la od 10. do sipa; Vidović E – 770 (lectur tura – Istraži e u Zagrebu U igora Viteza igra, stvaralaš ultet Sveučilišt lew Narrative of Age. Umet of kamishib ki inštitut, pp.	ti. Šesti hrvatski međunarodnim 13. rujna 2014. Bolt, Ivana (eds.). e, review, whole vanja paradigmi čiteljski fakultet. i njena moguća tvo. Ivon, Hicela; a u Splitu; Savez Context of Oral tnost kamišibaja ai: proceedings. 225 – 236.
Quality assurance methods that ensure the acquisition of exit competences	 Class attendance, class participation, success in per Student survey on the quality of teaching and teacher Successfully passed exam and fulfilled other obligations. Individual consultations. Students' self-assessment of achieved learning outcomentation Collaborative assessment of teaching implementation 	ers at the universions prescribe	ersity level.
Other (as the proposer wishes to add)	¥		

NAME OF THE COURSE BASICS OF DRAMATISATION AND ADAP TEXTS FOR CHILDREN				ATIONS	6 OF LIT	ERARY		
Code	SRPO	D36	Year of study	2.				
Course teacher	Marica Lectur	Grgurinović, er	Credit value (ECTS)	3	3			
Associate teachers			Type of instruction	L	S	Е	F	
Associate teachers			(hours per semester)		15	0	0	
Course status	manda	itory						
		COUR	SE DESCRIPTION					
Course objectives		arisation with the popet stage.	oossibilities of dramatisation	and ada	ptation of	of literar	y texts	
Course enrolment requirements and entry competences required for the course		no enrolment requirements entry competences: computer literacy						
Expected			uccessfully, students will be he basics of puppet and stage					

learning outcomes	- reshape and ada	ot a litera	rv text into	a me	edium of pu	ppetry through	stage adaptation			
at a course level (4-	- distinguish betwe					ppeny inough	blage adaptation			
10 outcomes)	- 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	1. Dramatisation and adaptation – differences									
broken down in	2. Literary genres as templates for stage adaptation									
detail by weekly	3. From a poem/st									
class schedule (syllabus)	4. Basics of puppe	etry and s	stage dram	atisa	ation					
	□ lectures									
	□ seminars and w	vorkshop)S		ndepender	nt tasks				
Format of			•		nultimedia					
instruction	□ on line in entire	tv			aboratory					
	🗆 partial e-learnin	-			vork with m	entor				
	☐ field work	•		口 (Other)					
	To attend lectures									
	To participate and									
Student	ones) which allow									
responsibilities	To make and present an essay respecting the previously set criteria (to analyse 2 theatre performances)									
	To actively and constructively take part during the lessons.									
	To fulfil individual									
	To attend filed wor	rk (visit 2	theatre pe	rtom	ances acco	- ·	usly set criteria).			
Screening student	Class attendance 1,5 Research				Practical training					
work (name the	Experimental Depart				(Other)					
proportion of ECTS credits for each	work				(/					
activity so that the	Essay		Seminar		1	(Other)				
total number of	Loody		essay		1	(
ECTS credits is equal to the ECTS	Tests		Oral exam	۱	1,5	(Other)				
value of the course)	Written exam		Project			(Other)				
	According to the	learning	outcomes	s ar	nd the stud	dent responsat	pilities, the final			
	evaluation is base		ing to the a	ICCO	mplishment	t of the following	g elements:			
Grading and	1. oral exam – 40%									
evaluating student	 made and presented seminar essay according to the teacher's instructions – 25% success in solving independent and group assignments – 25% 									
work in class and at	4. activity during class, participation in discussions during lecturers and seminars –									
the final exam	10%									
	The criteria of eval of the college.	The criteria of evaluating and gradeing of every element is described in the repository								
						Number of	Availability via			
	Title					copies in	other media			
							other media			
			moder	rict	n	the library				
Required literature	Mrkšić, B. (1971) umietnosti, Zagreb			ristu	p scenskoj		/			
(available in the	umjetnosti. Zagreb	: Školska	a knjiga			1	/ /			
	umjetnosti. Zagreb	<u>): Školska</u> 2017.),	a knjiga <i>Lutkarstv</i>			1	/ /			
(available in the library and via other	umjetnosti. Zagreb Rudman, B. (modernizma. Zagr Scher, A., Verrall,	<u>): Školska</u> 2017.), eb: Škols C. 2005	a knjiga Lutkarstv ska knjiga 5. 100 + ie	o deja	i velikanı za dramu.	1 1 1	/ / /			
(available in the library and via other	umjetnosti. Zagreb Rudman, B. (modernizma. Zagr Scher, A., Verrall, Hrvatski centar za	o: Školski 2017.), eb: Škols C. 2009 dramski	a knjiga Lutkarstv ska knjiga 5. 100 + id odgoj i Pili	o deja -pos	i velikani za dramu. slovi	i 1 i 3	/ / /			
(available in the library and via other	umjetnosti. Zagreb Rudman, B. (modernizma. Zagr Scher, A., Verrall,	o: Školska 2017.), eb: Škols C. 2009 dramski , C., <i>No</i> r	a knjiga Lutkarstv ska knjiga 5. 100 + id odgoj i Pili vih 100+ id	o deja -pos deja	i velikani za dramu. slovi	i 1 i 3	/ / / / /			

	Schneider, W. (2002), <i>Kazalište za djecu</i> . Zagreb: Mala scena	/	yes
Optional literature (at the time of submission of study programme proposal)	Kunić, I. (1990), <i>Kultura dječjeg govornog i scenskog</i> knjiga Ladika, Z. (1970), <i>Dijete i scenska umjetnost</i> . Priru omladine. Zagreb: Školska knjiga Ladika, Z. (2000), <i>Kazališne čarolije</i> , Zbirka igrokaza z grupe, Zagreb: Mala scena Skok J. (1994), <i>Razigrane riječi, zbornik igrokaz</i> , Zagr Stenzel, V.(1995), <i>Igramo se kazališta: od monologa o</i> dječju lutkarsku i živu scenu. Zagreb: Naša djeca Jelašac, M. (2002), <i>Tajna je u lutki</i> . Zagreb: Međunaro Čečuk, M. (2011.): <i>Omedeto, dramatizacije za kazališ</i> centar u kulturi Čečuk, M. (2010.): <i>Kapetan Nina,</i> izvorni igrokazi za centar u kulturi	čnik za drams za kazališta za reb: Školska k do igrokaza. Iz odni centar za ite lutaka, Med	ski odgoj djece i a djecu i dramske njiga zbor tekstova za usluge u kulturi đunarodoni
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully comple student questionnaire on the quality of teaching and passed exam and the fulfillment of the other obligation individual consultations students' self-assessment of the learning outcomestion collaborative assessment of the implementation and 	teachers at th ons prescribed they achieved	by the syllabus
Other (as the proposer wishes to add)			

NAME OF THE COL	IRSE MUSIC IN PUPPET	ſRY				
Code	SRPOD37	Year of study	2.			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	4			
Associate teachers	Aleksandra Kardum, PhD, Teaching Assistant	Type of instruction	L	S	Е	F
		(hours per semester)	0	0	30	0
Course status	mandatory	Percentage of application of e-learning			-	
	COURSI	E DESCRIPTION				
Course objectives Course enrolment requirements and entry competences required for the course	To introduce students with necessary for realisation of To familiarise students with - no enrolment requirement - entry competences: /	the puppet show. children's music literature				
Expected learning outcomes at a course level (4- 10 outcomes) Course content broken down in detail by weekly	After passing the exam succ music literature and music pre-school age. 1. Aims and roles of musi 2. Impostation exercises: 3. Diction and articulation 4. Complementation of vo	elements in puppet show c in puppetry breathing	s and pl	lays for	the child	

class schedule	5. Orff's instrume								
(syllabus)	Playing melod								
	7. Forms of musical communication with other fields								
	8. Music in multimedia								
	9. Musical stimuli movements								
	10. Intramusical re	elations							
	11. New technologies and programs with the purpose of eliciting music creation								
	12. Local coopera	tion with	the pre-scl	hool fa	acilities				
	13. Cooperation w	vith the p	uppet theat	tre an	d youth th	leatre			
	14. Pilot projects								
	15. Assessment a	nd evalu	ation	1					
	Iectures			🗆 ind	dependen	t assignments			
	seminars and w	orkshops	6		ultimedia				
Format of instruction	exercises				boratory				
	on line in entiret	y			ork with m	a mta r			
	partial e-learning	g				entor			
	☐ field work	-		니 (0	ther)				
	- regular attendand								
	- behave in accord								
Student	- participate in ar								
responsibilities	activities that enab								
	- pass the oral exa								
	- be informed about the missed classes during the consultations of teachers and with other students								
						Practical			
Screening student	Class attendance	1	Research			training	1,5		
work (name the proportion of ECTS	Experimental		Durat			(Other)			
credits for each	work		Report						
activity so that the			Seminar			(Other)			
total number of	Essay		essay						
ECTS credits is equal to the ECTS	Tests		Oral exam	า 1	1,5	(Other)			
value of the course)	Written exam		Project			(Other)			
	Oral exam - 50%		1						
Grading and	Class attendance ·	- 20%							
evaluating student	Success in solving individual and group tasks - 15%								
work in class and at	Class activity - 15%								
the final exam	Criteria for evaluating and grading individual elements are described in the course								
	repository.								
		т:4	I a			Number of	Availability via		
		Tit	le			copies in the library	other media		
Required literature	Lhotka-Kalinski,	I (1076	5) Umioti	nost	niovania		1		
(available in the	Zagreb: Školska k		o), Onijeu	1031	pjevanja,	2	I		
library and via other	Riman, M. (2008)		niova Ri	iioka:	Llčitoliski	1	1		
media)	fakultet), Dijele		јека.	осперзкі		/		
	Špiler, B. (1973), (Osnove v	vokalne teh	nike	Saraievo:	1	1		
	Muzička akademija				Sulaj0 V0.		,		
Optional literature	Gjuranec, M. (198			aqoaii	ii umietnič	čkog pievania	Zagreb: vlastita		
(at the time of	naklada	- , ,		5-99		- <u> </u>			
submission of study	Špiler, B. (1972), <i>l</i>	Jmjetnos	t solo pjeva	anja, I	Sarajevo:	Muzička akade	emija u Sarajevu		
programme		-			-		· ·		
proposal)									

Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfillment of the other obligations prescribed by the syllabus individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COU	IRSE VISUAL ARTS DRA	AMATURGY AND PUPPE	TRY TE	CHNOL	OGY			
Code	SRPOD43	Year of study	2.					
Course teacher	Marijana Županić Benić, PhD, Assistant Professor	Credits (ECTS)	S) ³					
Associate teachers		Type of instruction (number of hours)LSE15030						
Status of the course	mandatory	Percentage of application of e-learning	10%	0	30	0		
	COURSE	E DESCRIPTION	<u>8</u>					
Course objectives	Knowledge and interpretation		and sta	ge cultu	e.			
Course enrolment requirements and entry competences required for the course	Entry competences: compu	ter literacy.		<u>.</u>				
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After exsam students will be able to: - Create different types of stage puppets - Create scenography for puppet performance - Used various materials in puppet and stage design							
Course content broken down in detail by weekly class schedule (syllabus)	children 3. How to make flat pu MOUTH PUPPET 1. Technology 2. Puppet design MAROTA GLOVE PUPPET 1. Different typs of pup 2. How to make simpl GIANT PUPPET 1. Tradition and conte	marionette that teacher of harionette- how to make pu emporary praxis ple flat puppets that teacher uppets with children ppets e glove puppets with child	can do d uppets w er can do	or use v	with pres			

	1. Wayang Golek, tradition and technology of making rod puppet						
Format of instruction	 I lectures seminars and workshops exercises on line in entirety partial e-learning field work 			 independent assignments multimedia laboratory work with mentor (other) 			
Student responsibilities	 Class attendan Successfully co Practical trainin Artistic portfolio Making all tasks Making all indiv 	ompleting ig (puppe o (presen s on time	tasks (prace and scence ting the process	ography desig cess of puppe			
Screening student work (name the	Class attendance		Research		Practical training	0,5	
proportion of ECTS credits for each	Experimental work		Report		Artistic portfolio	0,5	
activity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam		(Other)		
value of the course)	Written exam		Project	0,5	(Other)		
Grading and evaluating student work in class and at the final exam	 a group project (puppet performance) - 50% 2. Success of application of various materials and art techniques in the creation and production of puppets and scenography - 20% 3. Creating an art portfolio, recording and documenting the work process, art design and technology of making an individual student task (puppet) - 20% 4. Active involvement in the project (success in solving individual and group tasks) - 10% Criteria for evaluating and grading individual elements are described in the course repository. 						
		Tit	Number of copies in the library	Availability via other media			
	Županić Benić, I Zagreb: Leykem Ir		, 10				
Required literature (available in the	Županić Benić, M Zagreb: Leykem Ir	I. (2009)		/			
library and via other		nternatior		a i lutkarstvu	, 5	/	
library and via other media)	Varl, B. (1999),	Moje lu	nal <i>tke</i> , sv. 1	i 2, Zagreb		/ / /	
	Varl, B. (1999), Međunarodni centa Varl, B. (2000),	<i>Moje lu</i> arzauslu <i>Moje lu</i>	nal tke, sv. 1 uge u kulturi tke, sv. 3	i 2, Zagreb i 4, Zagreb	: 1	/ / / /	
	Varl, B. (1999), Međunarodni centa Varl, B. (2000), Međunarodni centa Varl, B. (2001),	Moje lu ar za uslu Moje lu ar za uslu , Moje	nal tke, sv. 1 uge u kulturi tke, sv. 3 uge u kulturi lutke, sv.	i 2, Zagreb i 4, Zagreb 5, Zagreb	: 1 : 1	/ / / / /	
	Varl, B. (1999), Međunarodni centa Varl, B. (2000), Međunarodni centa	Moje lu ar za uslu Moje lu ar za uslu Moje ar za uslu Drveni os ar za uslu D5). Povij đunarodn)7). Povij	nal tke, sv. 1 uge u kulturi tke, sv. 3 uge u kulturi lutke, sv. uge u kulturi smjesi- esej uge u kulturi est europsko i centar za u	i 2, Zagreb i 4, Zagreb 5, Zagreb i iz povijesti i t og lutkarstva, usluge u kultu og lutkarstva,	: 1 : 1 : 1 teorije lutkarstva. 1.dio, od začetka ri.	a do kraja	

acquisition of exit competences	 - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the	
proposer wishes to	
add)	

NAME OF THE COU	IRSE	PUPPET ANIMA	TION WITH PRACTICUM					
Code	SRPO	D44	Year of study	2.				
Course teacher	Marica Lectur	a Grgurinović, er	Credit value (ECTS)	6				
Associate teachers			Type of instruction (hours per semester)	L	S	E	F	
Course status	manda	atory	Percentage of application of e-learnin	30 a	0	45	0	
		COUR	RSE DESCRIPTION	3				
Course objectives			nowledge of puppet anin chniques of puppet animation		d qualif	ication f	or the	
Course enrolment requirements and entry competences required for the course		nrolment requirem competences: co						
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 							
Course content broken down in detail by weekly class schedule (syllabus)								

	□ lectures							
	□ seminars and workshops				independent assignments			
Format of					🗆 multimedia			
instruction	□ on line in entirety				□ laboratory			
Instruction		-		Πw	vork with n	nentor		
	□ partial e-learnin	g		□ (0	other)			
	☐ field work		anala a luca	•	,		le an tha new at	
	To attend lectures	s and ex	ercise. Ind	leper	ndent and	mentored wor	k on the puppet	
Student responsibilities	To participate and ones) which allow To actively and co To fulfil individual a To make and pres	performance. To participate and fulfill curcicular and extracurricular activities (individual and gones) which allow achieving of the learning outcomes predicted by the lessons. To actively and constructively take part during the lessons. To fulfil individual and group assignments on time and with high quality. To make and present a book review based on previously set criteria. To develop, implement and interpret final public puppet theatre performance.						
Screening student work (name the	Class attendance	2,5	Research			Practical training	1,5	
proportion of ECTS credits for each	Experimental work		Report			(Other)		
activity so that the total number of	Essay		Seminar essay			(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	ı	2	(Other)		
value of the course)	Written exam		Project			(Other)		
	Continuous monitoring of the level of acquired knowledge and skills of application of puppet animation of each student. Checking the capacity for synthesis of theoretical knowledge and practical skills at the final exam. According to the learning outcomes and the student responsabilities, the final evaluation is based according to the accomplishment of the following elements: 1. oral exam (public puppett theatre performance) – 40% 2. success in solving independent and group assignments – 10% 4. activity during class, participation in discussions during lecturers and seminars – 40% The criteria of evaluating and gradeing of every element is described in the repository							
Grading and evaluating student work in class and at the final exam	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during c 40%	learning d accord ic puppe ng indep lass, pai	outcomes ing to the a tt theatre po endent and rticipation in	s an iccor erfor d gro n dis	d the stud mplishment mance) – 4 up assignm ccussions d	dent responsal of the followin 40% hents – 10% luring lecturers ent is described	g elements: and seminars –	
evaluating student work in class and at	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during c 40% The criteria of eval	learning d accord ic puppe ng indep lass, pai	outcomes ing to the a tt theatre p endent and rticipation in nd gradeing	s an iccor erfor d gro n dis	d the stud mplishment mance) – 4 up assignm ccussions d	dent responsal of the followin 10% nents – 10% luring lecturers ent is described Number of copies in	g elements: and seminars –	
evaluating student work in class and at	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during c 40% The criteria of eval	learning d accord ic puppe ng indep lass, par uating ar Tit	outcomes ing to the a tt theatre po endent and rticipation in nd gradeing le	s an accor erfor d gro n dis g of e	d the stud mplishment mance) – 4 up assignn cussions d every eleme	dent responsal of the followin 10% hents – 10% luring lecturers ent is described Number of copies in the library	g elements: and seminars – in the repository Availability via	
evaluating student work in class and at	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during of 40% The criteria of eval of the college.	learning d accord ic pupper ng indep class, par uating ar Tit , <i>Riječ i</i> , <i>Drveni</i>	ing to the a ting to the a tt theatre pe endent and rticipation in nd gradeing le maska, Za osmijesi,	agre	d the stud mplishment mance) – 4 up assignn acussions d every eleme b: Školska	dent responsal of the followin 0% hents – 10% luring lecturers ent is described Number of copies in the library 2	g elements: and seminars – in the repository Availability via	
evaluating student work in class and at the final exam Required literature	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during of 40% The criteria of eval of the college. Mrkšić, B. (1971) knjiga Mrkšić, B. (1975) društava Naša dje	learning d accord ic puppe ng indep class, par uating ar Tit , <i>Riječ i</i> , <i>Drveni</i> ca SR Hi 2017.),	ing to the a ting to the a tt theatre po- endent and tricipation in and gradeing le maska, Za osmijesi, rvatske Lutkarstv	s an laccor l gro n dis g of e agre Zagr	d the stud mplishment mance) – 4 up assignn acussions d every eleme b: Školska	dent responsal of the followin 40% hents – 10% luring lecturers ent is described Number of copies in the library 2 2	g elements: and seminars – in the repository Availability via	
evaluating student work in class and at the final exam Required literature (available in the library and via other	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during of 40% The criteria of eval of the college. Mrkšić, B. (1971) knjiga Mrkšić, B. (1975) društava Naša dje Rudman, B. (<i>modernizma.</i> Zagr Kroflin, L. (2020.), <i>tehnike i njihova</i> umjetnost i kulturu	learning d accord ic pupper ng indep class, par uating ar Tit , <i>Riječ i</i> , <i>Drveni</i> ca SR Hi 2017.), eb: Škols <i>Duša u</i> <i>primjen</i>	ing to the a ing to the a tt theatre pre- endent and rticipation in nd gradeing le maska, Za osmijesi, rvatske Lutkarstv ska knjiga stvari, osr a, Osijek:	s an loccor erfor l gro n dis g of e agre Zagr o Zagr Aka	d the stud mplishment mance) – 4 up assignn scussions d every eleme b: Školska reb: Savez <i>i velikani</i> e <i>lutkarske</i> ademija za	dent responsal of the followin 40% hents – 10% luring lecturers ent is described Number of copies in the library 2 2 1 1	g elements: and seminars – in the repository Availability via	
evaluating student work in class and at the final exam Required literature (available in the library and via other	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during of 40% The criteria of eval of the college. Mrkšić, B. (1971) knjiga Mrkšić, B. (1975) društava Naša dje Rudman, B. (<i>modernizma</i> . Zagr Kroflin, L. (2020.), <i>tehnike i njihova</i>	learning d accord ic pupper ng indep class, par uating ar Tit , <i>Riječ i</i> , <i>Drveni</i> ca SR Hi 2017.), eb: Škols <i>Duša u</i> <i>primjen</i>	ing to the a ting to the a tt theatre pre- endent and rticipation in nd gradeing le maska, Za osmijesi, rvatske Lutkarstv ska knjiga stvari, osr a, Osijek:	s an loccor erfor l gro n dis g of e agre Zagr o Zagr Aka	d the stud mplishment mance) – 4 up assignn scussions d every eleme b: Školska reb: Savez <i>i velikani</i> e <i>lutkarske</i> ademija za	dent responsal of the followin 40% hents – 10% luring lecturers ent is described Number of copies in the library 2 2 1 1	g elements: and seminars – in the repository Availability via	
evaluating student work in class and at the final exam Required literature (available in the library and via other media)	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during of 40% The criteria of eval of the college. Mrkšić, B. (1971) knjiga Mrkšić, B. (1975) društava Naša dje Rudman, B. (<i>modernizma.</i> Zagr Kroflin, L. (2020.), <i>tehnike i njihova</i> umjetnost i kulturu Županić Benić, M Zagreb: Leykam Varl, B. (1999), <i>M</i>	learning d accord ic puppe ng indep class, par uating ar Tit , <i>Riječ i</i> , <i>Drveni</i> ca SR Hi 2017.), eb: Škols <i>Duša u</i> <i>primjen</i> I. (2009)	ing to the a ing to the a tt theatre pe- endent and rticipation in ad gradeing le maska, Za osmijesi, rvatske Lutkarstv ska knjiga stvari, osn a, Osijek:	s an accor d gro n dis g of e agre Zagr Zagr Aka novno	d the stud mplishment mance) – 4 up assignm cussions d every eleme b: Školska reb: Savez <i>i velikani</i> e <i>lutkarske</i> ademija za	dent responsal of the followin 10% hents – 10% luring lecturers ent is described Number of copies in the library 2 1 1 1 2	g elements: and seminars – in the repository Availability via other media / / / / / /	
evaluating student work in class and at the final exam Required literature (available in the library and via other media) Optional literature (at the time of	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during of 40% The criteria of eval of the college. Mrkšić, B. (1971) knjiga Mrkšić, B. (1971) knjiga Mrkšić, B. (1975) društava Naša dje Rudman, B. (<i>modernizma</i> . Zagr Kroflin, L. (2020.), <i>tehnike i njihova</i> umjetnost i kulturu Županić Benić, M Zagreb: Leykam Varl, B. (1999), M kulturi	learning d accord ic pupper ng indep elass, par uating ar Tit , <i>Riječ i</i> , <i>Drveni</i> <u>ca SR Hi</u> 2017.), <u>eb: Škols</u> <i>Duša u</i> <i>primjen</i> I. (2009)	ing to the a ing to the a itt theatre pe- endent and rticipation in ad gradeing le maska, Za osmijesi, rvatske Lutkarstv ska knjiga stvari, osr a, Osijek: , O lutkan	s an liccor erfor d gro n dis g of e agrei Zagr Zagr Zagr Aka novno Aka na i	d the stud mplishment mance) – 4 up assignm scussions d every eleme b: Školska reb: Savez <i>i velikani</i> <i>e lutkarske</i> ademija za <i>lutkarstvu</i> , Zagreb: M	dent responsal of the followin 0% hents – 10% luring lecturers ent is described Number of copies in the library 2 2 1 1 2 2 eđunarodni ce	g elements: and seminars – in the repository Availability via other media / / / / / / ntar za usluge u	
evaluating student work in class and at the final exam Required literature (available in the library and via other media) Optional literature (at the time of submission of study	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during of 40% The criteria of eval of the college. Mrkšić, B. (1971) knjiga Mrkšić, B. (1971) knjiga Mrkšić, B. (1975) društava Naša dje Rudman, B. (<i>modernizma</i> . Zagr Kroflin, L. (2020.), <i>tehnike i njihova</i> umjetnost i kulturu Županić Benić, M Zagreb: Leykam Varl, B. (1999), <i>M</i> kulturi Varl, B. (2000), <i>M</i>	learning d accord ic pupper ng indep elass, par uating ar Tit , <i>Riječ i</i> , <i>Drveni</i> <u>ca SR Hi</u> 2017.), <u>eb: Škols</u> <i>Duša u</i> <i>primjen</i> I. (2009)	ing to the a ing to the a itt theatre pe- endent and rticipation in ad gradeing le maska, Za osmijesi, rvatske Lutkarstv ska knjiga stvari, osr a, Osijek: , O lutkan	s an liccor erfor d gro n dis g of e agrei Zagr Zagr Zagr Aka novno Aka na i	d the stud mplishment mance) – 4 up assignm scussions d every eleme b: Školska reb: Savez <i>i velikani</i> <i>e lutkarske</i> ademija za <i>lutkarstvu</i> , Zagreb: M	dent responsal of the followin 0% hents – 10% luring lecturers ent is described Number of copies in the library 2 2 1 1 2 2 eđunarodni ce	g elements: and seminars – in the repository Availability via other media / / / / / / ntar za usluge u	
evaluating student work in class and at the final exam Required literature (available in the library and via other media) Optional literature (at the time of	According to the evaluation is base 1. oral exam (publ 2. success in solvi 4. activity during of 40% The criteria of eval of the college. Mrkšić, B. (1971) knjiga Mrkšić, B. (1971) knjiga Mrkšić, B. (1975) društava Naša dje Rudman, B. (<i>modernizma</i> . Zagr Kroflin, L. (2020.), <i>tehnike i njihova</i> umjetnost i kulturu Županić Benić, M Zagreb: Leykam Varl, B. (1999), M kulturi	learning d accord ic pupper ng indep class, par uating ar Tit , <i>Riječ i</i> , <i>Drveni</i> <u>ca SR Hi</u> 2017.), reb: Škols <i>Duša u</i> <i>primjen</i> I. (2009)	ing to the a ting to the a tt theatre pre- endent and rticipation in ad gradeing le maska, Za osmijesi, rvatske Lutkarstvi ska knjiga stvari, osri a, Osijek: , O lutkan e, vol. 1 and e, vol. 3 and	s an liccor erfor d gro n dis g of e agre Zagr Zagr Zagr Aka na i d 2, d 4,	d the stud mplishment mance) – 4 up assignn scussions d every eleme b: Školska reb: Savez <i>i velikani</i> e <i>lutkarske</i> ademija za <i>lutkarstvu</i> , Zagreb: M Zagreb: M	dent responsal of the followin 0% hents – 10% luring lecturers ent is described Number of copies in the library 2 2 1 1 2 eđunarodni ce eđunarodni ce	g elements: and seminars – in the repository Availability via other media / / / / / ntar za usluge u ntar za usluge u	

Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfillment of the other obligations prescribed by the syllabus individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COL	JRSE	CHILDREN'S DRA	MA AND F	PUPPETRY CRI	EATION	WITH F	RACTIO	CUM
Code	SRPO	D45	Year of s	tudy	2.			
Course teacher		/isković, PhD, nt Professor	Credit va	lue (ECTS)	2			
	Ana Pir	rić, Lecturer	Type of i	nstruction	L	S	Е	F
Associate teachers				er semester)	15	0	15	0
Course status	manda	tory	Percenta	ge of	15%			
	<u> </u>			on of e-learning				
	[E DESCRI					
Course objectives	creation			knowledge of a	children's	s drama	and pu	ppetry
Course enrolment		rolment requirement						
requirements and entry competences required for the course	- entry	competences: comp	outer literac	cy .				
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,							
Course content broken down in detail by weekly class schedule (syllabus)	 - engage in raising the quality level of drama and puppetry creation 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 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 							
Format of instruction	14. Cooperation between educator and puppet theatre I lectures seminars and workshops exercises on line in entirety partial e-learning field work							
Student responsibilities	(min 80 2. Achi tasks, i	ve participation in th 9%). eve quality fulfillme n accordance with th are and present a se	nt of teac	hing and extrac of the course.	urricular	, individ	ual and	•

	4. Pass a written minimum of 51% a 5. Pass the oral ex	accuracy		s (as equiva	alent to a writte	en exam) with a		
Screening student	Class attendance	1	Research		Practical training			
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay		(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	0,5	(Other)			
value of the course)	Written exam	0,5	Project		(Other)			
Grading and evaluating student work in class and at the final exam	Achievement in so Preparation and p Written exam (equ Oral exam - 15%	The criteria of evaluating and gradeing of every element is described in the						
	Županić Benić, I	M. (201	the library	other media no				
Required literature (available in the library and via other media)	Zagreb: Leykam ir Bačlija Sušić, B. Preschool Teache Arts as a Found Expression in C Education : Hrvats 20 (Sp.Ed.3), 93-1	, & Žuj ers' Sens dation fo Children ski časop 05 doi:10	 9 f ,	yes				
	Županić Benić, N Zagreb: Leykem ir Remark: particul translated in Eng	nternatior ar parts lish.	<u></u>	yes				
Optional literature (at the time of submission of study programme proposal)	Bastašić, Z. (1988). <i>Lutka ima i srce i pamet</i> . Zagreb: Školska knjiga. Ivon, H. (2007). Poticanje govornog razvoja i jezičkog stvaralaštva kroz igre s							
Quality assurance methods that ensure the acquisition of exit competences	 The quality and success of the realization of the subject is monitored by: regular evaluations of teaching activities and performance in performing individual and group tasks, surveying students on the quality of teaching and teachers at the university level, the success of students in fulfilling the obligations prescribed by syllabus (written and oral exam, seminar), through individual consultations, students' self-assessment of achieved learning outcomes. 							
Other (as the proposer wishes to add)				ž				

NAME OF THE COU	IRSE DI	RAMA A		GE SPEEC	сн и	VITH PRAC	CTICUM			
Code	SRPOD46	3		Year of s	tudv	,	2.			
Course teacher	Anita Run PhD, Asso	jić Stoilo		Credits (E			2			
Associate teachers					Type of instruction (number of hours)		L 15	S 0	E 15	F 0
Status of the course	mandator	/		Percenta application		f e-learning		<u>.</u>		8
			COURSE	E DESCRI						
Course objectives	Familiaris	ation wit	h various	forms of d	Iram	a and stage	e express	sion and	creatior	٦.
Course enrolment requirements and entry competences required for the course	- no enrolı - entry cor			s outer literac	у					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- describe - play indi - organise	and exp vidual ro and hol	olain diffe les in a d d a dram	rent drama Irama orall a worksho	a spe y p wit	ents will be eech forms th children ducational	and for c	hildren		
Course content broken down in detail by weekly class schedule (syllabus)	 apply acquired knowledge and skills in educational practice. 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 									
Format of instruction Student	 Listening and imitation of sounds lectures seminars and workshops exercises on line in entirety partial e-learning field work Students are required to: actively, regularly and constructively participate in classes attend a minimum of 80% of lectures and 80% of seminars 				lentor lasses (s ninars)	tudents				
responsibilities	- pass a w	ritten ex nformed	am, and about th	an oral one	e for	es of the hig a higher g / she mis	rade			
Screening student work <i>(name the</i>	Class atte	ndance	1	Research			Practica training		0,5	

proportion of ECTS credits for each	Experimental work		Report		(Other)		
activity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	0,5	(Other)		
value of the course)	Written exam		Project		(Other)		
Grading and evaluating student work in class and at the final exam	on the following el- - passed written ex - research and ser	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: - passed written exam - 70% - research and seminar essay - 30% Criteria for evaluating and grading individual elements are described in the course repository.					
		Tit	Number of copies in the library	Availability via other media			
Required literature	Novaković, N. umjetničkog teksta	(1980), a. Zagreb		nterpretacija Ia	2	/	
(available in the library and via other media)	Pavličević-Franić, gramatike, Zagreb	D. (20 : Alfa, pp		/			
mediaj	Skok, J. (1992), Ž (chapter "Govorna			/			
	Škarić, I. (2000), Zagreb: Školska k	Temeljc				/	
Optional literature (at the time of submission of study programme proposal)	Skok, J. (1994), <i>Razigrane riječi</i> , Zagreb: Školska knjiga. Škarić, I. (1991). Fonetika hrvatskoga književnog jezika. U: S. Babić, D. Brozović, M. Moguš, S. Pavešić, I. Škarić, S. Težak: <i>Povijesni pregled, glasovi i oblici hrvatskoga</i> <i>književnog jezika</i> . 61-377 (samo izabrani dijelovi, koji prate nastavu). Zagreb: HAZU- Globus. Zalar, I. (2008), <i>Antologija hrvatske dječje poezije</i> , Zagreb: Školska knjiga Anthology collections of literature for children (foreign and Croatian)						
Quality assurance methods that ensure the acquisition of exit competences	 Textbooks for lower grades of primary school class attendance, class activity, successfully completing tasks active participation in class discussions individual consultations passed exam and the fulfilment of the other obligations prescribed by the syllabus student questionnaire on the quality of teaching and teachers at the university level 						
Other (as the proposer wishes to add)							

Module B: Visual arts expression and creation

NAME OF THE COL	JRSE	BASICS OF VISUA	L ARTS 1					
Code	SRPO	L33	Year of s	tudy	2.			
Course teacher	Marija	Brajčić, PhD, ant Professor		lue (ECTS)	3			
Associate teachers				nstruction er semester)	L 15	S 15	E 0	F 0
Course status	manda	atory	Percenta	,	13	15	0	0
		COURSE	E DESCRI		I			
Course objectives	- deve - adop	erstand the importanc lop perceptive, forma t the basic concepts students to monitor, a	e of artistic al and crea in the field	; visual culture t tive abilities of s of fine arts	tudents	out histo	ry and to	oday
Course enrolment requirements and entry competences required for the course	- no ei	nrolment requirement competences: comp	s					
Expected learning outcomes at a course level (4- 10 outcomes)	- Iden - Desc	interpretation of the b tifying the basic conc cribing the basic conc division and interdepo	epts in art epts in art		of art			
Course content broken down in detail by weekly class schedule (syllabus)	2. Sco 3. The 4. Bra 5. The 6. Psy 7. The 8. Phy 9. The of spe 10. Ind 11. Th paintir 12. Re 13. Th of view Baroq 14. Ge Differe arts, e of pres morph paintir 15. Er	enaissance linear pers le question of point of v in the literature. Diff ue painting, with an e eneral morphology. T ences organic-inorgal specially in architectu sentation of water, inc lology of the gas situa	are of eye. pecially in basic conc and mixing blic aspects Indication graphy an gyptian, By pace, gold spective f view in the erent point emphasis of he term be nic. The more cluding the ation and s	Decoding the im terms of informa- cepts such as co g of colors as a p s of color of space (mask d painting yzantine and Me funds and space e painting. Anale s of view and sp in landscape and etween states ar horphology of the symbolism in cu how the atmosp	nages ation theo intours, f pigment. ing, textu edieval p e with no ogies with patial pla d urban d urban nd their r rystals a current s lture, es here, es	igures a Mixing ures). ainting room ir th the qu ns in Re panoran norpholo nd the a ituation, pecially pecially	colors a Differen a the Byz nestion c naissan bgical as analogy the moo in the art the clou	at ways cantine of point ce and spects. of the dalities ts. The ds in a
Format of instruction	□ lect □ sen □ exe □ on l	tures ninars and workshop	s	 □ independent □ multimedia □ laboratory □ work with me □ (other) 	-	nents		

	□ field work					
Student responsibilities	 participate in cl conduct themse participate in a activities which pass a written e 50% on the exa make inquiries by consulting o 	elves in li and com enable t exam (or am/tests about m	ne with ethi nplete in-cla the acquisiti an equivale issed class	cal and scient ass and out- on of course ent of 2 tests)	ific principles of of-class (individ outcomes and achieve a n	dual and group) ninimum score of
Screening student work (name the	Class attendance	1	Research		Practical training	
proportion of ECTS credits for each	Experimental work		Report		(Other)	
activity so that the total number of	Essay		Seminar essay	1	(Other)	
ECTS credits is equal to the ECTS	Tests		Oral exam		(Other)	
value of the course)	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	for the course is fo 1. a passing grade equivalent to the w 2. written and pres – 30% 3. activity in class, <i>The assessment</i> <i>the course repos</i>	e in the w written ex sented se participa and ma	ritten exam camination) eminar pape ation in disc irking crite	, i.e. two tests - 60% er in line with ussions durin	s (a positive grac the course teacl g class and sem	le in both tests is her's instructions iinars – 10%
Required literature (available in the					the library	other media
library and via other media)	Janson, H. W. (20) Arnason, H. H. (1 Beograd	975), <i>Ist</i>	torija moder			/ /
Optional literature (at the time of submission of study programme proposal)	<i>Umjetnost u slici</i> , F Breber, P., Leg, D. Arnhajm, R. (1981 Ivančević, R. (1990 Gombrih, E. H. (19	. (1976),), Umetri 6), Persp	Percepcija lost i vizualr bektive, Zag	no opažanje, reb		/
Quality assurance methods that ensure the acquisition of exit competences	 class attendance student survey of passed the exam individual consult students' self-ass collaborative ass 	n the qua and fulf tations sessmen	ality of teach illed other o t of achieve	ning and teach bligations pre d learning ou	ners at the unive scribed by syllal tcomes	bus
Other (as the proposer wishes to						

NAME OF THE COU	RSE	DRAWING	WITH P	RACTICU	м				
Code	SRPO			Year of s		2.			
Course teacher	Tatjana	a Ravlić, As sor od Art	sociate		lue (ECTS)	4			
Associate teachers					nstruction er semester)	L 15	S 0	E 30	F 0
Course status	manda	itory		Percenta application	ge of on of e-learning			8	
	<u>.</u>		COURS	E DESCRI		•			
Course objectives					theoretical and techniques, ski			dge of dr	awing,
Course enrolment requirements and entry competences required for the course		rolment rec competenc			mputer literacy	,			
Expected learning outcomes at a course level (4-10 outcomes)	compe 1. app and 2. artic 3. inte 4. ana	tences: bly the acqui I their prese culate their rpret classion lyse and ve	ired know entation own idea cal and ce erbalise th	vledge and s ontempora neir attitude	exams, studer practical skills ry works of art to drawings a ngs as part of i	in produc nd their c	tion of th	heir own	-
Course content broken down in detail by weekly class schedule (syllabus)	focus of The co The to - acqu - interp - basic - basic - portra Lecture Carava Mondri Mango	on the drawin price for the price for the price for the price for the preting drawin es of visual de s of drawing es on class aggio, Van jan, Malevia old, Frank	ing techn drawing students: g skills av ing expe expressio g techniq of live mo sical and Gogh, M ch, de C Stella, B	ique basica course con ccording to riences of on: line, col ues: mater odels. contempo latisse, Pro hirico, Mag urri, Lucio	cum course co s and the visua neerns practice the drawing m recognised arti our, surface, co ial, techniques e-Raphaelites, gritte, Jasper co Fontana, Lich schl, Peter Doig	I lexicon i and theo naterial sts ompositio Titian, R Cezanne Johns, Po ntenstein,	n works ory. embran , Picass ollock, F Donald	of art. ective et dt, Velá: so, Kano Rothko, I	tc. zquez, dinsky, Robert
Format of instruction:	□ lect □ sem □ exe □ on li □ part □ field	ures inars and w rcises ne in entire ial e-learnin work	vorkshops ty g	5	 □ independer □ multimedia □ laboratory □ work with m □ (other) 	nt tasks a			
Student responsibilities	 draw timel partic 	ing accesso y task work	ories nece and task xtra- curr	essary for p completion icular activ	rities: attendand	se ce of publ		itions	
Following up students' work (note		attendance	1,5	Research		Practical training		2	
down ECTS credits for each activity so	Experi work	mental		Report		(Other)			

that the total of ECTS credits	Essay	Seminar essay		(Other)	
matches the course credit value):	Tests	Oral exam	0,5	(Other)	
	Written exam	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final exam (internal Class attendance – Individual work – 10 Exercises – 10% Evaluation criteria of	20%	are describe		e repository.
		Title		Number of copies in the library	Availability via other media
Required literature (available in the	Damjanov, J.: <i>Vizu</i> Zagreb: Školska knji	ualni jezik i likovna iga	5	/	
library and via other media)		: Tradicija i moderi znanosti i umjetnosti		1	/
	Schwabsky, B.: Pha			1	/
	Smith, R.: Znanje: S	Slikarski priručnik		1	/
Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences	of Croatian Art, mo major painting exhib America, Parkett, Fla Internet sources Consultations, corre of class attendance, and the professor an regulations of the Ur	ctive work, participat , student surveys, int nd other forms of mo niversity of Split.	ional and n vering conte ion during th ernal and ex nitoring the	ational painter mporary art: K ne course, noti kternal evaluati quality of the c	s, catalogues of funstforum, Art in ng down the rate ion of the course ourse as per the
Other (as the proposer wishes to add)	Almost the entire Dra is both practical and The students' pract always comprises ex	that the drawing cou awing with practicum theoretical. ical training under the xploration and experi- ses shall be in the Cr	course is ba ne Drawing mentation.	sed on work w with practicur	ith mentor, which n course almost

NAME OF THE COU	IRSE	PAINTING WITH PI	RACTICUM				
Code	SRPO	L35	Year of study	2.			
Course teacher		a Ravlić, Aassociate sor of Art	Credit value (ECTS)	4			
Associate toophare			Type of instruction	L	S	Е	F
Associate teachers			(hours per semester)	15	0	30	0
Course status	manda	atory	Percentage of application of e-learning				
	-	COURSE	DESCRIPTION	-			
Course objectives			iiring theoretical and practi nting techniques, skills and			of paintin	g, and
Course enrolment requirements and	- no er	nrolment requirement	S				

entry competences required for the course							
Expected learning outcomes at a course level (4-10 outcomes)	After passing their - apply the acquire and their presentar - articulate their ov - interpret classica - analyse and verb - understand and b - develop their visu art.	ed knowl tion vn ideas I and cor palise the pe aware	edge and p ntemporary ir attitude t of painting	worl o pai o pai	ical skills i ks of art intings and part of ind	n production of d their contexts dependent appr	oach
Course content broken down in detail by weekly class schedule (syllabus)	The scope of the F the painting techni Practice and theor - basics of visual e - terminology of we - painting techniquink, charcoal, diste - portrait-painting of - interpreting of pa - analyses of work - lecturing on paint Lectures on class Caravaggio, Van Mondrian, Malevio Mangold, Frank S Hockney, Bacon, F	que basi y: expressio orks of a ues: pend emper, ac of live mo inting ex s of art n ting term sical and Gogh, N ch, de C Stella, B	cs and the n: line, color crit: composi cil, coloure crylic, oil pa odels periences of nade by cla inology of t contempo latisse, Pro hirico, Mag urri, Lucio	visua our, s tion, d per aints. of rec assica he tr orary e-Ra gritte Fon	al lexicon surface proportior ncil, paste cognised p al and con aditional a painters: phaelites, , Jasper S ttana, Lic	in works of art. h, lines ls, pen and ink bainters temporary artis ind contempora Titian, Rembra Cezanne, Pica Johns, Pollock, htenstein, Dona	, paintbrush and ts ry art. andt, Velázquez, isso, Kandinsky, Rothko, Robert ald Judd, David
Format of instruction:	 ☐ lectures ☐ seminars and w ☐ exercises ☐ on line in entiret ☐ partial e-learning ☐ field work 	orkshop:		□ ir □ n □ la □ w	ndepender nultimedia aboratory /ork with other)	nt tasks a	
Student responsibilities	 regular attendand painting accesso timely task work participation in expresentation of fi 	ories nece and task xtra- curi	essary for p completion icular activ	oracti n rities:	ical exerci	se	ibitions
Following up	Class attendance	1,5	Research			Practical training	2
students' work (note down ECTS credits	Experimental work		Report			(Other)	
for each activity so that the total of	Essay		Seminar essay			(Other)	
ECTS credits matches the course	Tests		Oral exam	۱	0,5	(Other)	
credit value):	Written exam		Project			(Other)	
Grading and evaluating student work in class and at the final exam	Final exam (interna Class attendance - Individual work – 1 Exercises – 10% Evaluation criteria	– 20% 10%	·		re describ	ed in the course	e repository.

	Title	Number of copies in the library	Availability via other media
Required literature (available in the	Damjanov, J.: <i>Vizualni jezik i likovna umjetnost</i> , Zagreb: Školska knjiga	5	/
library and via other media)	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.: Znanje: Slikarski priručnik	1	/
Optional literature (at the time of submission of study programme proposal) Quality assurance methods that ensure the acquisition of exit competences	Various works on history of art, the History of Art Enc of Croatian Art, monographs of international and na major painting exhibitions, magazines covering conter America, Parkett, Flash Art, Kontura etc. Internet sources Consultations, corrective work, participation during the of class attendance, student surveys, internal and ex and the professor and other forms of monitoring the c regulations of the University of Split.	ational painter mporary art: K e course, notin ternal evaluation quality of the c	s, catalogues of unstforum, Art in ng down the rate on of the course ourse as per the
Other (as the proposer wishes to add)	It should be noted that the painting course is a spe Almost the entire Painting course is based on wor practical and theoretical. The students' Practical training under the Painting co exploration and experimentation. Lectures and exercises shall be in the Croatian langua as an option.	k with mento urse almost a	r, which is both Iways comprises

NAME OF THE COU	RSE	THREE-DIMENSION	IAL MODELING AND DES	SIGNING	WITH I	PRACTI	CUM
Code	SRPC	DL36	Year of study	2.			
Course teacher	-	a Brajčić, PhD, tant Professor	Credit value (ECTS)	4			
Associate teachers		oslav Dragičević,	Type of instruction	L	S	Е	F
Associate teachers	Teaching Assistant		(hours per semester)	15	0	30	0
Course status	mand	atory	Percentage of application of e-learning		-		
	•	COURSE	EDESCRIPTION				
Course objectives	Pract sculp	ical training. Introduc	oncept of three-dimensio e students to form elem gh theoretical and especi	ents, typ	pes of s	culpture	es and
Course enrolment requirements and entry competences required for the course		nrolment requirement y competences: comp					
Expected learning outcomes at a course level (4- 10 outcomes)	three - impl	dimensional design	skills through the creative position of the section				

Course content broken down in detail by weekly class schedule (syllabus)	 The definition Basis for the c Different interp A short chrono Elements of fo Types sculpture Sculptural tech Relation betwee Relief Full plastic Mobil 	alculation pretations logical or rm in scu res nniques	n of three-c s of the volu verview of t ulpture	limensional ume he developme	nt of sculpture th	nroughout history
Format of instruction	 □ lectures □ seminars and w □ exercises □ on line in entiret □ partial e-learning □ field work 	y g		 multimedia laboratory work with r (other) 	nentor	S
Student responsibilities	 participate in c conduct thems participate in activities which pass a written make inquiries by consulting c 	elves in l and cor enable exam an about m	ine with eth nplete in-c the acquisi d achieve a nissed class	ical and scien lass and out tion of course a minimum sco	tific principles of -of-class (individ outcomes ore of 50% on th	dual and group) e exam/tests
Screening student	Class attendance	1,5	Research		Practical training	2
work (name the proportion of ECTS credits for each	Experimental work				(Other)	
activity so that the total number of	Essay		Seminar essay		(Other)	
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)	
value of the course)	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the cou for the course is fo 1. a passing grac 2. successful fulfi 3. making practic 4. activity in class The assessment a repository.	rmed aco le in the Iment of al art wor 5 – 10%	cording to t written exa individual a rks in accor	he completion m – 50% and group task dance with the	of the following s – 10% e instructions of t ments can be fo	elements:
		Tit	le		Number of copies in the library	Availability via other media
Required literature (available in the library and via other	Ruhrberg, K. et a <i>slikarstvo- skulptu</i> VBZ					/
media)	Read, H. (1980), <i>I</i> . Arnheim, R. (197 Beograd					/
Optional literature (at the time of submission of study programme proposal)	Kolega (1989), <i>Rir</i> Korać, Ž. (1985), <i>F</i> Valery, P. (1969), Collins, J. (2007),	Razvoj ps Degas, F	sihologije o _l Ples, Crtež,	b <i>ažanja,</i> chap Zagreb		olit

Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, success in performing tasks student survey on the quality of teaching and teachers at the university level passed the exam and fulfilled other obligations prescribed by syllabus individual consultations students' self-assessment of achieved learning outcomes collaborative assessment of implementation and quality teaching process
Other (as the proposer wishes to add)	

NAME OF THE COU	IRSE	APPLICATION OF	GRAPHICAL TECHNIQU	JES WIT	H PRA	СТІСИМ	
Code	SRPOL	.37	Year of study	2.			
Course teacher	Dubrav	ka Kuščević, PhD, nt Professor	Credits (ECTS)	2	•		
Associate teachers			Type of instruction (number of hours)	L 15	S 0	E 15	F 0
Status of the course	mandat	ory	Percentage of application of e-learning	15	0	15	U
	•	COURS	E DESCRIPTION	-			
Course objectives		ble students to apply e-school education.	y graphic techniques in spe	ecialised	prograr	ns for ea	arly
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 recog encou children the age recog 	nise different graphi urage and develop n in the field of grap of the children nise art activities as	adents will be able to: c techniques in fine arts perceptive, formal and c hic expression (intergraph a form of creative develop rities in kindergarten.	ic art teo	hniques), accore	
Course content broken down in detail by weekly class schedule (syllabus)	Lecture 1. Intro 2. High 3. Deep 4. Flatb 5. Com 6. Intro 7. App posters 8. Grap (printing Practica 1. Flatb variety 2. Com	es: duction to graphic te print techniques (2 o print techniques (2 o print techniques (2 ducing pre-school cl ying intergraphic te , invitations, greetin ohics and intergraph g a variety of materia	echniques (2 hours) hours) hours) les (2 hours) bur) hildren to graphics and gra echniques among children g cards (2 hours) hic techniques in working v als, monotype, card printing ce, texture – creating artists)	n of pre- with child g, compu	school a dren of p iter grap	age in r pre-scho hics) (2	ol age hours)

	4. Cardboard p					
	5. Cutting plast	er (2 hou	rs)			
Format of instruction	 □ lectures □ seminars an □ exercises □ on line in en □ partial e-lear □ field work 	tirety	ops	 □ independent □ multimedia □ laboratory □ work with m □ (other) 	-	
Student responsibilities	 to participat to behave ir to participat activities that activities that to prepare/c to pass the exam/tests to be inform teacher and 	a accorda e in and at enable create and e written ed about	nce with ethic perform teach the acquisitio d present an a exam and a the classes h	ning and extrac n of learning ou art work accordii chieve a minin	principles in h urricular (indiv tcomes provid ng to pre-estat num of 50% a	higher education ridual and group) led by the course
Screening student	Class attendance	1	Research		Practical traini	ing 0,5
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)	
activity so that the total number of	Essay		Seminar essay		(Other)	
ECTS credits is	Tests		Oral exam		(Other)	
equal to the ECTS	L					
equal to the ECTS value of the course)	Written exam	0,5	Project		(Other)	
	 written exan created and success in s class activity 	n 40% presente solving ind y – 10% iluation a	d folder of gra dividual and g	roup tasks – 10	0% % elements are	described in the
Value of the course) Grading and evaluating student work in class and at	 written example created and success in s class activit Criteria for evaluation 	n 40% presente solving ind y – 10% lluation a pry.	d folder of gra dividual and g	roup tasks – 10	0% % elements are Number of copies in	described in the Availability via other media
value of the course) Grading and evaluating student work in class and at the final exam Required literature	 written exan created and success in s class activit Criteria for eva course reposito 1.Grčko S. (197)	L presente solving ind y – 10% luation a pry. 70). Grafid	ed folder of gra dividual and g nd grading of Title	roup tasks – 10 f the individual	0% % elements are Number of copies in the library	Availability via
value of the course) Grading and evaluating student work in class and at the final exam	 written exan created and success in s class activit Criteria for eva course reposito 1.Grčko S. (197 Zagreb: Školsk Jakubin, M. likovne tehnike istraživanja F 	L n 40% presente solving ind y – 10% lluation a ory. 70). Grafid <u>a knjiga.</u> (1989). e. Zagrel	ed folder of gra dividual and g nd grading of Title Čki postupci u Osnovne liko b: Institut za	roup tasks – 10 f the individual osnovnoj školi. ovnoga jezika i o pedagogijska	0% % elements are Number of copies in the library 1 1	Availability via other media
Grading and evaluating student work in class and at the final exam Required literature (available in the library and via other	 written exan created and success in s class activity Criteria for eva course reposito 1.Grčko S. (19) Zagreb: Školsk 2. Jakubin, M. likovne tehniko	L n 40% presente solving ind y – 10% iluation a ory. 70). Grafid a knjiga. (1989). e. Zagrel ilozofskog 75). Prist	ed folder of gra dividual and g nd grading of Title Čki postupci u Osnovne liko b: Institut za g fakulteta	roup tasks – 10 f the individual osnovnoj školi. ovnoga jezika i o pedagogijska Sveučilišta u	0% % elements are Number of copies in the library 1 1	Availability via other media
Grading and evaluating student work in class and at the final exam Required literature (available in the library and via other	 written exan created and success in s class activiti Criteria for eva course reposito 1.Grčko S. (19) Zagreb: Školsk 2. Jakubin, M. likovne tehnika istraživanja F Zagrebu. 3.Peić, M. (19)	L n 40% presente solving ind y – 10% iluation a ory. 70). Grafid a knjiga. (1989). e. Zagrel ilozofskog 75). Prisi	ed folder of gra dividual and g nd grading of Title Čki postupci u Osnovne liko b: Institut za g fakulteta tup likovnom	roup tasks – 10 f the individual osnovnoj školi. ovnoga jezika i opedagogijska Sveučilišta u djelu. Zagreb: ama. Zagreb: J	0% % elements are Number of copies in the library 1 1 1 1 AZU.	Availability via other media no no

Other (as the	
proposer wishes to	
add)	

NAME OF THE COL	JRSE	MUSEUM PEDAGO	OGY WITH	PRACTICUM				
Code	SRPO	L38	Year of st	udy	2.			
Course teacher		n Barbarić, PhD, ant Professor	Credit valu	ue (ECTS)	2			
Associate teachers			Type of in (hours per	struction semester)	L 15	S 0	E 15	F 0
Course status	manda	atory	Percentag		15	0	15	0
		COURS	E DESCRIP		<u> </u>			
Course objectives	To intr	oduce students to the			e about	the edu	cational	role of
Course objectives	museu							
Course enrolment requirements and entry competences required for the course	- no er	nrolment requirement	ts					
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 muse- ums 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 achieve- ments engage in achieving a more intensive and qualitative partnerships between mu- 							
Course content broken down in detail by weekly class schedule (syllabus)	 seum and kindergarten. 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 							
Format of instruction	15. Monitoring and evaluation of educational activities in the museum Isometry seminars and workshops exercises on line in entirety partial e-learning field work							
Student responsibilities	-	ar class attendance ssful exam pass.	e. Class pi	resentation of	the mu	iseum i	esearch	task.

					Practical		
Screening student work (name the	Class attendance	1	Research		training		
proportion of ECTS credits for each	Experimental work		Report		(Other)		
activity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	0,5	(Other)		
value of the course)	Written exam	0,5	Project		(Other)		
Grading and evaluating student work in class and at the final exam	Test – 25% Seminar essay – Oral exam – 50% Evaluation method		andards are de	escribed in t	7	itory.	
		Tit	le		Number of copies in the library	Availability via other media	
Required literature (available in the	Paris, S. G.; Ha Learning with Environments. In <i>Object-Centered L</i> Lawrence Erlbaum	Objects Paris, <i>earning</i>	in Informal S. G., Persp in Museums, N	Learning bectives or New Jersey	1	/	
library and via other media)	Žbirkova, V.; Jurova, J. (2006), <i>Komunikacija u</i> 1 / <i>muzeju kao edukacijski proces i njihov međuodnos,</i> <i>III. Skup muzejskih pedagoga Hrvatske</i> , Zagreb: Hrvatsko muzejsko društvo, 206-217						
	Maroević, I. (1993), <i>Uvod u muzeologiju,</i> Zagreb: 2 / Zavod za informacijske studije Filozofskog fakulteta u Zagrebu						
Optional literature (at the time of submission of study programme proposal)	Gesche-Konig, N. (1997), Muzejska pedagogija u Europi, <i>Vijesti muzealaca i konzervatora 3</i> , 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	 class attendance, active student participation, success in performing tasks University level student evaluation of the class and teaching quality exam success and other proscribed duties individual consultations student self-evaluation student and teacher joint evaluation of the class quality and success 						
Other (as the proposer wishes to add)							

NAME OF THE COU	IRSE	BASICS OF VISUA	L ARTS 2				
Code	SRPO	L43	Year of study	2.			
Course teacher	-	Brajčić, PhD, ant Professor	Credit value (ECTS)	4			
Associate teachers				L	S	Е	F

		Type of instruction	1	1					
		(hours per semester)	30	30	0	0			
Course status	mandatory	Percentage of							
		application of e-learning							
COURSE DESCRIPTION									
Course objectives	 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	 enrolment requirement: cc entry competences: comp 	· ·	entals of	Visual a	irts 1				
Expected	- the interpretation of the ba								
learning outcomes	- identifying the basic conce								
at a course level (4- 10 outcomes)	- describing the basic conce	•							
To outcomes)	- the interpretation of the ba		art						
	1. The pre-painting, themes		un						
	 Development of forms areference to the vase Renaissance painting, at Baroque painting, the question of the second sec	and spatial conventions in pandoning the symbolic co	lor, a ne	w appro	ach to s	pace			
	 5. Art XIX. And XX. Century; fate of form and space, with special emphasis on abstraction 6. The human body, especially the act of the history of painting 								
Course content	7. The landscape of the history of painting8. Sculpture and design volumes, its similarity ITER differences in relation to architecture								
broken down in detail by weekly class schedule	9. The elementary notions of sculpture: full of plastic, types of relief, techniques, materials etc.								
(syllabus)	opening volume	 Sculpture Antiquity, literature evolution, the question of movement and the ppening volume Great themes of sculpture: the human body 							
	12. Great themes of sculptu								
	 13. The sculpture of the XX 14. General terms of arc (architecture synthesis); se interior and architectural ma 15. Religious buildings, te Christian period 16. The Romanesque and 0 	chitecture and the relation emiotics in architecture. In asses; the ratio of full – en emples, churches, espect	onship N Basic co npty; wea ially in t	with oth oncepts: arable – the anci	design worn ent and	of the			
	Renaissance and Baroque 17. The architecture of XXt	architecture, especially sty	/listic fea	atures					
		□ independent	assiann	nents					
	seminars and workshop	s 🗆 multimedia	5						
Format of		□ laboratory							
instruction	□ on line in entirety	□ work with m	entor						
	□ partial e-learning	□ (other)							
	☐ field work	× ,	/						
Student responsibilities	 participate in classes: lectures 75%, seminars 75% conduct themselves in line with ethical and scientific principles of higher education participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes 								

	50% on the exa 5. make inquiries	am/tests about m	issed classes	 pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests make inquiries about missed classes during the course teacher's office hours or by consulting other students. 					
Screening student	Class attendance		Research		Practical training				
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)				
activity so that the total number of	Essay		Seminar essay	1	(Other)				
ECTS credits is equal to the ECTS	Tests		Oral exam		(Other)				
value of the course)	Written exam	1	Project		(Other)				
Grading and evaluating student work in class and at the final exam	for the course is for 1. a passing grade equivalent to the w 2. written and pres – 30% 3. activity in class, <i>The assessment</i>	activity in class, participation in discussions during class and seminars – 10% The assessment and marking criteria of individual elements can be found in							
	the course repos	itory <mark>.</mark>							
Required literature	uie course repos	itory. Tit	tle		Number of copies in	Availability via other media			
(available in the	Janson, H. W. (20	Tit 03), <i>Pov</i>	ijest umjetnosi	<i>ti</i> , Zagreb	Number of copies in the library	Availability via			
		Tit 03), <i>Pov</i>	ijest umjetnosi	<i>ti</i> , Zagreb	Number of copies in the library	Availability via			
(available in the library and via other media)	Janson, H. W. (20 Arnason, H. H. (1 Beograd <i>Umjetnost u slici</i> (1	Tit 03), <i>Pov</i> 975), <i>Is</i> 1970), R	ijest umjetnosi torija moderne ijeka	ti, Zagreb e umjetnosti	Number of copies in the library	Availability via			
(available in the library and via other	Janson, H. W. (20 Arnason, H. H. (1 Beograd	Tit 03), <i>Pov</i> 975), <i>Ist</i> 1970), R 1970), R (1976), 0, <i>Umetr</i> 6), <i>Pers</i>	rijest umjetnosi torija moderne ijeka Percepcija i ir nost i vizualno spektive, Zagre	ti, Zagreb e umjetnosti nformacija, E opažanje, B	Number of copies in the library 1 1 1 3eograd	Availability via			
(available in the library and via other media) Optional literature (at the time of submission of study programme	Janson, H. W. (20 Arnason, H. H. (1 Beograd <i>Umjetnost u slici</i> (Breber, P., Leg, D Arnhajm, R. (1981 Ivančević, R. (199	Tit 03), <i>Pov</i> 975), <i>Isi</i> 1970), R (1970), R (1976), <i>Umetr</i> 6), <i>Pers</i> 984), <i>Um</i> 6), <i>Pers</i> 984), <i>Um</i> 700, <i>C</i> 700,	ijest umjetnosi torija moderne ijeka Percepcija i ir nost i vizualno pektive, Zagre netnost i iluzija, ictivity, succest ality of teachin illed other obli	ti, Zagreb e umjetnosti nformacija, E opažanje, B b , Beograd s in perform g and teach gations pres earning outo	Number of copies in the library 1 1 3eograd eograd eograd	Availability via other media / / / ersity level			

NAME OF THE CO	CHILDREN'S DRAWING	S					
Code	SRPOL44		Year of study	2.			
Course teacher	Ina Reić Ercegovac, PhD, Associate Professor		Credit value (ECTS)	3			
Associate teachers	Katija Kalebić Jakupčević, PhD, Postdoctorial		Type of instruction	L	S	Е	F
Researcher			(hours per semester)	30	15	0	0

Course status application of e-learning COURSE DESCRIPTION • 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 Course objectives Course objectives • 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 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 • to teach the students how to recognise the cultural specificity of children's drawings • entry competences: • a point of the course At the end of the course students will: • he able to recognise the value of children's drawings of both normal and deviating development • a course level (4 to actingues 10 outcomes) • be able to recognise the value of children's drawings in accordance with the purpose (diagnostic or crastive purposes) • be able to differentiate the basic characteristics of normal and deviating development based on children's drawings and the enotional development • The strages of the normative children's drawings • be able to differentiate the basic characteristics of children's drawi		Percentag	age of 30%				
- 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 students how to recognise the cultural specificity of children's drawings Course enrolment requirement: none - enrorment requirements and entry completences: computer literacy entry completences required for the course students will: - 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 date to distinguish types of children's drawings in accordance with the purpose (diagnostic or creative purposes) - be able to intercognise the type of deviation (intellectual or emotional) and suggest further intervention 3. Children's drawings and the cognitive development 4. The strages of the inormative children's drawings 2. Borize development base of rake drawing 3. Children's drawing hase of rake drawing 4. The strages of children's drawings <td< th=""><th>Course status</th><th></th><th>5</th><th></th></td<>	Course status		5				
Course objectives - 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 - enrolment requirements cach the students how to recognise the cultural specificity of children's drawings - enrolment requirement: none - entry competences: computer literacy - entry competences: computer literacy - 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 in accordance with the purpose (diagnostic or creative purposes) - be able to distinguish types of children's drawings - become sensitive to recognitive development 3. Children's drawings and the cognitive development 3. Children's drawings and the cognitive development 3. Children's drawing share (capitive development 3. Children's drawing share (capitive development 4. The stages of thildren's drawing formation 6. The pastice to recognitive development 3. Children's drawing phase (after the age of 10) 5. The process of a children's drawing share (capitor drawing share) 5. Drawing phasement 6. The children's drawing share (capitor development disparities 10. The children's drawing share (capitor development disparities 10. The children's drawing share (capitor drawing in children with cognitive davelopment 3. The children's drawing share (capitor drawing in children with cognitive davelopment 4. The stages of children's drawing in children's drawing) 7. The children's drawing share (capitor dra		COURSE DESCRI	IPTION				
Course enrolment requirements and entry competences required for the course - enrolment requirement: none - entry competences: computer literacy At the end of the course students will: - 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 in accordance with the purpose (diagnostic or creative purposes) - be able to distinguish types of children's drawings in accordance with the purpose (diagnostic or creative purposes) - be be able to recognise the type of deviation (intellectual or emotional) and suggest further intervention I. History of the study of characteristics of children's drawings - Children's drawings and the cognitive development 3. Children's drawings and the cognitive development 4. The stages of the normative children's drawings 2. Children's drawing pase or failed realism (1st-3rd year) b. The symbolic drawing phase (6th-10th year) Course content 3. The scribbling phase of children's drawing: A. Drawing colours C. The realistic drawing phase (6th-10th year) C. The realistic drawing phase (6th-10th year) C. The realistic drawing phase (6th-10th year) C. The basic features of children's drawing: A. Drawing colours C. Drawing novements D. Drawing colours C. Drawing movements D. Drawing placement 7. The children drawing's as psychodiagnostic instruments (free drawing) 8. The children drawing as psychodiagnostic instruments (Goodenough drawing test) 9. The children drawing is prevented in children with development 13. The use drawing in the children's drawing in children with cognitive impairments 11. The interpretation of children's drawing in children with cognitive impairments 13. The use drawings in the child's creativity development 15. Intercultural similarities and difference	Course objectives	 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 					
 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 History of the study of characteristics of children's drawings Children's drawings and the cognitive development Children's drawing phase or random realism (1st-3rd year) The stages of the normative children's drawings development The stages of children's drawing formation The realistic drawing phase of children's drawings The realistic drawing phase (after the age of 10) The process of a children's drawing; Drawing size Drawing size Drawing size Drawing placement The children's drawing as psychodiagnostic instruments (fee drawing) The children's drawing as psychodiagnostic instruments (Goodenough drawing test) The drawing development in children with development disparities The children's drawings as a diagnostic tool The use drawing in the children's drawing in children with cognitive impairments The reliability of children's drawing in children with cognitive impairments The reliability of children's drawing in children with cognitive impairments The reliability of children's drawing in children with cognitive impairments The reliability of children's drawing in child	Course enrolment requirements and entry competences required for the course	 enrolment requirement: none 		<u></u>			
 1. History of the study of characteristics of children's drawings 2. Children's drawings and the cognitive development 3. Children's drawings and the emotional development 4. The stages of the normative children's drawings development 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 (6th-10th year) d. The artistic drawing phase (6th-10th year) d. The artistic drawing phase (after the age of 10) 5. The process of a 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 as a diagnostic tool 13. The use drawings in the child's creativity development 15. Intercultural similarities and differences in children's drawings 	Expected learning outcomes at a course level (4- 10 outcomes)	 be familiar with the stages of child development know the normative values and inter be able to recognise the value of techniques be educated to distinguish types of purpose (diagnostic or creative purpose be able to differentiate the base development based on children's draw become sensitive to recognise the to 	dren's drawings of both normal and deviati rpretive guidelines for children's drawings of children's drawings as a child's expressi of children's drawings in accordance with t oses) isic characteristics of normal and deviati wing	the			
Format of	Course content broken down in detail by weekly class schedule (syllabus)	 History of the study of characteristic Children's drawings and the cogniti Children's drawings and the emotio The stages of the normative childre The scribbling phase or random read The scribbling phase or random read The symbolic drawing phase or faile The realistic drawing phase (6th-10) The artistic drawing phase (after the The process of a children's drawing The basic features of children's drawing The basic features of children's drawing The basic features of children's drawing The children's drawing as psychodi The children drawing's as psychodi The children drawing's as psychodi The interpretation of children's drawing The reliability of children's drawing The use drawings in the child's creation 	tive development onal development en's drawings development alism (1st-3rd year) led realism (3rd-6th year) Oth year) ne age of 10) g formation awing: liagnostic instruments (free drawing) odiagnostic instruments (Goodenough drawing)	Ū			
	Format of instruction						

	cominars and	vorksho	nc		aultimodia			
	□ seminars and workshops□ multimedia□ exercises□ laboratory							
	□ on line in entirety □ work with me			entor				
	\Box partial e-learning \Box (other)							
	□ field work	5		_ (
Student	Class attendance	, active	participat	ion	in teachir	ng tasks, suc	cessfully solving	
responsibilities	individual and grou	up tasks,	prepared a	and p	presented			
Screening student	Class attendance	1,5	Research			Practical		
work (name the	Experimental	,				training (Other)		
proportion of ECTS credits for each	work		Report			(Other)		
activity so that the	Essay		Seminar essay		1,5	(Other)		
total number of ECTS credits is	Tests		Oral exam	n		(Other)		
equal to the ECTS value of the course)	Written exam		Project			(Other)		
Grading and	The final grade on	the cou	rse is the r	esult	t of system	l natic monitoring	n of activities and	
evaluating student	work in the classro						j el deliville and	
work in class and at	Criteria for evalua						ed in the course	
the final exam	repository.							
		Tit	le			Number of copies in	Availability via	
						the library	other media	
	1. Davison, G. C.; Neale, J. M. (2002), Psihologija							
		doživljav	. 3	/				
Required literature	Jastrebarsko: Nak							
(available in the	2. Golomb, C. (2 <i>Pictorial World</i> . Ta		/	web				
library and via other	3. Starc, B.; Ču		;					
media)	Profaca, B.; Letica	a, M. (20	004), Osob	ine i	psihološk	i 5	1	
	uvjeti razvoja dje			dob	<i>i.</i> Zagreb	:	,	
	Golden market (so			(10				
	4. Vasta, R.; Haith psihologija: Moder						,	
	Slap (selected cha						-	
	1. Burkitt, E.; Barre	ett, M.; Da						
	the size of children	's drawin	ngs. <i>British</i>	Jour	nal of Deve	elopmental Psy	chology, 21, 565-	
	584 2. Burkitt, E.; Barr	⇔tt M·Γ	Davis A (2	2003	Children	's colour choice	es for completing	
Optional literature	drawings of affect							
(at the time of	Psychiatry, 44:3, 4	45-455			•		,	
submission of study	3. Joiner, T. E.; Schmidt, K. L.; Barnett, J. (1996), Size, detail, and Line Heaviness in							
programme proposal)	Children's Drawings as Correlates of Emotional Distress: (More) Negative Evidence.							
proposar)	<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 theit drawings. <i>British Jou 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					n combinations		
							ent questionnaire	
	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the							
Quality assurance		eaching a	and teacher	rs at	the univer	sity level; pass	ed exam and the	
methods that	on the quality of te fulfilment of the oth	ner obliga	ations pres	cribe	d by the s	yllabus; individ	ual consultations;	
methods that ensure the	on the quality of te fulfilment of the oth students' self-ass	ner obliga essment	ations pres of the lea	cribe arnin	ed by the se	yllabus; individe s they achiev	ual consultations; ed; collaborative	
methods that	on the quality of te fulfilment of the oth	ner obliga essment	ations pres of the lea	cribe arnin	ed by the se	yllabus; individe s they achiev	ual consultations; ed; collaborative	

Other (as the	
proposer wishes to	
add)	

NAME OF THE COU	IRSE	VISUAL ARTS AC MATERIAL	TIVITIES		CALLY	JNSHAI	PED	
Code	SRPOL	_46	Year of s	tudy	2.			
Course teacher		ka Kuščević, PhD, nt Professor	Credits (E	ECTS)	3			
			Type of ir	nstruction	L	S	Е	F
Associate teachers			(number		15	0	15	0
Status of the course	mandat	tory	Percenta application	ge of on of e-learning				
	•	COURSE	DESCRI		•			
Course objectives		ble students to app ised programs for ea				d didact	ic mater	ials in
Course enrolment requirements and entry competences required for the course	None.							
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam, students will be able to: - 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 unshaped didactic materials.							
Course content broken down in detail by weekly class schedule (syllabus)	Lectures (15): 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) Practical classes (15) 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)							
Format of instruction	□ lectu □ semi □ exer □ on lii	ires nars and workshops		□ independent □ multimedia □ laboratory □ work with me □ (other)	assignn			

	□ field work						
Student responsibilities	 to behave in to participat activities that To prepare/oria to pass the original to be inform 	 to participate in the teaching process: lectures 75%, exercises 75% to behave in accordance with ethical and scientific principles in higher education to participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. To prepare/create and present an art work according to the pre-established criteria to pass the written and achieve a minimum of 50% accuracy on the exam/tests to be informed about the classes he/she missed during the consultations with the teacher and other students 					
Screening student work (name the	Class attendance	1	Research		Practical traini	ng 1	
proportion of ECTS credits for each	Experimental work		Report		(Other)		
activity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam		(Other)		
value of the course)	Written exam	1	Project		(Other)		
Grading and evaluating student work in class and at the final exam	 presented p success in s class activity Criteria for evaluation 	 written exam 40% presented practical works made/created during classes – 40% success in solving individual and group tasks – 10% class activity – 10% Criteria for evaluation and grading of the individual elements are described in the course repository. 					
	Title Number of copies in the library						
Required literature	Grgurić N. (2003), <i>Oblikovanje papirom, alufolijom i</i> 1 no <i>didaktički neoblikovanim materijalima,</i> Zagreb: Educa.						
(available in the library and via other media)	Jakubin, M. (1990), <i>Osnove likovnog jezika i likovne</i> 1 no <i>tehnike.</i> Institut za pedagogijska istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu.						
	Nenadić-Bilan, D. (1987). Modeliranje i neoblikovani materijali u likovnom radu s predškolskom djecom. Radovi (Sveučilište u Splitu. Filozofski fakultet Zadar. Razdio filozofije, psihologije, sociologije i pedagogije), 26 (3), 267-274.1yes						
Optional literature (at the time of submission of study programme proposal)		985), Aut	onomnost liči	nosti i kreativn	e igre razlagan	<i>ja, kombiniranja,</i> edagošku službu	
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, success in performing tasks student survey on the quality of teaching and teachers at the university level passed the exam and fulfilled other obligations prescribed by syllabus individual consultations self-assessment of achieved learning outcomes by students collaborative assessment of the implementation and quality of the teaching process 						
Other (as the proposer wishes to add)							

NAME OF THE COU	IRSE		E-DIMEN TICUM 2	SIONAL MOI	DELING AND I	DESIGNII	NG WITH	I	
Code	SRPOL	.47		Year of s	tudy	2.			
Course teacher	Marija E Assista			Credits (E	ECTS)	3			
Associate teachers	Dragos Teachir			Type of ir (number	nstruction	L	S	Е	F
	mandat	ory		Percenta	,	15	0	15	0
Status of the course		y		applicatio	n of e-learning				
				SE DESCRI					
Course objectives	Introduc techniq	ce stud ues thro	ents to t ough theor	he elements retical and es	nality through of form, type pecially throug nsional shapin	es of scu h practica	ulpture a		
Course enrolment requirements and entry competences required for the course	Comple Langua Acquire	eted cou ge, com d know	rse in the puter and ledge in th	<i>Three-dimens</i> d information he basics of f	<i>ional modeling a</i> literacy. ine arts.	and design	0		1.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to disc of three - realize	over an dimens artistic e three	d refine a sional sha three-din e-dimensio	rtistic abilities ping nensional pro	oncepts related through creati jects in contem n accordance	ve proces	sses with aterials	in the a	
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	□ lectu □ semi □ exer e □ <i>on lir</i> □ partia	i res nars cises nein enti al e-lear	irety		 □ independe □ multimedia □ laboratory □ work with m □ (other) 	_	nments		
Students responsibilities	 part con edu part active pas mate 	 field work participate in classes: lectures 75%, exercises 90% conduct themselves in line with ethical and scientific principles of higher education participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes pass a written exam and achieve a minimum score of 50% on the exam/tests make inquiries about missed classes during the course teacher's office hours or by consulting other students 					group) ests		
Screening student work(name the	Class attenda	nce	1	Research		Practica	l training	1	
proportion of ECTS credits for	Experin work	nental		Report		(Other)			

eachactivity so that the total number of	Essay		Seminar essay		(Other)	
ECTS credits is equal to the ECTS	Tests		Oral exam		(Other)	
value of the course)	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	for the course i 1. a passing g 2. successful 3. making pra- 4. activity in c	s formed rade in th fulfilment ctical art v lass – 109 nt and m	according to th ne written exam of individual ar works in accord %	e completion - 50% nd group tasks ance with the	of the following s – 10% instructions of t elements can	is, the final grade gelements: the teacher -30% be found in the
	Title				Number of copies in the library	Availability via other media
Required literature (available in the library and via other	Ruhrberg, K. ef slikarstvo-skulp VBZ		/	yes		
media)	Read, H. (1985 History (World		1	/		
	Elsten, A. (200 Pioneers and F			ulpture:	/	yes
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	 class attendance, class activity, success in performing tasks student survey on the quality of teaching and teachers at the university level passed the exam and fulfilled other obligations prescribed by syllabus individual consultations students' self-assessment of achieved learning outcomes collaborative assessment of implementation and quality teaching process 					
Other (as the proposer wishes to add)				1 -		

Module C: Music expression and creation

NAME OF THE COU	IRSE	BASICS OF VOCA	L TECHNIQUE WITH PR	ACTICU	М		
Code	SRPO	G33	Year of study	2.			
Course teacher		Krnić, MSc,	Credit value (ECTS)	5			
			Type of instruction	L	S	Е	F
Associate teachers			(hours per semester)	15	0	30	0
Course status	manda	atory	Percentage of application of e-learning				
		COURS	E DESCRIPTION				
Course objectives Course enrolment requirements and entry competences required for the course	develo		lge and skills related to l nusic. To improve individual ocal technique.				
Expected learning outcomes at a course level (4- 10 outcomes)	- corre - defin - play - recog	ectly interpret basic context e and distinguish type and sing breathing e gnise and correct acc		mistakes		choolers	
Course content broken down in detail by weekly class schedule (syllabus)	 2. Sing 3. Sing 4. Hov 5. Pho 6. Des 7. Bas 8. Hun 9. Sing 10. Ch 11. Dif 12. Did 13. Ern 14. Ern 15. Bread 2. Exee 3. Spee 4. Bread 5. Bread 6. Vocc 7. Vocc 8. Prood 9. Prood 10. Prood 10. Prood 	oduction to basics of ging in general ging and breathing v a singing tone is cru- natory organ – voca cription and applicat ic voice characteristi- nan voice registers ging voices categoris ild voices ference between aduc- tion rors in sound produc rors in intonation of h eathing, voice impos ses: ly position while sing rcises for correct boo- pech, mimics and fac athing exercises al and technical exer- al and technical exer- duction of shorter sin- duction of shorter sin-	eated I instrument ion of basic resonatory par ics ation ult and child voice tion while singing high pitched tones tation, development and ar ing dy position and relaxation ial expression exercises rcises rcises rcises nging parts in group and ind inging parts in group and ind inging parts in group and ind	rticulation dividually dividually	, ,	Ses	

	 Production of s Conducting sir Synthesis of le 	 Technical and breathing exercises Production of shorter singing parts in group and individually Conducting singing rehearsal exercises Synthesis of lessons learned using required compositions 					
Format of instruction	 □ exercises □ on line in entiref □ partial e-learnin □ field work 	Image: seminars and workshops Image: independent assignments Image: seminars and workshops					
Student responsibilities	 2. perform individu 3. to be informed teacher and with o 	participate in the teaching process: lectures 80%, exercises 80%; perform individual and group tasks in a timely and quality manner; to be informed about the classes he/she missed, during the consultations of acher and with other students; pass the practical exam;					
Screening student	Class attendance	1,5	Research			Practical exam	2,5
work (name the proportion of ECTS	Experimental work		Report			Course participation	
credits for each activity so that the total number of	Essay		Seminar essay			Continuous knowledge testing	
ECTS credits is equal to the ECTS	Tests		Oral exam	۱	1	(Other)	
value of the course)	Written exam		Project			(Other)	
Grading and evaluating student work in class and at the final exam	student, the final ((30%) and practica	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed on the basis of success in the oral (30%) and practical exam (70%). Criteria for evaluating and grading individual elements are described in the course					
Required literature	Number of						Availability via other media
(available in the library and via other		l. (1975 njiga	5), Umjeti	nost	t pjevanja,	2	no
media)	Špiler, B. (1973), (Muzička akademija	Osnove v		nike	e, Sarajevo:	1	no
	Vidulin, S. (2003),					2	no
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	 class attendance student question passed exam and individual consult students' self-ass collaborative ass 	haire on f d the fulf tations; sessmen	the quality of the lear	of te ne of ming	aching and ther obligati g outcomes	teachers at the ons prescribed they achieved;	by the syllabus;
Other (as the proposer wishes to add)							

NAME OF THE COU	JRSE	INSTRUMENTAL F	PRACTICU	IM 1					
Code	SRPO	SRPOG34 Year of study 2.							
Course teacher	Marijo Krnić, MSc, Lecturer Credit value (ECTS) 5								
		a Petrušić,	Type of it	nstruction	L	S	Е	F	
Associate teachers	Teach	(hours per semester) 0 0 60 0							
Course status	manda	atory	Percenta application	ge of on of e-learning					
	ł	COURSI	E DESCRI		<u>P</u>				
Course objectives		e skills of playing ch use of instruments in			(piano	or electr	ic piano) for a	
Course enrolment requirements and entry competences required for the course		nrolment requirement competences: comp		зу					
Expected learning outcomes at a course level (4- 10 outcomes)	- acqu level v - apply - demo compo - app	nishing the course, s ire the technique of with both hands v the skill to read mus onstrate independen ositions ly acquired knowle ositions.	playing an sic for inter t vocal and	instrument (pia pretation of simp d instrumental r	ole comp eproduc	oositions tion of s	simple cl	nildren	
Course content broken down in detail by weekly class schedule (syllabus)	Lectur 1. C-m 2. Sch 3. Sch 4. Sch 5. G-m 6. Sch 7. Sch 8. F-m 9. Sch 10. Sc 11. Sc 12. Sc 13. D- 14. Sc	es: najor and a-minor sca ool exercises for piar ool exercises for piar ool exercises for piar najor and e-minor sca ool exercises for piar ool exercises for piar ajor and d-minor sca ool exercises for piar hool exercises for piar	no no. 13-1 no no. 17-2 no no. 23, 3 ale no no. 30, 3 no no. 37, 3 le no no. 40, 4 ano no. 49 ano no. 49 ano no. 61 cale ano no. 76	22 24, 41, 43 33, 36 39, 45 42 , 48 , 54 , 79 , 92					
Format of instruction	15. School exercises for piano no. 101 I lectures seminars and workshops exercises on line in entirety partial e-learning field work								
Student responsibilities	- regul - beha - parti activiti	ar attendance of lect ve in accordance wit cipate in and perfo es that enable the ac the oral exam and a	h ethical a rm teachir quisition o	nd scientific prin ng and extracu f learning outcor	rricular mes prov	(individu /ided by	al and the cou	group)	

	- be informed about other students	ut the mis	ssed classes o	during the co	onsultations of t	eachers and with	
Screening student	Class attendance	2	Research		Practical training		
work (name the proportion of ECTS credits for each	Experimental work		Report		Continuous knowledge testing	1	
activity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	2	(Other)		
value of the course)	Written exam	(Other)					
Grading and evaluating student work in class and at the final exam	Oral exam - 50% Class attendance Success in solving Class activity - 15° Criteria for evalua repository.	g individu %				ed in the course	
	Title Number of copies in the library						
(available in the						/	
library and via other media)	Vrhovski, J. (197 Zagreb: Školska k		; 1	/			
		Zorić, B. (1985), Abeceda klavira 1, Zagreb: Školska					
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 Other (as the	 class attendand student question level passed exam at individual cons students' self-at collaborative at 	onnaire of and the fu ultations assessme	on the quality Ifillment of the ent of the learn	of teaching other obliga	and teachers ations prescribe es they achieve	d by the syllabus	
proposer wishes to add)							

NAME OF THE COU	IRSE	DEVELOPMENT O	F CHILDREN'S MUSICAL	.ITY			
Code	SRPO	G35	Year of study	2.			
Course teacher		ana Dobrota, PhD, ofessor	Credit value (ECTS)	3			
Associate teachers			Type of instruction	L	S	Е	F
Associate teachers			(hours per semester)	15	15	0	0

Course status	mandatory		Percentag	ge of n of e-learning		
	L	COURS	E DESCRI			
Course objectives	Introduction to the				abilities.	
Course enrolment requirements and entry competences required for the course	 no enrolment req entry competenc 	luiremen	ts			
Expected learning outcomes at a course level (4- 10 outcomes) Course content broken down in detail by weekly class schedule	 to explain develo to value developi to explain the imp to conduct resea 1. Observation, pe 2. Music abilities 3. The developme 4. Music preference 	ment of c portance rches of prception nt and m	hildren's' n of music p <u>children's'</u> and experi	nusic abilities sychology noti <u>music abilities</u> ence of music	ons for music p	edagogy
(syllabus) Format of instruction	 lectures seminars and v exercises on line in entiret partial e-learnin field work 	ty g	-	☐ multimedia ☐ laboratory ☐ work with n ☐ (other)	nentor	
Student responsibilities	 to participate in to behave in ac to participate in activities that e to prepare and to pass the wri and achieve an to be informed teacher and oth 	cordance n and pe nable the present itten exa minimum about the	e with ethic rform teacl e acquisitio a seminar m (equival o of 50% ac e classes h	al and scientifi ning and extra n of learning o essay accordir ent to the writt curacy on the	ic principles in h curricular (indiv utcomes provid og to pre-establi en exam are tv exam/tests	higher education idual and group) ed by the course shed criteria wo passed tests)
Screening student	Class attendance	1	Research		Practical training	
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)	
activity so that the total number of	Essay		Seminar essay	1	(Other)	
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)	
value of the course)	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	 written exam/two tests - 50% prepared and presented seminar essay in accordance with the instructions of teachers - 30% success in solving individual and group tasks - 10% class activity - 10% Criteria for evaluation and grading of the individual elements are described in the course repository. 					
Required literature (available in the		Tit	le		Number of copies in the library	Availability via other media
library and via other media)	1. McPherson, C Musician: A Ha Oxford: Oxford	andbook	of Musica			/

	2. Dobrota, S. i Reić Ercegovac, I. (2016), Zašto 10 / volimo ono što slušamo: glazbeno-pedagoški i 10 / psihologijski aspekti glazbenih preferencija. Split: Filozofski fakultet 10
Optional literature (at the time of submission of study programme proposal)	 Rojko, Pavel. (1981). Testiranje u muzici. Zagreb: Muzikološki zavod Muzičke akademije Juslin, Patrik N, Sloboda, John A. (eds.). (2010). Hanbook of Music and Emotion. Theory, Research, Applications. Oxford: Oxford University Press
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, success in performing tasks student survey on the quality of teaching and teachers at the university level passed the exam and fulfilled other obligations prescribed by syllabus individual consultations self-assessment of achieved learning outcomes by students collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COU	NAME OF THE COURSE LEADING A CHILDREN'S CHOIR WITH BASICS OF CHORAL CONDUCTING								
Code	SRPOG36	Year of study 2.							
Course teacher	Marijo Krnić, MSc, Lecturer Credit value (ECTS)								
Associate teachers		Type of instruction (hours per semester)LSEF150300							
Course status	mandatory	Percentage of application of e-learning	Ū		Ŭ				
		COURSE DESCRIPTION							
Course objectives	Development of conducting technique and training students for practical work with								
Course enrolment requirements and entry competences required for the course	None.								
Expected learning outcomes at a course level (4- 10 outcomes)	After finishing the course, students will be able to: - apply acquired knowledge in choosing appropriate programme - perform rhythm exercises for correct breathing - perform simple melody exercises for correct voice impostation - participate in choir performance of eight to ten two-voice compositions by different authors - introduce activities of group music performance for pre-schoolers.								
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Choir singing a 2. Basics of cond	s an integral part of educational process ucting mode – technique ngers							

7. Intonation 8. Dynamics 9. Feeling of rhythm 10. Tempo 11. Voice impostation 12. About the programme 13. Analysis of simple choir compositions 14. At expression 15. About vocal warm-up Exercises: 1. Preparation for time signature, basic position, preparation position, hands position 2. 3/4 time signature 3. 4/4 time signature 6. Arms movements and dynamics 7. Vocals and consonants in vocal music 8. Composition interpretation 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation
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 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 19. Composition interpretation 19. Composition interpretation <
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 3.3/4 time signature 5. Anacrusis time signature 6. Arms movements and dynamics 7. Vocals and consonants in vocal music 8. Composition interpretation 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Exercises Imultimedia Ispre
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 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 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition in
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 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation
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 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Work Independent assignments Independent assignments Independent assignments Independent assignments Independent assignments Indetorer Indepe
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 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Work Independent assignments Independent assignments Independent assignments Independent assignments
14. Art expression 15. About vocal warm-up Exercises: 1. Preparation for time signature, basic position, preparation position, hands position 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 16. Work Image: Student instruction 17. participate in the teaching process: lectures 80%, exercis
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 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 16. dwork Image: seminars and workshops Image: seminars and workshops Image: seminars and workshops Image: seminars and workshops Image: seminars
Exercises: 1. Preparation for time signature, basic position, preparation position, hands position 2. 2/4 time signature 3. 3/4 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 12. Composition interpretation 13. Composition interpretation 13. Composition interpretation 14. Composition interpretation 14. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 16. exercises multimedia 18. betweet laboratory 19. articipate in the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
1. Preparation for time signature, basic position, preparation position, hands position 2.2/4 time signature 3.3/4 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 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 15. Composition interpretation 16. Detures seminars and workshops multimedia laboratory partial e-learning field work 1. participate in the teaching process: lectures 80%, exercises 80%;
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 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 19. Composition interpretation 19. Composition interpretation 11. Composition interpretation 13. Composition interpretation 15. Composition interpretation 16. Composition interpretation 19. Composition interpretation 19. Composition interpretation 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 11. participate in the teaching process: lectures 80%, exercises 80%;
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 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Exercises 1 laboratory 2 on line in entirety 2 on line in entirety 3 tield work 1 participate in the teaching process: lectures 80%, exercises 80%; 2 perform individual and group tasks in a timely and quality manner; 3 to be informed about the classes he/she missed, during the consultation
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 15. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 15. Composition interpretation 15. Composition interpretation 16. Work 11. Betriers 11. Betriers 12. Composition interpretation 13. to make the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, duri
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 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. exercises 1 partial e
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 16. Arms movements a seminars and workshops a multimedia a laboratory on line in entirety a partial e-learning a field work 1. participate in the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
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 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Vocals and workshops Image: seminars and workshops Image: semina
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 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 10. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 11. participate in the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
preparation) 9. Composition interpretation 10. Composition interpretation 10. Composition interpretation 11. Composition interpretation 11. Composition interpretation 12. Composition interpretation 12. Composition interpretation 13. Composition interpretation 13. Composition interpretation 14. Composition interpretation 14. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 15. Composition interpretation 16. Composition interpretation 16. Composition interpretation 17. Composition interpretation 16. Independent assignments 18. seminars and workshops 11. Independent assignments 19. artial e-learning 11. Independent assignments 10. partial e-learning 11. Independent assignments 11. participate in the teaching process: lectures 80%, exercises 80%; 20. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
9. Composition interpretation 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Recretises 10. partial e-learning 10. participate in the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 12. Composition interpretation 15. Composition interpretation 16. Composition interpretation 11. participate in entirety 11. participate in the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. Composition interpretation 18. Composition interpretation 19. Composition interpretation 11. Composition interpretation 15. Composition interpretation 16. Composition interpretation 17. participate in entirety 10. participate in the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. exercises 10. nine in entirety 11. participate in the teaching process: 12. perform individual and group tasks in a timely and quality manner; 13. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
13. Composition interpretation 14. Composition interpretation 15. Composition interpretation 16. partial electures 10. participate in the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
14. Composition interpretation 15. Composition interpretation 15. Composition interpretation Image: Seminars and workshops Image: Seminars and workshop
15. Composition interpretation Image: Seminars and workshops Image: seminars and workshops<
Format of instruction Image: lectures instruction Image: independent assignments independent assignments Image: online in entirety Image: independent assignments independent assignments Image: online in entirety Image: independent assignments independent assignments Image: online in entirety Image: independentindependent <
Format of instruction seminars and workshops Independent assignments Image: seminars and workshops multimedia Image: seminars and workshops Image: seminars and workshops Image: seminars and with other students; Image: seminars and with other students;
Format of instruction exercises Imultimedia Imultimedia Imultimedia Imultimed
Format of instruction exercises Imultimedia Imultimedia laboratory Imultimedia loboratory Imultimedia loboratory Imultimedia loboratory Imultimedia loboratory Imultimedia loborato
instruction □ on line in entirety □ partial e-learning □ field work □ field work 1. participate in the teaching process: lectures 80%, exercises 80%; 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
Student 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
Image: student responsibilities Image: student responsite responsite responsite responsibilities Image: s
1. participate in the teaching process: lectures 80%, exercises 80%;2. perform individual and group tasks in a timely and quality manner;3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
 2. perform individual and group tasks in a timely and quality manner; 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
Student 3. to be informed about the classes he/she missed, during the consultations of teacher and with other students;
responsibilities teacher and with other students;
5. pass the oral exam.
Screening student Class attendance 1,5 Research Practical exam 1,5
work (name the Experimental Depart (Other)
proportion of ECTS work Report
Credits for each Seminar (Other)
activity so that the Essay
ECTS credits is Tests Oral exam 1 (Other)
ECTS credits is equal to the ECTS value of the course) Tests Oral exam 1 (Other) Written exam Project (Other) (Other)
ECTS credits is equal to the ECTS value of the course) Tests Oral exam 1 (Other) Written exam Project (Other) In accordance with the learning outcomes of the course and the obligations of the oral student, the final grade in the course is formed on the basis of success in the oral.
ECTS credits is equal to the ECTS value of the course) Tests Oral exam 1 (Other) Written exam Project (Other) In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed on the basis of success in the oral (30%) and practical exam (70%)
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 In accordance with the learning outcomes of the course is formed on the basis of success in the oral (30%) and practical exam (70%). In accordance with the course is formed on the basis of success in the oral (30%) and practical exam (70%).
ECTS credits is equal to the ECTS value of the course) Tests Oral exam 1 (Other) Written exam Project (Other) In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed on the basis of success in the oral (30%) and practical exam (70%)

	Title	Number of copies in the library	Availability via other media			
Required literature	Jerković, J. (1999), <i>Osnove dirigiranja I,</i> Osijek: Sveučilište Josipa Jurja Stossmayera u Osijeku	1	no			
(available in the library and via other media)	Jerković, J. (2001), <i>Osnove dirigiranja II,</i> Osijek: Sveučilište Josipa Jurja Stossmayera u Osijeku	1	no			
ineula)	Završki, J. (1979), <i>Rad s dječjim pjevačkim zborom</i> , Metodički priručnik za nastavnike glazbenog odgoja i voditelje dječjih pjevačkih zborova, Zagreb: Školska knjiga	2	no			
Optional literature (at the time of submission of study programme proposal)	Lhotka, F. (1981), <i>Dirigiranje,</i> Zagreb: Školska knjiga Gjadrov, I. (2002), <i>Umijeće dirigiranja,</i> Zagreb: Music Buble, N. – Veršić, J. (2000), <i>Priručnik za zborovođe</i> Split: Umjetnička akademija Sveučilišta, Odjel za glaz za kulturu	i voditelje da				
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process. 					
Other (as the proposer wishes to add)						

NAME OF THE COU	RSE DANCE	STRUCTU	RES WITH PRACTICUM					
Code	SRPOG37		Year of study	2.				
Course teacher	Dodi Malada, Ph Lecturer	nD, Senior	Credit value (ECTS)	2				
Associate teachers			Type of instruction	L	S	Е	F	
Associate teachers			(hours per semester)	15	0	15	0	
Course status	mandatory		Percentage of application of e-learning	20%				
		COURSE	DESCRIPTION	-				
Course objectives	Influence of kinesiology programme of creative movement and rhythmics on the development and maintenance of different anthropological characteristics.							
Course enrolment requirements and entry competences required for the course	No enrolment re	No enrolment requirements.						
Expected learning outcomes at a course level (4- 10 outcomes)	 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 							

	1. History of dance	in the w	orld and in	Croatia]		
Course content broken down in detail by weekly class schedule (syllabus)	 Dance styles and dance categories Influence of kinesiology programme of creative movement and rhythmics on the development and maintenance of different anthropological characteristics Methods of studying free dance movement aiming to stimulate children's magination and creativity in their expression of emotions, attitudes and ideas Methods of developing kinesiology sensitivity incited by a body in dance and hythmic movement Creative movement and rhythmics as a therapy for children with special needs Eight basic topics of Rudolf Laban and forming short dance and rhythmic compositions and improvisations The role of movement in teaching and expression of music according to Emil Jaques Dalcroze Methods of developing the feeling of metrics and simple rhythms with adaptation of nursery rhymes while making movements; creation of short choreographies and blays – a story told through movement 							
Format of instruction	 lectures seminars and w exercises on line in entire 	 lectures seminars and workshops exercises on line in entirety partial e-learning independent assignments multimedia laboratory work with mentor (other) 						
Student responsibilities	 behave in according activities that e activities that e pass the oral e to be informed teacher and other and other and other and other activities activitities activities activitities activities activities activitie	ordance v and perfo nable the xam about the ner stude ime fram	vith ethical orm curricu e acquisitio e classes he ents es requirec	and scient lar and ex n of learnin e / she mis to perforn	70%, exercises 80% ific principles in high ktracurricular (indivi- ng outcomes provide sed during the const n the activities of the hing	ner education dual and group) ed by the course ultations with the		
Screening student	Class attendance	1	Oral exam		Practical training	0,5		
work (name the proportion of ECTS credits for each	Written exam		Project		Active participation			
activity so that the total number of	Essay		Seminar essay		Final thesis			
ECTS credits is equal to the ECTS	Tests		Oral exam	n 0,5	(Other)			
value of the course)	Written exam		Project		(Other)			
Grading and evaluating student work in class and at the final exam	The evaluation of knowledge acquisition is conducted continuously during the practical training as a kind of preparation for the exam. The final grade is given at the end of the semester after mastering the dance structures. In accordance with the learning outcomes of the course and the student esponsibilities, the final grade in the course is formed with regard to the realization of the following elements: I. oral exam -80% (history and methodology of dance 20%; motor knowledge 30%; ules of dance structure 20%; modalities of dance behavior 10%) 2. activity in class, participation in discussions during classes - 20% Criteria for evaluating and grading individual elements are described in the course epository.							

Required literature (available in the	Title	Number of copies in the library	Availability via other media
library and 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	Malada, D. (2018). Efekti utjecaja estetskog kineziolo sposobnosti djevojčica. Edukacijski fakultet, Travnik. Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006) Morp abilities effects in female dance structures. <i>Fizička ku</i> 53-62. Cvjetičanin, B.; Kurjan-Manestar, V., Pokret i ples Zbornik Učiteljske akademije u Zagrebu. <i>Collected Pa</i> <i>Academy in Zagreb</i> , 4 (2002), 1(4); pp. 131-138 Laban u praksi: uz 50 godina škole suvremenog p <i>časopis za plesnu umjetnost /</i> [Iva Nerina Sibila (glav 88-105.	hological feat <i>Jltura</i> , Skopje, kao odgojno- pers of the Te lesa Ane Mal	ures and motor 34, issue 2, pp. obrazovni iterat. eacher Education etić. // Kretanja:
Quality assurance methods that ensure the acquisition of exit	The quality and successfulness of course realisation is poll, students' success at a course level, periodic ind review and periodic internal review of the annual of procedures.	ependent exte	ernal programme
competences Other (as the proposer wishes to add)			

NAME OF THE COU	NAME OF THE COURSE INSTRUMENTAL PRACTICUM 2								
Code	SRPO	G43	Year of study	2.	2.				
Course teacher	Marijo Lectur	Krnić, MSc, er	Credit value (ECTS)	4					
Associate teachers		a Petrušić, ing Assistant	Type of instruction	L	S	Е	F		
		greene	(hours per semester)	0	0	60	0		
Course status	manda	tory	Percentage of application of e-learning			-			
	• •	COURSE	EDESCRIPTION						
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)	- acqu level v - apply - dem compo - app	After finishing the course, students will be able to: - acquire the technique of playing an instrument (piano or electric piano) at a basic level with both hands - apply the skill to read music for interpretation of compositions of medium difficulty - demonstrate independent vocal and instrumental reproduction of childrer compositions - apply acquired knowledge of left hand accompaniment for pre-schoolers compositions							

library and via other media)	Nikolajev, A. (1989), <i>Škola za klavir</i> , Moskva: Muzika, 2 / Moskva Zorić, B. (1975), <i>Abeceda klavira</i> 2, Zagreb: Školska 2 / knjiga							
Required literature (available in the library and via other	Nikolajev, A. (1989		the library	other media				
_		Tit	le		Number of copies in	Availability via		
Grading and evaluating student work in class and at the final exam	Oral exam - 50% Class attendance - 20% Success in solving individual and group tasks - 15% Class activity - 15% Criteria for evaluating and grading individual elements are described in the repository.							
value of the course)	Written exam		Project		(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	า 1	(Other)			
activity so that the total number of	Essay		Seminar essay		(Other)			
work (name the proportion of ECTS credits for each	Experimental work		Report		Continuous knowledge testing	1		
Screening student	Class attendance	2	Research		Practical training			
Student responsibilities	 regular attendand behave in accord participate in at activities that enable pass the oral example. 	 regular attendance of lectures and exercises behave in accordance with ethical and scientific principles in higher education participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course pass the oral exam and achieve a minimum of 50% accuracy on the exam be informed about the missed classes during the consultations of teachers and with 						
Format of instruction	 □ exercises □ on line in entiref □ partial e-learnin □ field work 	ty	edia ory ith mentor					
	□ lectures □ seminars and w	orkshop	ndent assignmen	ts				
Course content broken down in detail by weekly class schedule (syllabus)	 School exercises for piano no. 120, 121 School exercises for piano no. 125, 129 School exercises for piano no. 140 B-major and g-minor scale School exercises for piano no. 149 School exercises for piano no. 154 School exercises for piano no. 159 School exercises for piano no. 160 School exercises for piano no. 167 School exercises for piano no. 152 School exercises for piano no. 163 School exercises for piano no. 169 School exercises for piano no. 169 							
	1. School exercise	o for nio						

	Golčić, I. (1998), <i>Pjesmarica</i> , Zagreb: Hrvatsko 2 / / književno društvo sv. Jeronima
Optional literature (at the time of submission of study programme proposal)	Prenc, N. (2004), <i>Zbirka pjesama 1 i</i> 2, 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	 class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfillment of the other obligations prescribed by the syllabus individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COU	RSE	GROUP MUSIC M	AKING					
Code	SRPO	G44	Year of study	2.				
Course teacher	Marijo Lectur	Krnić, MSc, er	Credit value (ECTS)	2				
		ndra Kardum, PhD,	Type of instruction	L	S	Е	F	
Associate teachers	leach	ing Assistant	(hours per semester)	0	0	30	0	
Course status	manda	atory	Percentage of application of e-learning					
-		COURSI	E DESCRIPTION	-				
Course objectives	of indiv Develo (rhythr	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	 enrolment requirement: completed subject Instrumental practicum 1 entry competences: computer literacy 							
Expected learning outcomes at a course level (4- 10 outcomes)	- play s		ccessfully, students will be om Orff's instrument collec n.					
Course content broken down in detail by weekly class schedule (syllabus)	Acous Adopt Intona Develo Implen Imposi Dictior	tically and theoretica fundamental music f tion and rhythmic acc op the ability of practi opment of intonation	complishments cal implementation of play relations and skills om artistic music of local a athing	ith music	c instrun e of Orff	's instru	ments	

	Group music making in vocal and instrumental technique							
	Assessment and e	valuation	า					
Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning field work 			 independent assignments multimedia laboratory work with mentor (other) 				
Student responsibilities	 regular attendance behave in accorded participate in arractivities that enabee pass the oral example. 	regular attendance of lectures and exercises behave in accordance with ethical and scientific principles in higher education participate in and perform teaching and extracurricular (individual and group) ctivities that enable the acquisition of learning outcomes provided by the course pass the oral exam and achieve a minimum of 50% accuracy on the exam be informed about the missed classes during the consultations of teachers and with						
Screening student	Class attendance	1	Research			Practical training		
work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS	Experimental work		Report			(Other)		
	Essay		Seminar essay	r ((Other)		
	Tests		Oral exam	((Other)		
value of the course)	Written exam		Project			(Other)		
Grading and evaluating student work in class and at the final exam	Oral exam - 50% Class attendance - Success in solving Class activity - 15% Criteria for evaluat repository.	ı individu %					ed in the course	
Required literature (available in the		Tit	le			Number of copies in the library	Availability via other media	
library and via other	Sam, R. (1992), S	viramo u	z pjesmu. I	Rijeł	a: Glosa	2	2	
media)	Music education according to education	textbook	s for elem					
Optional literature (at the time of submission of study programme proposal)	Additional and var Sheet music from						jinals and edits).	
The ways of a quality follow-up which enable acquisition of the defined learning outcome	 class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfillment of the other obligations prescribed by the syllabus individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching process 							
Other (as the proposer wishes to add)								

NAME OF THE COU	JRSE	CHILDRE	N'S MUS		ΑΤΙVITY	WITH		ICUM			
Code	SRPO	G45		Year of s	tudy		2.	2.			
Course teacher		ana Dobrota ofessor	, PhD,		lue (ECTS	S)	2				
Associate teachers		a Petrušić, ing Assistan			L 15	S 0	E 15	F 0			
Course status	manda	atory		Percenta		,	15	0	15	0	
Course status		application of e-learning									
COURSE DESCRIPTION Introduction to the developmental phases of the children's' musical creativity and the											
Course objectives	possib	ilities for rea	alization	of the activ	ities of mu	usical	creativity		-		
Course enrolment requirements and entry competences required for the course		ment require competence				velop	ment of c	:hildren':	s musica	ality	
Expected learning outcomes at a course level (4- 10 outcomes)	- to ex - to va - to co	plain the pha plain the rea lue the resu nduct resear sical creativit	alization o Its of the rches am	of the activ activities c ong kinder	ities of chi of children garten tea	ildren 's' mι	's' musica isical crea	al creativ ativity	vity	ortance	
Course content broken down in detail by weekly class schedule (syllabus)	1. Defi 2. Chil 3. Chil 4. Sou 5. Mus 6. Dyn	of musical creativity in pre-school education 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									
Format of instruction	□ lect □ sen □ exe □ on l □ part	ures ninars and v rcises ine in entiret ial e-learnin	worksho	ps	□ indepe □ multim □ labora □ work v □ (other)	nedia itory with m	t assignments entor				
Student responsibilities	- regul - beha - parti activiti - pass - be in	 field work regular attendance of lectures and exercises behave in accordance with ethical and scientific principles in higher education participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course pass the oral exam and achieve a minimum of 50% accuracy on the exam be informed about the missed classes during the consultations of teachers and with other students 									
Screening student	Class	attendance	1	Research			Practical training				
work (name the proportion of ECTS credits for each	Experi work	mental		Report			(Other)				
activity so that the total number of	Essay	Semi					(Other)				
ECTS credits is equal to the ECTS	Tests			Oral exan	n 1		(Other)				
value of the course)	Writte	n exam		Project			(Other)				

Grading and evaluating student work in class and at the final exam	Oral exam - 50% Class attendance - 20% Success in solving individual and group tasks - 15% Class activity - 15% Criteria for evaluating and grading individual elemen repository.	ts are describ	ed in the course			
Required literature	Title	Number of copies in the library	Availability via other media			
(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. 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, e	tc.)				
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfillment of the other obligations prescribed by the syllabus individual consultations students' self-assessment of the learning outcomes they achieved collaborative assessment of the implementation and quality of the teaching pro- cess 					
Other (as the proposer wishes to add)						

NAME OF THE COU	IRSE	MUSIC LITERATU	RE FOR CHILDREN						
Code	SRPO	G46	Year of study	2.	2.				
Course teacher		ana Dobrota, PhD, ofessor	Credit value (ECTS)	2					
Associate teachers			Type of instruction	L	S	Е	F		
Associate teachers			(hours per semester)	15	15	0	0		
Course status	manda	atory	Percentage of application of e-learning	· · · ·					
	COURSE DESCRIPTION								
Course objectives	Introdu	uction to the music lite	erature for children.						
Course enrolment	- no er	nrolment requirement	S						
requirements and	- entry	competences: comp	uter literacy						
entry competences required for the									
course									
Expected		plain the importance lue music literature fo	of listening to music as mu	usic activ	rity				
learning outcomes at a course level (4-		plain the realization of							
10 outcomes)			t the importance of listenin	g to mus	sic as mu	usic activ	vity		

Course content broken down in detail by weekly class schedule (syllabus)	 Music for children The resources for investigation music for children Characteristics of music for children The role of education in the process of listening to music The development of the pedagogical viewpoints about music education and music for children 									
Format of instruction	□ seminars and workshops □ exercises □ on line in entirety □ partial e-learning □ field work			□ independ □ multimed □ laborator □ work with □ (other)	У					
Student responsibilities	 to behave in ac to participate in activities that e to prepare and to pass the wri and achieve a to be informed 	 to participate in the teaching process: lectures 75%, seminar essays 75% to behave in accordance with ethical and scientific principles in higher education to participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course to prepare and present a seminar essay according to pre-established criteria to pass the written exam (equivalent to the written exam are two passed tests) and achieve a minimum of 50% accuracy on the exam/tests to be informed about the classes he/she missed during the consultations with the teacher and other students 								
Screening student work (name the	Class attendance	1	Research		Practical training					
proportion of ECTS credits for each	Experimental work		Report		(Other)					
activity so that the total number of	Essay		Seminar essay	0,5	(Other)					
ECTS credits is equal to the ECTS	Tests		Oral exam	1	(Other)					
value of the course)	Written exam	0,5	Project		(Other)					
Grading and evaluating student work in class and at the final exam	 written exam/tw prepared and teachers - 30% success in solv class activity - Criteria for evalua course repository. 	presente ing indivi 10% tion and	d seminar idual and g	roup tasks -	10% ual elements are					
		Tit	le		Number of copies in the library	Availability via other media				
Required literature (available in the library and via other	 Marić, Ljerka; C radosno. Met studente i rodit knjiga 	odički p	priručnik z	za odgojite	elje,	/				
media)	 Dobrota, Snjež Zašto volimo pedagoški i preferencija. Fi 	ono š psiholog lozofski f	no- nih	1						
	3. Music literature					yes				
Optional literature (at the time of submission of study programme proposal)	 Levene, Donna Variations. Rev Jeremić, Biljana predškolski i m u Somboru 	rised Edit a; Stanko	tion. Teach ović, Emilija	er Ideas Pre . (2019). Me	ess etodika nastave m					

Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, success in performing tasks student survey on the quality of teaching and teachers at the university level passed the exam and fulfilled other obligations prescribed by syllabus individual consultations self-assessment of achieved learning outcomes by students collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COU	RSE FOLKLORE FOR C	HILDREN WITH PRACTI	CUM			
Code	SRPOG47	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	3			
Accesicate teachers		Type of instruction	L	S	Е	F
Associate teachers		(hours per semester)	15	0	15	0
Course status	mandatory	Percentage of application of e-learning	20%			
		DESCRIPTION	-			
Course objectives	Defining creativity through on movements using sounds, it	rhythm and changes of ter		nt and ir	nprovisa	ition of
Course enrolment requirements and entry competences required for the course	- no enrolment requirement					
Expected learning outcomes at a course level (4- 10 outcomes)	 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 preschool educational and recreational system 					
Course content broken down in detail by weekly class schedule (syllabus)	 Using dance as an opera Dance record Analysis of dance rhythm Methods of teaching dar information Preservation of childre traditional contents to stimu Methods of teaching dan tasks Methods and steps in ps age categories Principles and rules in th Sensitive phases for dev Methods for modelling component in the process of 	ntor in pre-school education nces in terms of the way of n's folklore expression a late children's imagination ces in terms of the way of sycho-sociological dance p e structure of training your elopment certain anthropo g and optimisation of info	of transfo and the and inte acquisiti preparation nger age logical fo	er of mo process ernal exp on of mo on in ter categor eatures	s of acc perience ptor and ms of se ies	quiring dance e⊡and
	□ lectures	□ independent	assiann	oonto		

	□ seminars and w	orkshop	e	multimed	ia			
	·				laboratory			
Format of	□ on line in entirety □ work with me				•			
instruction	\Box partial e-learning \Box (other)				montor			
	\Box field work	9						
		egular class attendance; active participation in the teaching process.						
	1. participate in th							
	2. behave in acco							
Otudant	3. participate in a							
Student responsibilities	4. to be informed					ded by the course		
	teacher and oth				a during the con-			
	5. adhere to the ti		he activities of th	ne course				
	6. actively and co		ely participa	ate in teachir	ng			
	7. pass the oral e	xam	1					
	Class attendance	1	Research		Practical	1		
Screening student					training Active			
work (name the	Experimental		Report		participation			
proportion of ECTS	work		riopon		participation			
credits for each activity so that the	Essay		Seminar		Final thesis			
total number of	Loody	-	essay					
ECTS credits is	Tasta				Continuous			
equal to the ECTS	Tests		Oral exam	1	knowledge testing			
value of the course)			(((Other)			
	Written exam		Project		(Ourier)			
	In accordance with the learning outcomes of the course and the student responsibilities, the final grade in the course is formed with regard to the realization of the following elements: 1. oral exam -80% (history and methodology of folklore 20%; motor knowledge 30%; rules of folklore structure 20%; modalities of folklore behavior 10%) 2. activity in class, participation in discussions during classes - 20% Criteria for evaluating and grading individual elements are described in the course							
Grading and evaluating student work in class and at the final exam	responsibilities, th of the following ele 1. oral exam -80% rules of folklore str 2. activity in class,	e final gr ements: 6 (history ructure 2 6 participa	ade in the and metho 0%; modali ation in disc	course is for dology of foll ties of folklor ussions duri	med with regard klore 20%; moto re behavior 10% ng classes - 20%	to the realization r knowledge 30%;) 6		
evaluating student work in class and at	responsibilities, th of the following ele 1. oral exam -80% rules of folklore str 2. activity in class, Criteria for evalua	e final gr ements: 6 (history ructure 2 , participa ting and	ade in the and metho 0%; modali ation in disc grading in	course is for dology of foll ties of folklor ussions duri	med with regard klore 20%; moto re behavior 10% ng classes - 20% nents are descrit Number of	to the realization r knowledge 30%;) 6 bed in the course		
evaluating student work in class and at the final exam	responsibilities, th of the following ele 1. oral exam -80% rules of folklore str 2. activity in class, Criteria for evalua	e final gr ements: 6 (history ructure 2 6 participa	ade in the and metho 0%; modali ation in disc grading in	course is for dology of foll ties of folklor ussions duri	med with regard klore 20%; moto re behavior 10% ng classes - 20% nents are descril Number of copies in	to the realization r knowledge 30%;) 6		
evaluating student work in class and at the final exam Required literature (available in the	responsibilities, th of the following ele 1. oral exam -80% rules of folklore str 2. activity in class, Criteria for evalua repository. Knežević G. (1988	e final gr ements: (history ructure 2 participa ting and Tit (), Šećen	and metho 0%; modali ation in disc grading in : le	course is for dology of foll ties of folklor ussions duri dividual elem	med with regard klore 20%; moto re behavior 10% ng classes - 20% nents are descril Number of copies in the library	to the realization r knowledge 30%; 6 bed in the course Availability via		
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evaluating student work in class and at the final exam Required literature (available in the	responsibilities, th of the following ele 1. oral exam -80% rules of folklore str 2. activity in class, Criteria for evalua repository. Knežević G. (1988 prosvjetni sabor H Knežević, G. (20	e final gr ements: (history ructure 2 , participa ting and Tit), Šećen rvatske	ade in the and metho 0%; modali ation in disc grading in the n, šećem dra	course is for dology of folk ties of folklor ussions duri dividual elem otičko, Kultur	med with regard klore 20%; moto re behavior 10% ng classes - 20% nents are descril Number of copies in the library no 1	to the realization r knowledge 30%; 6 bed in the course Availability via		
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evaluating student work in class and at the final exam Required literature (available in the library and via other	responsibilities, th of the following ele 1. oral exam -80% rules of folklore str 2. activity in class, Criteria for evalua repository. Knežević G. (1988 prosvjetni sabor H Knežević, G. (20	e final gr ements: 6 (history ructure 2 , participa ting and Tit 9), Šećem Irvatske 002), Na	rade in the and metho 0%; modali ation in disc grading in t ie n, šećem dr aše kolo v	course is for dology of folk ties of folklor ussions duri dividual elem otičko, Kultur reliko, Zagre	med with regard klore 20%; moto re behavior 10% ng classes - 20% nents are descril Number of copies in the library no 1 eb: 1	to the realization r knowledge 30%; 6 bed in the course Availability via		
evaluating student work in class and at the final exam Required literature (available in the library and via other media)	responsibilities, th of the following ele 1. oral exam -80% rules of folklore str 2. activity in class, Criteria for evalua repository. Knežević G. (1988 prosvjetni sabor H Knežević, G. (20 ETHNO Knežević, G. (20 Zagreb: ETHNO Malada, D. (2018)	e final gr ements: (history ructure 2 , participa ting and Tit (), Šećem (rvatske (002), Na (005), Sre (). Efekti	and metho 0%; modali ation in disc grading in tile h, šećem dra aše kolo v ebrna kola, utjecaja es	course is for dology of folk ties of folklor sussions duri dividual elem <i>ptičko</i> , Kultur <i>reliko</i> , Zagre <i>zlaten kota</i>	med with regard klore 20%; moto re behavior 10% ng classes - 20% nents are descril Number of copies in the library no 1 eb: 1 ač, 1 ziološkog tretma	to the realization r knowledge 30%; bed in the course Availability via other media / / / / /		
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Other (as the
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add)

Module D: Bodily movements expression and creation

NAME OF THE COU	JRSE	ANALYSIS SCHOOL			CAL ACTIVIT	IES IN EA	ARLY AI	ND PRE	-
Code	SRPO			Year of st	udy	2.			
Course teacher		/lahović, Ph ate Professo			ue (ECTS)	4			
		Babin, PhD, ng Assistan			struction (hour		S	E	F
	manda	per semester)300150andatoryPercentage of application							
Course status				of e-learni					
			COURS	E DESCRI	PTION				
Course objectives	of ear	ly and pro	e-school	age; acc	entific knowled Juisition of ba Iysis of kinesio	asic scie	ntific n	nethodic	al and
Course enrolment requirements and entry competences required for the course	- no en	rolment req competence			/				
Expected learning outcomes of course level (4-10 outcomes)	 list a pre-s desc struc analy 	nd explain t school age ribe the m ture /se the anth	he kines ethodolo ropologic	iological st gical proce cal characte	would be able ructures and c edures for an eristics of childr in the procedu	ontents for alysis of ren of earl	certair y and pi	n kinesio re-schoo	ological I age
Course content broken down in detail by weekly class schedule (syllabus)	and pre - Analy school - Analy of kines - Meas school - Anthr - Anal implem - Sens	 <u>indicate the methods and processes in the procedure of kinesiological diagnostics.</u> 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) lectures seminars and workshops exercises on line in entirety partial e-learning field work								
Student responsibilities	Write a Plan, o		aper in lin I carry ou	ie with prev it a lesson	l and scientific iously determir course			er educa	ition
work (note down			1,5	Research		Practical	training	1,5	
ECTS credits for	Experir	mental work	0,5	Report		(Other)			

each activity so that the total of ECTS	Essay		Seminar essay		(Other)					
credits matches the course credit value):	Tests	0,5	Oral exam		(Other)					
,	Written exam		Project	((Other)					
evaluating student	grade 4 (85% to 94 Class attendance - Practical training – Tests – 40%	he assessment and marking criteria of individual elements can be found in the cou								
		Tit	tle		Number of copies in the library	Availability via other media				
	Findak, V. (1995), culture u predškols					yes				
	, Findak, V., Prskalo odgojitelje, Visoka	, I. (2004	4), Kineziološk	i leksikon za		yes				
Required literature	Findak, V., Delija, <i>kultura u predškols</i>		a 0	yes						
(available in the library and via other media)	Findak, V., Metikoš F. (2000), <i>Primije</i>	š, D., Mra enjena k n. Faku	0	yes						
	Pejčić, A., (2005), preškolske l rane š Sveučilišta u Rijeci	Kinezia kolske d		/						
	Nacionalni kurikulu Ministarstvo znano			yes						
	Pejčić, A., Trajkov djecom u vrtiću I šk	ski, B. (2	8	/						
submission of study	Ivanković, A. (1988 Zagreb Koritnik, M. (1988). Pejčić, A. (2002), <i>I</i>	. 2000 ig	<i>ara.</i> Naša djec	a, Zagreb						
Methods of quality observance enabling the acquisition of defined learning outcomes	 Class attendance, class activity, successfully completing tasks Student questionnaire on the quality of teaching and teachers at the university level Passed exam and the fulfilment of the other obligations prescribed by the syllabus Individual consultations Students' self-assessment of the learning outcomes they achieved Collaborative assessment of the implementation and quality of the teaching process 									
Other (as the proposer wishes to add)			·			<u> </u>				

NAME OF THE COU	IRSE	AESTHETIC GYMNASTICS WITH PRACTICUM					
Code	SRPO	P34	Year of study	2.			
Course teacher	Dodi N Lectur	/lalada, PhD, Senior er	Credit value (ECTS)	4			
Associate teachers				L	S	Е	F

			Type of ir	struction					
				r semester)	15	0	30	0	
Course status	mandatory Percentage of 20% 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)	kinesiological com - describe structur - describe element - integrate practica - explain anthropo	 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 							
Course content broken down in detail by weekly class schedule (syllabus)	 Show elements of destinetic movements Historical development and principles of harmonious, aesthetic movements 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 Steps for acquisition and mastering the technique of selected dance and aesthetic structures 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 Realisation of note values through movement Methods of learning basic techniques with props Basics of choreographing Principles of stage performance Rhythmic composition, structure and improvisation Assessment of motor knowledge of aesthetic movement in pre-school education 								
Format of instruction	institution I lectures seminars and w exercises on line in entired partial e-learnin field work	ty	5	 independent assignments multimedia laboratory work with mentor (other) 					
Student responsibilities	 Regular class attendance; active participation in the teaching process. participate in the teaching process: lectures 70%, exercises 80% behave in accordance with ethical and scientific principles in higher education participate in and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course to be informed about the classes he / she missed during the consultations with the teacher and other students adhere to the time frames required to perform the activities of the course actively and constructively participate in teaching pass the oral exam 								
Screening student work (name the	Class attendance	1,5	Research		Practica training	I			

proportion of ECTS credits for each	Experimental work	. Report				ation	1,5	
activity so that the total number of	Essay	Essay Seminar essay			Final thesis			
ECTS credits is equal to the ECTS	e) Written exam Project				Continuous knowledge tes	ting		
value of the course)					(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. In accordance with the learning outcomes of the course and the student esponsibilities, the final grade in the course is formed with regard to the realization of the following elements: . oral exam -80% (history and methodology of aestetic gymnastic 20%; motor nowledge 30%; rules of dance structure 20%; modalities of dance behavior 10%) . activity in class, participation in discussions during classes - 20% Criteria for evaluating and grading individual elements are described in the course epository.							
Required literature (available in the		Tit	le		Number of copies in the library		bility via ^r media	
library and via other media)	Miletić, Đ. (2007), Fakultet prirodos kineziologije						/	
Additional reading	Malada, D. (2018). Efekti utjecaja estetskog kineziološkog tretmana na motoričke sposobnosti djevojčica. Edukacijski fakultet, Travnik. Katić R.; Miletić, Đ.; Maleš, B.; Grgantov, Z.; Krstulović, S. (2005), <i>Antropološki</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 COL	IRSE	RSE RHYTHMICS AND DANCE WITH PRACTICUM 1									
Code	SRPOP35		Year of study	study 2.							
Course teacher	Dodi N Lectur	lalada, PhD, Senior er	Credit value (ECTS)	5							
Accesiote teachere	sociate teachers	L	s	Е	F						
Associate teachers			(hours per semester)	15	0	45	0				
Course status	manda	atory	Percentage of application of e-learning	20%							
	-	COURSE	DESCRIPTION	-							
Course objectives			e basic theoretical knowled Il as dance methodology.	lge and p	orinciple	s in the f	field of				

Course enrolment	- no enrolment req	uiremen	ts						
requirements and									
entry competences									
required for the									
course									
	employ methods for acquisition of elements of children's rhythmics								
	- use methods for			nthro	opological f	eatures			
Expected	- describe rhythmi								
learning outcomes		analyse anthropological features of rhythmic dancers							
at a course level (4-		explain correct way of performing elements of rhythmic gymnastics perform methodic exercises acquisition of dance elements							
10 outcomes)	- engage in making						novements in a		
	pre-school educati								
	- develop the abilit								
	kinesiology activiti								
	1. Methods of learn	ning basi	c elements	of th	ne techniqu	e of jumps, balan	ce, turn around		
	and flexibility	ning hav	w to walk		make door	o movomente e	winge circling		
	Methods of lear wave movements,					e movements, s	wings, circling,		
Course content	3. Realisation of n								
broken down in	4. Influence of kin		0			novement and rh	ythmics on the		
detail by weekly class schedule	development and						,		
(syllabus)	5. Methods of te								
(0)110000)	imagination and cr								
	Methods of dev and rhythmic move		kinestnetic	sen	nsitivity whi	ch body stimulat	es in its dance		
	7. Rhythmic struct		nosition in	nnro	visation an	d completeness			
	8. Assessment of						ation institution		
	□ lectures		<u>J</u>						
	□ seminars and w	orkshops	S		•	it assignments			
Format of	□ exercises	•							
instruction	on line in entiret	tv			aboratory				
	□ partial e-learnin	•			work with m	ientor			
	☐ field work	5		□ ((other)				
	Regular class atte	ndance;	active parti	cipa	ation in the	teaching process	6.		
	1. participate in th	e teachir	ng process	: lec	tures 70%,	exercises 80%			
	2. behave in acco								
Ctudent	3. participate in a								
Student responsibilities	4. to be informed					utcomes provided			
responsibilities	teacher and oth			c/3	ne misseu (
	5. adhere to the ti			l to p	perform the	activities of the	course		
	6. actively and co								
	7. pass the oral ex	xam			1				
	Class attendance	2	Research			Practical	1		
Screening student						training			
work (name the	Experimental		Report			Active	0,5		
proportion of ECTS	work		Tepon			participation	0,0		
credits for each	_		Seminar			Final thesis			
activity so that the	Essay		essay						
total number of ECTS credits is						Continuous			
equal to the ECTS	Tests		Oral exam	n	1	knowledge	0,5		
value of the course)						testing			
,	Written exam		Project			(Other)			
						l			

Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during th the final grade is obtained at the end of the semester. In accordance with the learning outcomes of t responsibilities, the final grade in the course is forme of the following elements: 1. oral exam -80% (history and methodology of rytmic rules of rytmics structure 20%; modalities of rytmics b 2. activity in class, participation in discussions during Criteria for evaluating and grading individual elemen repository.	he course a d with regard s 20%; motor ehavior 10%) classes - 20%	nd the student to the realization knowledge 30%;
Required literature (available in the	Title	Number of copies in the library	Availability via other media
Ìibrary and via other media)	Srhoj, Lj., Miletić, Đ. (2000), <i>Plesne strukture (textbook).</i> Split: Abel international	2	/
modiay	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	Malada, D. (2018). Efekti utjecaja estetskog kinezioli sposobnosti djevojčica. Edukacijski fakultet, Travnik. Cvjetičanin, B.; Kurjan-Manestar, V. (2002): Pokret proces. <i>Zbornik Učiteljske akademije u Zagrebu. Co Education Academy in Zagreb,</i> 4 (2002), 1(4); pp. 131 Laban u praksi: uz 50 godina škole suvremenog p <i>časopis za plesnu umjetnost /</i> [Iva Nerina Sibila (edito 105 Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006.) Morp abilities effects in female dance structures. <i>Fizička ku</i> 53-62	i ples kao od <i>Ilected Paper</i> I-138 Iesa Ane Mal r-in-chief)], 2 (phological fea	dgojno-obrazovni s of the Teacher etić. // <i>Kretanja:</i> 2004), 2; pp. 88- tures and motor
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is poll, students' success at a course level, periodic ind review and periodic internal review of the annual of procedures.	ependent exte	ernal programme
Other (as the proposer wishes to add)			

NAME OF THE COU	IAME OF THE COURSE FOLKLORE FOR CHILDREN WITH PRACTICUM 1							
Code	SRPO	P36	Year of study	2.				
Course teacher	Dodi Malada, PhD, Senior Lecturer		Credit value (ECTS)	3				
Associate teachers		Type of instruction	L	S	Е	F		
Associate teachers			(hours per semester)	15	0	15	0	
Course status	manda	atory	Percentage of application of e-learning	20%				
		COURSE	E DESCRIPTION					
Course objectives			etences in terms of knowir dance structures of Croatia			transforr	mation	
Course enrolment requirements and entry competences	- no er	no enrolment requirements						

required for the course									
Expected learning outcomes at a course level (4- 10 outcomes)	 use methods for integrate training distinguish method perform methodic engage in making 	 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)	information 2. Methods of stud 3. Characteristics of 4. Acquisition of el 5. Realisation of no 6. Preservation of traditional contents 7. Methods of teac tasks 7. Methods and st age categories	 Methods of studying dances by ethnographic zones Characteristics of Croatian ethnographic zones Acquisition of elements of dance techniques Realisation of note values through movement Preservation of children's folklore expression and the process of acquiring raditional contents to stimulate children's imagination and internal experience Methods of teaching dances in terms of the way of acquisition of motor and dance asks Methods and steps in psycho-sociological dance preparation in terms of sex and 							
Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning field work 			 independent assignments multimedia laboratory work with mentor (other) 					
Student responsibilities	Regular class atter 1. participate in th 2. behave in acco 3. participate in a	e teachin rdance v and perfonable the about the about the me framon nstructive	ng process with ethical orm curricu e acquisitio classes he nts es required	: lec and lar n of e / s	etures 70%, I scientific p and extrac learning ou he missed perform the	exercises 80% rinciples in high urricular (individ utcomes provide during the consu	er education ual and group) d by the course ltations with the		
Screening student work (name the proportion of ECTS	Class attendance Experimental	1	Research Report			Practical training Active	0,5 0,5		
credits for each activity so that the	work Essay		Seminar			participation Final thesis			
total number of ECTS credits is equal to the ECTS	Tests		essay Oral exam	1	1	(Other)			
value of the course)	Written exam		Project			(Other)			
Grading and evaluating student work in class and at the final exam	Students' knowled the final grade is o In accordance w responsibilities, the of the following ele 1. oral exam -80% rules of folklore str	btained a vith the e final gr ements: (history	at the end o learning ade in the and metho	of th outc cou dolc	e semester comes of rse is form ogy of folklo	r. the course an ed with regard to re 20%; motor k	d the student the realization		

	 activity in class, participation in discussions during Criteria for evaluating and grading individual element repository. 		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Knežević G. (1988), Šećem, šećem drotičko, 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)	Malada, D. (2018). Efekti utjecaja estetskog kineziolo sposobnosti djevojčica. Edukacijski fakultet, Travnik. Vukelić, J. Plesna kultura: mogućnosti plesnoritmičk dobi. // Zbornik Učiteljske akademije u Zagrebu, Co. Education Academy in Zagreb / [editor-in-chief Milan 309-316	kog odgoja dj llected Papers	ece predškolske s of the Teacher
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is poll, students' success at a course level, periodic ind review and periodic internal review of the annual of procedures.	ependent exte	ernal programme
Other (as the proposer wishes to add)			

NAME OF THE COU	IRSE	GROUP MUSIC M	AKING					
Code	SRPO	P37	Year of study	2.				
Course teacher	Marijo Lectur	Krnić, MSc, er	Credit value (ECTS)	3	3			
Associate teachers		ndra Kardum, eaching Assistant	Type of instruction	L	S	Е	F	
		C C	(hours per semester)	0	0	30	0	
Course status	manda	atory						
		COURS	E DESCRIPTION					
Course objectives	of indi Develo (rhythr	vidual interpretative a opment of skills and a	with adapted musical litera abilities, nature of instrume bilities (singing, playing) in asts, tempo, expressive pe ts	ents and function	techniq of group	ues of p	laying.	
requirements and entry competences required for the course								
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	Acous	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 rhyt	hmic ac	complichm	onto							
class schedule (syllabus)	Develop the ability		•			ving some of O	rff's instruments				
(0)10000)	Development of int	•	•			ying some of O					
	Implement compos					and foreign auth	ore				
	•			nus		and foreign auti	1015				
	•	npostation exercises: breathing viction and articulation									
		cooperation with other facilities									
	•	Broup music making in vocal and instrumental technique									
	-	ssessment and evaluation									
Format of	seminars and v exercises	VOIKSIIO	hə	□n	nultimedia						
Format of instruction				🗆 la	aboratory						
Instruction	□ on line in entiret	•		□v	vork with m	nentor					
	□ partial e-learning	g			other)						
	□ field work				•						
	- regular attendand					e stale s ta bisk s					
	- behave in accord										
Student	 participate in ar activities that enab 										
responsibilities	- pass the oral exa										
	- be informed abou										
	other students				J						
	Class attendence	4	Research			Practical	4				
Screening student	Class attendance	1	Research			training	1				
work (name the proportion of ECTS	Experimental		Roport ((Other)						
credits for each	work		Report								
	Essay		Seminar ((Other)						
	Loody		essay								
ECTS credits is	Tests		Oral exam	า	1	(Other)					
equal to the ECTS					(Othor)						
value of the course)	Written exam		Project			(Other)					
	Oral exam - 50%										
Grading and	Class attendance ·										
evaluating student	Success in solving		al and grou	ip ta	sks - 15%						
work in class and at the final exam			aredina in	ماني زما	البيما مامسم	oto oro doporib	ad in the course				
the linal exam	Criteria for evaluat repository.	ung and	grading in	aivia	iuai elemei	nts are describ	ed in the course				
	Topository.					Number of					
Required literature		Tit	le			copies in	Availability via				
(available in the						the library	other media				
library and via other	Sam, R. (1992), S	viramo u	z pjesmu. I	Rijek	a: Glosa	2	2				
media)	Music education	textbook	s for elem	enta	ary school	,					
	according to educa	ator's cho	bice								
Optional literature	Additional and var						inals and edits).				
(at the time of	Sheet music from	iteration	music text	book	s for eleme	entary school.					
-											
	class attandance		otivity our		fully come	lating tacks					
							e university level				
				.5 0	anor obliga						
acquisition of the	 individual consultations students' self-assessment of the learning outcomes they achieved 										
acquisition of the defined learning			t of the lea	rnino	g outcomes	s they achieved					
(at the time of submission of study programme proposal) The ways of a quality follow-up which enable	 Sheet music from iteration music textbooks for elementary school. class attendance, class activity, successfully completing tasks student questionnaire on the quality of teaching and teachers at the university level passed exam and the fulfillment of the other obligations prescribed by the syllabus 										

Other (as the	
proposer wishes to	
add)	

NAME OF THE COU		ND PROGRAM PRE-SCHOOL	MING OF KINES	SIOLOG		CTIVITI	ES IN			
Code	SRPOP43	Year of st	udy	2.						
Course teacher	Lidija Vlahović, PhD, Assistant Professor	Credit val	ue (ECTS)	3		-				
Associate teachers	Bojan Babin, PhD, Teaching Assistant	Type of ir per seme	nstruction (hours ster)	L 30	S 0	E 15	F 0			
Course status	mandatory	Percentag	ge of application							
of e-learning COURSE DESCRIPTION										
Course objectives	Acquiring scientific kr exercise and processe knowledge on the appli	nowledge on p s of motor lear ication of specif	planning, progra ning in early pre ic methodical pre	-school	age; Aco s, forms	quiring s	cientific			
Course enrolment requirements and entry competences required for the course	No enrolment requirem	odily exercise and motor learning in children of early pre-school age. Io enrolment requirements Entry competences: computer literacy								
Expected learning outcomes at a course level (4-10 outcomes)	 Explain the aim, tas kinesiological treatmen Make plans and pro transformation procedu Define schedule, dos treatment; 									
Course content broken down in detail by weekly class schedule (syllabus)	 Execution of bodily of specifics of biological geschool age (4+2) Methodical procedure process in early and process in early and process in early and process (coordination, best) Modelling and apply that unite the psychoconcordance with aest Schedule, dosage aroperators (6+3) 	Methodical procedures, forms and contents of bodily exercise and motor learning rocess in early and pre-school age (4+2) Operators for the development of basic motor abilities important for these sensitive hases (coordination, balance, precision, flexibility) (4+2) Modelling and applying kinesiological operators of integral children's' developmen nat unite the psychological, sociological and cognitive dimension, especially in oncordance with aesthetic, artistic and music expressions (6+3) Schedule, dosage and optimisation of extension and intensity of load and exercise								
Format of instruction	 lectures seminars and works exercises on line entirely partial e-learning field work 	hops	 independent multimedia laboratory mentorship (other) 							

Student responsibilities	Write a seminar pa Create a work jouri Plan, organize and	onduct themselves in line with ethical and scientific principles of higher education rite a seminar paper in line with previously determined criteria eate a work journal an, organize and carry out a lesson omplete individual and group tasks in a timely manner and to the best of their abil								
Following up	Class attendance	1,5	Research	F	Practical training	0,5				
students' work (note down ECTS credits	Experimental work		Report	((other)					
for each activity so that the total of ECTS credits	Essay		Seminar essay	((other)					
matches the course	Tests	1	Oral exam		(other)					
credit value)	Written exam		Project		(other)					
Grading and evaluating student work in class and at the final exam	grade 4 (85% to 94 Class attendance - Practical training - Tests – 40% Total 100%	cal training - 30% – 40% 100% ssessment and marking criteria of individual elements can be found in the cou tory								
		Tit	Number of copies in the library	Available in other media						
	Findak, V., (199 <i>zdravstvenoj kultur</i>		0	yes						
	Findak, V. (1995). <i>kulture u predšk</i> Zagreb.	yes								
Required literature (available in the library and via other	Findak, V., Metikoš, D., Mraković, M., Neljak, B., Prot, 0 yes F. (2000). <i>Primijenjena kineziologija u školstvu –</i> <i>motorička znanja.</i> Fakultet za fizičku kulturu Sveučilišta u Zagrebu									
media)	Metikoš, D., Mra Primijenjena kine: Hrvatski pedagoški	aković, z <i>iologija</i>		yes						
	Vukovac, D., (2 karakteristika djec četveromjesečnog rad, Split	e rane i	bi nakon		yes					
	<i>Nacionalni kurikul</i> (2018). Ministarstv				i /	yes				
	Prskalo, I., Findak, <i>odgojitelje,</i> Visoka	•	, ,	iručnik za	1	/				
Optional literature (at the time of submission of study programme proposal)	Ivanković, A. (1988 Zagreb Ivanković, A. (1988 Pejčić, A. (2002). <i>I</i>	s). Tjeles	ni odgoj djece pre	edškolske	<i>dobi</i> . Školska k	njiga, Zagreb.				
Methods of quality observance enabling the acquisition of	 Student question 	naire on d the fulf	activity, successful the quality of teac ilment of the othe	ching and	I teachers at the					

	 Students' self-assessment of the learning outcomes they achieved Collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COU	IRSE	RHYTHMICS AND	DANCE W	ITH PRACTICU	JM 2			
Code	SRPO	P44	Year of s	tudy	2.			
Course teacher	Dodi N Lectur	/alada, PhD, Senior er		lue (ECTS)	5			
Associate teachers				nstruction er semester)	L 15	S 0	E 45	F 0
Course status	manda	atory	Percenta applicatio	ge of on of e-learning	20%	1	1	
	1	COURSE	E DESCRI		•			
Course objectives		ng students to acquire and rhythmics as we			lge and p	orinciple	s in the	field of
Course enrolment requirements and entry competences required for the course	- enrol	ment requirement: ta	king cours	e Rhythmics wit	h practic	cum 1		
Expected learning outcomes at a course level (4- 10 outcomes)	- desc - analy - expla - expla - expla - use r - perfo - enga pre-sc	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 gymnastic 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 perfore-school education institution						
Course content broken down in detail by weekly class schedule (syllabus)	 Metric Presentation Metric Presentation Creation Eigling Creation The second s		kinesiolog rhythmics dolf Laban and impro in studying e and skills es through rmance nation, con	y sensitivity ind as a therapy for 's educational d visations g and expression in rhythmic gyn movement nection betweer	children lance an on of mu nnastics	a body with sp d formir usic acc	ecial nee ng short ording t	eds dance o Emil
Format of instruction	□ lect □ sem □ exe □ on l □ part □ fielc	ures ninars and workshops rcises ine in entirety ial e-learning I work	nation, connection between developmental characteristics nance in rhythmic gymnastics					
Student responsibilities	 par beł par act to t tea adł 	ar class attendance; a ticipate in the teachir nave in accordance w ticipate in and perfo ivities that enable the period about the cher and other stude nere to the time frame ively and constructive	ng process vith ethical orm curricu e acquisitio e classes h nts es requirec	: lectures 70%, and scientific pr ilar and extract n of learning ou e / she missed d I to perform the	exercise inciples irricular tcomes p uring the	s 80% in highe (individu provided consul	r educat ial and l by the o tations w	group) course

	7. pass the oral e	xam							
	Class attendance		Research		Practical training				
Screening student work (name the proportion of ECTS	Experimental work		Report		Active participation				
credits for each activity so that the total number of	Essay	Essay Seminar 1 Fi		Final thesis					
ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1,5	Continuous knowledge testing	0,5			
	Written exam		Project		(Other)				
Grading and evaluating student work in class and at the final exam	the final grade is of In accordance we responsibilities, th of the following ele 1. oral exam -80% rules of folklore str 2. activity in class,	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester. In accordance with the learning outcomes of the course and the student esponsibilities, the final grade in the course is formed with regard to the realization of the following elements: . oral exam -80% (history and methodology of folklore 20%; motor knowledge 30%; ules of folklore structure 20%; modalities of folklore behavior 10%) . activity in class, participation in discussions during classes - 20% Criteria for evaluating and grading individual elements are described in the course							
Required literature (available in the		Tit	le		Number of copies in the library	Title			
library and via other media)	Srhoj Lj.; Miletio (textbook). Split: /			e strukture	9 3	/			
	Maletić, A. (1983) prosvjetni sabor H		i ples. Zagre	b: Kulturno	- 2	/			
Optional literature	Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // Kretanja: časopis za plesnu umjetnost / [Iva Nerina Sibila (editor-in-chief)]. 2 (2004), 2; pp. 88- 105								
(at the time of submission of study programme proposal)		umjetno							
submission of study programme		iccessfuli	st / [Iva Nerina ness of course a course level,	Sibila (edit realisation periodic in	or-in-chief)]. 2 (2 is followed up th dependent exter	2004), 2; pp. 88- rough students' nal programme			

NAME OF THE COL	IRSE FOLKLORE FO		WITH PRACTI	CUM 2					
Code	SRPOP45	Year of s	tudy	2.					
Course teacher	Dodi Malada, PhD, Sen Lecturer	ior	lue (ECTS)	2					
Associate teachers			nstruction er semester)	L 15	S 0	E 15	F 0		
Course status	mandatory	Percenta	ge of on of e-learning	20%		1			
COURSE DESCRIPTION									
Course objectives	Acquisition of general co operators for acquisition					transfori	mation		
Course enrolment requirements and entry competences required for the course	 enrolment requirement entry competences: competences: competences: 			or childr	en with	practicui	m 1		
Expected learning outcomes at a course level (4- 10 outcomes)	 use methods for transf apply the methods describe elements of f describe correct perfort integrate training operative recognise mistakes in use methods for correct perform dance elements show dance elements 	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							
Course content broken down in detail by weekly class schedule (syllabus)	 Methods and steps in age categories Dance record Analysis of dance rhy Acquisition of element Principles and rules in Sensitive phases for Methods for modell component in the proce Folklore and stage Rhythmic composition 	n psycho-soci nthm Its of dance te n the structure development ing and optin ss of children	chniques of training of yo of certain anthro nisation of info s training e	oung age pologica rmation	e catego I feature	ries es			
Format of instruction	 lectures seminars and worksh exercises on line in entirety partial e-learning field work 	 seminars and workshops exercises on line in entirety partial e-learning independent assignments multimedia laboratory work with mentor (other) 							
Student responsibilities	 Regular class attendand participate in the tea behave in accordand participate in and pactivities that enable to be informed about teacher and other stress adhere to the time from 	ching process e with ethical erform curricu the acquisitio the classes h udents	: lectures 70%, and scientific pr lar and extract n of learning ou e / she missed d	exercise inciples irricular tcomes p uring the	s 80% in highe (individu provided consult	r educat ial and by the c tations w	group) course		

		 actively and constructively participate in teaching pass the oral exam 							
Screening student	Class attendance	1	Research		Practical training				
work (name the proportion of ECTS credits for each	Experimental work		Report		Active participation	0,5			
activity so that the total number of	Essay		Seminar essay		Final thesis				
ECTS credits is equal to the ECTS	Tests		Oral exam	0,5	(Other)				
value of the course)	Written exam		Project		(Other)				
Grading and evaluating student work in class and at the final exam	In accordance w responsibilities, the of the following ele 1. oral exam -80% rules of folklore str 2. activity in class,	Number of							
Required literature		Tit	Number of copies in the library	Availability via other media					
(available in the library and via other	Knežević G. (1988), Šećem, šećem drotičko, Kulturno 1 / / prosvjetni sabor Hrvatske, Zagreb								
media)	Knežević, G. (2002), <i>Naše kolo veliko</i> , Zagreb: 1 / ETHNO								
	Knežević, G. (20 Zagreb: ETHNO	05), <i>Sre</i>	ebrna kola, zl	aten kotač	, 1	/			
Optional literature (at the time of submission of study programme proposal)	Malada, D. (2018) sposobnosti djevo Mihaljević, D.; Srl abilities effects in 53-62 Zagrajski Vukelić, predškolske dobi. <i>Teacher Education</i> 1(2); pp. 309-316	ojčica. Ed hoj, Lj.; female d J. Ples // Zbornik n Acader	lukacijski fakul Zagorac, N. (ance structure sna kultura: r k Učiteljske ak my in Zagreb	itet, Travnik 2006), Mor es. <i>Fizička I</i> nogućnosti ademije u Z / [editor-in-o	phological feat kultura, Skopje, plesnoritmičko agrebu, Collect chief Milan Mat	ures and motor 34, issue 2, pp. g odgoja djece ed Papers of the ijević]. 2 (2000),			
Quality assurance methods that ensure the acquisition of exit competences	poll, students' suc	The quality and successfulness of course realisation is followed up through students' boll, students' success at a course level, periodic independent external programme eview and periodic internal review of the annual detailed curriculum and exam							
Other (as the proposer wishes to add)									

NAME OF THE COL	JRSE	CHILDREN'S DAN	CE CREA	TION WITH PR	ACTICU	М			
Code	SRPO	P46	Year of s	tudy	2.				
Course teacher	Dodi N Lectur	lalada, PhD, Senior er	Credit va	lue (ECTS)	3				
Associate teachers				nstruction er semester)	L 15	S 0	E 30	F 0	
Course status	manda	atory	Percenta application	ge of on of e-learning	20%				
		COURSE	E DESCRI						
Course objectives		ng creation through c nent using sounds, rh				nt and ir	nprovisa	tion of	
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)	 inter creation recognized demon proposition enga mover 	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 ovements in a pre-school education institution							
Course content broken down in detail by weekly class schedule (syllabus)	and rh 2. The Jaques 3. Met kinestl 4. Cre simple compo 5. Dan 6. Note 7. Ana 8. Dat expres 9. Trei 10. Ba	nd dance expressions asics of choreograp	and impro in studying the feeling d by a bod rhythmics rhythes in nces – a s rerbal com n gories of	visations g and expression g of metrics and y in dance and as a therapy for movement, for tory told through munication dances as ope	on of mu d and n rhythmic or childro ming sho mover erators in	usic acc nethods movem en with ort danc nent	ording t of deve ent special e and rh	o Emil eloping needs, ythmic	
Format of instruction	institutions lectures seminars and workshops exercises on line in entirety partial e-learning field work								
Student responsibilities	 par ber ber par par act to b 	ar class attendance. ticipate in the teachin have in accordance w ticipate in and perfo- ivities that enable the be informed about the cher and other stude	vith ethical orm curricu acquisitio classes h	and scientific p llar and extract n of learning ou	inciples irricular tcomes j	in highe (individu provided	ual and I by the o	group) course	

	6. actively and co	adhere to the time frames required to perform the activities of the course actively and constructively participate in teaching pass the oral exam							
Screening student	Class attendance	1,5	Research		Practical training	0,5			
work (name the proportion of ECTS credits for each	Experimental work		Report		Active participation	0,5			
activity so that the total number of	Essay		Seminar essay		Final thesis				
ECTS credits is equal to the ECTS	Tests		Oral exam	0,5	(Other)				
value of the course)	Written exam Students' knowled		Project		(Other)				
Grading and evaluating student work in class and at the final exam	In accordance w responsibilities, the of the following ele 1. oral exam - 80% rules of dance stru 2. activity in class,	e final grade is obtained at the end of the semester. accordance with the learning outcomes of the course and the student sponsibilities, the final grade in the course is formed with regard to the realization the following elements: oral exam - 80% (history and methodology of dance 20%; motor knowledge 30%; es of dance structure 20%; modalities of dance behavior 10%) activity in class, participation in discussions during classes - 20% iteria for evaluating and grading individual elements are described in the course pository.							
Required literature			Number of						
Required literature		Tit	le		copies in the library	Availability via other media			
(available in the library and via other	Maletić, A. (1983) prosvjetni sabor H	, Pokret		b: Kulturno	the library				
(available in the library and via other media)	prosvjetni sabor H Cvjetičanin, B.; Ku odgojno-obrazovn akademije u Zagre), <i>Pokret</i> rvatske irjan-Mar i proce ebu	<i>i ples.</i> Zagre nestar, V. Pokr ess, <i>Zbornik</i>	et i ples kao <i>Učiteljske</i>	the library 2 0 1	other media / /			
(available in the library and via other	prosvjetni sabor H Cvjetičanin, B.; Ku odgojno-obrazovn), <i>Pokret</i> r <u>vatske</u> irjan-Mar i proce <u>abu</u> hoj, Lj.; female c	<i>i ples.</i> Zagre nestar, V. Pokr ess, <i>Zbornik</i> Zagorac, N. lance structure ness of course a course level,	et i ples kao Učiteljske (2006) Mor es. Fizička i realisation periodic in	the library 2 2 2 2 2 2 2 3 3 3 3 3 3 3 3 3 3 3 3	other media / / ures and motor 34, issue 2, pp. hrough students' ernal programme			

F) Elective courses

NAME OF THE COL	IRSE	GIFTED CHILDRE	N					
Code	SRPI1	1	Year of s	tudy	1.			
Course teacher		Batarelo Kokić, ⁻ ull Professor		lue (ECTS)	4	-		-
Associate teachers				nstruction er semester)	L 30	S 15	E 0	F 0
Course status	electiv	е	Percenta application	ge of on of e-learning	20%			
		COURSE	DESCRI	PTION	2			
Course objectives	 basic focus origin cogn creat deve teach use o evalu 	Students will develop knowledge and understanding of: 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	- no er - entry	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4- 10 outcomes)	- com - discu	nts will be able to: pare and discuss diffe uss different gifted ed uate teaching plans a	ucation pr	ograms		n		
Course content broken down in detail by weekly class schedule (syllabus)	1. II 2. C 3. T 4. T 5. M 6. II 7. F 8. T 9. M 10. F 11. F 12. T 13. T	 Documentary 'Klinci za 5'; group discussion Theoretical approaches to giftedness – I; introduction to seminars Theoretical approaches to giftedness – II; student presentations Main characteristics of gifted children; student presentations Identification of gifted children; student presentations Identification of gifted children; student presentations Factors influencing development of giftedness; student presentations Teaching methods for gifted pre-school children; student presentations Midterm exam Program planning in gifted education; student presentations Technologies in gifted education; student presentations Twice-exceptional children; student presentations Gifted education in different cultures; student presentations 						
Format of instruction	□ sen □ exe □ on I □ par	□ lectures □ independent assignments □ seminars and workshops □ multimedia □ exercises □ laboratory □ on line in entirety □ work with mentor □ field work □ (other)						
Student responsibilities		lition to participation ts will present seled						

		liscussions. Students will pass a written test and achieve a minimum of 65% accuracy on the final/midterm test.							
Screening student	Class attendance	1,5	Research		Practical training				
work (name the proportion of ECTS credits for each	Experimental work		Report		Online discussions	0,5			
activity so that the total number of	Essay		Seminar essay	0,5	(Other)				
ECTS credits is equal to the ECTS value of the course)	Tests	0,75	Oral exam		(Other)				
	Written exam	0,75	Project		(Other)				
Grading and evaluating student work in class and at the final exam	activities and onli midterm and final t	se achievement will be evaluated as the percept of participation in the class ties and online discussions (20%), completion of seminar tasks (30%), and erm and final test results (50%). The additional evaluation and grading criteria for sular course tasks are described in the course repository.							
		Tit	Number of copies in the library	Availability via other media					
Required literature (available in the library and via other	George, D. (2005), Obrazovanje darovitih: Kako 1 / identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa								
media)	Darovito je, što	Cvetković Lay, J.; Sekulić Majurec, A. (2008), 4 / Darovito je, što ću s njim: priručnik za odgoj i obrazovanje darovite djece predškolske							
Optional literature (at the time of submission of study programme proposal)		nea Onaga, b: Educa (2005), <i>l</i>	E.; Rohde, B Daroviti učenici	.; Whiren, <i>i: Teorijski p</i>	A. (2004), Dje	eca s posebnim			
Quality assurance methods that ensure the acquisition of exit competences	quality of teaching of other obligation assessment of the	ahović-Štetić. V. (2005), <i>Daroviti učenici: Teorijski pristup i primjena u školi.</i> Zagreb: stitut za društvena istraživanja u Zagrebu ass attendance, class activity, success in performing tasks; student survey on the iality of teaching and teachers at the university level; test completion and fulfilment other obligations listed in the syllabus; individual consultations; students' self- issessment of the achieved learning outcomes and collaborative assessment of the uplementation and quality of the teaching process in the classroom, assessment of							

NAME OF THE COU	IRSE	CHILD AND MEDIA	l l							
Code	SRPI1	2	Year of study	1.	1.					
Course teacher		a Koludrović, PhD, ant Professor	Credits (ECTS)	4						
Associate teachers			Type of instruction	L	S	Е	F			
			(number of hours)	30	15	0	0			
Status of the course	electiv	е	Percentage of application of e-learning	20%						
		COURSE	E DESCRIPTION							
Course objectives	COURSE DESCRIPTION Within the course, students will be introduced with key concepts in the field of media pedagogy, with particular attention on the influence of the media on children, the quality of certain media and ways of acquiring media competence in early and pre- school age. Based on the results of scientific and professional researches, students									

	will analyse and e design, analyse ar work and in their thinking about the and on the possibi	nd evalua free time quality o	ate possibi e. Special e f different r	lities of app emphasis w nedia that c	lying specific med vill be placed on c hildren encounter	ia in educational ritical - reflective on the one hand,		
Course enrolment	on the other.		ing the met	and in early a				
requirements and entry competences required for the course								
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be at - to define and ur importance of usin - to define, disting selection, function and their free time - to evaluate media - to analyse, eval educational role, q	nderstand g media uish and and clas a accordi luate an uality an	in education l evaluate r ssification a ing to main d be able d influence	n media in ed as well as th features ar to apply s on children	ucational process neir application in o nd specifics of certa pecific media with	regarding media educational work ain media		
Course content broken down in detail by weekly class schedule (syllabus)	 educational funct analysis of media analysis of comm violence in media 	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	 □ exercises □ on line in entiret 	 lectures seminars and workshops exercises on line in entirety partial e-learning 			 independent assignments multimedia laboratory work with mentor (other) 			
Student responsibilities	Participate in the e Behave in accorda Participate and pe activities that enab Create and presen Pass the oral exam	ance with rform tea ble the ac at a semin	ethical and ching and cquisition o	d scientific p extracurricu f learning ດເ	orinciples in higher lar (individual, grou utcomes provided l	education. up and research) by the course.		
Screening student work (name the	Class attendance	1,5	Research	0,5	Practical training			
proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay	1	(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exam	า 1	(Other)			
value of the course)	Written exam		Project		(Other)			
Grading and evaluating student work in class and at the final exam	student, the final g following elements 1. Oral exam - 30% 2. Seminar paper - 3. Success in solvi	accordance with the learning outcomes of the course and the obligations of the tudent, the final grade in the course is formed with regard to the realization of the obligations of the solution of the soluti						

	Criteria for evaluating and grading individual element	ts are describ	ed in the course					
	repository.							
	Title	Number of copies in the library	Availability via other media					
	Koludrović, M. (2018), Život s medijima – G generacija. Hrvatska obzorja: Časopis Ogranka Matice hrvatske u Splitu, 2, 53-60.	/	yes					
Required literature (available in the library and via other media)	Ilišin, V.; Marinović Bobinac, A.; Radin, F. (2001), Djeca i mediji. Zagreb: Institut za društvena istraživanja.	/	yes					
	Matijević, M. (2013), Uvjetovanost izbora i didaktičkog oblikovanja medija u nastavnom procesu i učenju. <i>Školski vjesnik</i> , 62(2-3), 303-325	/	yes					
	Matijević, M. (2007), Novo (multi)medijsko okruženje i cjeloživotno obrazovanje. <i>Andragoške studije</i> , 7(2), 168-177	/	yes					
	Matijević, M. (1998), Hipermedijska obrazovna tehnologija i didaktika medija. <i>Obrazovanje odraslih</i> , 42(1-4), 49-58	/	yes					
Optional literature (at the time of submission of study programme proposal)	 Matijević, M.; Topolovčan, T. (2017), Multimedijs knjiga i Učiteljski fakultet. Depending on the seminar topic, different online offered 		0					
Quality assurance methods that ensure the acquisition of exit competences	 student questionnaire on the quality of teaching and passed exam and the fulfillment of the other obligation individual consultations 	students' self-assessment of the learning outcomes they achieved						
Other (as the proposer wishes to add)								

NAME OF THE COU	IRSE	ATTACHMENT AC	ROSS THE LIFESPAN					
Code	SRPI1	3	Year of study	1.				
Course coordinator(s)		ić Ercegovac, PhD, ate Professor	Credit value (ECTS)	4	4			
Associates			Course delivery types	L	S	Е	F	
			(hours per semester)	30	15	0	0	
Course status	electiv	е	E-learning percentage	20%				
		COURSE	DESCRIPTION					
Course objectives	attach attach	ment in the close re	he concept of attachmer elationships throughout line results of recent resear	fe; meth	odologia	cal aspe	ects of	
Course admission requirements and entrance competences required		onrerent stages of life. • no enrolment requirements • entry competences: computer literacy						

Expected learning outcomes at a course level (4- 10 outcomes)	social psychology - explain the role of - describe the strai - name and desc caregiver - specify and desc - connect early exp - explain the factor - analyse the theorem	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. The course will be realised through lectures and seminars. During the seminar,								
Course content elaborated in detail according to the timetable	The course will b students will press correlates of attach role of attachmen developmental sta delinquent behavi include the followin 1. Introduction - in (2P) 2. Basis of attachm 3. Early works of J 4. Developmental an early age (2P) 5. The Strange Sit 6. Family influence 7. Preliminary Exa 8. Attachment in A 9. Attachment and 10. Adult attachmen 11. Stability of attac (2P) 12. Romantic rel relations, quality a 13. Research meth 14. Attachment an	 analyse the theoretical approaches of attachment stability across the lifespan compare different methodological solutions in the attachment research. The course will be realised through lectures and seminars. During the seminar, tudents will present recent researches in the field of attachment and various orrelates of attachment (the role of attachment in the peer and partner relations, the ble of attachment in the relationship between parents and children in different evelopmental stages of childhood and adolescence; the role of attachment in the relations, attachment and sexuality; attachment to school). Lectures include the following topics: Introduction - introduction to the course content, literature, obligations of students (2P) Basis of attachment theory - psychoanalytic and ethological approach (2P) Early works of J. Bowlby and M. Ainsworth (2P) Developmental perspective - attachment at an early age, patterns of attachment at n early age (2P) The Strange Situation Experimental Paradigm (2P) Family influences on attachment (2P) Attachment in Adolescence (2P) Attachment and peer relationships and friendships (2P) O. Adult attachment, patterns of attachment in adulthood (2P) Stability of attachment through life; intergenerational transmission of attachment 								
Course delivery types	 15. Preliminary Exam II (2P) lectures seminars and workshops tutorials completely on line mixed e-learning field teaching 				 independent tasks multimedia laboratory mentorship work (note down other types) 					
Students' duties	Course attendanc individual and gro exam (or an equive	up tasks	; writing a							
Following up students' work <i>(note</i>	Course attendance	1,5	Research	ing		Practical work				
down ECTS credits for each activity so	Experimental Term paper (note do other type)									
that the total of ECTS credits	Essay Seminar 1 (note down other types)									
matches the course credit value):	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	class activities (30								
		Title	Number of copies in the library	Available in other media					
Obligatory reading list (available in the library and in other		/l.; Miller, S. (1998 or m <i>ihologija</i> . Jastrebarsko:)	3	/					
		; Ćubela Adorić, V. (20 <i>psihologije odraslih</i> . Ja 161-250)		1	/				
media)		Razvoj djece u socijaln parsko: Naklada Slap (p	3	/					
	Reić Ercegovac,	I. (2016). Obrasci pri cture available on www	/	web					
		I. (2016). <i>Privrženo</i> eljstvo. Web lecture a	/	web					
Additional reading list	McMillan.	Attachment Across the the field of attachment.	Lifecourse:	A Brief Introd	uction. Palgrave				
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	on the quality of te fulfillment of the ot students' self-ass	Recent articles in the field of attachment. Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.							
Other (according to the proposer's opinion)									

NAME OF THE COU	RSE	SOCIAL AND EMO PREVENTION	TIONAL LEARNING IN B	EHAVIC	ORAL PI	ROBLEN	И
Code	SRPI'	14	Year of study	1.			
Course teacher		ralda Sunko, PhD, ant Professor	Credit value (ECTS)	4			
Associate teachers			Type of instruction	L	S	Е	F
			(hours per semester)	30	15	0	0
Course status	electiv	/e	Percentage of application of e-learning				
	-	COURSE	DESCRIPTION	-			
Course objectives	COURSE DESCRIPTION To train students to understand the concept of socio-emotional learning and to app various activities that contribute to the development of socio-emotional learning i early and preschool children with a special focus on translating behavioura problems.						ning in

Course enrolment requirements and entry competences required for the course	None.						
Expected learning outcomes at a course level (4- 10 outcomes)	 define, explain and distinguish basic concepts in the field of socio-emotional earning analyse the connection between socio-emotional learning and related competences with development outcomes to apply and promote activities that encourage socio-emotional competences apply and promote activities based on socio-emotional learning 						
Course content broken down in detail by weekly class schedule (syllabus)	 definition of socio-emotional learning (4P) socio-emotional learning in documents regulating education in Croatia (2P) socio-emotional competences (4P) socio-emotional learning in educating educators (4P) connection between the SEL and development outcomes with special emphasis on behavioural problems (4P) preventive programmes based on the SEL (4P) World examples of the application of the SEL in early and preschool education institutions (2P) Programme of the SEL in the institution (from evaluation to evaluation) (4P) context conditions for quality implementation of the SEL (2P) seminars: student presentations and workshops of socio-emotional learning (15S) 						
Format of instruction	lectures seminars and workshops exercises on line in entirety partial e-learning field work			 independent assignments multimedia laboratory work with mentor (other) 			
Student responsibilities	To participate in t To behave in acc classes. To prepare semin Present seminar Pass the written e	cordance har work a work acco	with ethica	al and o prede	scientifi etermine	c principles in l ed criteria.	
Screening student work (name the	Class attendance Experimental	1	Research			Practical training (Other)	
proportion of ECTS credits for each activity so that the total number of	work Essay		Report Seminar essay	1		(Other)	
ECTS credits is equal to the ECTS	Tests		Oral exam	1		(Other)	
value of the course)	Written exam	2	Project			(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of stud ents, the final assessment of the course shall be formed with regard to the followin g elements: Prepared seminar work in accordance with teachers' instructions - 30% Seminar work presented in accordance with the instructions - 20% Teaching activity, participation in discussions during instruction and seminars, cons ultations - 10% Written exam - 40% Evaluation and evaluation criteria for individual elements are described in the cours e repository.						

	Title	Number of copies in the library	Availability via other media				
Required literature	Brajša Žganec, A. (2003). Dijete i obitelj: emocionalni i socijalni razvoj. Naklada Slap. Zagreb	9	/				
(available in the library and via other media)	Vranjicanin, D., Prijatelj, K., Kuculo, I. (2019). Čimbenici koji utječu na pozitivan socio-emocionalni razvoj djece. Napredak, 160 (3-4), 319-338.	/	Pdf na internetu				
	Pavlović, A., Klemenović, J.U. (2019). Soci- emocionalni problemi i problemi u ponašanju dece predškolskog uzrasta i mogućnost intervencije. Zbornik Odseka za pedagogiju. Filozofski fakultet Novi sad.	/	Pdf na internetu				
	Chabot, D. (2009). Emocionalna pedagogija. Educa. Zagreb.	5	/				
Optional literature (at the time of submission of study programme proposal)	Cefai, C., Bartolo, P.A., Cavioni, V., Downes, P. (2018). Strenghtening Social and Emotional Education as a core curricular area across the European Union. Publications Office of the European Union. Luxembourg. Maglica T. (2019). Social and emotional learnign preventing children's behavioural problems. IV. Encontro Internacioanl de Formacao na Docencia, str. 415-425 Ljubetić, M., Maglica, T. (2020). Social and emotional learning in education and care policy in Croatia. International Journal of Evaluation and Research, 9. Ljubetić, M., Maglica, T., Vukadin Ž. (2020). Social and Emotional Learning and Play in Early Years. ducational Reforms Worldwide, BCES Conference Book / Popov, N.; Wolhuter, C.; de Beer, L.; Hilton, G.; Ogunleye, J.; Achinewhu-Nworgu, E.;						
Quality assurance methods that ensure the acquisition of exit competences	Niemczyk, E (ur.). str. 122-128 The methods of quality monitoring that ensure the learning outcomes identified are as follows: Attending classes, teaching activity and success in performing obligations related to the preparation of seminar work Individual consultations Oral exam						
Other (as the proposer wishes to add)							

NAME OF THE COU	MES AND TOYS								
Code	SRPI2	.1	Year of study	1.	1.				
Course teacher	PhD, Ivana Visković, Assistant professor (Branimir Mendeš, PhD, Assistant Professor)		Credit value (ECTS)	4	4				
A an a sinta ta a shara			Type of instruction	L	S	Е	F		
Associate teachers			(hours per semester)	30	15	0	0		
Course status	electiv	е	Percentage of 20% application of e-learning						
	-	COURSE	DESCRIPTION	-					

Course objectives	Familiarisation with thereof in the curri					f implementation		
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 oftraditional toys andgames - 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	 □ lectures □ seminars and workshops □ exercises □ on line in entirety □ partial e-learning □ independer □ multimedia □ laboratory □ work with multimedia 				ry			
Student responsibilities	 Active participa (min 80%). Achieve quality tasks, in accordan Prepare and pre- 4. Pass a written 	 Ineld work Active participation in the teaching process - lectures, seminars and workshops (min 80%). Achieve quality fulfillment of teaching and extracurricular, individual and group tasks, in accordance with the content of the course. Prepare and present a seminar paper according to pre-established criteria. Pass a written exam or 2 mid terms (as equivalent to a written exam) with a minimum of 51% accuracy. 						
Screening student	Class attendance	1,5	Research	0,5	Practical training			
work (name the proportion of ECTS credits for each	Experimental work		Report		(Other)			
activity so that the total number of	Essay		Seminar essay	1	(Other)			
ECTS credits is equal to the ECTS	Tests		Oral exan	า 0,5	(Other)			
value of the course)	Written exam 0,5 Project		(Other)					
Grading and evaluating student work in class and at the final exam	Class activity - 10% Achievement in solving individual and group tasks - 10% Preparation and presentation of seminar according to pre-established criteria - 25% Written exam (equivalent to the written exam are 2 passed mid terms) - 35% Oral exam - 15%							
Required literature (available in the	Title Number of Availability vi					Availability via other media		

library and via other media)	Duran, M. (2001). <i>Dijete i igra</i> . Jastrebarsko: Naklada Slap. (chapter 2)	5	no				
	Visković, İ. (2020). Tradicijska igra u suvremenom institucionalnom ranom i predškolskom odgoju i obrazovanju. <i>Jezik, književnost i obrazovanje –</i> <i>suvremeni koncepti.</i> Zbornik radova s međunarodnog znanstvenog skupa 4. Međimurski filološki i pedagoški dani (pp. 346 – 355). Učiteljski fakultet Zagreb – Čakovec. <u>https://webshop.ufzg.hr/wp- content/uploads/2020/06/Zbornik-radova-4</u> <u>Me%C4%91imurskih-filolo%C5%A1kih-i- pedago%C5%A1kih-dana.pdf</u>	1	yes				
	Kunac. A. (2007), <i>Stare igre u Makarskoj i Primorju</i> . Makarska: Gradski muzej. Remark: particular parts of these books will be	1	no				
	translated in English.						
Optional literature (at the time of submission of study programme proposal)	 Wang, J.C. (2015). Games unplugged! <i>Dolanan Anak</i>, traditional javanese children's singing games in the 21st-century general music classroom. <i>General Music Today</i>, 28(2), 5–12. Vujanović, M. (2009). <i>Pagarešto: igre mladosti</i>. Split: Etnografski muzej. Babić, N., Irović, S. (2004). Djeca i odrasli u igri. U: Babić, N., Irović, S., Redžep-Borak, Z. (2003). <i>Rastimo zajedno</i> (pp.15-24). Osijek: Centar za predškolski odgoj i Visoka učiteljska škola. Bašić, E. (1986). Međusobni utjecaji podunavskih zemalja na dječje igre, posebno na dječje brojalice. <i>Umjetnost i dijete</i>, <i>18</i> (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. Matunci, G. M., Matunci, J. (2010). <i>Djeca se šale</i> (<i>Dječje igre Bilogore</i>). 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	The quality and success of the realization of the subject is monitored by: - regular evaluations of teaching activities and performance in performing individual and group tasks, - surveying students on the quality of teaching and teachers at the university level, - the success of students in fulfilling the obligations prescribed by syllabus (written and oral exam, seminar), - through individual consultations, - students' self-assessment of achieved learning outcomes.						
Other (as the proposer wishes to add)							

NAME OF THE COU	RSE	DECORATIVE SHA	DRATIVE SHAPING					
Code	SRPI2	2	Year of study	1.				
Course teacher		Brajčić, PhD, ant Professor	Credits (ECTS) 4					
Associate teachers			Type of instruction	L	S	Е	F	
Associate teachers			(number of hours)		0	30	0	
Status of the course	electiv	е	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)	 A brief chronological overview of decorating space, objects, representative areas, facades and buildings A brief overview of decorative characteristics with no historicism concepts Formal, non-functional decoration Synthesis of decoration and functional form Art esthetics express through shaping the form adjusted to industrial production proces with no harm to functionality Ornament, stilisation and technique process Contemporary design Define the concept of kitsch and the ways to avoid it in decorative shaping 							
Format of instruction	 lectures seminars and workshops exercises on line in entirety partial e-learning 			 independent assignments multimedia laboratory work with mentor (other) 				
Student responsibilities	 conduct themse participate in a activities which pass a written e 	 i field work participate in classes: lectures 75%, exercises 90% conduct themselves in line with ethical and scientific principles of higher education participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes pass a written exam and achieve a minimum score of 50% on the exam/tests make inquiries about missed classes during the course teacher's office hours or 						
Screening student work (name the	Class attendance		Research			Practical training	1,5	
proportion of ECTS credits for each	Experimental work		Report			(Other)		
activity so that the total number of	Essay		Seminar essay			(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	۱		(Other)		
value of the course)	Written exam	1	Project			(Other)		
Grading and evaluating student work in class and at the final exam	 In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam – 50% 2. successful fulfilment of individual and group tasks – 10% 3. making practical art works in accordance with the instructions of the teacher -30% 4. activity in class – 10% The assessment and marking criteria of individual elements can be found in the course repository. 							

Required literature	Title	Number of copies in the library	Availability via other media				
(available in the library and via other	Horvat Pintarić, V. (2009), <i>Tradicija i moderna</i> , Hrvatska akademija znanosti i umjetnosti	1	/				
media)	Horvat Pintarić, V. (1979), <i>Od kiča do</i> vječnosti, 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</i> <i>arhitekturu i urbanizam</i> , Vol. 11 No. 1 (25), 2003						
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, success in performing tasks student survey on the quality of teaching and teachers at the university level passed the exam and fulfilled other obligations prescribed by syllabus individual consultations students' self-assessment of achieved learning outcomes collaborative assessment of implementation and quality teaching process 						
Other (as the proposer wishes to add)							

NAME OF THE COURSE GAMES AND LEARNING THROUGH COMPUTER							
Code	SRPI2	3	Year of study	1.			
Course teacher		a Tomaš, PhD, ant Professor	Credit value (ECTS)	4			
Associate teachers		na Vrdoljak, ing Assistant	Type of instruction (hours per semester)	L 30	S 0	E 15	F 0
Course status	electiv	e	Percentage of application of e-learning	60%		1	1
		COURSE	E 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						
Expected learning outcomes at a course level (4- 10 outcomes)	After passing the exam successfully, students will be able to: - interpret the meaning of information and communication technology - explain the meaning of the pedagogical paradigm of e-learning with a special emphasis on educational games in pre-school age - apply computer educational game with children of pre-school age - distinguish computer game and computer teachings - participate in the design of educational computer games - evaluate computer games for pre-school age.						
Course content broken down in detail by weekly	Defining the information and communication technology Defining e-learning Pedagogical paradigm of e-learning						

class schedule (syllabus)	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	 lectures seminars and w exercises on line in entiret partial e-learnin field work 	Y	5	 independent assignments multimedia laboratory work with mentor (other) 			
Student responsibilities	 Participate in classes: lectures 80%, exercises 95% Conduct themselves in line with ethical and scientific principles of higher education Participate in and complete in-class and out - of -class (individual and group) activities which enable the acquisition of course outcomes Create an assignment in line with set criteria Pass a written exam and achieve a minimum score of 60% on the exam Pass practical exam and achieve a minimum score of 80% on the exam Make inquiries about missed classes during the course teacher's office hours or by consulting other students. 						
Screening student	Class attendance	1,5	Research		Practical training	0,5	
work (name the proportion of ECTS credits for each	Experimental work		Report		Practical exam	1,5	
activity so that the total number of	Essay Seminar essay				(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exan	n	(Other)		
value of the course)	Written exam	0,5	Project		(Other)		
Grading and evaluating student work in class and at the final exam	 In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. A passing grade in the written exam – 30% 2. Successful fulfilment of individual and group tasks – 35% 3. Practical training – 30% 4. Activity in class, participation in discussions during class and practical training – 5% The assessment and marking criteria of individual elements can be found in the course repository. 						
		Tit	Number of copies in the library	Availability via other media			
Required literature (available in the library and via other	Plowman, L., Step with ICT in pre-s Educational Techr	chool se nology, V	· /	yes			
media)	Informacijska i kon u 21. stoljeću	nunikacij	ska tehnolo	ogija – Hrvatska	/	yes	
	Plowman, L.; St computers in pre-s Educational Techr	school ec	ducation, B	ritish Journal of	r	yes	

	Horton, W. (2006), E-learning by Design, Book, Pfeiffer & Company (selected chapter "Games and simulations")	/	yes
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_ 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/unes		
Quality assurance methods that ensure the acquisition of exit competences	 Class attendance, class activity, successfully comp Students questionnaire on the quality of teaching level. Passed exam and the fulfillment of the other obligati Individual consultations. Students' self-assessment of the learning outcomes Collaborative assessment of the implementation process 	and teachers ons prescribed s they achieve	d by the syllabus. d
Other (as the proposer wishes to add)	•		

NAME OF THE COURSE BEHAVIOURAL DISORDERS IN EARLY CHILDHOOD										
Code	SRPI31 Year of study 2.									
Course teacher		alda Sunko, PhD, ant Professor	Credits (ECTS)	3						
Associate teachers	Toni M Resea	laglica, Postdoctoral Ircher	Type of instruction (number of hours)	L 15	S 15	E 0	F 0			
Status of the course	electiv	e	Percentage of application of e-learning	10	10	Ŭ	Ū			
		COURS	EDESCRIPTION							
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.						udents vioural			
Course enrolment requirements and entry competences required for the course	None.									
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	 define behavioural problems of children in early childhood recognise symptopms 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 risic and protective factors of behavioural problems approach parents in an adequate way 									
Course content broken down in detail by weekly	Lectures: 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)									

class schedule	4. Basic interventio					ms (3 L)			
(syllabus)	 5. Prevention of be 6. Working with pa 					oblems (2 L)			
	Seminar: practical and experiential implications of topics to be discussed in theory (15 S)								
	□ lectures □ seminars and workshops □ multimedia								
Format of	□ exercises				aboratory				
instruction	□ <i>on line</i> in entiret				work with m	entor			
	☐ partial e-learning ☐ field work	g			(other)				
	To participate in th	e teachi	na process	(lec	ctures 80%	and seminar 80)%).		
Student	To behave in according classes.	ordance	with ethica	al ar	nd scientific	principles in h	nigher education		
responsibilities	To participate in activities enabling								
	Timely and quality	perform							
Correction student	Pass the oral exam		Deserve			Practical	1		
Screening student work (name the		1	Research			training	1		
proportion of ECTS credits for each	Experimental work		Report			(Other)			
activity so that the total number of	Essay		Seminar essay ((Other)				
ECTS credits is equal to the ECTS	Tests		Oral exam 1 ((Other)				
value of the course)	Written exam		-		(Other)				
Grading and evaluating student work in class and at the final exam	In accordance with students, the final following elements Success in the imp Teaching activity, consultations - 10% Oral exam - 50% Evaluation and eva repository.	l assess :: plementa particip %	ment of th tion and pr ation in d	e c ese iscu	ourse shall ntation of in ussions dur	be formed with dividual and gr ing instruction	th regard to the oup tasks - 40% and seminars,		
		Tit	le			Number of copies in the library	Availability via other media		
Required literature	Lebedina Manzon poremećaja u pona						/		
(available in the library and via other media)	Bašić, J.; Koller Trbović, N.; Hudina, B. (2005), Integralna metoda-priručnik za odgajatelje i stručne suradnike predškolskih ustanova. Zagreb: Alinea						/		
	Petterman, F.; Petterman, U. (2010), Trening s agresivnom djecom. Zagreb: Naklada Slap					1	/		
	Pećnik, N. (2003), <i>Međugeneracijski prijenos</i> 1 / / <i>zlostavljanja djece.</i> Zagreb: Naklada Slap								
Optional literature (at the time of submission of study	1. Vulić Prtorić, A. 2. Kocijan Hercigo - uznemirani i odga	nja, D.; E a <i>jatelji</i>	Buljan Flanc	ler,	G.; Vučkovi	ć, D. (2002), <i>H</i> i			
programme proposal)	3. Žižak, A. (2010) Sveučilište u Zagre						ska perspektiva,		
<u> </u>						· U			

	 Sommers Flanagan, R.; Sommers Flanagan, J. (2006), Kada nas dijete zabrinjava. Ostvarenje Bašić, J.; Koller-Trbović, Uzelac, S. (eds.) (2004), Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, <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)	The methods of quality monitoring that ensure the learning outcomes identified are as follows: Attending classes, teaching activity and success in performing individual/group task obligations Inividual consultations Oral exam

NAME OF THE COL	JRSE	CHILD, ART ANI	DEDUCATION				
Code	SRPI32 Year of study 2.						
Course teacher		Pivac, PhD, ant Professor	Credit value (ECTS)	3			
			Type of instruction	L	S	Е	F
Associate teachers			(hours per semester)	15	15	0	0
Course status	electiv	е	Percentage of application of e-learning			-	-
	2	COUR	SE DESCRIPTION	8			
Course objectives			nost recent knowledge of edu	ucational	role of a	art.	
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 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. * especially visual arts						
Course content broken down in detail by weekly class schedule (syllabus)	 Contemporary view of art* education Art* education through history Art* education in alternative educational concepts Dispositions and developmental possibilities of children's imagination for various creative and art expression Creativity and imagination of pre-schoolers Children's creativity in relationship with art Art and children's game Sensory experience and children's aesthetic activities 					various	

Format of instruction	 9. Experiencing (participating) observation in artistic surrounding 10. Understanding (co-construction of) the world of art 11. Aesthetic assessment of pre-schoolers 12. Integrated approach in the field of art expression 13. The role of an educator as a mediator between art and child 14. Cultural and artistic surrounding as a source of knowledge and a stimulus for art expression 15. Cooperation between a pre-school education institution and cultural institutions * a particular component of art education - visual arts □ lectures □ seminars and workshops □ exercises □ on line in entirety □ unit in entirety □ work with mentor 									
Student	 partial e-learnin field work Participate in class 	g	ures 80%, s	□ ((Other)		r paper, present			
responsibilities	a seminar paper, p					oral exam.				
Screening student	Class attendance	1	Research			Practical training				
work (name the proportion of ECTS credits for each	Experimental work		Report			(Other)				
activity so that the total number of	Essay		Seminar essay		0,5	(Other)				
ECTS credits is	Tests	0,5	Oral exam 1		(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	Test – 25% Seminar essay – Oral exam – 50% Evaluation method		andards ar	e de	escribed in t	he class repos	itory.			
		Tit	le			Number of copies in the library	Availability via other media			
	Doolittle, J. (1980 <i>Djeca i svijet</i> (ed. festival djeteta, pp	D. Oblal		/						
	Ingarden, R. (19 vrednost. Beograd	75), Do	življaj, um	etni	čko delo i	1	/			
Required literature (available in the library and via other media)	Ivon, H. (2009), Dj Ivon (ed.): <i>Djeca i i</i> za interdisciplinar Filozofski fakulte pedagoško-književ	<i>mladež u</i> ne studij t Sveuč		/						
	Ivon, H., Kuščevio Baština – umjetni djece (ed. H. Ivon) studije Studia M Sveučilišta u Splitu	ć, D., Piv <i>ički potic</i> , Split: C Mediterra		/						
	Mendeš, B., Ivon poticaji kroz proce	, H., Piva es odgoja	a i obrazov				/			
	Iadertina, Vol. 1 (7), pp. 111-123 Pivac, D. (2012), Razvoj dječje kreativnosti u 1 području likovnog izražavanja potaknut prirodnom i									

	kulturnom baštinom // Sretna djeca - integracijski pristup i učenje kroz kreativnu igru / Zaninović Tanay, Lj.; Tanay, E. R. (eds.). Zagreb: Učilište za likovno obrazovanje, kreativnost i dizajn - Studio Tanay, pp. 138-149		
	Nola, D. (1989), Dijete – igra – stvaralaštvo – umjetnost. In: Oblak, D. (ed.) <i>Djeca i svijet, Iz</i> <i>studijskih razgovora od X. do XX. Jugoslavenskog</i> <i>festivala djeteta,</i> Šibenik: Jugoslavenski festival djeteta, pp. 81-87		/
	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 b izražavanja. In: Collection of papers <i>Od baštine za b</i> vrtića, <i>Kulturološki aspekti predškolskog kurikula</i> , Božitković", pp. 98-104 <i>Umjetnost i dijete</i> , journal (various issues)	o <i>aštinu,</i> 3 [°] . Dar	ni otočnih dječjih
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, successfully comple student questionnaire on the quality of teaching and passed exam and the fulfillment of the other obligation individual consultations students' self-assessment of the learning outcomes to collaborative assessment of the implementation and to collaborative assessment of the implementation and t	teachers at the ons prescribed they achieved	by the syllabus
Other (as the proposer wishes to add)			

NAME OF THE COURSE DRAMA AND THEATRE FOR CHILDREN										
Code	SRPI33 Year of study 2.									
Course teacher		ereza Vidović ber, PhD, Senior er	Credits (ECTS)	3						
Associate teachers			Type of instruction	L	S	Е	F			
Associate teachers			(number of hours)	15	15	0	0			
Status of the course	elective Percentage of 20% application of e-learning									
	COURSE DESCRIPTION									
Course objectives	Studer Childre	nts will understand	ledge of dramatic literat the importance of the su re of the opportunities that	ibject Di	rama ar	nd Thea	tre for			
Course enrolment requirements and entry competences required for the course	Enrollment requirements: none. Entry competencies: information and communication literacy.									
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam, students will be able to: - assess the aesthetic values of theatre performance and/or drama for children and develop the ability to place individual productions of this type in a broader context - define basic theories of drama and theatre for children - criticize and compare personal views on the play with the opinions of others									

	opply and about	ha haala	olomonto a	of +h-	ootro ort in	working with	hildron				
		 apply and show the basic elements of theatre art in working with children plan teaching contents related to stage culture and preparation of children for going 									
	to the theatre			ge ei			and children for going				
	- interpret the basi	cs of dra	ma pedago	ogy							
	- apply drama ped	apply drama pedagogy in preschool education and use it.									
	1. Historical overv			eatre	e for childre	en.					
Course content	2. Theories of thea										
broken down in	3. Drama types an										
detail by weekly class schedule	4. Features of thea 5. Theatre in child				motional a	ad creative day	olonmont				
(syllabus)	6. Drama pedago			ai, ei			elopinent.				
(Synabus)		Is the purpose of theatre for children to educate future theatre audience?									
	□ lectures										
	□ seminars and v	worksho	ps		•	t assignments					
Format of	□ exercises		P •	□ n	nultimedia						
instruction	\Box on line in entire	tv		🗆 la	aboratory						
	□ partial e-learnin	•		Πw	vork with m	entor					
	\Box field work	9		□ (0	other)						
	Regular class atte	ndance	Note: this d		not influen	ce the final ara	de				
	Monitoring studen										
Student	15%		3.20101			, <u>, ,</u> , ponor					
Student responsibilities	Attending theatre										
responsibilities	Preparation and presentation of seminar paper, participation in the discussion after										
	the peers' presentations. 30%										
	Oral exam upon c	ompleting	g the course	e. 50)%	<u> </u>					
Screening student	Class attendance	1	Research	n		Practical					
work (name the	Experimental					training					
proportion of ECTS credits for each	work		Report			(Other)					
activity so that the			Seminar								
total number of	Essay		essay		1 (Other)						
ECTS credits is	Tests		Oral exam	n	1	(Other)					
equal to the ECTS											
value of the course)	Written exam		Project			(Other)					
Grading and	Class attendance										
evaluating student	Seminar paper – 30%.										
work in class and at	Oral exam – 50%.										
the final exam	Criteria for evaluating and grading individual elements are described in the cour repository.										
						Number of					
		Tit	le			copies in	Availability via				
						the library	other media				
	Batušić, N. (199	1). <i>Uvo</i> o	d u teatroi	logiji	u. Zagreb:		no				
Required literature	Grafički zavod Hrv	atske.			-						
(available in the	Perić Kraljik, M.	· · ·		•	•		no				
library and via other	predškolske dobi	: (priruči	nik za odgo	ojitelj	<i>je).</i> Osijek:						
media)	Učiteljski fakultet.	lhund :		11 40	otrologiju I	1					
	Senker, B. (2010) Zagreb: Leykam ir			u tea	au ologiju T.		no				
	Željeznjak, M. (20			stom	•	1	no				
	zbirka igrokaza za				•		10				
	frvatsko društvo književnika za djecu i mlade.										
	1 11 Valsku ulusivu r										
Optional literature		Urela, M. (2017). <i>Igrokazi : zašto ih volimo.</i> Zagreb : Golden marketing – Tehnička									
Optional literature (at the time of						: Golden mark	eting – Tehnička				
	- Urela, M. (2017)					: Golden mark	eting – Tehnička				

programme proposal)	 Pilaš, B. (1995). Knjigom u djetinjstvo / Portret Zlatka Krilića. Umjetnost i dijete, 4 – 6, Zagreb. Šimunov, M. (2008). Lutkarski igrokazi nepresušan su izvor dječjeg stvaralaštva. <i>Metodički obzori : časopis za odgojno-obrazovnu teoriju i praksu</i>, vol. 3 – 2, no. 6. Vidović Schreiber, TT. (2015). Tradicijska kazivanja i scenski izraz djece predškolske dobi. <i>Školski vjesnik : časopis za pedagogijsku teoriju i praksu</i>, vol. 64, no. 3. Vigato, T. (2011). <i>Metodički pristupi scenskoj kulturi</i>. Zadar: Sveučilište u Zadru.
Quality assurance methods that ensure the acquisition of exit competences	 Class attendance, class participation, success in performing student tasks. Student survey on the quality of teaching and teachers at the university level. Successfully passed exam and fulfilled other obligations prescribed by the syllabus. Individual consultations. Students' self-assessment of achieved learning outcomes. Collaborative assessment of teaching implementation and quality.
Other (as the proposer wishes to add)	

NAME OF THE COU	IRSE	PARENTS AND CHI	LDREN WITH SPECIAL	NEEDS			
Code	SRPI4	1	2.				
Course teacher		alda Sunko, PhD, ant Professor	Credit value (ECTS)	3			
Associate teachers	Vedrai Lectur	na Vucčković, or	Type of instruction (hours per semester)	L	S	Е	F
teachers	Leciul	ei		15	15	0	0
Course status	electiv	e	Percentage of application of e- learning				
		COURSE	DESCRIPTION				
Course objectives	specia		usive approach to childre critical opinion on implen				
Course enrolment requirements and entry competences required for the course		nrolment requirements competences: compu					
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	 lectures seminars and v exercises on line in entired partial e-learnin field work 	ty	 multimedia laboratory mentoring 		1			
Student responsibilities	 engageme 2. Behaving in higher e Note: sem 3. Participat extracurric that enabl 4. Produce a criteria. 5. Present a criteria. 6. Pass the o 7. Adhere to 8. Perform ii 9. Write a fin 	 engagement. Lectures 75%, exercises 100% 2. Behaving in accordance with ethical and scientific principles in higher education Note: seminar papers will be checked by PlagScan. 3. Participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition learning outcomes provided by the course. 4. Produce a seminar paper (methodical essays) according to pre-established criteria. 5. Present a seminar paper (methodical essays) according to pre-established criteria. 6. Pass the oral exam. 7. Adhere to the time frames required to perform the activities of the course. 8. Perform individual and group tasks in a timely and quality manner. 						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance Experimental work Essay Kolokviji	1 Istraživan literature Research Report Seminar e		Practical training (Other) (Other) (Other)	J			
equal to the ECTS value of the course)	Tests	Oral exan	n 1	(Other)				
Grading and evaluating student work in class and at the final exam	student, the final of following elements 1. Oral exam - 50% 2. Prepared and p teacher - 30% 3. Success in solv 4. Class activity, p	grade in the course % vresented seminar p ing individual and g articipation in discu	is formed with aper in accor roup tasks - 1 ssions during	course and the obligat th regard to the realizand dance with the instruct 0% classes and seminars ents are described in	ation of the tions of the			

	Title	Number of copies in the library	Availability via other media	
Required literature (available in the	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</i> <i>rehabilitacijska istraživanja</i> 49/supplement, 23-36	1	yes	
library and via other media)	2. Janković, J. (2004), Pristupanje obitelji, Sustavni pristup, Zagreb: Alineja	2	/	
	Mendeš, B., Sunko, E., Nazor, M. (2009), Split: Bumerang odgoja, Liga za prevenciju ovisnosti.	10	/	
	Zrinščak, I.; Šimeša, S.; Kuterovac, Jagodić, G. (2014), Individualni obiteljski čimbenici razumijevanja teorije uma u djece predškolske dobi, Hrvatska revija za rehabilitacijska istraživanja, 50/2, 43-60	1	/	
Optional literature (at the time of submission of study programme proposal)	 Bujišić, G. Dijete i kriza (2005)- Priručnik za roditelje, odgajatelje i učitelje, Zagreb: Golden marketing. 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), Obitelj u povijesnom i suvremenom kontekstu, <u>www.ffst.hr</u> Tankersley, D. Sanja Brajković, S i suradnice, (2011). Teorija u praksi: Priručnik za profesionalni razvoj odgajatelja, Zagreb: Pučko otvoreno učilište Korak po korak, 2011. Tankersley, D., Brajković, S., Handžar,S. (2012) Koraci prema kvalitetnoj praksi. Priručnik za profesionalni razvoj odgajatelja, Zagreb : Pučko otvoreno učilište Korak po korak, po korak, 			
Quality assurance methods that ensure the acquisition of exit competences	 Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other obligations prescribed by syllabus. Individual consultations. Students' self-assessment of achieved learning outcomes. Collaborative assessment of the implementation and quality of the teaching process. 			
Other (as the proposer wishes to add)		·		

NAME OF THE COURSE CHILD AND HERITAGE							
Code	SRPI4	2	Year of study	2.			
Course teacher	Dijana Dvornik, Senior		Credit value (ECTS)	3			
Associate teachers			Type of instruction	L	S	Е	F
Associate teachers		(hours per se		15	15	0	0
Course status	electiv	e	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	- no enrolment requirements						
requirements and	- entry	competences: comp	uter literacy				

entry competences							
required for the							
course							
	After passing the e		•				
	- interpret relevan			sibilities of na	atural and cultur	ral heritage as a	
Exported	source for education						
Expected learning outcomes	- recognise heritag					in the context of	
at a course level (4-	heritage		owieuge oi	lineli professi			
10 outcomes)	- develop the abilit	ty of a re	flexive prac	titioner who	continuously valu	ues the effects of	
	her/his achieveme		-		-		
	- engage in makir						
	from cultural and institution.	social	surroundin	g and those	e from a pre-s	school education	
	1. Defining natural	and cult	tural and his	storical herita	ne (categories a	nd types)	
	2. Natural and cult						
	3. Objectives and						
	4. Natural and cult						
	5. Contextual mo	del of st	tudying in a	a natural and	d cultural and h	istorical heritage	
Course content	surrounding 6. Constructivism	and co-c	opetructivie	m theory of l	parning in the co	ntext of boritage	
broken down in							
broken down in 7. Natural and cultural heritage as a stimulus to creative and artistic express detail by weekly creation							
class schedule	8. Integrated appro					sion	
(syllabus)	9. Levels of creative				contents		
	10. Integrated app 11. Methodology c				Lagrand toy	c	
	12. Planning and c				i games and toy	5	
	13. Museum and g				ings for learning	about heritage	
	14. Collaboration a					Iltural institutions,	
	local population ar					hildrende en etien	
	15. Follow-up and	evaluation	on or educa	tional nentag	je projects and c	nildren's creation	
	□ workshops			□ independe	ent assignments		
Format of				multimedia	а		
instruction	\Box on line in entire	hy.		□ laboratory	,		
	□ partial e-learnin	•		\Box work with	mentor		
	\Box field work	9		🗆 (other)			
	1. participate in the	e teachin	ng process:				
	- lectures 50%, se	minars 5	50%				
	2. behave in accordance with ethical and scientific principles in higher education						
	3. participate in and carry out teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course						
Student						by the course	
responsibilities	 prepare a seminar paper according to pre-established criteria present a seminar paper according to pre-established criteria 						
	6. pass the oral exam						
	7. adhere to the time frames required to perform the activities of the course						
8. perform individual and group tasks in a timely and quality manner9. actively and constructively participate in teaching					r		
	9. actively and cor	ISTRUCTIVE	ely participa	te in teaching	Practical		
Screening student work (name the	Class attendance	1	Research		training		
proportion of ECTS	Experimental				(Other)		
credits for each	work		Report		()		
activity so that the total number of	Essay		Seminar essay	0,5	(Other)		

ECTS credits is equal to the ECTS	Tests	0,5	Oral exam	1	(Other)	
value of the course)	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	 successfully passed colloquia - 30% prepared and presented seminar paper in accordance with the instructions of the teacher - 30% successfully passed oral exam - 30% class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository. 					
		Tit	le		Number of copies in the library	Availability via other media
	Ivon, H. (2007), B. Ivon, H., Kuščević Baština – umjetni djece, Split: Filozo pp. 9-21	ć, D., Pi <i>ički potic</i>	vac, D, Jukić, aj za likovno	T. (2007) izražavanje	:	/
	lvon, H., Ćurin, S. (vrtića u Hvaru, 9. l dalmatinske i D Filozofski fakultet "Vanđela Božitkov	Dani otoč ubrovači Sveučil	čnih dječjih vrti ko-neretvanske išta u Splitu,	ća Splitsko županije	- ,	/
Required literature (available in the library and via other media)	Jukić, T. (2007), integraciju sadržaj D., Jukić T.: <i>Bašti</i> <i>izražavanje djece,</i> u Splitu, pp. 37-41	Baština a. ln: lvo <i>ina – um</i>	,	/		
	Nenadić-Bilan, D. predškolskog djet stručnog skupa <i>L</i> Sveučilište u Zadru Nenadić-Bilan, D., vrtića i muzeja u up otočkih dječjih vrtid	eta, Zbo D <i>jetinjstvo</i> u, pp.37 Klarin,N poznavar	-	/		
	Seme Stojnović, I. Model vrtića s hrv interkulturalnosti. Tehnička knjiga	. (2012), <i>vatskim i</i> Zagreb		/		
		003), Co	llection of pape	ers Živa baš		/ e u Zadru – Odjel
Optional literature (at the time of submission of study programme proposal)	 Bacalja, R. /ed./ (2003), Collection of papers Živa baština, Sveučilište u Zadru – Odjel za izobrazbu učitelja i odgojitelja (selected chapters) Clark, A. M., Kako projekt uvesti u praksu. <i>Dijete Vrtić Obitelj, 53</i>, pp. 2-9 Cohen, B. (2011), Razumjeti sebe i druge: važnost mjesta odrastanja i vlastitog identiteta u multikulturalnom društvu, <i>Dijete Vrtić Obitelj 65</i>, 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	 class attendance, class activity, success in performing tasks student survey on the quality of teaching and teachers at the university level passed the exam and fulfilled other obligations prescribed by syllabus individual consultations students' self-assessment of achieved learning outcomes collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

G) MA thesis

NAME OF THE COU	IRSE MA THESIS						
Code	SRPOZR Year of study 2./ IV.						
Course teacher	chosen by the student	Credits (E	ECTS)	5			
Associate teachers		Type of in		L	S	E	F
		(number	or nours)	0	0	0	0
Status of the course	mandatory	Percentage application	ge of n of e-learning				
	COURSE	DESCRI	PTION				
Course objectives	The purpose of the final the independently approach the literature, empirical research	e problem f	rom the selecte	d area of	f study u	sing ext	
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - explain the basic characteristics of the research - differentiate between ways of conducting action research - specify the research problem - plan, conduct and evaluate the research - develop instruments for collecting data - collect, arrange and present data in the research - critically evaluate the results and the educational process in general - write the complete diploma thesis						
Course content broken down in detail by weekly class schedule (syllabus)	Stages in the development of the diploma thesis. Parts of the diploma thesis. The structure of the thesis - theoretical and practical part. Finding the necessary sources. Division of sources. Citation. Approaches to bibliography creation. The structure of the empirical part of the thesis: the problem, the goal and objectives, methods, techniques of data collection, data analysis, interpretation of results and conclusions. The defence of the diploma thesis.						
	□ lectures		🗆 independen	t assigr	ments		
	1		-				

	seminars and workshops exercises			multimedia laboratory			
Format of	□ on line in en	tiretv		□ work with I	mentor		
instruction	□ partial e-lear	•		□ (other)			
	□ field work						
Student		d mentor	ing consultation	ons, actively pa	articipate in rese	earch work, write	
responsibilities	a diploma thes	is and pas	ss an oral exa	im.			
Screening student work (name the	Class attendance	1,5	Research	2	Practical traini	ng	
proportion of ECTS credits for	Experimental work		Report		(Other)		
eachactivity so that the total number of	Essay		Seminar essay		(Other)		
ECTS credits is equal to the ECTS	Tests		Oral exam	1,5	(Other)		
value of the course)	Written exam		Project		(Other)		
Grading and evaluating student work in class and at the final exam	Defined by the Regulations for the final thesis						
Required literature (available in the library and via other	Title Number of copies in the library					Availability via other media	
media)	as agreed with						
Optional literature (at the time of submission of study programme proposal)	as agreed with the mentor						
Quality assurance methods that ensure the acquisition of exit competences	 class attendance, class activity, success in performing tasks student survey on the quality of teaching and teachers at the university level defended diploma thesis and realized other obligations prescribed by syllabus individual consultations self-assessment of students of achieved learning outcomes collaborative assessment of the implementation and quality of the teaching process 						
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, No. of cadastral plot 7840/28 K. O. Split		
Location of building Poljička cesta 35, 21000 Split		
Year of completion 1991.		
Total square area in m ² 7967,10 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	Tonća Jukić, PhD, Associate Professor
	Melita Anušić, Teaching Assistant
Child and creativity	Tonća Jukić, 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, Teaching Assistant
MA thesis	Chosen mentor
Historical context of early and pre-school education	Branimir Mendeš, PhD, Assistant Professor
Information and communication technology in	Suzana Tomaš, PhD, Assistant Professor
education	Marijana Vrdoljak, Teaching Assistant
Professional development and lifelong learning of	Anita Mandarić Vukušić, PhD, Assistant
educators	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

Basics of dramatisation and adaptations of literary texts for children Marica Grgurinović, Lecturer Communication through performing arts Marica Grgurinović, Lecturer Drama and stage speech with practicum Anita Runijć Stollova, PhD, Assistant Professor Drama and stage speech with practicum Marica Grgurinović, Lecturer Drama and stage speech with practicum Marica Grgurinović, Lecturer Drama and stage speech with practicum Marica Grgurinović, Lecturer Drama bedagogy education with practicum Marica Grgurinović, Lecturer Music in puppetry Marijo Krnić, MSc, Lecturer Visual arts dramaturgy and puppetry technology Mariga Grgurinović, Lecturer Visual arts dramaturgy and puppetry technology Marija Brajčić, PhD, Assistant Professor J Module B: Visual arts expression and creation – mandatory courses: Dubravka Kuščević, PhD, Assistant Professor Drawing with practicum Tatjana Ravlić, Associate Professor of Art Muse producy with practicum Tatjana Ravlić, Associate Professor Parieta activities with didactically unshaped material Marija Brajčić, PhD, Assistant Professor Visual arts activities with practicum Marija Brajčić, PhD, Assistant Professor Tatjana Ravlić, Associate Professor Satja Kalebić Jakupčević	2) Module A: Drama and puppetry expression and creation – mandatory courses:	
Children's drama and puppetry creation with practicum Ivana Visković, PhD, Assistant Professor Ana Pirić, Lecturer Communication through performing atts Marica Grgurinović, Lecturer Drama and stage speech with practicum Marica Grgurinović, Lecturer Drama pedagogy education with practicum Marica Grgurinović, Lecturer Drama pedagogy education with practicum Marica Grgurinović, Lecturer Music in puppetry Marijo Krnić, MSc, Lecturer Music and attra transport the protessor Mariga Grgurinović, Lecturer Visual arts dramaturgy and puppetry technology Marija Grgurinović, PhD, Assistant Professor 3) Module B: Visual arts expression and creation – mandatory courses: Dubravka Kuščević, PhD, Assistant Professor Application of graphical techniques with practicum Tatjana Ravlić, Associate Professor of Art Museum pedagogy with practicum Tatjana Ravlić, Associate Professor of Art Museum pedagogy with practicum Tatjana Ravlić, Associate Professor of Art Psychology of children's drawings Ina Reić Ercegovac, PhD, Assistant Professor Three-dimensional modeling and designing with practicum Marija Brajćić, PhD, Assistant Professor Marijo Krnić, MSc, Lecturer Dubravka Kuščević, PhD, Assistant Professor Aludator courses: Basics of vocal technique with practicum	Basics of dramatisation and adaptations of literary	Marica Grgurinović, 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 Aleksandra Kardum, PhD, Teaching Assistant Puppet animation with practicum Maria Zupanić Benić, PhD, Assistant Professor Visual arts dramaturgy and puppetry technology Marijana Županić Benić, 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 Tatjana Ravlić, Associate Professor of Art Museum pedagogy with practicum Tatjana Ravlić, Associate Professor of Art Psychology of children's drawings Ina Reić Ercegovac, PhD, Assistant Professor Traugeslaw Urggićević, PhD, Assistant Professor Tragoslaw Urggićević, PhD, Assistant Professor Visual arts activities with didactically unshaped material Marija Kraić, MSc, Lecturer Visual arts activities with practicum Marija Kraić, MSc, Lecturer Obdi Malada, PhD, Senior Lecturer <td< td=""><td>Children's drama and puppetry creation with</td><td></td></td<>	Children's drama and puppetry creation with	
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 Marija Krnić, MSc, Lecturer Aleksandra Kardum, PhD, Teaching Assistant Puppet animation with practicum Maria Grgurinović, Lecturer Visual arts dramaturgy and puppetry technology Marija Benić, PhD, Assistant Professor 3) Module B: Visual arts expression and creation – mandatory courses: Dubravka Kuščević, PhD, Assistant Professor Application of graphical techniques with practicum Dubravka Kuščević, PhD, Assistant Professor Basics of visual arts 1, 2 Marija Brajčić, PhD, Assistant Professor of Art Museum pedagogy with practicum Tatjana Ravlić, Associate Professor of Art Psychology of children's drawings Ina Reić Ercegovac, PhD, Assistant Professor Three-dimensional modeling and designing with practicum 1, 2 Marija Brajčić, PhD, Assistant Professor Visual arts activities with didactically unshaped material Marijo Krnić, MSc, Lecturer 4) Module C: Music expression and creation – mandatory courses: Marijo Krnić, MSc, Lecturer Daniela Petrušić, Teaching Assistant Drofessor	•	Marica Grourinović. Lecturer
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 Aleksandra Kardum, PhD, Teaching Assistant Puppet animation with practicum Marica Grgurinović, Lecturer Visual arts dramaturgy and puppetry technology Marija Taupanić Benić, PhD, Assistant Professor 3) Module B: Visual arts expression and creation – mandatory courses: Dubravka Kuščević, PhD, Assistant Professor Darawing with practicum 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, Assistant Professor Trace and modeling and designing with practicum 1, 2 Marija Brajčić, PhD, Assistant Professor Visual arts activities with didacticality unshaped material Marijo Krnić, MSc, Lecturer 4) Module C: Music expression and creation – mandatory courses: Marijo Krnić, MSc, Lecturer Basics of vocal technique with practicum Marijo Krnić, MSc, Lecturer Ondule C: Music express		Anita Runjić Stoilova, PhD, Associate
Dramatic literature for children Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer Music in puppetry Marijo Krnić, MSc, Lecturer Puppet animation with practicum Marija Krnić, MSc, Lecturer Visual arts dramaturgy and puppetry technology Marija Zupanić Benić, PhD, Assistant Professor 3) Module B: Visual arts expression and creation – mandatory courses: Dubravka Kuščević, PhD, Assistant Professor Application of graphical techniques with practicum Dubravka Kuščević, PhD, Assistant Professor Drawing with practicum Tatjana Ravlić, Associate Professor of Art Museum pedagogy with practicum Vedran Barbarić, PhD, Assistant Professor Paychology of children's drawings Ina Reić Ercegovac, PhD, Associate Professor Three-dimensional modeling and designing with practicum 1, 2 Marija Brajčić, PhD, Assistant Professor Visual arts activities with didactically unshaped material Marija Brajčić, PhD, Assistant Professor 4) Module C: Music expression and creation – mandatory courses: Marija Krnić, MSc, Lecturer Leading a children's choir with practicum Marija Strnić, MSc, Lecturer Leading a children's choir with practicum Marija Krnić, MSc, Lecturer Development of children's musicality Snježana Dobrota, PhD, Full Professor Daniela Petrušć, Teaching Assistant	Drama pedagoov education with practicum	
Lecturer Music in puppetry Marijo Krnić, MSc, Lecturer Aleksandra Kardum, PhD,Teaching Assistant Puppet animation with practicum Marijana Županić Benić, PhD, Assistant Professor 3) Module B: Visual arts expression and creation – mandatory courses: Marijana Županić Benić, PhD, Assistant Professor Application of graphical techniques with practicum Dubravka Kuščević, 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 Museum pedagogy of children's drawings Ina Reić Ercegovac, PhD, Assistant Professor Painting with practicum Tatjana Ravlić, Associate Professor of Art Psychology of children's drawings Marija Brajčić, PhD, Assistant Professor Three-dimensional modeling and designing with practicum 1, 2 Marija Brajčić, PhD, Assistant Professor Visual arts activities with didactically unshaped material Marijo Krnić, MSc, Lecturer Leading a children's choir with basics of choral conducting Marijo Krnić, MSc, Lecturer Obai Malada, PhD, Senior Lecturer Danie Petrušć, Teaching Assistant Dance structures with practicum Dodi Malada, PhD, Senior Le		
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Music literature for childrenSnježana Dobrota, PhD, Full Professor5) Module D: Bodily movements expression	Instrumental practicum 2	Marijo Krnić, MSc, Lecturer
	Music literature for children	
and creation – mandatory courses:	5) Module D: Bodily movements expression and creation – mandatory courses:	
Aesthetic gymnastics with practicum Dodi Malada, PhD, Senior Lecturer		Dodi Malada, PhD, Senior Lecturer

Analysis of kinesiological activities in early and	Lidija Vlahović, PhD, Associate Professor
pre-school education	Bojan Babin, PhD, Teaching 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
	Aleksandra Kardum, PhD, Teaching Assistant
Planning and programming of kinesiological	Lidija Vlahović, PhD, Associate Professor
activities in early and pre-school education	Bojan Babin, PhD, Teaching 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, Teaching 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
Social and emotional learning in behavioral	Esmeralda Sunko, PhD, Assistant Professor
problem prevention	Toni Maglica, PhD, Postdoctoral Researcher
Traditional games and toys	Ivana Visković, PhD, Assistant Professor
	Branimir Mendeš, PhD, Assistant Professor

3.3 Curriculum vitae of the course teacher

First and last name and title of	Bojan Babin, PhD, Teaching Assistant
teacher The course he/she teaches in the proposed study programme	Analysis of kinesiological activities in early and pre-school education Planning and programming of kinesiological activities in early and pre-school education
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	
E-mail address	bbabin@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	366012
Research or art rank, and date of last rank appointment	Research Associate, 11 October 2019
Research-and-teaching, art-and- teaching or teaching rank, and date of last rank appointment	1
Area and field of election into research or art rank	Social sciences, kinesiology
INFORMATION ON CURRENT EMP	PLOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 December 2017
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	Kinesiology, methodology
Function	Assistant
INFORMATION ON EDUCATION -	Highest degree earned
Degree	PhD
Institution	Faculty of Kinesiology, University of Split
Place	Split
Date	29 March 2019
INFORMATION ON ADDITIONAL T	RAINING
Year	
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	German, 2
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	
Earlier experience as course	Theoretical Foundations of the Teaching Methodology of Physical
teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Education Seminar in the Teaching Methodology of Physical Education, Applied Teaching Methodology of Physical Education – Integrated undergraduate and graduate study programme, Department of Teacher Education, Methodology of Kinesiological Activities in Early and Preschool Education 1 and 2 - Undergraduate study programme Early and
Authorship of university/faculty	Preschool Education /
textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	 Vlahović, L., Babin, B., Pejčić, T. (2020). Struktura morfoloških karakteristika I motoričkih sposobnosti dječaka predškolske dobi, Konferencija Sportske nauke I zdravlje, Panevropski Univerzitet Apeiron, Banja Luka, 248-252. Babin, B., Vlahović, L., Babin, J. (2019). Correlation between Morphological Characteristic and Bounce from Middle Position in Volleyball in eleven-Year-Old Female Pupils. Croation Journal of Education, 21(2), 437-452. Trajkovski, B., Babin, B., Vlahović, L. (2018). Sex Differentiation of Morphological Characteristics and Motor Skills in Preschool- Aged Children. Human, Sport, Medicine, 18(4), 52-57. Mladineo Brničević, M., Babin, B., Vlahović, L. (2018). The influence of Motor Abilities and some Specific Kinematic Parameters on the Results in 60-metre Hurdle-Races. Acta Kinesiologica, 12(1), 93-98. Vlahović, L., Babin, B. (2018). Analiza povezanosti morfoloških karakteristika i motoričkih znanja kod jedanaestogodišnjih učenika. Školski vjesnik: časopis za pedagogijsku teoriju I praksu / Journal of pedagogic theory and practise, 67(2),227- 238.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project ID: 227-2271694-1696, Kinesiological education in pre school and primary education
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of	Vedran Barbarić, PhD, Assistant Professor
teacher	
The course he/she teaches in the proposed study programme	Museum pedagogy with practicum
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545579
E-mail address	vedbarba@ffst.hr
Personal web page	
Year of birth	
Scientist ID	276284
Research or art rank, and date of	Research Associate, 21 February 2013
last rank appointment	······································
Research-and-teaching, art-and-	Assistant Professor, 3 December 2015
teaching or teaching rank, and	,
date of last rank appointment	
Area and field of election into	Humanities, archaeology
research or art rank	
INFORMATION ON CURRENT EMP	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	3 December 2015
Name of position (professor,	Professor
researcher, associate teacher,	
etc.)	
Field of research	Teaching and research
Function	Vice-dean for finances and business affairs
INFORMATION ON EDUCATION -	Highest degree earned
Degree	PhD
Institution	Filozofski fakultet u Zagrebu
Place	Zagreb
Date	20 December 2011
INFORMATION ON ADDITIONAL T	RAINING
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	Italian, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	/
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	
Earlier experience as course	Reader (since 2009) and professor (since 2012) at the courses
teacher of similar courses (name	(since 2012; 2015; 2018) of the classes Fundamentals of
title of course, study programme	museology and museum pedagogy, Archaeological heritage,
where it is/was offered, and level	Crafts on the Eastern Adriatic coast through prehistory and
of study programme)	Approaches to the interpretation of the relationship between sacral

	heritage and space in the teaching of fine art within the master program of Art History at the Faculty of Humanities and Social Sciences
Authorship of university/faculty textbooks in the field of the course	1
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	 Kirigin, B., Barbarić, V., The beginning of Pharos – the present archaeological evidence, Godišnjak centra za balkanološka ispitivanja, vol. 46, Sarajevo 2020., pp. 219-230. Barbarić, V; Ursić, L, Sakralna baština otoka Brača - Itinerari kulturnog turizma, 2019., Arheološki muzej u Zagrebu (katalog izložbe) Miše M, Barbarić V, Zec A, Kirigin B. Salamandrija na Palagruži: formiranje nalazišta od ranog neolitika do danas. Vjesnik za arheologiju i historiju dalmatinsku. 2018; 111 (1): 9-34. Barbarić, V, Kontinuitet svetih mjesta u prostoru otoka Brača // Brački zbornik, 24 (2018), 185-204 Barbarić, V, The Roman lighthouse and old Church of St. Michael on Palagruža, Vjesnik za arheologiju i historiju dalmatinsku, 110 (2), 2017, str. 615-635.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	 Dalmatian Arcaheological Research Project, joint project with Colorado Boulder University, USA, co-director with prof. Sarah James, PhD (since 2020.) Sakralna baština otoka Brača, Exhibition project, 2019., Archaeological muesum in Zagreb (co-author with L. Ursić and N. Gostinski) Museological and Museographic project of the Arcaheological Park Salona, Croatia for the Archaeological museum Split, Croatia (co-author with Goranka Horjan), 2018. Manager of the project of archaeological research on the prehistoric site Rat near Ložišća, Island of Brač (since 2007) Project of touristic itineraries Sacral heritage of the Island of Brač (2015; 2019.), Tourist bord of Split -Dalmatia County (with Lino Ursić)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of	Ivana Batarelo Kokić, PhD, Full Professor
teacher	
The course he/she teaches in the	Gifted children
proposed study programme	
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split

Telephone number	021-545-598
E-mail address	batarelo@ffst.hr
Personal web page	http://marul.ffst.hr/~batarelo/dokuwiki
Year of birth	
Scientist ID	257575
Research or art rank, and date of	Scientific Advisor, 3 December 2017
last rank appointment	
Research-and-teaching, art-and-	Full Professor, 22 February 2018
teaching or teaching rank, and	
date of last rank appointment	
Area and field of election into	Social sciences; Pedagogy
research or art rank	
INFORMATION ON CURRENT EM	PLOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 October 2008
Name of position (professor,	Full Professor
researcher, associate teacher,	
etc.)	
Field of research	Higher education
Function	Teacher
INFORMATION ON EDUCATION -	Highest degree earned
Degree	PhD
Institution	Arizona State University
Place	Tempe, AZ, SAD
Date	9 December 2002
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command	English, 5
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
Foreign language and command	Italian, 3
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	SE
Earlier experience as course	- Pedagogy of Gifted – elective course, undergraduate studies of
teacher of similar courses (name	pedagogy, Faculty of Humanities and Social Sciences, University
title of course, study programme	of Split
where it is/was offered, and level	- Inclusive Pedagogy – core course, undergraduate studies of ped-
of study programme)	agogy, Faculty of Humanities and Social Sciences, University of
	Split
	- Orientation to Education of Exceptional Children - core course,
	undergraduate studies for education majors, Arizona State Uni-
	versity
Professional, scholarly and artistic	1. Batarelo Kokić, I., Podrug, A., & Mandarić Vukušić, A. (2019).
articles published in the last five	Operationalization of Children's Rights Education Policy: Anal-
years in the field of the course (5	ysis of The Documents Issued in The Republic Of Croatia and
works at most)	in The United States of America. Školski vjesnik, 68(2.), 370-
	388.
	2. Kunac, S., Batarelo Kokić, I. (2019). Media Coverage of School
	Behaviour Issues: A Content Analysis of Digital Media Mes-
	sages. In Beseda, Jan, Rohlíková, Lucie, Duffek, Václav (ur.).
	E-learning: Unlocking the Gate to Education around the Globe
	- 14th conference reader (str. 259-270). Prague: Center for
	Higher Education Studies.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	 Batarelo Kokić, I. B., Kurz, T. L., & Novosel, V. (2016). Student Teachers' Perceptions of an Inclusive Future. In Kurbanoğlu, S., Špiranec, S., Grassian, E., Mizrachi, D., & Catts, R (eds.). In <i>European Conference on Information Literacy</i> (pp. 3-11). Cham: Springer. Macura Milovanović, S., Batarelo Kokic, I., Dzemidzic Kristian- sen, S., Gera, I., Ikonomi, E. Kafedzic, L., Milic, T., Rexhaj, X., Spasovski, O., and Closs, A. (2014). Dearth of early education experience: a significant barrier to subsequent educational and social inclusion in the Western Balkans. <i>International Journal of Inclusive Education, 18</i>(1), 1-19. Jandrić, P., Hayes, D., Batarelo Kokić, I.,& Hayes, S. (2020). Teaching in The Age of Covid-19. <i>Postdigital Science and Edu- cation, 2</i>(2), 106–1230. Batarelo Kokić, I., Blažević, I., & Kurz, T. (2019). Primary School Teachers' Readiness for Online Learning. In Beseda, Jan, Rohlíková, Lucie, Duffek, Václav (ur.). E-learning: Unlocking the Gate to Education around the Globe - 14th conference reader (str. 370-379). Prague: Center for Higher Education Studies. Batarelo Kokić, I., & Rukavina, S. (2017). Learning from Digital Video Cases: How Future Teachers Perceive the use of Open Source Tools and Open Educational Resources. <i>Knowledge Cultures, 5</i>(5). Kurz, T. L., Batarelo Kokić, I. (2014). Predilections on requisite pedagogical Content for mathematics and science video cases.
The name of the programme and	 Technology, Instruction, Cognition and Learning, 9(4), 275-293. Undergraduate study (Pedagogy, Faculty of Humanities and
the volume in which the main teacher passed exams in/acquired	Social Sciences, University of Zagreb) - Master studies (Educational Media and Computers, Arizona
the methodological-psychological-	State University, USA)
didactic-pedagogical group of competences?	 Doctoral studies (Interdisciplinary PhD in Curriculum and Instruction, Arizona State University, USA)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	 DAAD Fellowship (KMRC, Tuebingen; 2005-2006) Graduate Academic Scholarship (Arizona State University; 2000-2001)

First and last name and title of teacher	Marija Brajčić, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Basic of visual arts 1 Basic of visual arts 2 Three-dimensional modeling and designing with practicum 1 Three-dimensional modeling and designing with practicum 2 Decorative shaping
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 329 284
E-mail address	mbrajcic@ffst.hr
Personal web page	/
Year of birth	1.
Scientist ID	25865
Research or art rank, and date of last rank appointment	Research Associate, 13 July 2015

Research-and-teaching, art-and-	Assistant Professor, 14 March 2016		
teaching or teaching rank, and			
date of last rank appointment			
Area and field of election into	Interdisciplinary field of science, educational sciences (pedagogy,		
research or art rank	fine arts)		
INFORMATION ON CURRENT EM			
Institution where employed	Faculty of Humanities and Social Sciences, University of Split		
Date of employment	1 September 2007		
Name of position (professor,	Professor		
researcher, associate teacher,			
etc.)			
Field of research	Visual Art and Visual Art Education		
Function	Head of the Department for Early and Pre-school Education		
INFORMATION ON EDUCATION -	Highest degree earned		
Degree	PhD		
Institution	University of Zadar		
Place	Zadar		
Date	7 April 2011		
INFORMATION ON ADDITIONAL 1	RAINING		
Year	/		
Place	/		
Institution	1		
Field of training	/		
MOTHER TONGUE AND FOREIGN	MOTHER TONGUE AND FOREIGN LANGUAGES		
Mother tongue	Croatian		
Foreign language and command	English, 4		
of foreign language on a scale			
from 2 (sufficient) to 5 (excellent)			
Foreign language and command	1		
of foreign language on a scale			
from 2 (sufficient) to 5 (excellent)			
Foreign language and command	/		
of foreign language on a scale			
from 2 (sufficient) to 5 (excellent)			
COMPETENCES FOR THE COUR			
Earlier experience as course	"Visual Arts", " Didactics of Visual Arts 1", Didactics of Visual Arts		
teacher of similar courses (name	2 ", undergraduate University Teacher Education, "		
title of course, study programme	2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " -		
title of course, study programme where it is/was offered, and level	2 ", undergraduate University Teacher Education, "		
title of course, study programme where it is/was offered, and level of study programme)	2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i 		
title of course, study programme where it is/was offered, and level of study programme)	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course Professional, scholarly and artistic	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 1. Kardum, G., Kuščević, D., Brajčić, M. (2020). The Impacts of 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course Professional, scholarly and artistic articles published in the last five	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course Professional, scholarly and artistic	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 1. Kardum, G., Kuščević, D., Brajčić, M. (2020). The Impacts of Different Sorts of Art Education on Pupils' Preference for 20th- 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course Professional, scholarly and artistic articles published in the last five years in the field of the course (5	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 1. Kardum, G., Kuščević, D., Brajčić, M. (2020). The Impacts of Different Sorts of Art Education on Pupils' Preference for 20th- Century Art Movements. Publications / MDPI Education Sciences, 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course Professional, scholarly and artistic articles published in the last five years in the field of the course (5	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 1. Kardum, G., Kuščević, D., Brajčić, M. (2020). The Impacts of Different Sorts of Art Education on Pupils' Preference for 20th- Century Art Movements. Publications / MDPI Education Sciences, 10, 1; 1-13 doi:10.3390/educsci10010015 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course Professional, scholarly and artistic articles published in the last five years in the field of the course (5	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 1. Kardum, G., Kuščević, D., Brajčić, M. (2020). The Impacts of Different Sorts of Art Education on Pupils' Preference for 20th- Century Art Movements. Publications / MDPI Education Sciences, 10, 1; 1-13 doi:10.3390/educsci10010015 2. Brajčić, M., Perić, M., (2019) Suvremena skulptura u očima djeteta - Ivan Meštrović. Školski vijesnik: časopis za pedagogijsku teoriju i praksu/ Journal of pedagogic theory and practice, 68, 1; 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course Professional, scholarly and artistic articles published in the last five years in the field of the course (5	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 1. Kardum, G., Kuščević, D., Brajčić, M. (2020). The Impacts of Different Sorts of Art Education on Pupils' Preference for 20th- Century Art Movements. Publications / MDPI Education Sciences, 10, 1; 1-13 doi:10.3390/educsci10010015 2. Brajčić, M., Perić, M., (2019) Suvremena skulptura u očima djeteta - Ivan Meštrović. Školski vijesnik: časopis za pedagogijsku teoriju i praksu/ Journal of pedagogic theory and practice, 68, 1; 205-240 		
title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course Professional, scholarly and artistic articles published in the last five years in the field of the course (5	 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education 1. Brajčić, M. (2014). Arheološki parkovi u Hrvatskoj - stanje i perspektive, Split, Filozofski fakultet u Splitu 2. Brajčić, Kuščević D. (2016). Dijete i likovna umjetnost - doživljaj likovnog djela, Split: Filozofski fakultet Sveučilišta u Splitu 1. Kardum, G., Kuščević, D., Brajčić, M. (2020). The Impacts of Different Sorts of Art Education on Pupils' Preference for 20th- Century Art Movements. Publications / MDPI Education Sciences, 10, 1; 1-13 doi:10.3390/educsci10010015 2. Brajčić, M., Perić, M., (2019) Suvremena skulptura u očima djeteta - Ivan Meštrović. Školski vijesnik: časopis za pedagogijsku teoriju i praksu/ Journal of pedagogic theory and practice, 68, 1; 		

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	 časopis za filozofiju odgoja, 26, 1; 99-120 doi:.org/10.21464/mo.26.1.8 Brajčić, M., Šućur, M. (2019). Učestalost upotrebe likovno- umjetničkog djela u nastavi likovne kulture // Nova prisutnost : časopis za intelektualna i duhovna pitanja, XVII, 1; 59-74 doi:10.31192/np.17.1.4 Brajčić, M.,Kuščević D. (2016) Child and the Work of Art. European Journal of Social Sciences Education and Research, Volume 8 Nr. 1.; 144-155 Kuščević, D., Brajčić, M. (2018). Differences in Assessment of Visual Skills among Pupils with Regard to Artwork - Estimation of Giftedness, Challenges of Working with Gifted Pupils in European School Systems, Herzog, Jerneja (ur.). Hamburg: Verlag Dr. Kovač, str. 185-204 Brajčić, M., Kuščević, D. (2015). Odgajanje mladih kroz umjetnost, Poučavanje umjetnosti u 21. stoljeću, Dubravka Težak (ur.).Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu, str. 300-317 Kuščević, D., Brajčić M., Šipić L. (2019).Using Marc Chagall's Visual Art in Teaching Visual Arts // Revija za elementarno izobraževanje = Journal of elementary education, 12, 2; 177-198 doi:https://.org/10.18690/rei.12.2.177-198.2019 Brajčić, M., Kuščević, D., Pupić Bakrač, M. (2018). Identifikacija likovno nadarene djece u nastavi likovne kulture. Croatian Journal of Education-Hrvatski Casopis za Odgoj i obrazovanje, 20, 3; 765- 788 doi:.org/10.15516/cje.v20i3.2617 Brajčić, M., Jujnović, A. (2016). Primjena metode estetskog transfera u nastavi Likovne kulture - Vincent van Gogh. Školski vjesnik: časopis za pedagoška i školska pitanja, 65, 201-217
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	 Exhibition of art works by students of the Teacher's Study and the Study of Early and Preschool Education of the Faculty of Humanities and Social Sciences University of Split "Variations of the Circle" - Marko Marulić City Library in Split 29. 06 10. 07. 2018. Exhibition of art works by students of the Teacher's Study and the Study of Early and Preschool Education of Faculty of Humanities and Social Sciences University of Split "Creative Echoes" - Faculty of Humanities and Social Sciences University of Split "Creative Echoes" - Faculty of Humanities and Social Sciences University of Split 25. 01. 2019. 10.02. 2019.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	As part of the study of Art Education and Fine Arts, she attended 4 semesters of pedagogical-didactic courses and 2 semesters of psychological courses, and acquired the title of professor of Art Education and Fine Arts.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Marita Brčić Kuljiš, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Ethics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split

Telephone number	021 541-917		
E-mail address	mbrcic@ffst.hr		
Personal web page			
Year of birth			
Scientist ID	288535		
Research or art rank, and date of last rank appointment	Senior Research Associate, 15 June 2018		
Research-and-teaching, art-and-	Accepted Brofessor 1 September 2010		
teaching or teaching rank, and	Associate Professor, 1 September 2019		
date of last rank appointment			
Area and field of election into	Humanities - philosophy		
research or art rank			
INFORMATION ON CURRENT EMP			
Institution where employed	Faculty of Humanities and Social Sciences, University of Split		
Date of employment	15 July 2006		
Name of position (professor,	Associate Professor		
researcher, associate teacher, etc.)			
Field of research	Education and science		
Field of research			
INFORMATION ON EDUCATION –			
Degree	PhD		
Institution	Faculty of Humanities and Social Sciences, University of Zagreb		
Place	Zagreb		
Date	18 March 2012		
INFORMATION ON ADDITIONAL TR	RAINING		
Year	2010-2011		
Place	Swansea, UK		
Institution	University of Wales, Swansea, Great Britain		
Field of training	Philosophy		
INFORMATION ON ADDITIONAL TH	RAINING		
Year	2010/2011		
Place	Munchen, Germany		
Institution	Ludwig-Maximilians Universität München, Germany		
Field of training	Philosophy		
MOTHER TONGUE AND FOREIGN			
Mother tongue	Croatian		
Foreign language and command of	English, 5		
foreign language on a scale from 2	-		
(sufficient) to 5 (excellent)			
Foreign language and command of	German, 2		
foreign language on a scale from 2			
(sufficient) to 5 (excellent)			
COMPETENCES FOR THE COURS	COMPETENCES FOR THE COURSE		
	E		
Earlier experience as course	E Course teaching at the Faculty of Philosophy in Split (graduate		
Earlier experience as course teacher of similar courses (name			
•	Course teaching at the Faculty of Philosophy in Split (graduate		
teacher of similar courses (name	Course teaching at the Faculty of Philosophy in Split (graduate and undergraduate level) at the Department of Pedagogy,		
teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course teaching at the Faculty of Philosophy in Split (graduate and undergraduate level) at the Department of Pedagogy, Teacher Education and preschool education; philosophy		
teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme) Professional, scholarly and artistic	Course teaching at the Faculty of Philosophy in Split (graduate and undergraduate level) at the Department of Pedagogy, Teacher Education and preschool education; philosophy 1. Brčić Kuljiš, M; Lunić, A. (2016). The Democratic Context of		
teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme) Professional, scholarly and artistic articles published in the last five	 Course teaching at the Faculty of Philosophy in Split (graduate and undergraduate level) at the Department of Pedagogy, Teacher Education and preschool education; philosophy 1. Brčić Kuljiš, M; Lunić, A. (2016). The Democratic Context of School Governance: External and Internal Stakeholders 		
teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme) Professional, scholarly and artistic	Course teaching at the Faculty of Philosophy in Split (graduate and undergraduate level) at the Department of Pedagogy, Teacher Education and preschool education; philosophy 1. Brčić Kuljiš, M; Lunić, A. (2016). The Democratic Context of		

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	 a South-Eastern Europe Research and Public Policy, (str. 125-144). London: Palgrave Macmillan. 2. Brčić Kuljiš, M. (2016). Filozofija obrazovanja odraslih. U Brčić Kuljiš, M.; Koludrović, M., Stanje i perspektive obrazovanja odraslih u Republici Hrvatskoj. Split: Filozofski fakultet Sveučilišta u Splitu. 3. Brčić Kuljiš, M. (2016). Uloga kritičkog/refleksivnog mišljenja u obrazovanju odraslih - Filozofija obrazovanja odraslih. U Koludrović, M.; Brčić Kuljiš M., Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih. Zagreb: Hrvatsko andragoško društvo. 4. Brčić Kuljiš; Gutović T. (2018). Inclusive educational policy and the democratic context of educational leadership and management. U Ingþórsson, Alfirević, Pavičić, Vican, Educational Leadership in Policy: Challenges and Implementation within Europe, (str. 81-96). London: Palgrave Macmillan, 2018.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Science Center of Excellence for School Effectiveness and Management. MZO 205-2020; 2020-2025. Croatian Studies, Andragogy, Philosophy and Cultural Studies - harmonization with the CROQF (KAFKa) European Social Fund / 22.3.2019 22.3.2022
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	Teaching Department, University of Zadar
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Snježana Dobrota, PhD, Full Professor
The course he/she teaches in the proposed study programme	Development of children's musicality Music literature for children Children's musical creativity with practicum
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	dobrota@ffst.hr
Personal web page	1
Year of birth	1
Scientist ID	221143
Research or art rank, and date of last rank appointment	Scientific Advisor, 11 October 2019
Research-and-teaching, art-and- teaching or teaching rank, and date of last rank appointment	Full Professor, 22 January 2020

Area and field of election into	
research or art rank	Social sciences, pedagogy, special pedagogies
INFORMATION ON CURRENT EMP	LOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	2005
Name of position (professor,	Drofossor
researcher, associate teacher, etc.)	Professor
Field of research	Music pedagogy, psychology of music
Function	Professor
INFORMATION ON EDUCATION – H	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	10 July 2008
INFORMATION ON ADDITIONAL TR	AINING
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN	LANGUAGES
First languages	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	
foreign language on a scale from 2	Italian, 3
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	
Earlier experience as course	The course Music in early and preschool education, Department
teacher of similar courses (name title of course, study programme	of Preschool education, Faculty of Humanities and Social Sciences, University of Split.
where it is/was offered, and level of	The course Didactics of music, Department of Teacher Education,
study programme)	Faculty of Humanities and Social Sciences, University of Split.
	The course Intercultural music education, postgraduate doctoral
	studies in humanities and social sciences, Faculty of Humanities
	and Social Sciences, University of Split.
	The course Psychology of music, Academy of music, University
	of Pula.
Professional, scholarly and artistic	1. Dobrota, S., & Reić Ercegovac, I. (2016) Zašto volimo ono što
articles published in the last five	slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih
years in the field of the course (5	preferencija. Split: Filozofski fakultet Sveučilišta u Splitu.
works at most)	2. Dobrota, S. (2012) Uvod u suvremenu glazbu pedagogiju.
	Split: Filozofski fakultet Sveučilišta u Splitu.
Professional, science and artistic	1. Dobrota, S., & Gusić, M. (2020) Students' musical preferences
projects in the field of the course	in childrens' major- and minor-key songs. Journal of Elementary Education, 13 (3), 311-324. doi:
carried out in the last five years (5 at most)	Elementary Education, 13 (3), 311-324. doi: 10.18690/rei.13.3.311-324.2020
	2. Dobrota, S. (2019) Stavovi odgojitelja predškolske djece
	prema glazbenim aktivnostima u vrtiću i samoprocjena
	kompetentnosti za njihovu realizaciju. Metodički ogledi:
	časopis za filozofiju odgoja, 26 (2), 59-76. doi:
	10.21464/mo.26.2.6
	3. Habe, K., Dobrota, S., & Reić Ercegovac, I. (2018). The
	structure of musical preferences of youth: cross-cultural

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences	 perspective. <i>Musicological Annual, 54</i> (1), 141-156. doi: 10.4312/mz.54.1.14I-156 4. Dobrota, S., & Topić, K. (2018). Glazbene preferencije učenika prema glazbama svijeta i hrvatskoj tradicijskoj glazbi. <i>Školski vjesnik: časopis za pedagogijsku teoriju i praksu, 67</i> (2), 199-209. 5. Dobrota, S., & Reić Ercegovac, I. (2017). Music preferences with regard to music education, informal influences and familiarity of music. <i>British Journal of Music Education, 34</i> (1), 41-55. doi: 10.1017/S0265051716000358 B.S. in music pedagogy, Music Academy, University of Split M.A. in music pedagogy, Faculty of Humanities and Social Sciences University of Zagreb PhD in music pedagogy, Faculty of Humanities and Social Sciences University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Dijana Dvornik, Senior Lecturer
The course he/she teaches in the proposed study programme	Child and heritage
GENERAL INFORMATION ON COU	RSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	ddvornik@ffst.hr
Personal web page	1
Year of birth	1
Scientist ID	1
Research or art rank, and date of	/
last rank appointment	
Research-and-teaching, art-and-	Senior Lecturer, 12 October 2016
teaching or teaching rank, and date	
of last rank appointment	
Area and field of election into	1
research or art rank	
INFORMATION ON CURRENT EMP	LOYMENT
Institution where employed	Primary school Spinut Split
Date of employment	14 September 1992
Name of position (professor,	Teacher
researcher, associate teacher, etc.)	
Field of research	Primary teacher
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Graduate teacher with an enhanced program in the subject
	CROATIAN LANGUAGE
Institution	University of Zadar
Place	Zadar
Date	8 December 2005
INFORMATION ON ADDITIONAL TRAINING	

Year	2000-2020
Place	Split
Institution	Education Agency
Field of training	Methodologies of classroom teaching subjects
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croation
Foreign language and command of	English, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	Italian, 2
Foreign language and command of foreign language on a scale from 2	Italian. 2
(sufficient) to 5 (excellent)	
Foreign language and command of	1
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	E
Earlier experience as course	/
teacher of similar courses (name	
title of course, study programme where it is/was offered, and level of	
study programme)	
Authorship of university/faculty	Dvornik, D. (2009). The city tells me, a manual for learning about
textbooks in the field of the course	the cultural heritage of the city of Split for lower primary school
	students. Zagreb: Alfa.
	Dvornik, D., Gudelj, R., Josipović, T., Ujević, B. (2018) Split-
Professional, scholarly and artistic	Dalmatia County, native manual. Zagreb: Alfa.
articles published in the last five	
years in the field of the course (5	
works at most)	
Professional and scholarly articles	/
published in the last five years in	
subjects of teaching methodology and teaching quality (5 works at	
most)	
Professional, science and artistic	1
projects in the field of the course	
carried out in the last five years (5	
at most)	Manuscan of asheel work (since 4000) associate and service
The name of the programme and the volume in which the main	Many years of school work (since 1992), exercises and seminars at the Faculty of Philosophy (since 2005)
teacher passed exams in/acquired	on the course Croatian language teaching methodology and
the methodological-psychological-	course Child and heritage
didactic-pedagogical group of	
competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and	Acknowledgment of the Faculty of Philosophy for the realization
scholarly/artistic work	of the teaching process on September 23, 2020.
	Decision of the Agency for Education on re-promotion: teacher
	advisor, October 5, 2017

First and last name and title of	Marica Grgurinović, Lecturer
teacher	
The course he/she teaches in the	Basics of dramatisation and adaptations of literary texts for
proposed study programme	children
	Communication through performing arts Drama pedagogy education with practicum
	Puppet animation with practicum
GENERAL INFORMATION ON COU Address	
	Poljička cesta 35, 21000 Split
Telephone number E-mail address	
Personal web page	maricagrgurinovic@yahoo.co.uk
Year of birth	
Scientist ID	
Research or art rank, and date of	
last rank appointment	
Research-and-teaching, art-and-	Lecturer, 21 November 2018
teaching or teaching rank, and date	,
of last rank appointment	
Area and field of election into	Artistic area, theatre art field
research or art rank	
INFORMATION ON CURRENT EMP	LOYMENT
Institution where employed	/
Date of employment	/
Name of position (professor,	/
researcher, associate teacher, etc.)	
Field of research	1
Function	/
INFORMATION ON EDUCATION - H	lighest degree earned
Degree	Theatre director
Institution	Academy of Dramatic Arts in Zagreb
Place	Zagreb
Date	5 May 2008
INFORMATION ON ADDITIONAL TR	RAINING
Year	/
Place	1
Institution	1
Field of training	
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	Italian, 2
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	Franch 2
Foreign language and command of	French, 2
foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	
Earlier experience as course	Expert associate in the Puppetry and Theatre Art Course at the
teacher of similar courses (name	Undergraduate study of pre-school education, Faculty of humanities and social sciences, University of Split (20102014.)
title of course, study programme	numanities and social sciences, oniversity of Split (20102014.)

where it is/was offered, and level of	
study programme)	
Authorship of university/faculty	/
textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Ponad Pučinam, independent author`s short film, Besa, 2019. Grgurinović, M. (2018.), Osobni razvoj odgojitelja i lutka, u A.Višnjić Jevtić (ur.) Zajedno rastemo, (str. 110-117), Čakovec, Učiteljski fakultet Sveučilišta u Zagreb, Dječji vrtić "Cvrčak" Marija Dukić: Što čekamo?, HNK Split, 2017. Forum predstava: Oćemo li?, Kazalište Besa, 2016., Vis
Professional and scholarly articles published in the last five years in	/
subjects of teaching methodology	
and teaching quality (5 works at	
most)	
Professional, science and artistic	Permanent Art, Theatre BESA, 2018, Vis
projects in the field of the course carried out in the last five years (5	BESA festival and theatre camp, Theatre BESA, 2013-2019, Vis, international ertistic and educational project
at most)	Sustainable Art for Sustainable Island, Theatre BESA, 2017, Vis
	Creative box, theatre education for children and adults, Vis- Komiža, 2013-2016
The name of the programme and	Academy for Dramatic Arts, Zagreb, Theatre directing and Radio,
the volume in which the main	1999-2006, faculty degree in the fileds of acting, directing and
teacher passed exams in/acquired	drama pedagogy
the methodological-psychological-	Center for integrative development, (2016-2020) finishd
didactic-pedagogical group of	education in body oriented practise
competences?	Theatre of the Oppressed workshop, Julian Boal i Luc Opedebeeck, Pula, 2003
PRIZES AND AWARDS	
Prizes and awards for teaching and	"Little Marulić", special prize to the complete artistic team of the
scholarly/artistic work	play "What a virus can do to me?" by Little Theatre of Split for
	eceptional scenic interpretation of educational contents (2011)

First and last name and title of	Tonća Jukić, PhD, Associate Professor
teacher	
The course he/she teaches in the	Action research in early and pre-school education
proposed study programme	Child and creativity
GENERAL INFORMATION ON COL	IRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	+385 21 545 598
E-mail address	tjukic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	290210
Research or art rank, and date of	Senior Research Associate, 7 February 2018
last rank appointment	
Research-and-teaching, art-and-	Associate Professor, 1 October 2019
teaching or teaching rank, and	
date of last rank appointment	
Area and field of election into	Social sciences, pedagogy
research or art rank	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split

Date of employment	1 December 2006
Name of position (professor,	Associate professor
researcher, associate teacher,	Associate professor
etc.)	
Field of research	Teaching process, pedagogical science
Function	Teacher
INFORMATION ON EDUCATION –	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	16 May 2011
INFORMATION ON ADDITIONAL T	
Year	2002/2003
Place	Zagreb
Institution	Forum za slobodu odgoja
Field of training	Pedagogy, didactics
INFORMATION ON ADDITIONAL T	
Year	
Place	
Institution	/
Field of training	
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	English, 5
(sufficient) to 5 (excellent)	
Foreign language and command of	Italian, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	E
Earlier experience as course	Action research in practice of a pedagogue, Pedagogy, graduate
teacher of similar courses (name	study
title of course, study programme	Creativity as pedagogical challenge, Pedagogy, undergraduate
where it is/was offered, and level of	study
study programme)	
Professional, scholarly and artistic	1. Jukić, T. (2019, June). Creativity in Education. In Proceedings
articles published in the last five	of the Seventh International Science Conference Contemporary
years in the field of the course (5	Education – Conditions, Challenges and Perspectives (pp. 11-16).
works at most)	South-West University Neofit Rilski.
	2. Bubić, A., Jukić, T. & Šijaković, E. (2016). Čitanje kroz igru:
	važnost poticanja čitanja od najranije dobi. In H. Ivon & B. Mendeš
	(ur.) Zbornik radova znanstvene konferencije s međunarodnom
	suradnjom "Dijete, igra, stvaralaštvo" (pp. 53-64). Split - Zagreb:
	Filozofski fakultet u Splitu; Savez društava "Naša djeca" Hrvatske
	 Jukić, T. (2015). Upoznavanje baštine kroz akcijsko istraživanje u ranom i predškolskom odgoju i obrazovanju. Školski vjesnik, 64
	(3), 424-438.
Professional and scholarly articles	1. Jukić, T. & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na
published in the last five years in	čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T.
subjects of teaching methodology	Kokić i A. Mandarić Vukušić (Eds.) Čitanje u ranoj adolescenciji.
and teaching quality (5 works at	(pp. 97-121). Split: Filozofski fakultet.
most)	2. Jukić, T., Kostović-Vranješ, V. & Kunac, S. (2015). Poticanje
,	kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja
	kvalitete života studenata. In S. Kaljača i M. Nikolić (Eds.)
	Unapređenje kvalitete života djece i mladih. Tematski zbornik (1st
	part) (pp. 314-323). Tuzla: Udruženje za podršku i kreativni razvoj

	djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli. 2. Jukić, T., Anđelić, M. & Reškov, M. (2015). Poimanje i poticanje kreativnosti u visokoškolskoj nastavi. In H. Ivon & B. Mendeš (Eds.). Kompetencije suvremenog učitelja i odgajatelja – izazov za promjene: znanstvena monografija / Competencies of modern teachers and educators – challenge for change: scientific monograph (pp. 25-34). Split: Filozofski fakultet u Splitu.
Professional, science and artistic projects in the field of the course	Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016).
carried out in the last five years (5	Member of the project team: Erasmus Plus K2 project COMMIX
at most)	No. 2016-1-BG01-KA201-023657 (2016 - 2018)
The name of the programme and	Faculty of Natural Sciences and Education University of Split,
the volume in which the main	(1996-2000), 6 teaching methodologies
teacher passed exams in/acquired	Forum for Freedom in Education, Project Teaching and writing for
the methodological-psychological-	Critical Thinking, (RWCT), (since 2006 leads workshops for
didactic-pedagogical group of competences?	teachers)
•	
PRIZES AND AWARDS	
Prizes and awards for teaching	/
and scholarly/artistic work	

First and last name and title of teacher	Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher
The course he/she teaches in the	Psychology of parenthood
proposed study programme	Psychology of children's drawings
	Attachment across the lifespan
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545586
E-mail address	kkalebicjakupcevic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	345266
Research or art rank, and date of	Research Associate, 12 February 2019
last rank appointment	
Research-and-teaching, art-and-	
teaching or teaching rank, and	
date of last rank appointment	Carial acianaca, Devahalaru
Area and field of election into research or art rank	Social sciences, Psychology
INFORMATION ON CURRENT EMP	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 January 2019
Name of position (professor,	Postdoctoral Researcher
researcher, associate teacher,	
etc.)	Developer
Field of research	Psychology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb

Date	2014
INFORMATION ON ADDITIONAL T	AINING
Year	2008
Place	Zagreb
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Field of training	Postgraduate studies, Specialization in clinical psychology
INFORMATION ON ADDITIONAL T	
Year	2010
Place	Zagreb
Institution	CABCT
Field of training	Supervision in Cognitive-behavioral therapy
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	English, 4
foreign language on a scale from 2	-
(sufficient) to 5 (excellent)	
Foreign language and command of	Italian, 2
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	E
Earlier experience as course	/
teacher of similar courses (name	
title of course, study programme where it is/was offered, and level of	
study programme)	
Professional, scholarly and artistic	- Kalebić Jakupčević, K. i Živčić-Bećirević, I. (2017). Contribution
articles published in the last five	of rumination, mindfulness, thought suppression and
years in the field of the course (5	metacognitive beliefs in depression. Psihologijske teme. 26(2),
works at most)	335-354.
	- Koludrović, M. i Kalebić Jakupčević, K. (2017). The relationship
	between classroom climate and school achievement of primary
	school students. Školski vjesnik: časopis za pedagoška i školska pitanja. 66(4), 557-572.
	- Kalebić Jakupčević, K. i Reić Ercegovac, I. (2016). Dobne i
	spolne razlike u depresivnosti kod djece i adolescenata na
	području grada Splita. Paediatria Croatica. 60(4), 133-140.
	- Kalebić Jakupčević, K. i Živčić-Bećirević, I. (2016). Cognitive
	and metacognitive processes in depressive disorder. Socijalna
	psihijatrija. 44(3), 185-195.
	- Kuzmanić Šamija, R., Kolić, K., Markić, J., Polić, B., Kalebić
	Jakupčević, K., Lozić, B., Lazibat, I., Unić, I. i Zemunik, T.
	(2014). Correlation of serial MRI findings and clinical outcome
	in the first Croatian patient with acute necrotizing
Professional and scholarly articles	 encephalopathy. Croatian medical journal, 55(4), 431-433. Koludrović, M. i Kalebić Jakupčević, K. (2017). The relationship
published in the last five years in	between classroom climate and school achievement of primary
subjects of teaching methodology	school students. Školski vjesnik: časopis za pedagoška i
and teaching quality (5 works at	školska pitanja. 66(4), 557-572.
most)	
Professional, science and artistic	2018 - leader of professional support workshops for parents in
projects in the field of the course	the conditions of more demanding parenting "We grow together":
carried out in the last five years (5	Centre for parental support "We grow together", UNICEF, Croatia
at most)	2019 coordinator of the proventive program "I represent much
	2018 - coordinator of the preventive program "I represent myself - I respect you"; Family Centre, Centre for Social Welfare

The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	Study of Psychology, University of Zadar
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

ić, PhD, Assistant Professor	
GENERAL INFORMATION ON COURSE TEACHER	
, 21000 Split	
Associate, 15 April 2020	
or, 15 March 2015	
pedagogy	
INFORMATION ON CURRENT EMPLOYMENT	
nities and Social Sciences, University of Split	
sor	
INFORMATION ON EDUCATION – Highest degree earned	
nities and Social Sciences, University of Zagreb	
Date 15 March 2013 MOTHER TONGUE AND FOREIGN LANGUAGES	
COMPETENCES FOR THE COURSE	
ing subject Media in Education in Department of	

title of course, study programme	Early and Pre-School Education, Faculty of Humanities and Social
where it is/was offered, and level	Sciences, University of Split
of study programme)	×
Professional, scholarly and artistic	1. Koludrović, M. (2018), Život s medijima – G generacija.
articles published in the last five	Hrvatska obzorja: Časopis Ogranka Matice hrvatske u Splitu, 2,
years in the field of the course (5	53-60.
works at most)	2. Koludrović, M. (2017), Igra u Montessori i Waldorfskoj
	koncepciji. Zrno: časopis za obitelj, vrtić i školu. 126(152), 18-
	19. 2. Koludarskić M. (2015). Koko potiosti krastivno i potokomitivno.
	 Koludrović, M. (2015), Kako poticati kreativno i metakognitivno mišljenje putem udžbenika? Zrno – Časopis za obitelj, vrtić i
	školu, 115-116, 11-12.
Professional and scholarly articles	1. Koludrović, M.; Rajić, V. (2019), Što je (ne)suvremeno u
published in the last five years in	suvremenom školstvu? Suvremene teme u odgoju i
subjects of teaching methodology	obrazovanju - STOO Pedagogija i psihologija: od ispravljanja
and teaching quality (5 works at	nedostataka do poticanja osobnih snaga i vrlina. Zagreb:
most)	Sveučilište u Zagrebu, Učiteljski fakultet, 139-152.
	2. Koludrović, M. (2018), Problemsko učenje u obrazovanju
	odraslih. Zbornik radova 8. Međunarodne konferencije o
	obrazovanju odraslih: Upravljanje kvalitetom u obrazovanju
	odraslih. Zagreb, 30.112.12.2018. Zagreb: Agencija za
	strukovno obrazovanje i obrazovanje odraslih i Hrvatsko
	andragoško društvo, 104-111.
	3. Koludrović, M.; Vučić, M. (2018), Učimo cjeloživotno učiti i
	poučavati: Priručnik za nastavnike u obrazovanju odraslih.
	Zagreb: Agencija za strukovno obrazovanje i obrazovanje
	odraslih (urednička knjiga).
	4. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2018), Percipirana
	sigurnost u školi i razredno- nastavno ozračje kao prediktori
	doživljavanja nasilnih ponašanja, Napredak: časopis za
	pedagogijsku teoriju i praksu, 159(1-2), 31-52. 5. Koludrović, M.; Kalebić Jakupčević, K. (2017), Odnos
	razrednog ozračja i školskog uspjeha učenika osnovnoškolske
	dobi. Školski vjesnik: časopis za pedagoška i školska pitanja,
	66(4), 557-572.
Professional, science and artistic	- 2019 – today; project team member (ESF project
projects in the field of the course	UP.03.1.1.03.0056 Competence standards of teachers,
carried out in the last five years (5	pedagogues and mentors)
at most)	- 2016 – 2018; project team member (Erasmus + KA3: Educa T
	project, Emphasis on developing and upgrading of competences
	for academic teaching)
	- 2014 - today; team member (field of pedagogy in the Science
	Center of Excellence for School Effectiveness and Management)
	- 2014 – 2016; project team member (ESF project HR.3.1.15-0014
	Development of Occupational and Qualification Standards for
The name of the programme and	Adult Education)
The name of the programme and the volume in which the main	 Master's degree in primary education, University of Split M. Sc. Faculty of philosophy, University of Zagreb
teacher passed exams in/acquired	- Ph.D. Faculty of philosophy, University of Zagreb
the methodological-psychological-	- Numerous education in the field of didactics, pedagogy and
didactic-pedagogical group of	andragogy
competences?	anaragogy
PRIZES AND AWARDS	
Prizes and awards for teaching	
and scholarly/artistic work	
	1

First and last name and title of	Vesna Kostović-Vranješ, PhD, Associate Professor
teacher	
The course he/she teaches in the	Education for sustainable development
proposed study programme	
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545576
E-mail address	kostovic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	201306
Research or art rank, and date of	Senior Research Associate, 19 December 2016
last rank appointment	
Research-and-teaching, art-and-	Associate Professor, 14 February 2017
teaching or teaching rank, and	······································
date of last rank appointment	
Area and field of election into	Area social science, field pedagogy
research or art rank	
INFORMATION ON CURRENT EMP	PLOYMENT
Institution where employed	Faculty of Humanities and Social ScienceS, University of Split
Date of employment	2009
Name of position (professor,	Professor
researcher, associate teacher,	
etc.)	
Field of research	Teaching methodology of Natural and Social Science
Function	
INFORMATION ON EDUCATION -	/
	PhD of Natural Science
Degree Institution	Faculty of Science University of Zagreb
Place	
Date	Zagreb 9 July 1999
INFORMATION ON ADDITIONAL T	RAINING
Year	
Place	
Institution	
Field of training	/
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command of	English, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	-
Foreign language and command of	Slovenian, 4
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	/
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	È E
Earlier experience as course	- Didactics of Biology, graduate university study programme
teacher of similar courses (name	Biology and Chemistry, Faculty of Natural Science University of
title of course, study programme	Split
where it is/was offered, and level	- Didactics of Natural Science, PPDME study programme, Faculty
of study programme)	of Humanities and Social Science University of Split

	- Didactics of Science and Society, The Master of Primary
	Education study programme, Faculty of Humanities and Social
	Science University of Split
Authorship of university/faculty	Kostović-Vranješ V. (2015). Metodika nastave predmeta
textbooks in the field of the course	prirodoslovnog područja. Školska knjiga Zagreb i Filozofski
	fakultet u Splitu (sveučilišni udžbenik)
Professional, scholarly and artistic	1. Kostović-Vranješ V. (2020): Odgoj i obrazovanje i ranom
articles published in the last five years in the field of the course (5	djetinjstvu. <i>Putokazi</i> Sveučilišta Hercegovina u Mostaru (u tisku) 2. Kostović-Vranješ V., Bulić M. (2020): Nastavni sadržaji kemije
works at most)	 kao poticaj čitanju knjiga. U: Batarelo Kokić I., Bubić A., Kokić T., Mandarić Vukušić A. (ur) Urednička monografija "Čitanje u ranoj adolescenciji", Sveučilište u Splitu Filozofski fakultet (str 81-95). Kostović-Vranješ, V., Bulić, M., Šušnjara, K. (2019). <i>Mogućnosti</i>
	primjene obrazovne softverske platforme mozaBook u nastavi prirode i društva. U: S. Nesimović i E. Mešanović-Meša (ur.)
	Zbornik radova znanstvenog skupa Prozor u svijet obrazovanja, nauke i mladih, (str. 401-417). Sarajevo: Univerzitet u Sarajevu Pedagoški fakultet Sarajevo.
	4. Bulić. M., Kostović-Vranješ, V. (2019). Utjecaj e-učenja na samoodgovornost učenika pri izvršavanju domaćih zadaća.
	Školski vjesnik, 68 (1), 112-126. 5. Kostović-Vranješ, V., Bulić, M. i Novoselić, D. (2016).
	Izvannastavna aktivnost "kompostiranje "u promicanju
	obrazovanja za održivi razvoj. <i>Školski vjesnik</i> , 65 (Tematski broj), 79-90.
Professional and scholarly articles published in the last five years in subjects of teaching methodology	 Kostović-Vranješ V. (2020): Odgoj i obrazovanje i ranom djetinjstvu. <i>Putokazi</i> Sveučilišta Hercegovina u Mostaru (u tisku) Kostović-Vranješ V., Bulić M. (2020): Nastavni sadržaji kemije
and teaching quality (5 works at most)	 kao poticaj čitanju knjiga. U: Batarelo Kokić I., Bubić A., Kokić T., Mandarić Vukušić A. (ur) Urednička monografija "Čitanje u ranoj adolescenciji", Sveučilište u Splitu Filozofski fakultet (str 81-95). 3. Kostović-Vranješ, V., Bulić, M., Šušnjara, K. (2019). <i>Mogućnosti</i> primjene obrazovne softverske platforme mozaBook u nastavi prirode i društva. U: S. Nesimović i E. Mešanović-Meša (ur.) Zbornik radova znanstvenog skupa Prozor u svijet obrazovanja, nauke i mladih, (str. 401-417). Sarajevo: Univerzitet u Sarajevu Pedagoški fakultet Sarajevo. 4. Bulić. M., Kostović-Vranješ, V. (2019). Utjecaj e-učenja na samoodgovornost učenika pri izvršavanju domaćih zadaća. Školski vjesnik, 68 (1), 112-126. 5. Kostović-Vranješ, V., Bulić, M. i Novoselić, D. (2016). Izvannastavna aktivnost "kompostiranje "u promicanju obrazovanja za održivi razvoj. <i>Školski vjesnik</i>, 65 (Tematski broj), 79-90.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Erasmus+ international scientific project "Boys reading" (2014. –2016.) leader PhD, Associate professor Ivana Batarelo Kokić, Faculty of Humanities and Social Science University of Split 2. Project "Participate in sustainable development" (2013. – 2015.) Association for Nature, Enviroment and Sustainable Development Sunce, Split
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	Four year graduate study: Biology and Chemistry Faculty of Natural Sciences University of Split Professor of Biology and Chemistry
PRIZES AND AWARDS	

Prizes and awards for teaching and scholarly/artistic work	Award for the excellence in teaching and other forms of work with students in 2018./19. ac.yr Faculty of Humanities and Social
	Science, University of Split

First and last name and title of	Sonja Kovačević, PhD, Full Professor
teacher	Educational communication skills
The course he/she teaches in the	Educational communication skills
proposed study programme	
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	+385 (21) 386122
E-mail address	<u>sonja@ffst.hr</u>
Personal web page	1
Year of birth	1
Scientist ID	151044
Research or art rank, and date of	Scientific Advisor, 2 April 2020
last rank appointment	
Research-and-teaching, art-and-	
teaching or teaching rank, and	Full Professor, 20 July 2020
date of last rank appointment	
Area and field of election into	Social sciences, educational sciences
research or art rank	
INFORMATION ON CURRENT EMP	PLOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 December 2005
Name of position (professor,	Professor
researcher, associate teacher,	
etc.)	
Field of research	High education
Function	Teacher
INFORMATION ON EDUCATION -	Highest dearee earned
Degree	Doctor of science
Institution	Faculty of Humanities and Social Sciences Rijeka
Place	Rijeka
Date	/
INFORMATION ON ADDITIONAL T	RAINING
Year	
Place	
Institution Field of training	
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command of	English, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	Italian, 2
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	1
foreign language on a scale from 2	
foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS	

Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme) Authorship of university/faculty textbooks in the field of the course	 Pedagogical communication, Advanced teaching models, Didactics, Implicit pedagogy, Pedagogy basics, School pedagogy - integrated study program of teachers. Pedagogical communication, Didactics - undergraduate study of pedagogy. Pedagogical communication - undergraduate study RIPO. Skills of educational communication - graduate study RIPO. 1. Mušanović, M., Vasilj, M. Kovačević, S. (2010). Vježbe iz didaktike. Rijeka: HFD. ISBN 978-953-95074-4-0 CIP katalogizacija u publikaciji Sveučilišna knjižnica u Rijeci UDK 37.02(035) 2. Kovačević, S., Mušanović, L. (2013). Od transmisije do majeutike – modeli nastave. Zagreb: HFD. ISBN 978-953- 95074-4-8
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	 Kovačević, S. (2019). Progresiv Education – Didactic Challenges. Croatian Journal of Education, Vol.21; No.2, 639-663. Alajbeg, A. i Kovačević, S. (2019). Contribution of Sociodemographic Factors to Different Engagement of Children in Peer Violence. Violence and Gender, 6(1), 1-10. Alajbeg, A. i Kovačević, S. (2018). Škola bez vršnjačkog nasilja. Educa, časopis za obrazovanje, nauku i kulturu, XI (11), 113-120. Alajbeg, A. i Kovačević, S. (2018). Uloga vezanosti za školu u različitom angažmanu djece u vršnjačkom nasilju. Suvremena pitanja, časopis za prosvjetu i kulturu, XIII (26), 25-44. Šimunović, R., Šimić, K. i Kovačević, S. (2018). Stavovi studenata o važnosti razvoja pedagoške kompetencije. Suvremena pitanja, časopis za prosvjetu i kulturu, XIII (26), str. 64-77
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Marijo Krnić, MSc, Lecturer
The course he/she teaches in the proposed study programme	Basics of vocal technique with practicum Leading a children's choir with basics of choral conducting Group music making Instrumental practicum 1 Instrumental practicum 2

	Music in puppetry		
GENERAL INFORMATION ON COL			
Address	Poljička cesta 35, 21000 Split		
Telephone number			
E-mail address	/ mkrnic@ffst.hr		
Personal web page			
Year of birth			
Scientist ID	313606		
Research or art rank, and date of	1		
last rank appointment			
Research-and-teaching, art-and-	Lecturer (re-elected), 1 November 2019		
teaching or teaching rank, and			
date of last rank appointment			
Area and field of election into	Arts, Music		
research or art rank			
INFORMATION ON CURRENT EMP			
Institution where employed	Faculty of Humanities and Social Sciences, University of Split 1 November 2008		
Date of employment Name of position (professor,	Teacher, Lecturer		
researcher, associate teacher,			
etc.)			
Field of research	Music Pedagogy		
Function	Lecturer		
INFORMATION ON EDUCATION -			
Degree	MSc		
Institution	Academy of Music, University of Ljubljana		
Place	Ljubljana, Slovenia		
Date	29 September 2008		
INFORMATION ON ADDITIONAL T	RAINING		
Year	/		
Place	/		
Institution			
Field of training	1		
MOTHER TONGUE AND FOREIGN	LANGUAGES		
Mother tongue	Croatian		
Foreign language and command of	English, 4		
foreign language on a scale from 2			
(sufficient) to 5 (excellent)			
Foreign language and command of	Italian, 2		
foreign language on a scale from 2			
(sufficient) to 5 (excellent)			
Foreign language and command of	/		
foreign language on a scale from 2			
(sufficient) to 5 (excellent)			
	COMPETENCES FOR THE COURSE		
Earlier experience as course	Vocal-instrumental practicum, compulsory course in integrated		
teacher of similar courses (name	teacher study at Department of teacher education, Faculty of		
title of course, study programme	Humanities and Social Sciences, University of Split		
where it is/was offered, and level			
of study programme)			
Authorship of university/faculty	/		
textbooks in the field of the course			
Professional, scholarly and artistic	1. Krnić, M. (2017). Kontratenor u suvremenoj vokalno-pedagoškoj		
articles published in the last five	praksi. In: M. Petrović (ed.), 19. pedagoški forum scenskih		

years in the field of the course (5 works at most)	 umjetnosti. U potrazi za doživljajem i smislom u muzičkoj pedagogiji. Beograd, 30.92.10.2016. Beograd: Fakultet muzičke umetnosti, 111-119. 2. Krnić, M. and Grgat, M. (2016). Extracurricular Music Activities in Elementary Schools of the City of Split. Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje, 18/Sp.Ed.2, 175-185. 3. Krnić, M. and Kodžoman-Radan, J. (2016). Roditelji i dječje glazbene aktivnosti u obiteljskom domu. Metodički ogledi: časopis za filozofiju odgoja, 23/1, 53-64. 4. Krnić, M. (2016). Madrigali Iacobusa Gallusa: prikaz interpretacije u različitim izvođačkim sastavima. In: V. Ivkov (ed.), Prvi naučni i umjetnički simpozijum Muzika između teorije i prakse. Srbija, Novi Sad, 30-31.10.2015. Novi Sad: Akademija umetnosti
	Novi Sad, 160-172. 5. Krnić, M. (2016). Slušna identifikacija djevojačkih i dječačkih glasova. In: B. Jerković i T. Škojo (ed.), Prvi međunarodni znanstveni i umjetnički simpozij o pedagogiji u umjetnosti: Umjetnik kao pedagog pred izazovima suvremenog odgoja i obrazovanja. Osijek, 17. i 18. listopada 2014. Osijek: Umjetnička akademija u Osijeku, 369-380.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	 Krnić, M. and Njirić, N. (2018). Utjecaj demografskih čimbenika na razvoj vokalnih sposobnosti djece rane školske dobi. In: A. Radočaj-Jerković (ed.), Drugi međunarodni znanstveni i umjetnički simpozij o pedagogiji u umjetnosti. Komunikacija i interakcija umjetnosti i pedagogije. Osijek, 12. i 13. listopada 2017. Osijek: Umjetnička akademija u Osijeku, 190-205. Dobrota, S., Krnić, M. and Petrušić, D. (2017). Innovative approaches to teaching music in elementary school - opera in music classes. In: M. Sablić, A. Škugor i I. Đurđević Babić (ed.), 42nd ATEE Annual Conference 2017. Changing perspectives and approaches in contemporary teaching. Dubrovnik, 23-25 October 2017. Brussels, Belgium: Association for Teacher Education in Europe (ATEE), 435-444. Krnić, M. i Lučić, M. (2016). Dječji operni zbor u funkciji glazbeno-estetskog odgoja djeteta. Zbornik radova Filozofskog fakulteta u Splitu, 6-7, 150-165. Krnić, M. and Kekez, M. (2016). Of the learning outcomes in the cognitive field of vocal training of masters of primary education in a comparative perspective. Školski vjesnik, 65, 91-103. Krnić, M. (2016). Pedagoške kompetencije u visokoškolskim kurikulima za nastavnike pjevanja u komparativnoj perspektivi. In: F. Hadžić, 9. međunarodni simpozij Muzika u društvu. Sarajevo, 2326.10.2014. Sarajevo: Muzikološko društvo FbiH i Muzička akademija Univerziteta u Sarajevu, 326-342.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	 Solo recital (Museum of the city of Split, 8. 2. 2019.); Concert "Kad izdahnu srce Božjeg sina" (church of Saint Francis, 7. 4. 2019.); G. Verdi: "Moć sudbine", Marquis Calatrava, Surgeon (CNT Split, 2017); Advent concert of ensemble "Splitski virtuozi" – A. Dvořak: "Biblical songs", op. 99 (CNT Split, 10. 12. 2016.); Solo recital "Smijeh i suze" (CNT Split, 7. 3. 2016.)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	Within two regular studies at the Department of Music Pedagogy (Music teacher) and the Department of singing (Singing teacher) at the Art Academy, University of Split and within doctoral study of pedagogy at University of Mostar.

didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	 eleven rewards as conductor and artistic leader (Arezzo, Split, Karlovac, Zagreb, Petrinja, Omiš, Blato na Koručuli, Kaštela) three rewards as vocal teacher (Osijek, Rijeka) Diploma Darko Lukić awarded by Croatian Society of Music Artists in April 2012 5th International competition of solo singers "Bruna Špiler" in Herceg Novi (Montenegro) in March 2012 – second prize 24th Concorso internazionale di musica vocale da camera in Città di Conegliano (Italy) in July 2010 – first prize 13th Solo singers competition "Nikola Cvejić" in Ruma (Serbia) in November 2010 – second prize (first was not awarded) 15th Concorso internazionale di canto solistico "C. A. Seghizzi" in Gorizia (Italy) in July 2009 – second prize

First and last name and title of teacher	Dubravka Kuščević, PhD, Assistant Professor
The course he/she teaches in the	Application of graphical techniques with practicum
proposed study programme	Visual arts activities with didactically unshaped material
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	021 329 284
E-mail address	kuscevic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	244310
Research or art rank, and date of	Research Associate, 12 January 2018
last rank appointment	
Research-and-teaching, art-and-	Assistant Professor 1 October 2019
teaching or teaching rank, and	
date of last rank appointment	
Area and field of election into	Educational sciences - interdisciplinary field
research or art rank	
INFORMATION ON CURRENT EM	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1996
Name of position (professor,	
researcher, associate teacher,	Professor
etc.)	
Field of research	Visual Art Pedagogy, Didactics of Art
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Sarajevo, Faculty of Educational Sciences
Place	Sarajevo
Date	25 February 2012
INFORMATION ON ADDITIONAL T	RAINING
Year	1
Place	1
Institution	/

Field of training	/
MOTHER TONGUE AND FOREIGN	I LANGUAGES
Mother tongue	Croatian
Foreign language and command	English, 3
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
Foreign language and command	1
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of foreign language on a scale	1
from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	SE
Earlier experience as course	The course Basics of Visual Arts, Department of Preschool
teacher of similar courses (name	education, Faculty of Humanities and Social Sciences, University
title of course, study programme	of Split.
where it is/was offered, and level	
of study programme)	
Authorship of university/faculty textbooks in the field of the course	1
Professional, scholarly and artistic	1. Brajčić, M., Kuščević, D., Petric, M. (2020). Experiencing a 20th
articles published in the last five	- century visual artwork - Andy Warhol Croatian Journal of
years in the field of the course (5	Education = Hrvatski časopis za odgoj i obrazovanje, 22 (1),
works at most)	239-261. doi:10.15516/cje.b22i0.3847
	2. Brajčić, M., Kuščević, D., Lažeta, M. (2020). A Comparison
	between Competencies of Teachers and Students of Teacher
	Education in Recognizing Artistically Gifted Students, European
	Journal of Educational Research, 9 (3), 1327-1336.
	doi:10.12973/eu-jer.9.3.1327
	 Kuščević, D., Brajčić, M., Tomašević N. (2020). Medkulturnost pri pouku – učenčeve preference likovnih del, Pedagoška
	obzorja, 35 (1), 56-71.
	4. Kardum, G., Kuščević, D., Brajčić, M.(2020). The Impacts of
	Different Sorts of Art Education on Pupils' Preference for 20th-
	Century Art Movements, Publications / MDPI Education
	Sciences, 10 (1) 1-13. doi:10.3390/educsci10010015
	5. Kuščević, D.,Brajčić M., Šipić L. (2019). Using Marc Chagall's
	Visual Art in Teaching Visual Arts, Revija za elementarno
	izobraževanje = Journal of elementary education, 12 (2) 177-
Drofossional and ashalarly articles	198. doi:https://.org/10.18690/rei.12.2.177-198.2019
Professional and scholarly articles published in the last five years in	 Kuščević, D., Brajčić, M. (2018) Differences in Assessment of Visual Skills among Pupils with Regard to Artwork. U Herzog,
subjects of teaching methodology	Jerneja (ur)Estimation of Giftedness, Challenges of Working
and teaching quality (5 works at	with Gifted Pupils in European School Systems (str. 185-204)
most)	Hamburg: Verlag Dr. Kovač.
	2. Brajčić, M., Kuščević, D.; Pupić Bakrač M. (2018). Identifikacija
	likovno nadarene djece u nastavi likovne kulture, Croatian
	Journal of Education-Hrvatski Casopis za Odgoj i obrazovanje,
	20 (3), 765-788. doi:.org/10.15516/cje.v20i3.2617
	3. Marijanović, I., Kuščević, D., Reić Ercegovac, I. (2017).
	Teachers' Views of the Potential of Art Therapy in Young
	Learners, Revija za elementarno izobraževanje, 10 (4), 365-
	376. 4. Kužžavić D. Tamaž S. Marner I. (2016). Drimiena sustava
	 Kuščević, D., Tomaš, S., Mornar, I. (2016). Primjena sustava Moodle u metodici nastavne likovne kulture, <i>Zbornik radova</i>
	Filozofskog fakulteta u Splitu, 6-7, 86-102.
	r nozorokog rakultota u opilitu, 0^{-1} , 00^{-1} 02.

	 Brajčić M., Kuščević D. (2016)., Dijete i likovna umjetnost – doživljaj likovnog djela (znanstvena monografija). Split: Filozofski fakultet Sveučilišta u Splitu
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	B.S. in visual art pedagogy, Art Academy, University of Split M.A. in history of art, Faculty of Humanities and Social Sciences University of Zagreb PhD in didactics of Art Faculty of Educational Sciences, University of Sarajevo.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	1

First and last name and title of teacher	Anita Lunić, Teaching Assistant
The course he/she teaches in the	Ethics
proposed study programme	
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	021 541 917
E-mail address	alunic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	358693
Research or art rank, and date of	/
last rank appointment	
Research-and-teaching, art-and-	/
teaching or teaching rank, and	
date of last rank appointment	
Area and field of election into	1
research or art rank	
INFORMATION ON CURRENT EMP	PLOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 November 2016
Name of position (professor,	Teaching Assistant
researcher, associate teacher,	
etc.)	
Field of research	Philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Mag. educ. phil. mag. educ. hist.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split, Croatia
Date	21 June 2012
INFORMATION ON ADDITIONAL TRAINING	
INFORMATION ON ADDITIONAL T	RAINING
INFORMATION ON ADDITIONAL T	RAINING /
	RAINING / / /

Field of training	1
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	French, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	Osmun 0
Foreign language and command of	German, 3
foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	۲. E
Earlier experience as course	
teacher of similar courses (name	
title of course, study programme	
where it is/was offered, and level of	
study programme)	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at	 Lunić, Anita. "Između književnosti i filozofije: egzistencijalizam mediteranskog kruga. Albert Camus i Antun Šoljan", Filozofska istraživanja 137 (2015), str. 67–87. Lunić, Anita. "Prevladavanje estetike u zagrebačkoj filozofiji prakse", Filozofska istraživanja 146 (2017), str. 305-316. Lunić, Anita. "Revolucija u horizontu filozofije prakse. Prilog razumijevanju revolucije u filozofiji Milana Kangrge i Gaje Petrovića ", Filozofska istraživanja 152 (2018), str. 827-836. Lunić, Anita. "Održivost teze o Marxovoj etici", Eidos - časopis za filozofiju i društveno - humanistička istraživanja, 2 (2018), str. 115-124. Viđak, Marin; Buljan, Ivan; Tokalić, Ružica; Lunić, Anita; Hren, Darko; Marušić, Ana. "Perception of Organizational Ethical Climate by University Staff and Students in Medicine and Humanities: A Cross Sectional Study", Science and Engineering Ethics 2020 (2020), str. 1-18.
most) Professional, science and artistic	1. COST Action CA 16211 Reappraising Intellectual Debates on
projects in the field of the course carried out in the last five years (5 at most)	 Civic Rights and Democracy in Europe, 15/9/2017 - 14/9/2021 2. HRZZ "Profesionalizam u zdravstvu: odlučivanje u praksi i znanosti – ProDeM", 1/1/2020 – 31/12/2023 3. ERASMUS + projekt Bioethical Education and Attitude Guidance for Living Environment, 3/9/2018 – 2/9/2020 4. Creating welcoming communities UNHCR, 1/1/2019 – 31/12/2019; 1/1/2020-31/12/2020
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	Graduate degree programme in Philosophy and Graduate degree programme in History at the Faculty of Humanities and Social Sciences, University of Split
didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching	/
and scholarly/artistic work	

First and last name and title of	Toni Maglica, PhD, Postdoctoral Researcher
teacher	
The course he/she teaches in the	Contemporary childhood and children's rights
proposed study programme	Behavioural disorders in early childhood
	Social and emotional learning in behavioral problem prevention
GENERAL INFORMATION ON COU	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 32 92 84
E-mail address	tmaglica@ffst.he
Personal web page	https://www.bib.irb.hr/pregled/znanstvenici/364892
Year of birth	
Scientist ID	364892
Research or art rank, and date of	/
last rank appointment	
Research-and-teaching, art-and-	/
teaching or teaching rank, and	
date of last rank appointment Area and field of election into	
research or art rank	
INFORMATION ON CURRENT EMI	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	7 September 2017
Name of position (professor,	Postdoctoral Researcher
researcher, associate teacher,	
etc.) Field of research	Educational and rehabilitation sciences; social pedagogy,
Field of research	Educational and rehabilitation sciences; social pedagogy, prevention of behavioural problems
Function	
INFORMATION ON EDUCATION -	
Degree	Doctoral degree
Institution	Faculty of Education and Rehabilitation Sciences, University of Zagreb
Place	Zagreb
Date	10 October 2017
INFORMATION ON ADDITIONAL T	
Year	
Place	
Institution Field of training	
<u> </u>	
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command of	English; 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	Italian 2
Foreign language and command of	Italian; 3
foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	
Earlier experience as course	Child and Society, Department of Teacher Education, graduate
teacher of similar courses (name title of course, study programme	study programme
TITLE OT COLLEGE STUDY DRODE AMMA	Social Pedagogy, Department of Pedagogy, undergraduate study
where it is/was offered, and level of study programme)	programme

	Descention of Debeniousel Decklesse, Descenter of the Debenio
	Prevention of Behavioural Problems, Department of Pedagogy, undergraduate and graduate study programme
Authorship of university/faculty	1
textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	 Ljubetić, M., Maglica, T. (2020). Social and emotional learning in education and care policy in Croatia. International Journal od Evaluation and research in Education, 9, 3, 650-659. Maglica, T., Reić-Ercegovac; Ljubetić, M. (2020). Hrvatska revija za rehabilitacijska istraživanja 56 (1), 44-57 Ricijaš, N., Maglica, T.; Dodig Hundrić, D. (2019). Ljetopis socijalnog rada, 26, 3, 335-361 Maglica, T. (2019). Social and emotional learning preventing children's behavioural problems. Livro de Atas Proceedings, 415- 426
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Maglica, T., Vorgić Krvavica, R. (2018). Komunikacija i grupna dinamika. M. Koludrović i M. Vučić (ur.) Učimo cjeloživotno učiti i poučavati: priručnik za nastavnike u obrazovanju odraslih. Agencija za strukovno obrazovanje i obrazovanje odraslih. Zagreb.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	 Youth Gambling in Croatia, scientific project, Faculty of Education and Rehabilitation Sciences, University of Zagreb Positive Youth Development, scientific project, Faculty of Education and Rehabilitation Sciences, University of Zagreb Developing Science and Practice in teacher education, professional- scientific project, Penn State University & Faculty of Humanities and Social Sciences, University of Split Improvement of Inclusivity of Initial Teacher Education for Early Childhood Education and Care, professional project, Faculty of Teacher Education, University of Zagreb
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences	Faculty of Education and Rehabilitation Sciences, University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	1

First and last name and title of teacher	Dodi Malada, PhD, Senior Lecturer
The course he/she teaches in the proposed study programme	Dance structures with practicum Folklore for children with practicum Aesthetic gymnastics with practicum Rhythmics and dance with practicum 1 Rhythmics and dance with practicum 2 Folklore for children with practicum 1 Folklore for children with practicum 2 Children's dance creation with practicum
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	1
E-mail address	dodi.malada@gmail.com
Personal web page	1

Year of birth	
Scientist ID	
Research or art rank, and date of	
last rank appointment	
Research-and-teaching, art-and-	Senior Lecturer, 14 December 2009
teaching or teaching rank, and	
date of last rank appointment	
Area and field of election into	
research or art rank	
INFORMATION ON CURRENT EMI	PLOYMENT
Institution where employed	
Date of employment	
Name of position (professor,	
researcher, associate teacher,	
etc.)	
Field of research	
Function	1
INFORMATION ON EDUCATION -	
Degree	PhD
Institution	Faculty of education
Place	Travnik
Date	23 December 2018
INFORMATION ON ADDITIONAL T	RAINING
Year	1
Place	1
Institution	1
Field of training	/
MOTHER TONGUE AND FOREIGN	I LANGUAGES
Mother tongue	Croatian
Foreign language and command	English, 4
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
Foreign language and command	/
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
Foreign language and command	/
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	SE
Earlier experience as course	/
teacher of similar courses (name	
title of course, study programme	
where it is/was offered, and level	
of study programme)	
Authorship of university/faculty	/
textbooks in the field of the course Professional, scholarly and artistic	1. Vidović, Schreiber, T., Kovačević, V., Malada , D. (2020)
articles published in the last five	Malada, D., "Baby shark" as a social and artistic phemonenon.
years in the field of the course (5	Universal Journee of Education Rerearch. Vol.8. No 10
works at most)	2. Jukić, J., Čavala, M. (2017). Reliability and validity of tests
works at most	aimed at evaluation of rhythm coordination. Acta Kinesiologica
	11 (2017) Supp. 2: 125-130
	3. Malada, D.(2020). Kinematic analysis of belly dance elements.
	Sport Science 13 1: 7-10

	 Zagorac, M., Malada, D., Čavala, M. (2020). Kreativni ples kao kineziološki operator u razvoju motoričkih sposobnosti djece rane i predškolske dobi. 8. Međunarodna konferencija "Kondicijska priprema sportaša", Zagreb 272-276. Đorđević, S., Gracin, A., Jukić, J., Malada, D., Babić, V., Saratlija, V., Mladineo Brničević, I. (2015). Utjecaj kinematičkih parametara na rezultat skoka u dalj. Zbornik naučnih radova "Sport i zdravlje" Tuzla 218-223.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Anita Mandarić Vukušić, PhD, Assistant Professor	
The course he/she teaches in the proposed study programme	Professional development and lifelong learning of educators	
GENERAL INFORMATION ON CO	GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split	
Telephone number	021 545 555	
E-mail address	amandari@ffst.hr	
Personal web page	1	
Year of birth	1	
Scientist ID	323396	
Research or art rank, and date of	Research Associate, 18 June 2018	
last rank appointment		
Research-and-teaching, art-and-	Assistant Professor, 22 January 2020	
teaching or teaching rank, and date of last rank appointment		
Area and field of election into	Social Science, Pedagogy	
research or art rank		
INFORMATION ON CURRENT EMPLOYMENT		
Institution where employed	Faculty of Humanities and Social Sciences, University of Split, Department of Pedagogy	
Date of employment	1 November 2009	
Name of position (professor,	Assistant Professor	
researcher, associate teacher,		
etc.)		

Field of research	Family pedagogy, Pedagogue in educational institution, Professional development of educators
Function	Teacher
INFORMATION ON EDUCATION -	- Highest degree earned
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	6 July 2016
INFORMATION ON ADDITIONAL	2019
Place	Split
Institution	Faculty of Economy, University of Split
Field of training	Unaprjeđenje znanja i vještina za provedbu programa društveno korisnog učenja, u sklopu projekta Praktično-Aktivno-Zajedno- Interdisciplinarno! (PAZI) – programi društveno korisnog učenja
MOTHER TONGUE AND FOREIG	N LANGUAGES
Mother tongue	Croatian
Foreign language and command	English, 4
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
Foreign language and command	1
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
Foreign language and command	1
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COUR	SE
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Family pedagogy and Partnership between family and educational institutions at the Department of Pre-school education, Teacher education and Pedagogy (undergraduate and graduate degree); Pedagogy and Childhood at the Department of Pedagogy (undergraduate degree); Pedagogy and the Development of Human Potential at the Department of Pedagogy (undergraduate degree); The Pedagogue in Educational Institution at the Department of Pedagogy (graduate degree); Feminist pedagogy at the Department of Pedagogy (graduate degree); Professional development and life- long learning of educators at the Department of Pre-school education (graduate degree).
Authorship of university/faculty textbooks in the field of the course	1
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	 Mandarić Vukušić, A. i Bubić, A. (2019). Self-monitoring and self- evaluation in educator profession. U: Pires, Manuel V., Mesquita, Cristina, Lopes, Rui P., Santos, Elisabete M. S. G., Patricio, Raquel i Castanheira, Luis (ur.). <i>IV Encontro Internacional de Formação na Docência (INCTE)/ 4th International Conference on Teacher Education (INCTE) (str.</i> 767-778). Bragança: Instituto Politecnico de Bragança, Escola Superior de Educacao. Batarelo Kokić, Ivana; Podrug, Anđela; Mandarić Vukušić, Anita (2019). Operacionalizacija obrazovnih politika o pravima djece: analiza dokumenata Republike Hrvatske i Sjedinjenih Američkih Država, <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>, 68 (2019), 2; 352-412.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	3. Mandarić Vukušić, A. (2018). Profesionalni razvoj odgajatelja i učitelja za rad s roditeljima. <i>Croatian Journal of Education</i> , <i>20</i> (Sp.Ed.1), 73-94. https://doi.org/10.15516/cje.v20i0.3046 4. Mandarić Vukušić, A. (2018). Self-evaluation of Parental Competence – Differences Between Parents with Pedagogical and Non-Pedagogical Professions. <i>World Journal of Education</i> , Vol. 8, No. 2 (2018). DOI: https://doi.org/10.5430/wje.v8n2p1 URL: https://doi.org/10.5430/wje.v8n2p1 5. Mandarić Vukušić, A. (2015). Prema emancipaciji odgajatelja za potrebe suvremene prakse. U: Ivon, H., Mendeš, B. (ur.): <i>Kompetencije suvremenog učitelja i odgajatelja - izazov za</i> <i>promjene</i> . Split: Filozofski fakultet u Splitu, str. 141-149. /
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	 2019 today, project member: Osnaživanje obitelji za razvoj pozitivnih odnosa i obiteljskog zajedništva, (uniri-drustv-18-6, Univeristy in Rijeka, prof.dr.sc. Jasminka Zloković). 2019. – today, member of research team: UP.03.1.1.03.0056, Kompetencijski standardi nastavnika, pedagoga i mentora, Europski socijalni fond, prof.dr.sc. Igor Radeka) from 2016. till 2017., researcher: EduMAP: Broad Research on Adult Education in the EU (European Union, Horizon 2020, Research and Innovation Programme, No. 693388), University of Tampera (http://www. http://www.uta.fi/edu/en/research/projects/edumap/index.html). from 2016. till 2018., researcher: COMMIX, (European Commission; Erasmus Plus K2: Strateška partnerstva; Nuber: 2016- 1-BG01-KA201-023657), prof. dr. sc. Ivane Batarelo Kokić. from 2014. till 2016., project member: Boys Reading, (European Commission; Erasmus Plus K2: Strateška partnerstva; Nuber: 2016- 1-BG01-KA200-007171), voditeljice prof. dr. sc. Ivane Batarelo Kokić.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological- psychological-didactic- pedagogical group of competences	 2009. Faculty of Humanities and Social Sciences, University of Zadar, Department of Pedagogy (4 years) 2004. Faculty of Humanities and Social Sciences, University of Split, Department of Pre-school Education (2 years)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of	Branimir Mendeš, PhD, Assistant Professor
teacher	
The course he/she teaches in the	Historical context of early and pre-school education
proposed study programme	Traditional games and toys
	Contemporary childhood and children's rights
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	+385 21 541 901

E mail address	have a dea @#et ha
E-mail address	bmendes@ffst.hr
Personal web page	
Year of birth	/
Scientist ID	305490
Research or art rank, and date of	
last rank appointment Research-and-teaching, art-and-	Assistant Professor, July 2017
teaching or teaching rank, and	Assistant Professor, July 2017
date of last rank appointment	
Area and field of election into	Social sciences, Pedagogy
research or art rank	
INFORMATION ON CURRENT EM	PLOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 March 2009
Name of position (professor,	Professor
researcher, associate teacher,	
etc.)	
Field of research	Higher education
Function	1
INFORMATION ON EDUCATION -	
Degree	PhD in pedagogy
Institution	Faculty of Humanities and Social Sciences, Zagreb
Place	Zagreb
Date	12 March 2015
INFORMATION ON ADDITIONAL	
Year	2008
Place	Split
Institution	Forum for freedom of education
Field of training	Educational package "Reading and writing for critical thinking"
MOTHER TONGUE AND FOREIGI	
Mother tongue	Croatian
Foreign language and command	French
of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command	English
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
Foreign language and command	
of foreign language on a scale	
from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COUR	SE
Earlier experience as course	- course teacher for a number of courses at the professional study
teacher of similar courses (name	programme Pre-school education;
title of course, study programme	- professor at the undergraduate study programme Early and pre-
where it is/was offered, and level	school education;
of study programme)	- conductor of professional and pedagogical practice
Authorship of university/faculty	1
textbooks in the field of the course	4 Mandaž D. (2020) During and a 11
Professional, scholarly and artistic	1. Mendeš, B. (2020). Prema suvremenom dječem vrtiću:
articles published in the last five	Pedagoška kretanja i promjene u sustavu ranog i predškolskog odgoja u Hrvatskoj. Zagreb: Hrvatska sveučilišna naklada.
years in the field of the course (5 works at most)	2. Mendeš, B., Marić, Lj. i Goran, Lj. (2020). Dijete u svijetu igre:
works at most	teorijska polazišta i odgojno-obrazovna praksa. Zagreb: Golden
	marketing – Tehnička knjiga.
	manoting Tonnota tujiga.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most) Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	 3. Visković, I., Sunko, E, Mendeš, B. (2019). Children's Play – The Educator's Opinion, Education sciences, Volume 9, Issue 4, 266. 4. Mendeš, B. (2018). Profesionalno obrazovanje odgojitelja predškolske djece: od jednogodišnjeg tečaja do sveučilišnog studija. Zagreb: Golden marketing – Tehnička knjiga.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological- psychological-didactic- pedagogical group of competences? PRIZES AND AWARDS	- Undergraduate and postgraduate study programmes
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of	Daniela Petrušić, Teaching Assistant
teacher	
The course he/she teaches in the	Instrumental practicum 1
proposed study programme	Instrumental practicum 2
	Children's musical creativity with practicum
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	dpetrusic@ffst.hr
Personal web page	
Year of birth	/
Scientist ID	379966
Research or art rank, and date of	/
last rank appointment	
Research-and-teaching, art-and-	
teaching or teaching rank, and	/
date of last rank appointment	
Area and field of election into	/
research or art rank	
INFORMATION ON CURRENT EMP	PLOYMENT
Institution where employed	Faculty of Humanities ans Social Sciences, University of Split
Date of employment	1 st June 2019
Name of position (professor,	Assistant
researcher, associate teacher,	
etc.)	
Field of research	Music pedagogy
Function	Assistant
INFORMATION ON EDUCATION -	Highest degree earned

Degree	Professor of music theory subjects
Degree Institution	Professor of music theory subjects Art academy, University of Split
Place	Split
Date	11 th April 2006
	•
INFORMATION ON ADDITIONAL TI	
Year	2014-
Place	Split
Institution	Faculty of Humanities ans Social Sciences, University of Split
Field of training	Postgraduate doctoral study, Mediterranean Interdisciplinary Cultural Studies
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and command of	Italian, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	E
Earlier experience as course	1. Subject Music culture, o.š. Ostog in Kaštel Lukšić and o.š.
teacher of similar courses (name	Kneza Mislava in Kaštel Sućurac (20062019.)
title of course, study programme	2. Subject Solfeggio, graduate study of Music Pedagogy at the
where it is/was offered, and level of	Academy of Arts, University of Split (20062018.)
study programme)	
Professional, scholarly and artistic	1
articles published in the last five years in the field of the course (5	
works at most)	
Professional and scholarly articles	1. Dobrota, Snježana; Krnić, Marijo; Petrušić, Daniela (2018).
published in the last five years in	Innovative approaches to teaching music in elementary school
subjects of teaching methodology	- opera in music classes // 42nd ATEE Annual Conference
and teaching quality (5 works at	2017. Changing perspectives and approaches in contemporary
most)	teaching. Conference proceedings / Sablić, Marija; Škugor,
	Alma; Đurđević Babić, Ivana (ur.)., Osijek: Association for
	Teacher Education in Europe (ATEE). p. 435-444.
Professional, science and artistic	1. Petrusic, Daniela (2017). Application of modern teaching
projects in the field of the course	technology and media in music teaching. In: The Child, the Book, and the New Medium. Proceedings of a scientific
carried out in the last five years (5 at most)	conference with international cooperation. B. Mendeš; TT.
	Vidović Schreiber (ur.). Split - Zagreb, Faculty of Philosophy in
	Split; Association of Societies Our Children of Croatia, p. 165-
	176.
The name of the programme and	Graduated from the Academy of Arts, University of Split with the
the volume in which the main	title of professor of music theory subjects, 2006.
teacher passed exams in/acquired	
the methodological-psychological-	
didactic-pedagogical group of	
competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching	/
and scholarly/artistic work	

First and last name and title of	Tationa Daviliá Accordiate Drofessor of Art		
First and last name and title of	Tatjana Ravlić, Associate Professor of Art		
teacher The course he/she teaches in the	Drowing with practicum		
	Drawing with practicum		
proposed study programme GENERAL INFORMATION ON COL	Painting with practicum		
Address	Poljička cesta 35, 21000 Split		
Telephone number			
E-mail address	travlic@yahoo.com		
Personal web page			
Year of birth			
Scientist ID			
Research or art rank, and date of last rank appointment			
Research-and-teaching, art-and-	Associate Professor, 13 January 2015		
teaching or teaching rank, and			
date of last rank appointment			
Area and field of election into	Area of art, field of visual arts, branch of painting		
research or art rank			
INFORMATION ON CURRENT EMI			
Institution where employed	Croatian association of independent artists, associate professor at the Arts academy, Split, since 2001.		
Date of employment	/		
Name of position (professor,	Freelance artist and associate professor at UMAS		
researcher, associate teacher,			
etc.)			
Field of research	Visual arts		
Function	Freelance artist and professor		
INFORMATION ON EDUCATION -	INFORMATION ON EDUCATION – Highest degree earned		
Degree	Formally trained artist		
Degree	Formally trained artist		
Degree Institution Place Date	Formally trained artist Accademia di Belle Arti di Roma Rome /		
Degree Institution Place	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year	Formally trained artist Accademia di Belle Arti di Roma Rome /		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent)	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent)	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5 Italian, 5 German, 4		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) FOREIGN LANGUAGE AND FOREIGN	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5 Italian, 5 German, 4		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5 Italian, 5 German, 4 SE Courses in Art in Context, Painting, Nude drawing and Anatomy at		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course teacher of similar courses (name	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5 Italian, 5 German, 4		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course teacher of similar courses (name title of course, study programme	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5 Italian, 5 German, 4 SE Courses in Art in Context, Painting, Nude drawing and Anatomy at		
Degree Institution Place Date INFORMATION ON ADDITIONAL T Year Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COURS Earlier experience as course teacher of similar courses (name	Formally trained artist Accademia di Belle Arti di Roma Rome / RAINING 2002 – 2005 Belin, Germany UdK, Institut fuer Kunst im Kontext Visual arts LANGUAGES Croatian English, 5 Italian, 5 German, 4 SE Courses in Art in Context, Painting, Nude drawing and Anatomy at		

Authorship of university/faculty	/
textbooks in the field of the course	
Professional, scholarly and artistic	Solo and group exhibitions (selection):
articles published in the last five	2011. First Painting Biennale, HDLU Zagreb
years in the field of the course (5	2016. The 2nd NSK State Folk Art Biennale
works at most)	2017. The arrival, Ivan Meštrović Gallery, Split
	2019. St Krševan Gallery, Šibenik
	2020. Experimental fashion and Fiber Art, CICA Museum, South Korea
Professional and scholarly articles published in the last five years in	Art and education workshops in the field of art in Croatia and abroad.
subjects of teaching methodology and teaching quality (5 works at	2004. Educational and artistic workshop "Interkulturelle Erwach- senenkulturarbeit", Institut für Kunst in context, UdK Berlin.
most)	2004. Art workshop "What are we getting at?", Institut für Kunst im
	Kontext, UdK Berlin.
	2008. Educational and artistic workshop "Journey through Zag-
	ora", Split.
	2008. Museum-educational project of the Modern Gallery Zagreb
	"10 schools - 10 artists", Zagreb.
Professional, science and artistic	/
projects in the field of the course	
carried out in the last five years (5	
at most)	
The name of the programme and	/
the volume in which the main	
teacher passed exams in/acquired	
the methodological-psychological-	
didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching	
and scholarly/artistic work	1
and constany/antions from	1

First and last name and title of	Ina Reić Ercegovac, PhD, Associate Professor	
teacher		
The course he/she teaches in the	Psychology of Parenthood	
proposed study programme	Psychology of Children's Drawings	
	Attachment across the Lifespan	
GENERAL INFORMATION ON COURSE TEACHER		
Address	Poljička cesta 35, 21000 Split	
Telephone number	/	
E-mail address	inareic@ffst.hr	
Personal web page	1	
Year of birth	1	
Scientist ID	235650	
Research or art rank, and date of	Senior Research Associate, 7 June 2017	
last rank appointment		
Research-and-teaching, art-and-	Associate Professor, 14 July 2017	
teaching or teaching rank, and date		
of last rank appointment		
Area and field of election into	Social sciences, Psychology	
research or art rank		
INFORMATION ON CURRENT EMP	LOYMENT	

Institution where employed	Equility of Humanitian and Social Sciences, University of Solit
Institution where employed	Faculty of Humanities and Social Sciences, University of Split 1 December 2006
Date of employment Name of position (professor,	Associate Professor
researcher, associate teacher, etc.)	101000010 F1010000
Field of research	Developmental psychology
Function	Vice Dean for Teaching and Students' Affairs
INFORMATION ON EDUCATION – H	
Degree	PhD Faculty of Dhilacomby University of Zamah
Institution	Faculty of Philosophy, University of Zagreb
Place Date	Zagreb 4 May 2010
INFORMATION ON ADDITIONAL TR	
Year	2012
Place	Zagreb
Institution	University of Zagreb
Field of training	Education for Equal Opportunities at Croatian Universities
Year	2016 Soulit
Place	Split Agency for Vocational Education and Training and Adult
Institution	Education
Field of training	Adult education in Croatia
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	Italian, 2
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	
Earlier experience as course	Course teacher in:
teacher of similar courses (name	Developmental psychology (Undergraduate study in pedagogy,
title of course, study programme where it is/was offered, and level of	Undergraduate study in early and pre-school education, Graduate study in primary education)
study programme)	Attachment across the Lifespan (Undergraduate study in
study programme)	pedagogy)
	Violence in Close Relationships (Undergraduate study in
	pedagogy)
Authorship of university/faculty	
textbooks in the field of the course	
Professional, scholarly and artistic	1. Maglica, T., Reić Ercegovac, I., Ljubetić, M. (2020). Mindful
articles published in the last five	parenting and behavioral problems in preschool children.
years in the field of the course (5	Hrvatska revija za rehabilitacijska istraživanja, 56 (1), 44-57.
works at most)	doi: 10.31299/hrri.56.1.4.
	2. Ljubetić, M., Reić Ercegovac, I. i Mandarić Vukušić, A. (2019).
	Irresponsible/Unmindful Parenting: An Empire for the Media.
	U: Lepičnik Vodopivec, J., Jančec, L. i Štemberger, T. (Eds.),
	Implicit Pedagogy for Optimized Learning in Contemporary Education, pp. 270-289.Hershey, PA, USA : IGI GLOBAL.
	3. Reić Ercegovac, I. i Ljubetić, M. (2019). Svjesnost u
	roditeljstvu majki i očeva djece različite dobi: validacija
	hrvatske inačice upitnika. Psihologijske teme, 28 (2), 397-418.
	4. Ljubetić, M., Reić Ercegovac, I. i Draganja, A. (2019). Razlike
	između odgojitelja i roditelja djece predškolske dobi u procjeni

	dječjih socio-emocionalnih kompetencija. Odgojno-obrazovne
	teme, 2 (3-4), 187-206.
	5. Vuletić, A., Kardum, G., Reić Ercegovac, I. (2017). Analiza
	crteža kronično i akutno oboljele djece. Paediatria Croatica,
Drefessional and ashalarly articles	61, 197-203. http://dx.doi.org/10.13112/PC.2017.29
Professional and scholarly articles published in the last five years in	1. Reić Ercegovac, I. (2017). Psihologijski sadržaji i ishodi učenja u obrazovanju odraslih. U: M. Brčić Kuljiš i M.
subjects of teaching methodology	Koludrović (ur.)., Doprinos razvoju kurikuluma namijenjenih
and teaching quality (5 works at	stručnjacima u obrazovanju odraslih. Zagreb: Hrvatsko
most)	andragoško društvo. 2. Koludrović, M. i Reić Ercegovac, I. (2017). Does higher
	education curriculum contribute to prospective teachers'
	attitudes, self-efficacy and motivation? World Journal of
	Education, 7 (1), 93-104.
	 Koludrović, M. i Reić Ercegovac, I. (2015). Academic Motivation in the Context of Self-Determination Theory in
	Initial Teacher Education. Croatian Journal of Education, 17,
	Sp.Ed.No.1
Professional, science and artistic	Scientific projects:
projects in the field of the course carried out in the last five years (5	1. Selfevaluation of early and preschool institutions quality (institutional project Faculty of Humanities and Social Sciences,
at most)	Maja Ljubetić, PhD, full professor)
	Professional projects:
	1. "Male tajne roditeljstva" (professional associate, "Klub trudnica i roditelja" Split)
The name of the programme and	Graduate study in Psychology, University of Zadar (Professor of
the volume in which the main	Psychology)
teacher passed exams in/acquired	
the methodological-psychological- didactic-pedagogical group of	
competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and	/
scholarly/artistic work	

First and last name and title of teacher	Anita Runjić Stoilova, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Drama and Stage Speech with Practicum
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	+385 21 545 577
E-mail address	arunjic@ffst.hr
Personal web page	www.ffst.unist.hr/anita.runjic-stoilova
Year of birth	1
Scientist ID	276135
Research or art rank, and date of	Senior Research Associate, 15 March 2017
last rank appointment	
Research-and-teaching, art-and-	Associate Professor, 15 June 2017
teaching or teaching rank, and	
date of last rank appointment	
Area and field of election into	Humanities, philology
research or art rank	
INFORMATION ON CURRENT EMP	PLOYMENT

Institution where employed	Foculty of Humonities and Cocial Calendary, Humonity of Calif.
Institution where employed	Faculty of Humanities nad Social Sciences, University of Split
Date of employment	1 October 2004
Name of position (professor,	Associate Professor
researcher, associate teacher, etc.)	
Field of research	Phonetic and phonology, rhetoric, stylistics
Function	ECTS coordinator
INFORMATION ON EDUCATION -	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	13 January 2011
INFORMATION ON ADDITIONAL T	RAINING
Year	/
Place	/
Institution	
Field of training	/
MOTHER TONGUE AND FOREIGN	LANGUAGES
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	Russian, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	German, 2
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	
Earlier experience as course	Orthography and grammar standards, Phonetics and phonology,
teacher of similar courses (name	Orthoepy, Stylistics (Undergraduate study programme Croatian
title of course, study programme	language and literature, 1st, 2nd and 3rd year)
where it is/was offered, and level	Speech and mass media, Language and different discourses, Speaking skills in teaching (Graduate study programme - Croatian
of study programme)	language and literature 1st and 2nd year)
	Language culture (Integrated undergraduate and graduate study
	programme <i>Teacher education</i> , 4th year, Undergraduate study
	programme Pedagogy, 1st year)
Authorship of university/faculty	
textbooks in the field of the course	
Professional, scholarly and artistic	1. Runjić-Stoilova, A.; Vrban Zrinski, K. (2019). Prelaženja
articles published in the last five	naglaska na prislonjenice u suvremenom glumačkom govoru na
years in the field of the course (5	primjeru dviju kazališnih predstava. Zbornik radova
works at most)	Filozofskoga fakulteta u Splitu, 1 (12), 113-125.
	2. Runjić-Stoilova, A. (2017). Klasična i uporabna naglasna norma
	u onima aloglotskog postanja. Govor: časopis za fonetiku, 34
	(2) 153-170.
Professional and scholarly articles	1
published in the last five years in	
subjects of teaching methodology	
and teaching quality (5 works at most)	
Professional, science and artistic	Associate on the project: Adriatic Story - Interdisciplinary Research
projects in the field of the course	of Adriatic Narratives and Halieutica Adriatica - Philological and

carried out in the last five years (5 at most)	Anthropological Research of Adriatic Culture (coordinator Joško Božanić)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	Undergraduate and graduate study programme <i>Phonetics</i> nad <i>Russian language and literature</i> with teacher orientation; seventeen years of experience in working with high school students (mentoring in workshops at the School of Rhetoric "Ivo Škarić" in organization of the Ministry of Science, Education and Sports and HFD)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of	Sonia Staniá DhD. Full Drafassar
First and last name and title of teacher	Sanja Stanić, PhD, Full Professor
The course he/she teaches in the	Sociology of Childhood
proposed study programme	
GENERAL INFORMATION ON COU	RSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	021329284
E-mail address	sstanic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	297695
Research or art rank, and date of	
last rank appointment	,
Research-and-teaching, art-and-	Full Professor, 31 October 2019
teaching or teaching rank, and date	
of last rank appointment	
Area and field of election into	Social sciences, Sociology
research or art rank	
INFORMATION ON CURRENT EMP	LOYMENT
Institution where employed	Faculty of Humanities and Social Scineces, University of Split
Date of employment	1 October 2007
Name of position (professor,	Full Professor
researcher, associate teacher, etc.)	
Field of research	Sociology
Function	/
INFORMATION ON EDUCATION - H	lighest degree earned
Degree	Doctoral degree
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	2008
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	
Institution	/
Field of training	
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command of	English, 5
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	

Foreign language and command of	Italian, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	1
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	-
COMPETENCES FOR THE COURS	
Earlier experience as course	Childhood and Society/Graduate study programme Sociology
teacher of similar courses (name	Sociology / Pre-school education, Teacher education
title of course, study programme	Social Structure/ Undergraduate study programme Sociology
where it is/was offered, and level of	
study programme)	
Authorship of university/faculty	1
textbooks in the field of the course	
Professional, scholarly and artistic	1. Stanić, S., Jelača, L. (2017). Društveni kontekst čitanja i
articles published in the last five	knjige: mišljenja i stavovi učenika, Školski vjesnik: časopis za
years in the field of the course (5	pedagoška i školska pitanja, 66(2), 180-199.
works at most)	2. Stanić, S., Bakić A. (2011) Djeca u okruženju potrošačkog
	društva. U: Unapređenje kvalitete života djece i mladih 2011.
	Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih,
	str. 143-154.
	3. Stanić, S. (2010) Svakidašnje opasnosti u osnovnim školama
	-iskustva i pripremljenost za reagiranje: primjer Splita, Revija
Drofossional and ashalarly articles	za sociologiju, 38(3-4),119-132.
Professional and scholarly articles published in the last five years in	1
subjects of teaching methodology	
and teaching quality (5 works at	
most)	
Professional, science and artistic	1
projects in the field of the course	1
carried out in the last five years (5	
at most)	
The name of the programme and	Graduate study of sociology, Faculty of Political Sciences
the volume in which the main	University of Sarajevo
teacher passed exams in/acquired	
the methodological-psychological-	
didactic-pedagogical group of	
competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and	
scholarly/artistic work	1
Sonolarry/artistic WOIK	1

First and last name and title of	Goran Sučić, PhD, Associate Professor
teacher	
The course he/she teaches in the proposed study programme	Educational management
GENERAL INFORMATION ON COU	RSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	goran.sucic@ffst.hr
Personal web page	www.poli-art.com.hr
Year of birth	/
Scientist ID	331643

Research or art rank, and date of	Senior Research Associate, 13 January 2017
last rank appointment	Acception Professor 11 July 2017
Research-and-teaching, art-and- teaching or teaching rank, and date	Associate Professor, 14 July 2017
of last rank appointment	
Area and field of election into	
	Area-Interdisciplinary sciences,
research or art rank	Field-educational sciences (economics, pedagogy-special
	pedagogies)
INFORMATION ON CURRENT EMP	LOYMENT
Institution where employed	/
Date of employment	/
Name of position (professor,	Professor
researcher, associate teacher, etc.)	
Field of research	/
Function	/
INFORMATION ON EDUCATION - H	lighest degree earned
Degree	PhD
Institution	Faculty of management, Novi Sad, University Beograd
Place	Novi Sad
Date	15 July 2010.
INFORMATION ON ADDITIONAL TF	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN Mother tongue	LANGUAGES Croatian
Foreign language and command of	English, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	Russian, 3
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	
Foreign language and command of	French, 2
foreign language on a scale from 2	· · · · · · · · · · · · · · · · · · ·
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	E
Earlier experience as course	Basic of management
teacher of similar courses (name	Personnel management
title of course, study programme	Human resources development
where it is/was offered, and level of	'
study programme)	
Authorship of university/faculty	Požega, Ž. (2012). Sučić, G. editor of the textbook "Human
textbooks in the field of the course	resources management-managing people and knowledge in the
	company", Faculty of Economics in Osijek, 320 pages. (Library
	of the Faculty of Economics in Osijek, U-144) ISBN 978-953-
	253-101-5
Professional, scholarly and artistic	1. Sučić. G., Požega. Ž., Crnković. B., (2015) Impact Analysis of
articles published in the last five	Economic Parameters on Social Development,
years in the field of the course (5	International scientific conference Opatija 2015, Monograph
works at most)	(Proceedings),page 274-285. Interdisciplinary Management
	Research XI. ISSN 1847-0408, Faculty of Economics Osijek,
	University of Osijek.
	2. Sučić. G., Radić-Hozo. E., (2015), Communication in the
	funcion of educatinal management development,

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most) Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most) The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	(Proceedings) pp. 128-132, article in its entirety, 13th International Scientific Coference with International Review "ON the Road to the Ageof knowledge" Srijemski Karlovci, September 25.2015, Novi Sad. 3. Crnković B., Požega. Ž., Sučić. G. (2014) State ownership and corporate governance of enterprises in Croatia, International Scientific Conference Opatija 2014, monograph (Proceedings,) pp. 631-640, interdisciplinary management Research X, Faculty of Economics Osijek. 4. Sučić. G., Požega. Ž., Crnković. B., (2014), Quality Management of educational process-Quality control of the educational process – total quality management,Proceedings pp 211-215, International scientific-professional conference with international review "On the way to the age ofknowledge" Srijemski Karlovci, September 26 and 27, 2014. Novi Sad 5. Sučić. G., (2013), New Media and Experiences in the Education System, International Scientific Conference with international review, Jully 1, 2013, Proceedings-CD, pp. 444- 450, Faculty Mihajlo Pupin, Zrenjanin, University , Novi Sad. /
didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	 -"Ivan Filipović" – awards for contribution to higher education -"Marko Marulić" – awards for contribution to science Award of the Croatian Society of Music and Dance Educators for the development of music and dance education Award of the City of Split for contribution to culture Award of the Split-Dalmatia County for contribution to culture - Many awards for compositional, artistic and humanitarian work

First and last name and title of teacher	Esmeralda Sunko, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Support strategies for children with special needs Parents and children with special needs Behavioural disorders in early childhood Social and emotional learning in behavioral problem prevention
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	esunko@ffst.hr

Personal web page	
Year of birth	
Scientist ID	306500
Research or art rank, and date of	Research Associate, 13 March 2012
last rank appointment	
Research-and-teaching, art-and-	Assistant Professor, 2. December 2015
teaching or teaching rank, and date	
of last rank appointment	
Area and field of election into	Social Science, Pedagogy
research or art rank	
INFORMATION ON CURRENT EMP	
Institution where employed	Faculty of Humanities and Social Scineces, University of Split
Date of employment	15 December 2015
Name of position (professor,	Professor
researcher, associate teacher, etc.)	110163301
Field of research	Pedagogy
Function	Professor
INFORMATION ON EDUCATION - H	
Degree	Doctor of Science, Ph.D.
Institution	Faculty of Philosophy in Zagreb
Place	Zagreb
Date	26 January 2010
INFORMATION ON ADDITIONAL TR	
Year	2003 – 2010
Place	Split and Zagreb
Institution	League for prevention of addictions and Governmental office
	for drug addiction,
Field of training	Therapy consultation and prevention drug addiction
Year	2018
Place	Nicosia, Cyprus
Institution	CARDET
Field of training	Developing capacities together: European CSO-university
	networks for global learning on migration, security and
	sustainable development in an interdependent world (interCap-
Year	international Trainers' Training, Nicosia, Cyprus) 2016-2017
Place	Split, Croatia
Institution	League for prevention of addictions
Field of training	Modeling by Milton Ericson-Hypnoterapija, NLP Master the
	training by Million Encour-Hyphoterapija, NEP Master the
Place	Split, Croatia
Year	2020-2024
Place	Zagreb
Institution	Teacher Faculty, Zagreb
Field of training	Improving of the Inclusion in Initial Education for Early and
	Preschool Educators: A Curriculum for University Teacher
	Educators
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command of	English, 4
foreign language on a scale from 2	
(sufficient) to 5 (excellent)	

Foreign longuage and command of	Cormon 0
Foreign language and command of foreign language on a scale from 2	German, 2
(sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	E
Earlier experience as course	- Pedagogy for children with special needs integrated for
teacher of similar courses (name	teachers graduate university study programmes and
title of course, study programme	undergraduate university study
where it is/was offered, and level of	- Pedagogy for children with special needs and lows,
study programme)	ungraduate university study programmes for teachers of eary
	and preschool children
	 Methods for works with pupils with special needs- integrated for teachers graduate university study programmes
	- Inclusion in kindergarden- ungraduate university study
	programmes for teachers of eary and preschool children
	- Neglected and abused children, programmes for teachers of
	eary and preschool children
	- Strategies for support the children with special needs
Authorphin of university //	- Parents and children with special needs
Authorship of university/faculty textbooks in the field of the course	 Sunko, E., Brajević Gizdić, I. (2011) Change: education for preventive action, Split: The League for the Prevention of
textbooks in the held of the course	Addiction,
	2. Sunko, E. (2020) Aporije djece s teškoćama u
	razvoju:utjecaji društvenih odnosa prema djeci s teškoćama
	u razvoju Split: Filozofski fakultet u Splitu, MZO.
Professional, scholarly and artistic	1. Brajčić, M., Sunko, E. (2020)Interaction between Children
articles published in the last five	with Developmental Disabilities and Artwork, Revija za
years in the field of the course (5	elementarno izobraževanje = Journal of elementary
works at most)	<i>education,</i> 13 3; 261-288 doi:10.18690/rei.13.2.229-244.2019 2. Sunko, E., Tomić Kaselj, I. (2020)
	Attitudes of early childhood and preschool education students
	and teachers towards inclusion of children with Down
	syndrome International Journal of Education and
	Practice, 8 (3); 485-497
	doi:10.18488/journal.61.2020.83.485.497
	 Sunko, E., Rogulj, E., Živković, A. (2019) Kindergarten Teachers' Competences Regarding the Inclusion
	of Children with Autism Spectrum Disorder in Early Childhood
	and Preschool Education Institutions // Croatian Journal of
	Education ; Hrvatski časopis za odgoj i obrazovanje, 21(1): 181-
	197 doi:10.15516/cje.v21i0.3433
	4. Esmeralda Sunko, Marina Karalić (2018)
	Kompetencije i stavovi odgajatelja o psihičkom zlostavljanju djece. U N. Macanović (ur.) Ne nasilju- jedinstveni društveni
	odgovorZbornik radova / treća međunarodna naučna
	konferencija Društvene devijacije (str. 66-75). Banja Luka:
	Centar modernih znanja. doi:10.7251/CMZ1803066S
Professional and scholarly articles	1. Sunko, E. (2016) Društveno povijesni kontekst odgoja i
published in the last five years in	obrazovanja djece s teškoćama u razvoju. Školski vjesnik,
subjects of teaching methodology	časopis za pedagogijsku teoriju i praksu, 65 (4; 601-621
and teaching quality (5 works at most)	 Sunko, E. (2016) Prepoznavanje znakova zlostavljanja djece predškolske dobi. U. R. Jukić, K Bogatić, S Gazibara, S
	Pejaković , S. Simel, A. N. Varga (ur.) Zbornik stručnih radova
	s Međunarodne konferencije Globalne i lokalne perspektive
	pedagogije, str.186-196 . Osijek, Sveučilište J. J. Strossmayera
	u Osijeku, Filozofski Fakultet.
	3. Sunko, E.(2017) Nasilje nad djecom u medijima. U I. Radeka,
	D., Vican, ;R., Petani, M Miočić, (ur.), Održivi razvoj i odgojno

	- obrazovni sustav Hrvatske: 149-157. Zadar: Sveučilište u
	Zadru; Dječji vrtić, 4. Sunka – F. (2018) Oblikovanja posijelnog identitata diasa a
	4. Sunko, E. (2018) Oblikovanje socijalnog identiteta djece s
	teškoćama u ponašanju u dječjem vrtiću. U S. Zrilić (ur.) Identitet
	i različitost u odgoju i obrazovanju, zbornik radova s
	međunarodnoga znansteno-stručnog skupa, str. (201-221)
	Zadar: Sveučilište u Zadru, Odjel za izobrazbu učitelja i
	odgojitelja. 5. Vistović I. Ovelus, F. Mandaž, P. (2010). Obildrania Plava
	5. Visković, I., Sunko, E. Mendeš, B.(2019) Children's Play—
	The Educator's Opinion. Education sciences, 9 (4); 266, 16
Defendence besterne en bestiete	doi:https://.org/10.3390/educsci9040266
Professional, science and artistic	- Erasmus +(2016-2018)Tackling School Discipline Issues with
projects in the field of the course	Positive Behavior Support, Project No 2016-1-HR01-KA201- 022147
carried out in the last five years (5	
at most)	 Developing capacities together:European CSO-university networks for global learning an migration, security and
	sustaninable development in an interdependent world-
	"InterCap" Directorate-General for Development and
	Cooperation - EuropeAid 2017-11 to 2020-10 Grant GRANT NUMBER: CSO-LA/2017/388-1
	- Models of Response to Educational Needs of Children at Risk
	of Social Exclusion in ECEC Institutions" (MORENEC
	Hrvatska Zaklada za Znanost (Zagreb, Croatia)
	2019 to 2022 Grant
	- Unaprjeđivanje inkluzivnosti inicjalnog obrazovanja odgojitelja
	djece rane i predšjkolske dobi, Učiteljski fakultet Sveučilišta u
	Zagrebu i Ured UNICEF-a za Htvatsku, 2019-2023.
The name of the programme and	- Magistra of Defectology, University of Zagreb, CROQF level 7;
the volume in which the main	Graduate university study
teacher passed exams in/acquired	- PhD of Pedagogy, Faculty of Philosophy, University of
the methodological-psychological-	Zagreb, CROQF level 8.2 Postgraduate university study (PhD)
didactic-pedagogical group of	- Study of the Waldorf-teachers - 1994-1996. Split - den Haag-
competences?	Zeist High Academy for Education, Zeist, Netherlands, the
	Government of the Netherlands, and Split. Specialist
	professional graduate study, CROQF level 7.
PRIZES AND AWARDS	
Prizes and awards for teaching and	1
scholarly/artistic work	

First and last name and title of teacher	Suzana Tomaš, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Information and communication technology in education Games and learning through computer
GENERAL INFORMATION ON COL	JRSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	021545581
E-mail address	suzana@ffst.hr
Personal web page	/
Year of birth	1
Scientist ID	305315
Research or art rank, and date of last rank appointment	Research Associate, 4 October 2017

Descerch and teaching art and	Assistant Drofessor 22 January 2020
Research-and-teaching, art-and- teaching or teaching rank, and	Assistant Professor, 22 January 2020
date of last rank appointment	
Area and field of election into	Social sciences, pedagogy, special pedagogies
research or art rank	obolal solendes, pedagogy, special pedagogies
INFORMATION ON CURRENT EMP	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split 1 November 2009
Date of employment Name of position (professor,	Assistant Professor
researcher, associate teacher,	ASSISTANT FIDIESSON
etc.)	
Field of research	Information and communication technology in teaching and learning, instructional design in e-learning systems, e-learning, online teaching, digital tools
Function	1
INFORMATION ON EDUCATION -	Highest degree earned
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	6 July 2015
INFORMATION ON ADDITIONAL T	
Year	2011, 2012, 2019
Place	/
Institution	Carnet International Society for Educational Technology
Field of training	e-learning, course Moodle
	ADDIE for Instructional Design
MOTHER TONGUE AND FOREIGN	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
Foreign language and command of	/
foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURS	
Earlier experience as course	Department of Teacher Education
teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	System of e-learning System of Distance Teaching Information and Communication Technology for student in the primary education Instruction design in E – learning Design of E – learning Systems Evaluation of E – learning Systems
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	 Grubišić, A., Žitko, B., Stankov, S., Šarić- Grgić, I., Gašpar, A., Tomaš, S., Brajković, E., Volarić, T., Vasić, D., Dodaj, A. (2020). A common model for tracking student learning and knowledge acquisition in different e-Learning platforms. JE- LKS. Journal of E-Learning and Knowledge Society, 16 (3), 10-23.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at	 Tomaš, S., Gović, L. (2019). Samoprocjena digitalnih kompetencija studenata. Dumančić, M., Pavlina Homan, M. (Ur.) Uloga i mogućnosti informacijske i komunikacijske tehnologije (IKT) u predškolskom i osnovnoškolskom obrazovanju te obrazovanju učitelja (str. 27-42). Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet Tomaš, S., Jurić, J., Paradžik, M. (2019). GeoGebra appliance in the teaching of mathematics in lower grades of elementary school. Metodički obzori/Methodological horizons, 13(1), 101- 120 Tomaš, S., Mladenovski, A. (2016). Implementacija informacijske i komunikacijske tehnologije u nastavnom procesu. Jukić, R., Bogatić, K., Gazibara, S., Pejaković, S., Simel, S., Varga, Nagy, A. (Ur.) Zbornik znanstvenih radova s Međunarodne znanstvene konferencije Globalne i lokalne perspektive pedagogije (str. 291-300). Osijek: Filozofski fakultet Osijek, Sveučilište Josipa Jurja Strossmayera u Osijeku. Tomaš, S. (2014). Oblikovanje nastavnih sadržaja na društvenim mrežama u visokoškolskom obrazovanju.Školski vjesnik: časopis za pedagoška i školska pitanja, 63 (3), 309- 326. Tomaš, S. (2018). Digitalne tehnologije kao potpora praćenju i vrednovanju. <i>Hrvatska akademska i istraživačka mreža- CARNET</i>. Kuščević, S. Tomaš i I. Mornar (2016). Primjena sustava
most)	 Kuscevic, S. Tomas TT. Mornar (2016). Primjena sustava Moodle u metodici nastave likovne kulture. Zbornik radova Filozofskog fakulteta u Splitu, 6-7, 86-102. Stankov, S., Tomaš, S., Grubišić, A., Maleš, L. (2015). Informacijska i komunikacijska tehnologija u obrazovanju učitelja: od izbornog kolegija do studijskog smjera. Ivon, H., Mendeš, B. (Ur) Kompetencije suvremenog učitelja i odgajatelja-izazov za promjene (str 87-101). Split: Filozofski fakultet u Splitu.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Enhancing Adaptive Courseware based on Natural Language Processing", N00014-20-1-2066, 2020. – 2024. Office of Naval Research grant Adaptive Courseware based on Natural Language Processing (AC & NL Tutor), N00014-15-1-2789, 20152019. e-Škole:Uspostava sustava razvoja digitalno zrelih škola (pilot projekt), 2015. – 2018. e-Škole: Razvoj sustava digitalno zrelih škola (II. faza), 2018. – 2022.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	As part of the undergraduate study, Faculty of Natural Sciences, Mathematics and Education, Teacher Education.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer
teacher The course he/she teaches in the	Dramatic Literature for Children
proposed study programme	Dramatic Literature for Children
GENERAL INFORMATION ON CO	URSE TEACHER
Address	Poljička cesta 35, 21000 Split
Telephone number	
E-mail address	tvidovic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	342746
Research or art rank, and date of	
last rank appointment	
Research-and-teaching, art-and-	Senior Lecturer, 19 July 2016
teaching or teaching rank, and	·····
date of last rank appointment	
Area and field of election into	Humanities, field of philology
research or art rank	, , , , , , , , , , , , , , , , , , , ,
INFORMATION ON CURRENT EM	PLOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	13 October 2016
Name of position (professor,	Senior Lecturer
researcher, associate teacher,	
etc.)	
Field of research	Literature; dramatic arts; media culture
Function	
INFORMATION ON EDUCATION -	Highest degree earned
Degree	PhD in Croatian literature
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	5 December 2011
INFORMATION ON ADDITIONAL 1	
Voor	
Year	
Place	
Place Institution	/ / / /
Place Institution Field of training	
Place Institution Field of training MOTHER TONGUE AND FOREIGN	
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue	Croatian
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command	
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale	Croatian
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian English, 4
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command	Croatian
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale	Croatian English, 4
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian English, 4 Italian, 4
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language and command	Croatian English, 4
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language and command of foreign language on a scale	Croatian English, 4 Italian, 4
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent)	Croatian English, 4 Italian, 4
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COUR	Croatian English, 4 Italian, 4 /
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COUR Earlier experience as course	Croatian English, 4 Italian, 4 / SE UNDERGRADUTE STUDY PROGRAM
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COUR Earlier experience as course teacher of similar courses (name	Croatian English, 4 Italian, 4 / SE UNDERGRADUTE STUDY PROGRAM The Croatian Language
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COUR Earlier experience as course teacher of similar courses (name title of course, study programme	Croatian English, 4 Italian, 4 / SE UNDERGRADUTE STUDY PROGRAM The Croatian Language Methods in Teaching the Croatian Language
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COUR Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level	Croatian English, 4 Italian, 4 / SE UNDERGRADUTE STUDY PROGRAM The Croatian Language Methods in Teaching the Croatian Language Young Adult Literature
Place Institution Field of training MOTHER TONGUE AND FOREIGN Mother tongue Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Foreign language on a scale from 2 (sufficient) to 5 (excellent) COMPETENCES FOR THE COUR Earlier experience as course teacher of similar courses (name title of course, study programme	Croatian English, 4 Italian, 4 / SE UNDERGRADUTE STUDY PROGRAM The Croatian Language Methods in Teaching the Croatian Language

	Croatian Folktales Traditional Tales for Children
	Theory and practice of speech and speech interpretation
	GRADUTE STUDY PROGRAM Dramatic Literature for Children
	Drama and Theatre for Children
Authorship of university/faculty	1
textbooks in the field of the course	4 Midević Oshovihan T. T. Kausžavić M. Malada D. (0000)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5	1. Vidović Schreiber, T. T.; Kovačević, V.; Malada, D. (2020). "Baby Shark" as a Social and Artistic Phenomenon. Universal Journal of Educational Research, 8 (10), 4449-4458.
works at most)	 Miletić, Josip; Vidović Schreiber, T. T. (2020). Dalmatia - Bettiza's lost homeland, Lingua montenegrina, 1 (25), 319-347. Čagalj, Ivana i Vidović Schreiber, T. T. (2020). "Nova" usmenost u poeziji Petra Gudelja. Bosnia franciscana, Časopis franjevačke teologije, 52 (28), 51-67. Vidović Schreiber, T. T. (2020). Kapjuni i redikuli splitske umjetničke i usmene književnosti. U Nigoević, M.; Rogić Musa, T. (Ur.) Teatar u Splitu i Split u teatru: Zbornik radova sa znanstveno-stručnoga skupa o Anatoliju Kudrjavcevu održanoga u Zavodu za znanstveni i umjetnički rad HAZU u Splitu 26. listopada, 2018. (87-97). Split: Filozofski fakultet; Zagreb: Leksikografski zavod Miroslav Krleža. Vidović Schreiber, T. T. (2018). Kamishibai – a New Narrative Context of Oral Literature in Working with Children of Preschool Age. U Čepeljnik, Mihael (Eds.). Umetnost kamišibaja [Elektronski vir]: zbornik prispevkov = The art of kamishibai: proceedings (225-236). Ljubljana: Slovenski gledališki inštitut.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	Methodological-psychological-didactic-pedagogical group of competences was acquired during the main teacher's university education.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of	Ivana Visković, PhD, Assistant Professor	
teacher		
The course he/she teaches in	Culture of early and pre-school education institution	
the proposed study	Quality and identity of early and pre-school education institution	
programme	Children's drama and puppetry creation with practicum	
Traditional games and toys		
GENERAL INFORMATION ON COURSE TEACHER		

Addroop	Doliižka apata 25. 21000 Split
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 545585
E-mail address	iviskovic@ffst.hr
Personal web page	
Year of birth	/
Scientist ID	351840
Research or art rank, and date of last rank appointment	Research Associate, 29 May 2017
Research-and-teaching, art-	Assistent Professor, 1 September 2017
and-teaching or teaching rank,	
and date of last rank	
appointment	
Area and field of election into	Pedagogy
research or art rank	
INFORMATION ON CURRENT	EMPLOYMENT
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	3 September 2017
Name of position (professor,	Professor
researcher, associate teacher,	
etc.)	
Field of research	Pedagogy of early and preschool education
Function	/
INFORMATION ON EDUCATIO	N – Highest degree earned
Degree	PhD in Social Sciences, field of pedagogy, branch family pedagogy
Institution	Fakultet prirodoslovno-matematičkih i odgojnih znanosti
Place	Mostar
Date	12 March 2015
INFORMATION ON ADDITION	
Year	
Place	
Institution	
Field of training	
× ×	
MOTHER TONGUE AND FORE	
Mother tongue	Croatian
Foreign language and	English, 3
command of foreign language	
on a scale from 2 (sufficient)	
to 5 (excellent)	
Foreign language and command of foreign language	1
on a scale from 2 (sufficient)	
to 5 (excellent)	
Foreign language and	1
command of foreign language	
on a scale from 2 (sufficient)	
to 5 (excellent)	
	IIRSE
COMPETENCES FOR THE CO	
Earlier experience as course	- Preschool Pedagogy, Methodology of Preschool Education –
teacher of similar courses	undergraduate study of early childhood education / ECE
(name title of course, study	- Action Research in ECE - graduate study of ECE
programme where it is/was offered, and level of study	- Pedagogy of Early Childhood - graduate study of pedagogy
programme)	
programme)	1

Authorship of university/faculty	1
textbooks in the field of the	
course	
	 Visković, I. (2018). Culture of the Communities in which Children are Growing up. In A. Višnjić Jevtić & I. Visković (eds.), <i>Challenges of collaboration - Development of teachers' professional competences for collaboration and partnership with parents</i> (pp. 15- 65). Zagreb: Alfa. Višnjić Jevtić, A., Visković, I. (2021). Children's Perspective on Transition From Kindergarten to Primary School: Croatian Experience. In S. Tatalović Vorkapić & J. LoCasale-Crouch, (eds.), <i>Supporting Children's Well-Being During Early Childhood Transition to School</i> (pp.42-59). Hershey: IGI Global. doi:http://10.4018/978-1-7998-4435-8.ch003 Višnjić Jevtić, A., & Visković, I. (2020). Insights from Research: Collaborative competences of kindergarten teachers. In L. Hryniewicz, & P. Luff (eds.). <i>Partnership with Parents in Early Childhood Settings: Insights from Five European Countries</i> (pp. 55-66). London: Routledge. doi:10.4324/9780429437113-9 Visković, I. (2020). Tradicijska igra u suvremenom institucionalnom ranom i predškolskom odgoju i obrazovanju. <i>Jezik, književnost i obrazovanje – suvremeni koncepti.</i> Zbornik radova s međunarodnog znanstvenog skupa 4. Međimurski filološki i pedagoški dani (pp. 346 – 355). Učiteljski fakultet Zagreb – Čakovec. <u>https://webshop.ufzg.hr/wpcontent/uploads/2020/06/Zbornik-radova-4Me%C4%91imurskih-filolo%C5%A1kih-i-pedago%C5%A1kih-dana.pdf</u> Visković, I., & Škutor, M. (2019). Spol kao prediktor vrijednosti mladih u Hercegovini. <i>Nova prisutnost, 17</i> (3), 565-577. <u>https://doi.org/10.31192/np.17.3.9</u>;
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	 <u>http://161.53.22.65/datoteka/1034404.nova_prisutnost_2019.pdf</u> Visković, I. (2018). Transition Processes from Kindergarten to Primary School. <i>Croatian Journal of Education, 20</i> (Sp. Ed. 3), 51-75. <u>https://doi.org/10.15516/cje.v20i0.3326</u>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	 Model of response to the educational needs of children at risk of social exclusion in institutions of ECE / MORENEC, Hrvatska zaklada za znanost. <u>https://www.ufzg.unizg.hr/projekti/morenec/</u> Erasmus + projekt <i>Transition Practicesin Early Childhood</i>, 2018- 1-HR01-KA201-04743 <u>http://omep.hr/trap/</u> Erasmus + projekt <i>Developing Teacher Competences for the Future</i>, 2015-1-NO01-KA201-013283, <u>http://www.omep.hr/developing-teacher-competences for the future.html</u>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences? PRIZES AND AWARDS	

Prizes and awards for	/
teaching and scholarly/artistic	
work	

First and last name and title of teacher	Lidija Vlahović, PhD, Associate Professor	
The course he/she teaches in	Analysis of kinesiological activities in early and pre-school	
the proposed study	education	
programme	Planning and programming of kinesiological activities in early and	
	pre-school education	
GENERAL INFORMATION ON	COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split	
Telephone number	021 545 556	
E-mail address	lidijav@ffst.hr	
Personal web page	<u> </u>	
Year of birth		
Scientist ID	289604	
Research or art rank, and date	Senior Research Associate, 28 September 2018	
of last rank appointment		
Research-and-teaching, art-	Associate Professor, 30 September 2019	
and-teaching or teaching rank,		
and date of last rank		
appointment	Carial asianaaa kinaaialamu	
Area and field of election into	Social sciences, kinesiology	
research or art rank		
INFORMATION ON CURRENT		
Institution where employed	Faculty of Humanities and Social Sciences, University of Split	
Date of employment	1 October 2006	
Name of position (professor,	Professor	
researcher, associate teacher,		
etc.)		
Field of research	Kinesiology, methodology Associate Professor	
INFORMATION ON EDUCATIO		
Degree	PhD	
Institution	Faculty of Kinesiology, University of Split	
Place	Šplit	
	Date 1 June 2012	
INFORMATION ON ADDITIONAL TRAINING		
Year		
Place		
Institution		
Field of training	/	
MOTHER TONGUE AND FOREIGN LANGUAGES		
Mother tongue	Croatian	
Foreign language and	English, 5	
command of foreign language		
on a scale from 2 (sufficient) to		
5 (excellent)		
Foreign language and	Italian, 4	
command of foreign language		

on a scale from 2 (sufficient) to	
5 (excellent)	
Foreign language and command of foreign language	
on a scale from 2 (sufficient) to	
5 (excellent)	
COMPETENCES FOR THE CO	IRSE
Earlier experience as course	Theoretical Foundations of the Teaching Methodology of Physical
teacher of similar courses	Education,
(name title of course, study	Seminar in the Teaching Methodology of Physical Education,
programme where it is/was	Applied Teaching Methodology of Physical Education – Integrated
offered, and level of study	undergraduate and graduate study programme, Department of
programme)	Teacher Education, Methodology of Kinesiological Activities in Early and Preschool
	Education 1 and 2 - Undergraduate study programme Early and
	Preschool Education
Authorship of university/faculty	1
textbooks in the field of the	
course	
Professional, scholarly and	1. Vlahović, L., Babin, B., Pejčić, T. (2020). Struktura morfoloških
artistic articles published in the	karakteristika i motoričkih sposobnosti dječaka predškolske dobi, Konferencija Sportske nauke i zdravlje, Panevropski Univerzitet
last five years in the field of the course (5 works at most)	Apeiron, Banja Luka, 248-252
	2. Babin, B., Vlahović, L., & Babin, J. (2019). Correlation betveen
	Morphological Characteristics and Bounce from Middle Position
	in Volleyball in Eleven-Year-Old Female Pupils. Croatian Journal
	of Education, 21(2), 437-452. doi: 10.15516/cje.v21i2.2929
	3. Trajkovski, B., Babin, B., & Vlahović, L. (2018). Sex
	Differentiation of Morphological Characteristics and Motor Skills in Preschool-Aged Children. <i>Human. Sport. Medicine, 18</i> (4), 52-
	57. doi: 10.14529/hsm180409
	4. Mladineo Brničević, M., Babin, B., & Vlahović, L. (2018). The
	Influence end Motor Abilities and some Specific Kinematic
	Parameters on the Results in 60 - Metre Hurdle-Races. Acta
	Kinesiologica, 12(1), 93-98.
	5. Vlahović, L., i Babin, B. (2018). Analiza povezanosti morfoloških
	karakteristika i motoričkih znanja kod jedanaestogodišnjih
	učenika. Školski vjesnik: časopis za pedagogijsku teoriju i praksu / Journal of pedagogic theory and practice, 67(2), 227-238.
Professional and scholarly	
articles published in the last	
five years in subjects of	
teaching methodology and	
teaching quality (5 works at	
most)	UP.03.1.1.03.0024. INPUT
Professional, science and artistic projects in the field of	UF .U3. 1. 1. U3. UU24. IINF U I
the course carried out in the	
last five years (5 at most)	
The name of the programme	1
and the volume in which the	
main teacher passed exams	
in/acquired the	
methodological-psychological-	
didactic-pedagogical group of competences?	
competences?	

PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	1

First and lost name and title of	Marijana Žunanić Danić, DhD. Assistant Drofessor	
First and last name and title of	Marijana Županić Benić, PhD, Assistant Professor	
teacher The course he/she teaches in		
	Visual arts dramaturgy and puppetry technology	
the proposed study		
programme		
GENERAL INFORMATION ON		
Address	Poljička cesta 35, 21000 Split	
Telephone number		
E-mail address	marijana.z.benic@gmail.com	
Personal web page	1	
Year of birth		
Scientist ID	363191	
Research or art rank, and date		
of last rank appointment		
Research-and-teaching, art-	Assistant Professor, 7 November 2018	
and-teaching or teaching rank,		
and date of last rank		
appointment		
Area and field of election into	Social science, pedagogy	
research or art rank		
INFORMATION ON CURRENT	EMPLOYMENT	
Institution where employed	University of Zagreb Faculty of Teacher Education	
Date of employment	1 January 2013	
Name of position (professor,	Professor	
researcher, associate teacher,		
etc.)		
Field of research	Artistic field (Visual teaching metodology, Sculptur making, Visual	
	dramaturgy and design of puppet performance	
Function	/	
INFORMATION ON EDUCATIO	N – Highest degree earned	
Degree	PhD	
Institution	University of Zagreb Faculty of humanities and social science	
Place	Zagreb	
Date	9 June 2017	
INFORMATION ON ADDITIONAL TRAINING		
Year	2019	
Place	Zagreb	
Institution	Faculty of Teacher Education	
Field of training	Education about contemporary methods and strategies in higher	
	education about contemporary methods and strategies in higher	
MOTHER TONGUE AND FOREIGN LANGUAGES		
Mother tongue	Croatian	
Foreign language and	English, 4	
command of foreign language		
on a scale from 2 (sufficient) to		
5 (excellent)	Cormon 2	
Foreign language and	German, 3	
command of foreign language		

5 (excellent) Foreign language and command of foreign language on a scale from 2 (sufficient) to (excellent) COMPETENCES FOR THE COURSE Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme) Visual teaching metodology 1 and 2 undergraduate study, Sculptur teacher of similar courses (name title of course, study programme) of university/faculty textbooks in the field of the course: Authorship of university/faculty textbooks in the field of the course: 1. Županić Benić, M. (2009). O lutkama i lutkarstvu. Zagreb: Leykam International. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) 1. Županić Benić, M. (2019). Lutkar/s/tvo i dijete. Zagreb: Leykam International. Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most) 1. Županić Benić, M. (2019). Lutkar/s/tvo i dijete. Zagreb: Leykam International conternation of musical and visual activities. U: Herzog, J. (ed.), Contemporary aspects of giftedness. (pp 247-258). Hamburg: Verlag Dr. Kovač. 2. Županić Benić, M. (2018). The Relation between Subaet mood and Handicrafts in the Constructivis Classroom. Revija za elementarno izobraževanje, 112 (2), 215-228. 3. Županić Benić, M. (2018). The Relation between Subaet mood and Handicrafts in the Constructivis Classroom. Revija za elementario izobraževanje, 112 (2), 215-228. 3. Županić Benić, M. (2016). Uloga al/ritografije u istraživanjima umjetničkog područja. Školski vjesnik: časopis za predegoška i š		
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent) Italian, 3 COMPETENCES FOR THE COURSE Earlier experience as course teacher of similar courses (name title of course, study programme) Visual teaching metodology 1 and 2 undergraduate study, Sculptur making -graduate study, Visual dramaturgy and design of puppet performance- graduate study Authorship of university/faculty textbooks in the field of the course Authorship of university/faculty textbooks in the field of the course (5 works at most) Professional, scholarly and artistic articles published in the last five years in the field to the course (5 works at most) 1. Županić Benić, M. (2019). Lutkar/s/tvo i dijete. Zagreb: Leykam International. 1. Županić Benić, M. (2019). Lutkar/s/tvo i dijete. Zagreb: Leykam International. 1. Županić Benić, M. (2019). Encouraging creativity in early childhood education — the association between material conditions in kindergartens and implementation of musical and visual activities. U: Herzog, (4d.). Contemporary aspects of giftedness.(pp 247-258). Hamburg: Verlag Dr. Kovač. 2. Županić Benić, M. (2018). The Relation between Student mood and Handicrafts in the Constructivist Classroom. Revija za elementarno izobraževanje, 12 (2), 215-228. 3. Županić Benić, M. (2018). The Relation between Student mood and Handicrafts in the Contemporary Education. In L. Gomez Chova, A. López Martinez, I. Candel Torres (eds.), <i>ICER/2017 Proceedings</i> 11th. International Conference of Education, Research and Innovation, Seville, Spain (pp. 7043- 7050). IATED Academy. Professional and scholarly articles published in the last five	on a scale from 2 (sufficient) to	
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Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme) Visual teaching metodology 1 and 2 undergraduate study, Sculptur making -graduate study, Visual dramaturgy and design of puppet performance- graduate study Authorship of university/faculty textbooks in the field of the course Authorship of university texbooks in the field of the course: 1. Županić Benić, M. (2009). O lutkama i lutkarstvu. Zagreb: Leykam International. Professional, scholarly and artistic articles published in the course (5 works at most) 1. Županić Benić, M.; Bačlija Sušić, B. (2019). Encouraging creativity in early childhood education — the association between material conditions in kindergartens and implementation of musical and visual activities. U: Herzog, J.(ed.), Contemporary aspects of gifteness.(pp 247-258). Hamburg: Vertag Dr. Kovač. 2. Županić Benić, M. (2018). The Relation between Student mood and Handicrafts in the Constructivist Classroom. Revija za elementarno izobraževanje, 11(2), 109 4. Županić Benić, M. (2018). The Relation between Student mood and Handicrafts in the Conterporary Education. In L. Gómez Chova, A. López Martinez, I. Candel Torres (eds.) <i>ICERI2017 Proceedings</i> 11th International Conference of Education, Research and Innovation, Seville, Spain (pp. 7043- 7050). IATED Academy. Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most) 1. Županić Benić, M. (2018). Samorefleksije studenata učiteljskog studija o praktičnoj izvedbi nastave likovne kulture. Nova pristunost: časopis za intelektualna i duhovna pitanja, 16(1), 117-130.	COMPETENCES FOR THE COL	JRSE
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metodologija istraživanja u umjetničkom području u svjetlu odnosa umjetnika kao pojedinca i društva. <i>Metodički ogledi:</i>		
časopis za filozofiju odgoja, 25(1), 47-62.		
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Satisfaction of Students-Future Early and Preschool Education		
Teachers with the Visual Arts Teaching Methodology Course as		

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	 an Indicator of Teaching Quality. <i>Croatian Journal of Education:</i> <i>Hrvatski časopis za odgoj i obrazovanje, 19</i>(Sp. Ed. 3), 197-211. Županić Benić, M. (2017). Early Childhood Education Students Interest in the Arts as reported in their Satisfaction survey with the Visual Arts Teaching Methodology Course in Croatia. In L. Gómez Chova, A. López Martínez, I. Candel Torres (eds.) <i>ICERI2017 Proceedings</i> 10th International Conference of Education, Research and Innovation, Seville, Spain (pp. 5757- 5767). IATED Academy. Županić Benić, M., Opić, S. (2017). Student Satisfaction and Final Grade Predictors in the Visual Arts Teaching Metodology Course at Faculties of Teacher Education in the Republic of Croatia. <i>Sodobna pedagogika</i>, 68(134), 144-158. Županić Benić, M. (2017). Povezanost zadovoljstva nastavom metodike likovne kulture s nekim aspektima obveza studenata i organizacije nastave. <i>Nova prisutnost: časopis za intelektualna i duhovna pitanja</i>, <i>15</i>(2), 231-245. 20182019. researcher in bilateral project Croatia-: "Giftedness in the field of art - analysis of artistic and musical giftedness in primary school students" " (project leader: prof.dr.sc. Milan Matijević) 2. 20192020. Initiator, organizer and coordinator for the scientific field of the international art-scientific conference Arts and creativity in Education (ACE Zagreb 2019, ACE Zagreb 2020). 3. 2019. organizer 12. interenetioanal conference in the field of education ICFE 2019 "Requirements and approaches for contemporary teacher training" 4. Artistic project: Solo Exhibition, One moment before, 2016. Galerija Učiteljskog fakulteta u Zagrebu Thematic selected exhibition Nacionalna baština-šibenska katedrala, 2019. Galerija Ulupuh, Zagreb Thematic selected exhibition Sinestezija-oblici i boje glazbe, 2020. Galerija Ulupuh, Zagreb Thematic selected exhibition Sinestezija-oblici i boje glazbe, 2020. Galerija Ulupuh, Zagreb Thematic selected exhibition Ar
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological- didactic-pedagogical group of competences?	 Undergraduate study for preschool teacher Early childhood education; Graduate study Teacher study with modul for art teacher University of Zagreb Faculty of teacher Education; Postgraduate doctoral study of Pedagogy at University of Zagreb Faculty of humanities and social science, Doctoral tessis: Teacher competencies in the art curriculum
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	Special recognition of the Dean for initiating and actively participating in the organization and implementation of the student conference STUDIKON 2018.

3.4 Optimal number of students

Total: 40 (4 modules X 10 students)

3.5 Estimate of costs per student

- Year n_ = total cost: HRK 324 000 / no. of students 40 = HRK 8 100 (cost per student HRK 8 100)

- Year n+1_ = total cost: HRK 628 000 / no. of students 80 = HRK 7 850 (cost per student HRK 7 850)

3.6 Plan of procedures of study programme quality assurance

According to European standards and guidelines for internal quality assurance within higher education institutions (according to "Standards and guidelines for quality assurance in the European higher education area"), which present a basis on which the University of Split defines its actions for quality management, a proposer of the study programme is obliged to create a plan of actions for study programme quality assurance.

Documentation on which the system of component quality assurance is based:

- Ordinance on the system of component quality assurance
- Manual on the system of component quality assurance

Description of actions for the evaluation of quality of performing study programme:

- each action requires a description of the method employed (in most cases this includes a poll for students or teachers, a self-evaluation questionnaire), names of the performers (component, university office), the way of results processing, the way of informing and a timetable for performing the study programme
- if a document or an article is described in an attached document, their titles should be stated.

Evaluation of teachers' and associates' work	Evaluation includes conducting polls for students organized by the University of Split. The polls are conducted by the end of each semester and are computer-processed. Students are then informed on cumulative results of the polls.
Following the grading system and the harmonisation of grading with the expected learning outcomes	
Evaluation of availability of resources (spatial, human, informational) for the processes of learning and teaching	Evaluation includes conducting polls for students organized by the University of Split. The polls are conducted by the end of each academic year and are computer-processed. Students are then informed on cumulative results of the polls.
Availability and evaluation of student support (mentorship, tutorship, consultation)	Evaluation includes conducting polls for students organized by the Faculty. The polls are conducted after defending the final/graduation thesis and are computer-processed. Students are then informed on cumulative results of the polls.

Following the rate of students' passing the exams at a course level and the university level	
Students' overall satisfaction with the programme	Evaluation includes conducting polls for students organized by the University of Split. The polls are conducted after defending the final/graduation thesis and are computer- processed. Students are then informed on cumulative results of the polls.
Actions for obtaining feedback information from external factors (alumni, employers, labor market and other relevant organisations)	
Evaluation of students' practice, if it exists (a short description of conducting the practice and its grading as well as of quality assurance)	Evaluation includes conducting polls for students organized by the Faculty. The polls are conducted after finishing the students' practice and are computer-processed. Students are then informed on cumulative results of the polls.
Other actions within the process of evaluation conducted by the proposer	
Description of actions for informing the external factors on study programme (students, employers, alumni)	