



**UNIVERSITY OF SPLIT**

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**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	<b>Faculty of Humanities and Social Sciences, Split</b>
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## GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

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

## 1. INTRODUCTION

### 1. Evaluation with regard to purposefulness of the study

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

According to the data provided by the Ministry of Science, Education and Sports ([www.mzos.hr](http://www.mzos.hr)) there was a total of 594 pre-school education institutions in 1206 district school facilities in Croatia in 2015. A total of 97 734 children of pre-school age attend regular 10-hour programmes, while 16 358 children attend a pre-primary education programme, and 32 500 children attend shorter programmes, which in total amounts to 146 592 children of pre-school age being included in the pre-school education system. In total, only 55.12% children of pre-school age attend regular pre-school programmes (5-hour and 10-hour programmes), shorter programmes (sports, art, music, early learning of foreign languages, religious and drama classes) as well as pre-primary education programmes. This implies that almost every second child of pre-school age does not attend any organised early and pre-school education programme. According to the same source, pre-school education programmes in Croatia satisfying the public needs are: pre-primary education programmes, programmes for national 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, Sub-clause 6.1. Education, and further on 6.1.1. Pre-school education.

## **1.2 Meeting professional associations' requirements**

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

## **1.3 Partners outside the higher school system**

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

## **1.4 Funding**

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

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

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

Sweden and Finland integrated their study programmes for primary teachers' education through carrying out the programmes at all university levels. For instance, at the University of Helsinki (Finland), the study programme is carried out at Faculty of Behavioural Sciences, at graduate level (more can be found here: [www.helsinki.fi/behav/english/studies.htm](http://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](http://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/](http://www.ncl.ac.uk/) - 11k).

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

**Faculty of Education in Maribor** offers undergraduate and graduate study programmes of pre-school education. Pre-school education undergraduate study programme lasts for three academic years and earns 180 ECTS points, while graduate

programme lasts for two academic years and earns 120 ECTS points (www.pfmb.uni-mb-si).

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

**a) general study competences**

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

**b) specific competences**

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

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

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

- a) Faculty of Teacher Education, Zagreb - <http://www.ufzg.unizg.hr/>

b) Faculty of Teacher Education, Rijeka - <http://www.ufri.uniri.hr/hr/>

c) Faculty of Educational Sciences, Osijek - <http://www.foozos.hr>

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

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

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

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

### **1.8 Past experiences in carrying out the equivalent and similar programmes**

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

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

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- 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 Pre-school Education”.



## 2. DESCRIPTION OF THE STUDY PROGRAMME

### 2.1 General information

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

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

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

## 2.2 Learning outcomes of the study programme

### a) General:

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

- students will engage in action researches and other methodological approaches aiming to improve pedagogical activities

**b) Specific:**

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

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

*b) Module: Visual arts expression and creation*

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

*c) Module: Music expression and creation*

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

*d) Module: Bodily movements and creation*

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

### **2.3 Employment possibilities**

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

### **2.4 Possibilities of continuing studies at a higher level**

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

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

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

### **2.6 Structure of the study**

The proposed programme includes two-year studies (four semesters). The programme is organised according to the current law on higher education and the Statute of Faculty of Humanities and Social Sciences, Split. The number of students' groups (lectures, seminars) is regulated by the current acts. The studies enable vertical mobility.

Admission requirements for individual courses are defined by a framework programme of those courses. The programme is completed upon defence of the graduation thesis, written under mentorship of a chosen professor. The programme's proposer will define the courses in which the thesis can be written.

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

## 2.7 Guiding and tutoring through the study system

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

## 2.9 List of courses offered in a foreign language as well

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

## 2.10 Criteria and conditions for transferring the ECTS credits

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

## 2.11 Completion of study

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

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

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

## 2.12 List of mandatory and elective courses

LIST OF COURSES							
Year of study: 1st							
Semester: I							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory courses	SRPO11	Ethics	15	15	0	0	3
	SRPO12	Psychology of parenthood	15	15	0	0	3

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

LIST OF COURSES							
Year of study: 1st							
Semester: II							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory courses – basic module	SRPO21	Sociology of childhood	15	15	0	0	3
	SRPO22	Information and communication technology in education	30	0	30	0	5
	SRPO23	Action research in early and pre-school education	30	15	15	0	6
	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		<b>120</b>	<b>45</b>	<b>60</b>	<b>0</b>	<b>22</b>
Elective courses*	SRPI21	Traditional games and toys	30	15	0	0	(4)
	SRPI22	Decorative shaping	15	0	30	0	(4)
	SRPI23	Games and learning through computer	30	0	15	0	(4)
	* Students choose two elective courses (=8 ECTS credits)						<b>30</b>

LIST OF COURSES							
Year of study: 2nd							
Semester: III							
Module: <i>Drama and puppetry expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO31	Child and creativity	30	15	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
	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 mandatory courses		120	60	75	0	27
Elective*	SRPI31	Behavioural disorders in early childhood	15	15	0	0	(3)
	SRPI32	Child, art and education	15	15	0	0	(3)
	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 study: 2nd							
Semester: IV							
Module: <i>Drama and puppetry expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO41	Support strategies for children with special needs	30	0	15	0	5
	SRPO42	Professional development and lifelong learning of educators	30	15	0	0	4
	SRPOD43	Visual arts dramaturgy and puppetry technology	15	0	30	0	3
	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 mandatory courses		135	30	135	0	27
Elective*	SRPI41	Parents and children with special needs	15	15	0	0	(3)
	SRPI42	Child and heritage	15	15	0	0	(3)
	SRPI43	Museum workshops for children	15	0	15	0	(3)
	* Students choose one elective course (=3 ECTS credits)						30



LIST OF COURSES							
Year of study: 2nd							
Semester: III							
Module: <i>Visual arts expression and creation</i>							
STATUS	CODE	COURSE	HOURS OF SEMESTER				ECTS
			L	S	E	F	
Mandatory	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
	SRPOL34	Drawing with practicum	15	0	30	0	4
	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 mandatory courses		135	45	120	0	27
Elective*	SRPI31	Behavioural disorders in early childhood	15	15	0	0	(3)
	SRPI32	Child, art and education	15	15	0	0	(3)
	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 study: 2nd							
Semester: IV							
Module: <i>Visual arts expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO41	Support strategies for children with special needs	30	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
	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 mandatory courses		150	75	60	0	27
Elective*	SRPI41	Parents and children with special needs	15	15	0	0	(3)
	SRPI42	Child and heritage	15	15	0	0	(3)
	SRPI43	Museum workshops for children	15	0	15	0	(3)
	* Students choose one elective course (=3 ECTS credits)						30

LIST OF COURSES							
Year of study: 2							
Semester: III							
Module: <i>Music expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO31	Child and creativity	30	15	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
	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 mandatory courses		105	45	135	0	27
Elective*	SRPI31	Behavioural disorders in early childhood	15	15	0	0	(3)
	SRPI32	Child, art and education	15	15	0	0	(3)
	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 study: 2nd							
Semester: IV							
Module: <i>Music expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO41	Support strategies for children with special needs	30	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
	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 mandatory courses		105	45	140		27
Elective*	SRPI41	Parents and children with special needs	15	15	0	0	(3)
	SRPI42	Child and heritage	15	0	0	0	(3)
	SRPI43	Museum workshops for children	15	0	15	0	(3)
	* Students choose one elective course (=3 ECTS credits)						30

LIST OF COURSES							
Year of study: 2nd							
Semester: III							
Module: <i>Bodily movements expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO31	Child and creativity	30	15	0	0	5
	SRPO32	Contemporary childhood and children's rights	15	15	0	0	3
	SRPOP33	Analysis of kinesiological activities in early and pre-school education	30	0	15	0	4
	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 mandatory courses		120	30	135	0	27
Elective*	SRPI31	Behavioural disorders in early childhood	15	15	0	0	(3)
	SRPI32	Child, art and education	15	15	0	0	(3)
	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 study: 2nd							
Semester: IV							
Module: <i>Bodily movements expression and creation</i>							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	SRPO41	Support strategies for children with special needs	30	0	15	0	5
	SRPO42	Professional development and lifelong learning of educators	30	0	15	0	4
	SRPOP43	Planning and programming of kinesiological activities in early and pre-school education	30	0	15	0	3
	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 mandatory courses		135	30	135	0	27
Elective*	SRPI41	Parents and children with special needs	15	15	0	0	(3)
	SRPI42	Child and heritage	15	15	0	0	(3)
	SRPI43	Museum workshops for children	15	0	15	0	(3)

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	* Students choose one elective course (=3 ECTS credits)	30
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### 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 COURSE		ETHICS				
Course code	SRPO11	Year of study	1.			
Course teacher	Marita Brčić Kuljiš, PhD, Associate Professor	Credit value (ECTS)	3			
Associate teachers	Anita Lunić, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F
			15	15	0	0
Course status	mandatory	Percentage of application of e- learning				
COURSE DESCRIPTION						
Course objectives	To acquire knowledge about basic ethical theories To understand ethical positions in a pluralistic society To develop awareness about the importance of children's moral education					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes on the course level (4-10 learning outcomes)	After passing the exam successfully, students will be able to: - explain basic terms in ethics - compare ethical theories - analyse the role of moral development in society - critically reexamine ethical premises - compare different societal practices in the context of pluralism - critically reexamine one's own ethical beliefs - grow awareness about the importance of moral development in children.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introductory lecture/seminar arrangements 2. Definition of basic terms 3. A brief overview of the history of ethics 4. Ethics and other disciplines 5. Types of ethics (ethics of virtue, ethics of duties) 6. Ethics in philosophy for children 7. Bioethics Seminars: 1. Moral and ethics 2. Ethics – Socrates and Plato 3. Dianoethic and ethical virtues 4. Categorical imperative 5. Kohlberg and moral development 6. Integrative bioethics 7. Ethics for children					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	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 (80%). Write a seminar paper in line with previously determined criteria. Present a seminar paper in line with previously determined criteria. Pass an oral exam.					

NAME OF THE COURSE		PSYCHOLOGY OF PARENTHOOD					
Code	SRPO12	Year of study	1.				
Course teacher	Ina Reić Ercegovac, PhD, Associate Professor	Credit value (ECTS)	3				
Associate teachers	Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher	Type of instruction (hours per semester)	L	S	E	F	
			15	15	0	0	
Course status	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To familiarise students with: a) the theoretical approaches in parenting, b) the major models of parenting within developmental psychology, c) individual factors that determine parenthood, d) the consequences of the various determinants of parenting on child development. e) parenting in specific contexts (inability to become parent.						

	non-biological or adoptive parenting, parenting in adolescence, parenting a child with developmental disabilities). The specific objective of the course refers to exploring the role of parents in the context of pre-school institutions.					
Course enrolment requirements and entry competences required for the course	None					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able: - 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 parenting - to analyse the specifics of adolescent parenting and adoptive parenting - to compare the features of parenting and parenting practices in different stages of development (infancy, early childhood, pre-school-aged, school-aged, adolescence, adulthood) - to explain the role of parents and parenting practice in child's behaviour and wellbeing 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)	1. Introductory lecture (introducing students to the course content, readings, student responsibilities and expectations) – 1L + 2S 2. Definition of parenthood (concept, process, roles) – 1L + 2S 3. The theoretical approaches to the study of parenting (psychoanalytic, humanistic, ecological) – 2L + 2S 4. Individual and contextual factors of parenting and parental behaviour (Belsky's process model) – 1L + 2S 5. Motivation for parenthood – 2S 6. The transition to parenthood – 1L + 2S 7. Parenting a child of pre-school and school age – 2L + 2S 8. Preliminary exam I - 2S 9. Parenting adolescents – 1L + 2S 10. Parenting adult children – 1L + 2S 11. Adoptive parenting, adolescent parents – 2P + 2S 12. The role of motherhood and fatherhood in a historical context and contemporary society – 2S 13. Parenting a child with special developmental needs – 1L + 2S 14. Parental behaviour in the context of pre-school institutions – 2L + 2S 15. Preliminary exam II – 2 S					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Course attendance and participation in in-class activities; writing and presenting seminar paper; passing written exam (or an equivalent of 2 tests).					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam		(Other)	



NAME OF THE COURSE		EDUCATIONAL COMMUNICATION SKILLS					
Code	SRPO13	Year of study	1.				
Course teacher	Sonja Kovačević, PhD, Full Professor	Credits (ECTS)	4				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course 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.						
Course enrolment requirements and entry competences	- input competencies: communication literacy						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"><li>- Successful understanding of all communication models and techniques.</li><li>- Use of all communication models in educational institutions.</li><li>- Understanding communication science and its models</li><li>- Use of all communication models for the purpose of successful business in educational institutions.</li><li>- Successful implementation of communication and pedagogy for the purpose of educating children.</li><li>- Successful resolution of conflict situations among children</li><li>- Using communication bargaining with parents</li><li>- Mastering internal communication in educational institutions</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. Communication as socio-emotional competence.</li><li>2. Communication styles.</li><li>3. Skills of receiving quality messages</li><li>4. Skills of quality sending of messages, verbal communication in educational institutions</li><li>5. Removing communication blockages</li><li>6. Communication in educational practice.</li><li>7. Communication according to Glasser and choice theory (caring and killing habits, personal freedom, internal control).</li><li>8. Empathic communication</li><li>9. Communication skills exercises.</li></ol>					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in teaching, which includes performing independent tasks, creating an e-portfolio, monitoring the relevant literature according to the suggestions of teachers and successfully passing the final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	0,5	Practical training	
	Experimental work		Report		Workshops	0,5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Success will be evaluated based on participation in workshops (30%) and results in the final written exam (70%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Brajša, P. (1994): <i>Pedagoška komunikologija</i> , Školska knjiga, Zagreb				2	/
	Pease, A. (1991) <i>Govor tijela</i> , Mladinska knjiga, Ljubljana-Zagreb				1	/
Optional literature (at the time of	<ol style="list-style-type: none"><li>1. Brajša ,P. (1996): <i>Umijeće razgovora</i>, C.A.S.H.,Pula</li><li>2. Ajduković.M., Pečnik,N. (1994) <i>Nenasilno rješavanje sukoba</i>, Alinea,Zagreb</li></ol>					

submission of study programme proposal)	3. Šagud, M. 2006.Odgajatelj kao refleksivni praktičar. Petrinja, Visoka učiteljska škola u Petrinji 4. Janković, J. (1994) Sukob ili suradnja, Alinea, Zagreb 5. Pearsons, J.C., Spitzberg, B. H. (1990): Interpersonal communication – Concepts, Components, And Context, WM.C: 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 COURSE		HISTORICAL CONTEXT OF EARLY AND PRE-SCHOOL EDUCATION				
Code	SRPO14	Year of study	1.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credit value (ECTS)	5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	30	0	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with historical development of theory and practice of early and pre-school education.					
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none"><li>- no enrolment requirements</li><li>- entry competences: computer literacy</li></ul>					
Expected learning outcomes at a course level (4-10 outcomes)	<p>After passing the exam successfully, students will be able to:</p> <ul style="list-style-type: none"><li>- explain the main directions in development of theory and practice of early and pre-school education;</li><li>- elaborate on the influence of various pedagogical ideas on forming the concept of pre-school education;</li><li>- compare different pedagogical ideas and directions in early and pre-school education;</li><li>- support and critically explain the elements of early childhood history;</li><li>- study and interpret scientific texts on their own.</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"><li>- The development of pedagogical thought on educating a child of early and pre-school age in a family and institutional context</li><li>- An overview of the work of pedagogists important for theory and practice of early and pre-school education</li><li>- Establishing and development of early and pre-school education pedagogy</li><li>- Beginnings of pedagogical thought on educating a child of early and pre-school age in our region</li><li>- A. Cvijić: Rukovođ za zabavište (the importance of this work for Croatian pedagogy)</li><li>- Occurrence and development of different programmes of early and pre-school education</li><li>- The development of profession of early and pre-school education in Croatia</li></ul>					

	- History of childhood					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)		
Student responsibilities	Participate in classes: lectures 80%, seminars 80%, write a seminar paper, present a seminar paper, pass a written exam, pass an oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 25% Seminar essay – 25% Oral exam – 50% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Došen-Dobud. A. (2013), <i>Slike iz povijesti predškolskog odgoja</i> , Split: Filozofski fakultet i Rijeka: Učiteljski fakultet				10	/
	Mendeš, B. (2015), Počeci institucijskog predškolskog odgoja u Hrvatskoj i njegova temeljna obilježja, <i>Školski vjesnik</i> , vol. 64 (2-3), 227-249.				1	+
	Mendeš, B. (2020). <i>Prema suvremenom dječjem vrtiću: Pedagoška kretanja i promjene u sustavu ranog i predškolskog odgoja u Hrvatskoj</i> . Zagreb: Hrvatska sveučilišna naklada.				20	/
	Zaninović, M. (1988), <i>Opća povijest pedagogije</i> , Školska knjiga, Zagreb (selected chapters)				2	/
Optional literature (at the time of submission of study programme proposal)	Dumbović, I. (2005), <i>Pedagozi značajni za teoriju i praksu odgoja</i> , vol. 1. Vidik, Lekenik. Škoda, M. (1984), Počeci predškolskog odgoja u Hrvatskoj i njegove karakteristike, <i>Zbornik za historiju školstva i prosvjete</i> , vol. 17 (01), 5-16 Zaninović, M. (1982), <i>Pedagoška hrestomatija</i> , Školska knjiga, Zagreb (selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	- 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					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		CULTURE OF EARLY AND PRE-SCHOOL EDUCATION INSTITUTION				
Code	SRPO15	Year of study	1.			
Course teacher	PhD, Ivana Visković, Assistant Professor	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	15	0	0
Course status	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Familiarisation with the most recent knowledge of the significance of the level of culture of early and pre-school education institution and raising thereof.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - interpret relevant factors influencing the quality of culture of early and pre-school education institution - recognise the quality level of micro and macro organisation of early and pre-school education institution. - demonstrate the basic knowledge of their professional field of work in the context of culture of early and pre-school education institution - develop the ability of a reflexive practitioner who continuously values the effects of her/his achievements, - engage in raising the level of culture of early and pre-school education institution.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Factors and their features in building the culture of early and pre-school education institution 2. Features of humanistic developmental curriculum of pre-school education 3. Levels of institutional context – micro and macro organisation of early and pre-school education institution 4. Historical approach to the development of context of early and pre-school education institutions – past researches 5. Contemporary understanding of context of early and pre-school education institution 6. New paradigms of early and pre-school education 7. Interdependence of humanistic developmental curriculum of early and pre-school education and institutional context 8. Communication and interaction in early and pre-school education institutions 9. The culture of a pre-school education institution and quality of educational practice 10. Kindergarten as a house of children 11. The role of educators in making a kindergarten a house of children 12. The relationship between educator's professional and personal development 13. Educator as a reflexive practitioner 14. New culture of family education 15. Cultural and heritage surrounding and the culture of early and pre-school education institution					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (Other)			

	<input type="checkbox"/> field work					
Student responsibilities	1. Active participation in the teaching process - lectures, seminars and workshops (min 80%). 2. Achieve quality fulfillment of teaching and extracurricular, individual and group tasks, in accordance with the content of the course. 3. Prepare and present a seminar paper according to pre-established criteria. 4. Pass a written exam or 2 mid terms (as equivalent to a written exam) with a minimum of 51% accuracy. 5. Pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	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 library and via other media)	Title				Number of copies in the library	Availability via other media
	Visković, I. (2018). Culture of the Communities in which Children are Growing up. In A. Višnjić Jevtić i I. Visković (eds.), Challenges of collaboration - Development of teachers' professional competences for collaboration and partnership with parents (pp. 15-65). Zagreb: Alfa.				10	no
	Lynch, M. (2018). <i>What is Culturally Responsive Pedagogy?</i> <a href="https://www.theedadvocate.org/what-is-culturally-responsive-pedagogy/">https://www.theedadvocate.org/what-is-culturally-responsive-pedagogy/</a>				/	yes
	Vujičić, L. (2011), <i>Istraživanje kulture odgojno-obrazovne ustanove</i> , Zagreb: Mali profesor.				3	no
	Visković, I., & Škutor, M. (2019). Spol kao prediktor vrijednosti mladih u Hercegovini. <i>Nova prisutnost</i> , 17 (3), 565-577. <a href="https://doi.org/10.31192/np.17.3.9">https://doi.org/10.31192/np.17.3.9</a> ; <a href="http://161.53.22.65/datoteka/1034404.nova_prisutnost_2019.pdf">http://161.53.22.65/datoteka/1034404.nova_prisutnost_2019.pdf</a>				/	yes
	Mendeš, B. (2012). <i>Samovrjednovanje ustanova ranog i predškolskog odgoja</i> . Zbornik radova stručno-znanstvenog skupa 18. dani predškolskog odgoja Splitsko-dalmatinske županije <i>Mirisi djetinjstva</i> . Split: Dječji vrtić „Čarobni pianino“.				3	no
	Maleš, D. (2011). <i>Nove paradigme ranoga odgoja</i> . Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Zavod za pedagogiju. <b>Remark: particular parts of these books will be translated in English.</b>				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</i> , 84(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 COURSE		EDUCATION FOR SUSTAINABLE DEVELOPMENT				
Code	SRPO16	Year of study	1.			
Course teacher	Vesna Kostović-Vranješ, PhD, Associate Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	10	0	5
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Enable students for critical thinking and creative applying of cooperative and interdisciplinary activities that suit children's age, with the objective of taking up Education for Sustainable Development in early childhood as a cornerstone for lifelong learning and active participation in accordance with sustainable development.					
Course enrolment requirements and entry competences required for the course	Preconditions: there aren't any.  Input competence: digital literacy.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon 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 practice 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 Sustainable Development.					

Course content broken down in detail by weekly class schedule (syllabus)	1. From prehistory until sustainable development 2. From the concept of sustainable development to the Education for Sustainable Development 3. The role and key characteristics of Education for Sustainable Development 4. The elements of kindergarten curriculum in the development of children's sensibility for sustainable development 5. Education for Sustainable Development in practice in Croatian kindergartens 6. Care for the environment in early childhood 7. From the care for the environment to the Education for Sustainable Development 8. The care for the environment in practice in Croatian kindergartens 9. Activities for the growth of an ecologically aware child 10. Sensory or perceptive activities in Education for Sustainable Development 11. Expressive activities in Education for Sustainable Development 12. Practical activities in Education for Sustainable Development 13. Didact game in the growth of sensibility for sustainable development					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance to all forms teaching in the classroom and outside the classroom and actively participate in the work					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Seminar Work - 50% Oral Examination - 50%					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Pap T., Šarić Lj., Lončar I., Domac J. (2012): Odgoj djece predškolske dobi za održivi razvoj i racionalno korištenje energije, priručnik. Grad Zagreb, Gradski ured za energetiku, zaštitu okoliša i održivi razvoj, Zagreb.			3	/	
	Vrbanec B., Garašić, D., Pašalić, A. (2011). Obrazovanje za održivi razvoj, priručnik za osnovne i srednje škole. Agencija za odgoj i obrazovanje, Zagreb.			2	/	
	Lepičnik Vodopivec J. (2007): Prvi koraci u odgoju i obrazovanju za okoliš. Alisa press d.o.o. Kraljevo			2	/	
Optional literature (at the time of submission of study programme proposal)	1. Kostović-Vranješ V. (2013): Uloga suvremenog učitelja u implementaciji obrazovanja za održivi razvoj 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.					



	<p>3. Murphy G. (2011): Mali koraci, jednostavne zamisli koje mijenjaju planet Zemlju. Mozaik knjiga, Zagreb.</p> <p>4. UNESCO (2010): Teaching and learning for sustainable future, <a href="http://www.unesco.org/education/tlsf/index.htm">www.unesco.org/education/tlsf/index.htm</a></p> <p>5. Šimleša D. (2010): Ekološki otisak – Kako je razvoj zgazio održivost. TIM press d.o.o., Zagreb. Institut društvenih znanosti Ivo Pilar, Zagreb.</p> <p>6. 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.</p> <p>7. Milčec M. (2008): Nije smeće sve za vreće. Školska knjiga, Zagreb. UNESCO (2005). UNESCO and Sustainable Development, <a href="http://unesdoc.unesco.org/images/0013/001393/139369e.pdf">http://unesdoc.unesco.org/images/0013/001393/139369e.pdf</a></p>
Quality assurance methods that ensure the acquisition of exit competences	Monitoring students work and participation in discussions during classes, creation and presentation of term papers, monitoring presence continues, discussions, personal consultations, check achievements by the colloquium, questionnaire at the end of the semester, evaluation of cases
Other (as the proposer wishes to add)	

NAME OF THE COURSE		SOCIOLOGY OF CHILDHOOD				
Code	SRPO21	Year of study	1.			
Course teacher	Sanja Stanić, PhD, Full Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Students familiarise with sociological approach to childhood as a social construct and with children as a social group.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of this course, students will be able to: <ul style="list-style-type: none"><li>- explain basic processes, relationships, phenomena of childhood and society</li><li>- understand and critically analyse childhood as being socially conditioned</li><li>- support and critically explain childhood as a social construct</li><li>- study and interpret scientific texts on their own</li><li>- know sociological methods and ethics of studying children and childhood</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture (working plan and programme, topics, seminars) 2. Social theories and perspectives of childhood 2. Research of childhood and children 3. Ethical issues in children's research 4. The structure of childhood 5. Children's culture, peer culture 6. Childhood history 7. Childhood spaces 8. 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	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the teaching process (80%); behave in accordance with ethical and scientific principles in higher education; participate in and carry out curricular and extracurricular activities that enable the acquisition of learning outcomes provided by the course; prepare and present a seminar paper according to pre-established criteria; pass 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 teachers and other students; adhere to the time frames required to perform the activities of the course.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. successfully passed colloquia / written exam (50%) 3. activity in teaching, participation in discussions during lectures and seminars (10%). The grade on the written exam is formed as follows: sufficient (2) for 60%, good (3) for 70%, very good (4) for 80%, excellent (5) for 90-100%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Corsaro, W. (2005), <i>The Sociology of Childhood</i> . Thousand Oaks, CA: Pine Forge Press William			/	+	
	Stanić, 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) Svakidašnje opasnosti u osnovnim školama - iskustva i pripremljenost za reagiranje: primjer Splita, Revija za sociologiju, 38(3-4):119-132.			/	+	
Optional literature (at the time of submission of study programme proposal)	James, A., Jenks, C., Prout, A. (1998), <i>Theorizing Childhood</i> , Cambridge: Polity Press Prout, A. (2004), <i>The Future of Childhood. Towards the Interdisciplinary Study of Children</i> , London: RoutledgeFalmer Jenks, C. (1996), <i>Childhood</i> , New York: Routledge					

	<p>Fass, P. S. (2006), Children of a New World: Culture, Society, and Globalization, New York University Press</p> <p>Mayall, B. (2002), Towards a Sociology for Childhood, Buckingham: Open University Press</p> <p>Prout, A., Hallett, Ch. (ur.) (2003), Hearing the Voices of Children: Social Policy for a New Century, New York: Routledge Falmer</p> <p>Qvortrup, J. et al. (ur.) (1994), Childhood Matters. Social Theory, Practice and Politics, Aldershot: Avebury Publishing</p> <p>Tomanović, S. (2004) Sociologija detinjstva. Sociološka hrestomatija.</p>
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- class attendance, class activity, success in performing tasks</li> <li>- student survey of evaluation of teaching work at the university level</li> <li>- passed the exam and fulfilled other obligations prescribed by syllabus</li> <li>- individual consultations</li> <li>- students' self-assessment of achieved learning outcomes</li> <li>- collaborative assessment of the implementation and quality of the teaching process</li> </ul>
Other (as the proposer wishes to add)	

NAME OF THE COURSE		INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION					
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	S	E	F	
			30	0	30	0	
Course status	mandatory	Percentage of application of e-learning	60%				
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.						
Course content broken down in detail by weekly class schedule (syllabus)	Defining the information and communication technology Defining e-learning Pedagogical paradigm of e-learning Instructional design in the e-learning system Tools for collaboration and communication Application of tools for collaboration and communication Social networks in correlation with computer games						

	Netiquette on the Internet					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Participate in classes: lectures 80%, exercises 95% 2. Conduct themselves in line with ethical and scientific principles of higher education 3. Participate in and complete in-class and out - of -class (individual and group) activities which enable the acquisition of course outcomes 4. Create an assignment in line with set criteria 5. Pass a written exam and achieve a minimum score of 60% on the exam 6. 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 work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	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 – 40% 2. Successful fulfilment of individual and group tasks – 45% 3. Practical training – 10% 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.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	xxxx (2011), <i>E – learning methodologies A guide for designing and developing e-learning courses</i> , Food and Agriculture Organization of the United Nations				/	yes
	<i>Informacijska i komunikacijska tehnologija – Hrvatska u 21. stoljeću</i>				/	yes
	Stankov, S. <a href="http://www.pmfst.hr/~stankov/">http://www.pmfst.hr/~stankov/</a>					yes
	Vizek Vidović, V., Rijevec, M., Vlahović-Štetić, V., Miljković, D. (2003), <i>Psihologija obrazovanja</i> , Zagreb: IEP –VERN (chapter “Learning and teaching”)				5	
	Bloom, B.S. (1984), The 2 Sigma Problem: The Search for Methods of Group Instruction as Effective as One-to-One Tutoring, <i>Educational Researcher</i> , 13, pp. 4-16				/	yes
Optional literature (at the time of submission of study programme proposal)	Internet bonton: <a href="http://www.hr-netiquette.org/pravila/">http://www.hr-netiquette.org/pravila/</a> Internet bonton: <a href="http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton">http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton</a> E-learning system: <a href="http://www.moodle.hr">http://www.moodle.hr</a> <a href="http://e-knjiznica.carnet.hr/e-knjige/e-kids">http://e-knjiznica.carnet.hr/e-knjige/e-kids</a> ICT in education: <a href="http://www.unesco.org/new/en/unesco/themes/icts/">http://www.unesco.org/new/en/unesco/themes/icts/</a>					

Quality assurance methods that ensure the acquisition of exit competences	1. Class attendance, class activity, successfully completing tasks. 2. Students questionnaire on the quality of teaching and teachers at the university level. 3. Passed exam and the fulfillment of the other obligations prescribed by the syllabus. 4. Individual consultations. 5. Students' self-assessment of the learning outcomes they achieved 6. Collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COURSE		ACTION RESEARCH IN EARLY AND PRE-SCHOOL EDUCATION					
Code	SRPO23	Year of study	1.				
Course teacher	Tonča Jukić, PhD, Associate Professor	Credit value (ECTS)	6				
Associate teachers	Melita Anušić, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F	
			30	15	15	0	
Course status	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To familiarise students with the basic problems of qualitative research (action research) and the ways of their implementation in institutions of early and pre-school education. To understand the purpose of action research in the context of raising the quality of educational practice and educators' and professional Associate teachers' lifelong learning and training for the successful implementation of the action research.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements.						
Expected learning outcomes at a course level (4-10 outcomes)	Students will be able to: - explain the basic characteristics of action research - differentiate ways to implement action research (indirectly and directly involved in action research) - perceive and set the problem of action research - plan, implement and evaluate the action research - compose instruments for data collection - collect, organise and display the data in the study - critically evaluate the results and the educational process as a whole - write a report on action research.						
Course content broken down in detail by weekly class schedule (syllabus)	Contents: 1. Action research in early and pre-school education. 2. The new paradigm of education – a challenge for theorists and practitioners in early and pre-school education. 3. Curriculum and action research. 4. Action Research and Kurt Lewin. 5. Reception of action research in European countries. 6. Four variants of the action research: 1) diagnostic action research 2) "participating" research 3) empirical action research, and 4) experimental action research. 7. Criticism of action research. 8. Methods of self-evaluation.						

	9. Qualitative research and participatory methods. 10. Importance of action research for the establishment of early and pre-school education 11. Educator as action researcher.					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to participate in lectures (80%), seminars (80%) and exercises (90%), actively participate in practical training, plan, implement, present and evaluate action research, pass the oral exam and conduct themselves in line with ethical and scientific principles of higher education.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	2	Practical training	0,5
	Experimental work		Report	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade for the course is formed according to the completion of the following elements: practical training (10%), action research plan, implementation, presentation and evaluation, action research report (70%) and oral exam (20%). The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Brown, T. & Jones, L. (2001). <i>Action research and postmodernism: congruence and critique</i> (selected chapters). Buckingham: Open University Press.				1	-
	Kuhne, G. W. & Quigley, B. A. (1997). Understanding and Using Action Research in Practice Settings. <i>New Directions for Adults and Continuing Education</i> , 73, 23- 40.				-	yes
	McNiff, J. (2002). <i>Action research for professional development: Concise advice for new action researchers</i> . ( <a href="https://www.jeanmcniff.com/ar-booklet.asp">https://www.jeanmcniff.com/ar-booklet.asp</a> )				-	yes
	Study materials in class.					yes
Optional literature (at the time of submission of study programme proposal)	1. McNiff , J., Lomax, P. & Whitehead, J. (1996). <i>You and your action research project</i> . London and New York: Routledge. 2. McNiff, J. & Whitehead, J. (2002). <i>Action research: principles and practice 2nd Edition</i> . London and New York: Routledge. 3. Scientific articles and books recommended additionally.					
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)	None.
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NAME OF THE COURSE		QUALITY AND IDENTITY OF EARLY AND PRE-SCHOOL EDUCATION INSTITUTION					
Code	SRPO24	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	
			30	15	0	0	
Course status	mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	- to introduce quality indicators of the pre-school institution - to train students for their recognition in practice - to train students for a quality self-assessment of the educational process – to provide a reflective dialogue						
Course enrolment requirements and entry competences required for the course	enrolment requirement: completed subject Culture of early and pre-school education institution - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- correctly interpret the fundamental concepts (quality, quality indicators, (self) evaluation, professional identity) - to analyse educational practice professionally and argument - critically analysestudents' own role in the educational institution and the educational process in relation to all the factors of the educational process - carry out self-evaluation of the educational process in relation to the criteria and analyse individual stages of the process - devise and implement changes aimed at improving the pedagogical practices and the construction of identity institution						
Course content broken down in detail by weekly class schedule (syllabus)	1. Kindergarten "Fit for Children" – traditional versus modern kindergarten – a community that learns 2.The criteria for the evaluation of institution's quality 3.Early and pre-school age child – learning and early childhood education 4. Learning as a child's daily activities 5. Social and communication dimensions of child's learning 6. The importance of the environment to stimulate the learning process 7. The full development of children – children naturally learn in a stimulating environment 8. Time dimension and teaching children 9. Child as co-constructor of her/his own knowledge; (child – researcher creates and verifies her/his own theories) 10. The role of educators in improving and evaluating the quality of the institution and the institution building of identity 11. Self-assessment (method, process, role, significance) 12. Teacher – reflective practitioner and reflexive friend 13. Teacher – the initiator and evaluator of changes 14. The identity of the kindergarten 15. Professional identity of educators						

Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Active participation in the teaching process - lectures, seminars and workshops (min 80%). 2. Achieve quality fulfillment of teaching and extracurricular, individual and group tasks, in accordance with the content of the course. 3. Prepare and present a seminar paper according to pre-established criteria. 4. Pass a written exam or 2 mid terms (as equivalent to a written exam) with a minimum of 51% accuracy. 5. Pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam	1	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 library and via other media)	Title				Number of copies in the library	Availability via other media
	Antulić Majcen, S., & Pribela-Hodap, S. (2017). <i>Prvi koraci na putu prema kvaliteti: Samovrednovanje ustanova ranog i predškolskog odgoja i obrazovanja</i> , Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja. <b>Remark: particular parts of these books will be translated in English.</b>				15	yes
	Slunjski, E., Ljubetić, M., Pribela Hodap, S., Malnar, A., Kljenak, T., Zagrajski Malek, S., Horvatić, S., & Antulić, S. (2012). <i>Priručnik za samovrjednovanje ustanova ranoga i predškolskog odgoja i obrazovanja</i> . Zagreb: Nacionalni centar za vanjsko vrjednovanje obrazovanja.				15	yes
	Slunjski, E. (2011). <i>Kurikulum ranog odgoja – istraživanje i konstrukcija</i> . Zagreb: Školska knjiga.				2	no
	Slunjski, E. (2016). <i>Izvan okvira 2 – Promjena, od kompetentnog pojedinca i ustanove do kompetentne zajednice učenja</i> . Zagreb: Element.				2	no
	European Commission / EACEA / Eurydice, 2019. Early Childhood Education and Care in Europe. Brussels. <a href="https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/ec0319375enn_0.pdf">https://eacea.ec.europa.eu/national-policies/eurydice/sites/eurydice/files/ec0319375enn_0.pdf</a>					yes



	Vujičić, L. (2007). Kultura odgojno-obrazovne ustanove i kvaliteta odgojno-obrazovne prakse. In V. Previšić et al. (eds.), <i>Pedagogija prema 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). <i>Življenje djece u vrtiću – Novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima</i> . Zagreb: Spektra Media. Anning, A., Cullen, J., & Fleer, M. (2004). <i>Early Childhood Education: Society and Culture</i> , London: Sage Publications. Bruce, T. (2006). <i>Early Childhood – a guide for students</i> . London: Sage Publications. Vujičić, L. (2007). Razvoj praktične kompetencije učitelja – put ka istraživanju i unapređivanju vlastite prakse. In N. Babić (ed.), <i>Kompetencije i kompetentnost učitelja</i> (pp.157-163). Osijek: Učiteljski fakultet u Osijeku. 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)	None.		

NAME OF THE COURSE		EDUCATIONAL MANAGEMENT				
Code	SRPO25	Year of study	1.			
Course coordinator(s)	izv. prof. dr. sc. Goran Sučić	Credit value (ECTS)	3			
Associates		Course delivery types (hours per semester)	L	S	P	T
			15	15	0	0
Course status	mandatory	E-learning percentage				
COURSE DESCRIPTION						
Course objectives	The aim is to introduce, problematize, and critically assess and connect various European educational adjustment contradictions initiating the processes that govern changes. To adopt basic knowledge and skills of educational management foundations. To develop interest in government of educational processes. Development of individual managerial abilities and acquiring of the theoretical knowledge in the field of educational and pedagogic management.					
Course admission requirements and entrance competences required	Not required.					
Expected	After successfully finished course the students will be able to:					

learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- recognize more important forms of the governing processes, management and creative involvement in the context of educational process</li><li>- apply various models of governing and their integration in a particular field of pedagogic management</li><li>- analyse the management phenomenon in education from various theoretical perspectives as well as the model of governing of human potential</li><li>- define approach to competent quality management of educational processes based on scientific management epistemology</li></ul>					
Course content elaborated in detail according to the timetable	<p>Lectures:</p> <ul style="list-style-type: none"><li>- Educational management basics</li><li>- Strategic management – mission vision</li><li>- Educational facilities management – definitions, approaches, transformational, collaborative and teamwork management</li><li>- Educational facility as organisation – context, financial sources</li><li>- Climate and culture of educational facility, fundamental values, re-defining innovation, creativity of vision of educational facility's personal profile and identity (etos facility)</li><li>- Governance of human potential- goals and areas of decision making</li><li>- Change management – models</li><li>- Principal work- educational facility</li><li>- Information – communication technology</li><li>- External evaluation ad self-assessment</li><li>- Development of communication skills</li><li>- Civic education and development of democratic principles</li><li>- Environment integration</li><li>- Mission and vision of educational system</li><li>- Strategic educational management</li><li>- Governance of the educational processes</li><li>- Administration and organisation in educational facilities</li><li>- Cultural identity and etos facility in educational system</li><li>- Financial facility governance in educational sphere</li><li>- Human potential governance</li><li>- Managing changes</li></ul>					
Course delivery types	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> <b>mentorship work</b> <input type="checkbox"/> (note down other types)		
Students' duties	Regular course and seminar attendance					
Following up students' work ( <i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i> ):	Course attendance	1,5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	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 course and in the final exam	Test – 25% Seminar essay – 25% Oral exam – 50% Evaluation methods and standards are described in the class repository.					

	Title	Number of copies in the library	Available in other media
Obligatory reading list (available in the library and in other media)	1. Staničić, S. (2006.) Menadžment u obrazovanju, Vlastita naklada, Rijeka.	2	/
	2. Bahtijarević-Šiber, F. (1999.), Management ljudskih potencijala, Golden marketing, Zagreb.	1	/
	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	1. Slunjski, E. i sur. (2016), Izvan okvira 2. Promjena, Element d.o.o. Zagreb 2. Sučić, G., (2020.), Knowledge as a product, 10th International Conference on Applied Information and Internet Technologies – AIIT 2020 3. Vrcelj, S. i Mušanović, M. (2001.), Prema pedagoškoj futurologiji. Škola budućnosti, Hrvatski pedagoško-književni zbor, Rijeka. 4. Adair, John (2007.) Leadership for Innovation, London: Kogan Page 5. Glasser, W. (1997.) Rukovoditelj i teorija izbora. Varaždin: Varaždinska poslovna škola 6. Edgar Morin, Odgoj za budućnost, Educa, Zagreb, 2002. 7. Juran, J.M., Frank M. Gryna 1993, "Planiranje i analiza kvalitete", Zagreb, 8. Požega, Ž., Crnković, B., Sučić, G. (2011), Analiza utjecaja pokazatelja korupcijskog indeksa obrazovanja i društvenog kapitala na ekonomski razvoj, 9. Sučić, G., Požega, Ž., Crnković, B. (2014), Upravljanje kvalitetom odgojno – obrazovnog procesa, (Zbornik radova) 10. Požega, Ž. Crnković, B. Sučić, G. (2012), Obrazovni sustav u funkciji društvenog razvoja, (Zbornik radova) 11. Požega, Ž., Crnković, B., Sučić, G. (2012), Analiza ekonomske dobrobiti obrazovanja, (Zbornik radova), 12. Požega, Ž. Crnković, B. Sučić, G. (2012), Obrazovni sustav u funkciji društvenog razvoja, (Zbornik radova) 13. Sučić, G., Požega, Ž., Crnković, B. (2012), Obrazovanje u funkciji stjecanja primjenjivih znanja kao odgovor na globalnu krizu, (Zbornik radova) 14. Sučić, G. (2008), Neizvjesni putovi kulturnih i obrazovnih politika, 15. Sučić, G., Radić – Hozo, E., (2015), Komunikacija u funkciji razvoja obrazovnog menadžmenta.		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	<ul style="list-style-type: none"> <li>- class attendance, active student participation, success in performing tasks</li> <li>- University level student evaluation of the class and teaching quality</li> <li>- exam success and other proscribed duties</li> <li>- individual consultations</li> <li>- student self-evaluation</li> <li>- student and teacher joint evaluation of the class quality and success</li> </ul>		
Other (according to the proposer's opinion)	It's important to motivate the students for continuous work and lifelong learning		

NAME OF THE COURSE		CHILD AND CREATIVITY					
Code	SRPO31	Year of study		2.			
Course teacher	Tonča Jukić, PhD, Associate Professor	Credit value (ECTS)		5			
Associate teachers	Ana Pirić, Lecturer	Type of instruction (hours per semester)	L	S	E	F	
			30	15	0	0	
Course status	mandatory	Percentage of application of e-learning		20%			
COURSE DESCRIPTION							
Course objectives	To enable students to recognise and encourage children's creative potentials and engage them in creative thinking.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements						
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course successfully, students will be able to: - differentiate between different approaches to understanding creativity - analyse, correlate and evaluate different theories about creativity - recognise own and others' creative potentials - explain the importance of creativity for children - apply knowledge regarding creativity and Gardner's theory of multiple intelligences in planning creative workshops - positively value the importance of encouraging creativity						
Course content broken down in detail by weekly class schedule (syllabus)	- introduction to the course: expectations, course structure - creativity: main concepts, approaches to creativity, types of creativity - areas of investigating creativity: creativity in different scientific disciplines, four aspects of creativity (creative person, creative process, creative environment, creative product); explicit and implicit theories of creativity - level and style of creativity, cognitive style and creativity, adaptation and innovation styles of creativity - divergent thinking and creativity, intelligence, imagination, play and creativity - free time and creativity - environment for creativity - potential for developing and encouraging creativity - Gardner's theory of multiple intelligences and creativity - planning creative workshops						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are required to participate in lectures (80%) and seminars (80%), actively participate in practical training, create seminar essay on creative workshop and pass the oral exam.						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	1,5	Research		Practical training	0,5	
	Experimental work		Report		(Other)		
	Essay		Seminar essay	2	(Other)		

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade for the course is formed according to the completion of the following elements: practical training (10%), seminar essay on creative workshop (60%), passing the oral exam (30%). The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Jalongo, M. R. (2003). The child's right to creative thought and expression. <i>Childhood Education</i> , 79(4), 218-228				-	yes
	Jukić, Tonča (2019, June). Creativity in Education. In <i>Proceedings of the Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i> (pp. 11-16). South-West University Neofit Rilski.					yes
	Jukić, T. (2011). Implicit theories of creativity in early education / Implicitne teorije kreativnosti u ranom odgoju i obrazovanju. <i>Croatian Journal of Education / Hrvatski časopis za odgoj i obrazovanje</i> , 13 (2), 38-65.				-	yes
	Kirtan, M. J., Bailey, A. & Glendinning, J. W. (1991). Adaptors and innovators: Preference for educational procedures. <i>Journal of Psychology</i> , 125 (4), 445-455.				-	yes
	Robinson, C. F. & Kakela, P. J. (2006). Creating a Space to Learn: A Classroom of Fun, Interaction, and Trust. <i>College Teaching</i> , 54 (1), 202-206					yes
	Runco, M. A. (2003). Education for creative potential. <i>Scandinavian Journal of Educational Research</i> , 47(3), 317-324.				-	yes
	Runco, M. A. (2004). Creativity. <i>Annual Review of Psychology</i> , 55 (1), 657-687.				-	yes
	Sternberg, R. J. (2006). The Nature of Creativity. <i>Creativity Research Journal</i> , 18(1), 87-98.				-	yes
	Study materials in class.				-	yes
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> <li>1. Craft, A., Jeffrey, B. &amp; Leibling, M. (Eds.) (2001). <i>Creativity in education</i>. London and New York: Continuum.</li> <li>2. Edwards, C. (1998). <i>The hundred languages of children: the Reggio Emilia approach, advanced reflections</i>. Greenwich: Ablex.</li> <li>3. Scientific articles and books recommended additionally.</li> </ol>					
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)	None.					

NAME OF THE COURSE		CONTEMPORARY CHILDHOOD AND CHILDREN'S RIGHTS					
Code	SRPO32	Year of study		2.			
Course teacher	Branimir Mendeš, PhD, Assistant Professor	Credit value (ECTS)		3			
Associate teachers	Toni Maglica, PhD, Postdoctoral Researcher	Type of instruction (hours per semester)	L	S	E	F	
			15	15	0	0	
Course status	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Critical understanding of children's rights in institutional context.						
Course enrolment requirements and entry competences required for the course	None.						
Expected learning outcomes at a course level (4- 10 outcomes)	<ul style="list-style-type: none"><li>- define the concepts of children's rights</li><li>- distinguish the categories of children's rights</li><li>- promote children's rights in everyday education</li><li>- recognise the cases of violation of children's rights</li></ul>						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: History of childhood Childhood as a developmental, sociocultural and educational context Child's position in contemporary society Child's development and social context Child in the process of socialisation Children's rights in the context of human rights Different classifications of children's rights Tolerance in society and in education Seminars: Writing down and presenting seminar essays aiming to elaborate on the topics discussed during lectures.						
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<ul style="list-style-type: none"><li>- To participate in the teaching process (lectures 80% and seminar 80%)</li><li>- To behave in accordance with ethical and scientific principles in higher education classes</li><li>- To prepare seminar work according to predetermined criteria</li><li>- Present seminar work according to predetermined criteria</li><li>- Pass the oral exam</li></ul>						
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay	1,5	(Other)		
	Tests		Oral exam	0,5	(Other)		
	Written exam		Project		(Other)		



Grading and evaluating student work in class and at the final exam	<p>In 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 following elements:</p> <p>Prepared seminar work in accordance with teachers' instructions - 30%</p> <p>Seminar work presented in accordance with the instructions - 20%</p> <p>Teaching activity, participation in discussions during instruction and seminars, consultations - 10%</p> <p>Oral exam - 40%</p> <p>Evaluation and evaluation criteria for individual elements are described in the course repository.</p>		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Konvencija o pravima djeteta - UNICEF	/	Pdf book online
	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)	<p>Pećnik, N., Starc, B. (2010). Roditeljstvo u najboljem interesu djeteta i podrška roditeljima najmlađe djece. UNICEF Hrvatska.</p> <p>Ljubetić, M., Maglica, T. (2020). Social and emotional learning in education and care policy in Croatia. International Journal of Evaluation and Research, 9.</p> <p>Maglica, T., Ljubetić, M., Grčić A. (2020). Podrška u vaspitanju porodicama u riziku u okviru organizacije civilnog društva-iskustva korisnika udruženja MoSt. Specijalna Edukacija i rehabilitacija, 19, 3.</p> <p>Juul, J., Jensen, H. (2010). Od poslušnosti do odgovornosti-kompetencije u pedagoškim odnosima. Pelago. Zagreb</p>		
Quality assurance methods that ensure the acquisition of exit competences	<p>The methods of quality monitoring that ensure the learning outcomes identified are as follows:</p> <p>Attending classes, teaching activity and success in performing obligations related to the preparation of seminar work; Individual consultations; Oral exam.</p>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		SUPPORT STRATEGIES FOR CHILDREN WITH SPECIAL NEEDS					
Code	SRPO41	Year of study	2.				
Course teacher	Esmeralda Sunko, PhD, Assistant Professor	Credit value (ECTS)	5				
Associate teachers	Vedrana Vučković, Lecturer	Type of instruction (hours per semester)	L	S	E	F	
			30	0	15	0	
Course status	mandatory	Percentage of application of e- learning					
COURSE DESCRIPTION							
Course objectives	Training students for implementation of inclusive strategies in the practice of early and pre-school education.						



Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	- recognising basic problems in pedagogical diagnosis of children with special needs - recognising different behavioural techniques in activities including children with pervasive developmental disorders - using Brain Gym techniques - use of sensory integration					
Course content broken down in detail by weekly class schedule (syllabus)	<b>Lectures:</b> - Methods and techniques of educational work with children with special needs (2) - Sensory integration strategies (10) - Brain Gym (3) - Art therapy (10) - “Smart” moves (2) - Game as an educational strategy (3) <b>Seminars:</b> Writing down and presenting a seminar essay as an elaboration of a topic discussed during lectures.					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> <b>field work</b>			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> <b>mentoring work</b> <input type="checkbox"/> <b>practice in Centres for education</b>		
Student responsibilities	1. Regular attendance at lectures and seminars with active and constructive 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. 9. Write a final/diploma thesis in accordance with the academic, ethical and faculty principles and regulations. 10. Pass the final/graduate thesis					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Kolokviji		Oral exam	1,5	(Other)	
	Tests	0,5	Project		(Other)	

Grading and evaluating student work in class and at the final exam	<p>In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements:</p> <ol style="list-style-type: none"> <li>1. Oral and written exam - 50%</li> <li>2. Prepared and presented seminar paper in accordance with the instructions of the teacher - 30%</li> <li>3. Success in solving individual and group tasks -10%</li> <li>4. Class activity, participation in discussions during classes and seminars -10%</li> </ol> <p>Criteria for evaluating and grading individual elements are described in the course repository.</p>		
Required literature (available in the library and via other media)	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. Buševac. Planet Zoe	1	/
	Ayres, J. (2002), Dijete i senzorna integracija Jastrebarsko: Naklada Slap, pp. 27-140	4	/
	Hanaford, C. (2005), <i>Pametni pokreti</i> , Buševac: Ostvarenje	2	yes
	Daniels, E.R., Stafford, K. (2003) KURIKULUM ZA INKLIZIJU - Razvojno-primjereni program za rad s djecom s posebnim potrebama,	/	/
	T. Gjurković, (2018) Terapija Igrom (2018), Split Harfa	/	/
	Luketin, D., Sunko, E. (2006), <i>Kako kreativnim aktivnostima kreiramo odgoj</i> , 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	/
			<a href="http://library.foi.hr/knjige/knjiga1.aspx?B=1&amp;C=X01265&amp;fl=t">http://library.foi.hr/knjige/knjiga1.aspx?B=1&amp;C=X01265&amp;fl=t</a>
	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)	<p><i>Dawn Tankersley, Sanja Brajković i suradnice</i>, TEORIJA U PRAKSI Priručnik za profesionalni razvoj odgajatelja, Zagreb: Pučko otvoreno učilište Korak po korak, 2011.</p> <p><i>Dawn Tankersley, Sanja Brajković, Sanja Handžar</i> - KORACI PREMA KVALITETNOJ PRAKSI Priručnik za profesionalni razvoj odgajatelja, Zagreb: Pučko otvoreno učilište Korak po korak, 2012.</p> <p>Pintarić Mlinar, Ljiljana, Priručnik za razvoj inkluzivnih ustanova ranog i predškolskog odgoja i obrazovanja, Jastrebarsko.: Printera, 2014)</p>		
Quality assurance methods that	<p>- class attendance, class activity, success in performing tasks.</p> <p>- student survey on the quality of teaching and teachers at the university level.</p>		

ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- passed the exam and fulfilled other obligations prescribed by syllabus.</li> <li>- individual consultations.</li> <li>- students' self-assessment of achieved learning outcomes.</li> <li>- collaborative assessment of the implementation and quality of the teaching process.</li> </ul>
Other (as the proposer wishes to add)	

NAME OF THE COURSE		PROFESSIONAL DEVELOPMENT AND LIFELONG LERANING OF EDUCATORS				
Code	SRPO42	Year of study	2.			
Course teacher	Anita Mandarić Vukušić, PhD, Assistant Professor	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	15	0	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with structural components of educator's profession and professional development as well as the system of educator's lifelong learning.					
Course enrolment requirements and entry competences required for the course	None.					
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: - list and describe basic characteristic of the profession and apply them on educator's profession - describe and understand contribution of initial education and permanent professional training to the development of professional work and identity - evaluate the significance of lifelong professional development - understand the concept of reflexive practice - analyse and evaluate approaches to development of educator's profession in the Croatian context.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: Educator's profession in contemporary context Key competences and educator's profession Professional identity and initial educator's education Professional identity and permanent professional training Model of the reflexive process Relation between theoretical and practical knowledge in educating educators System of lifelong training of educators Contemporary approaches to lifelong learning of educators Professional associations in Croatia and the world Seminars: Writing down and presenting a seminar essay.					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedij <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> (others)			

	<input type="checkbox"/> field work					
Student responsibilities	Attend classes regularly (lectures 80%, seminars 80%), create and present seminar essay according to pre-established criteria, create a personal and professional development plan, and pass a written exam and achieve a minimum of 50% - 64% accuracy on exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1,5	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. written exam - 70% 2. created and presented seminar essay in accordance with the instruction of teacher – 20% 3. class activity, participation in discussions during classes - 10%. The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Miljak, A. (2009), <i>Življenje djece u vrtiću</i> . Zagreb: SM naklada (chapters 4, 5, 6)				10	/
	Slunjski, E. (2008), <i>Dječji vrtić – zajednica koja uči</i> . Zagreb: SM naklada, selected chapters				8	/
	Šagud, M. (2006.) <i>Odgajatelj kao reflektivni praktičar</i> . Petrinja, Visoka učiteljska škola (selected chapters, pp. 8-77)				4	/
Optional literature	Keeley B. (2007), <i>Ljudski kapital-od predškolskog odgoja do cjeloživotnog učenja</i> Zagreb: Educa. Krstović, J. (2009), Odrzi sveučilišnog obrazovanja odgojitelja na koncept novog profesionalizma: izazovi i dileme. In: D. Bouillet, M. Matijević, (eds.), <i>Kurikulumi ranog odgoja i obveznog obrazovanja</i> (173-184). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu Šagud, M., Jurčević-Lozančić,A. (2012), Autonomija odgajatelja i razvoj njegovih kompetencija. In: I. Pehlić; A. Hasanagić (eds.), <i>Teorija i praksa ranog odgoja. Znanstveno-stručna konferencija s međunarodnim učešćem</i> (463-476). Zenica: Odsjek za predškolski odgoj i obrazovanje Islamskog pedagoškog fakulteta Univerziteta u Zenici					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks, student questionnaire on the quality of teaching and teachers at the university level, individual consultations, students' self-assessment of the learning outcomes they achieved, and passed exam and the fulfilment of the other obligations prescribed by the syllabus					
Other (as the proposer wishes to add)						

## **Module A: Drama and puppetry expression and creation**

NAME OF THE COURSE		COMMUNICATION THROUGH PERFORMING ARTS				
Code	SRPOD33	Year of study	2.			
Course teacher	Marica Grgurinović, Lecturer	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	15	0	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Ability to communicate with the arts and with the help of art. Knowledge of common characteristics and important differences between the puppet and dramatic expression. Basic knowledge of the puppet-stage art as the preferred form of communication between child and adult (non-verbal communication with the use of elements of these artistic disciplines), which complements the frontal, more stressful forms of communication. Knowing the importance of communication using artistic means of expression in overcoming verbal communication, to connect individuals with different cultural, social and intellectual backgrounds. Knowledge, understanding and flexible use of knowledge on a wide possibility of including theatrical puppets and other theatrical means of expression in the area of work of teachers and social pedagogues. Knowledge of theoretical starting points and principles of creative drama. To become aware that a puppet is an extraordinary motivation tool for enrichment and stimulation of child's affective and social potential.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	- to define communication with the arts and with the help of art - to interpret the fundamental concepts of puppetry and Performing arts - to implement and analyse different didactic and methodological decisions in practical situations in a number of educational processes - to develop and carry out lesson by using appropriate teaching methods - to develop material for independent learning - to carry out and interpret theatre workshops in the field of communication					
Course content broken down in detail by weekly class schedule (syllabus)	1. The meaning of puppet performing arts in human life 2. Theatre types and symbolic communication 3. Child communication with art and through artistic expression 4. Culture, education, child art and creativity, the possibility of child's comprehension and expression 5. Ritual, puppet, mask, theatre 6. Simple puppet techniques and their use in everyday communication in the group 7. Voice and speech and the Performing arts 8. Theatre as socialization and sensitisation 9. Resolution of conflict 10. Mediation 11. "I" statements 12. Listening and active listening 13. Workshop of communication – preparation 14. Workshop of communication – implementation in kindergarten 15. Workshop evaluation					
Format of instruction	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

	<input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)			
Student responsibilities	To attend lectures and seminars (participation in communication workshops). To participate and fulfill curricular and extracurricular activities (individual and group ones) which allow achieving of the learning outcomes predicted by the lessons. To make and present an essay respecting the previously set criteria. 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 communication workshop.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	1
	Experimental work		Report		Written study and evaluation	0,5
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous monitoring of the level of acquired knowledge and skills of application of drama techniques and methods in the development of communication skills of each student. Evaluation of practical training in collaboration with educational assistants in kindergartens. Checking the capacity for synthesis of theoretical knowledge and practical skills at the final exam. The-end-of-semester exam includes an independently prepared communication workshop, followed by a written study on the drama and pedagogical techniques and methods, the process of the workshop and written (or drawn) evaluation of the workshop made by the participants upon its completion. The final grade is made after the final discussion with the student on applied techniques and methods, process and outcome of work. According to the learning outcomes and the student responsibilities, the final evaluation is based according to the accomplishment of the following elements: 1. oral exam (previously held a communication workshop in the kindergarten, written report and workshop evaluation) – 40% 2. made and presented seminar essay according to the teacher`s instructions – 25% 3. success in solving independent and group assignments – 25% 4. activity during class, participation in discussions during lectures and seminars – 10% The criteria of evaluating and gradeing of every element is described in the repository of the college.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Gruić, I. (2002), <i>Prolaz u zamišljeni svijet</i> . Zagreb: Golden Marketing				4	/
	Kroflin, L. (2020.), <i>Duša u stvari, osnovne lutkarske tehnike i njihova primjena</i> , Osijek: Akademija za umjetnost i kulturu				1	/
	Jelašac, M. (2002), <i>Tajna je u lutki</i> . Zagreb: Međunarodni centar za usluge u kulturi				/	yes
	Majaron, E., Kroflin, L. (ur.) (2004), <i>Lutka ... divnog li čuda!</i> Zagreb: MČUK				9	/



	Paljetak, L. (2007), <i>Lutka za kazalište i dušu</i> . Zagreb: MČUK	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 Education and Therapy</i> . United States: Authorhouse Borota, B., Geršak, V., Korošec, H., Majaron, E. (2006), <i>Otrok v svetu glasbe, plesa in lutk</i> . Koper: Univerza na Primorskem, Pedagoška fakulteta Koper Road Map for Arts Education (2006), <i>The World Conference on Arts Education. Building Creative Capacities for 21st Century</i> . Lisbon: UNESCO McCaslin, N., (2006), <i>Creative drama in the classroom and beyond</i> , Boston: Pearson Education		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- class attendance, class activity, successfully completing tasks</li> <li>- student questionnaire on the quality of teaching and teachers at the university level</li> <li>- passed exam and the fulfillment of the other obligations prescribed by the syllabus</li> <li>- individual consultations</li> <li>- students' self-assessment of the learning outcomes they achieved</li> <li>- collaborative assessment of the implementation and quality of the teaching process</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		DRAMA PEDAGOGY EDUCATION WITH PRACTICUM				
Code	SRPOD34	Year of study	2.			
Course teacher	Marica Grgurinović, Lecturer	Credit value (ECTS)	5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	45	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Introduction to techniques and methods of educational theatre (TIE) and educational drama (DIE); preparation for independent management of workshops in educational theatre and educational drama and application of drama teaching techniques and methods in the educational process.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	- to interpret correctly the basic concepts of drama education - to describe and interpret various approaches and models of drama education in Croatia and abroad - to implement and analyse different didactic and methodological decisions in practical situations in a number of educational processes - to develop and perform a theatre workshop by using appropriate methods - to develop material for independent learning - to use and explain the choice of educational technology - to carry out and interpret theatre workshops in kindergarten					

	- to develop and apply the techniques of evaluation of the achievements of children in kindergarten					
Course content broken down in detail by weekly class schedule (syllabus)	1. Educational theatre 2. Educational drama 3. Forum theatre 4. Theatre of frozen movements 5. Exercises of guided imagination 6. Improvisations 7. Process drama 8. Drama games 9. Choosing the topics for educational theatre and educational drama 10. The dramaturgy of educational theatre 11. The dramaturgy of educational drama (forum theatre) 12. Designing the workshop (forum theatre) 13. Leading the workshop (forum theatre) 14. Leading the rehearsal in educational drama piece 15. Educational theatre performance – forum theatre					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)		
Student responsibilities	Attending lectures and exercises. Independent and mentores work on the preparation of the workshop (forum theatre) and the preparation of educational theatre performance. Attending lectures and seminars (participation in the drama pedagogy workshops). To participate and fulfill curricular 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 and group assignments on time and with high quality. To create, to implement and to interpret a final forum theatre performance.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	1
	Experimental work		Report		Written study and evaluation	0,5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous monitoring of the level of acquired knowledge and skills of application of 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 learning outcomes and the student responsibilities, the final evaluation is based according to the accomplishment of the following elements: 1. oral exam (public forum theatre performance) – 40%					

	2. success in solving independent and group assignments – 10% 3. 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.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Gruić, I. (2002), <i>Prolaz u zamišljeni svijet</i> . Zagreb: Golden Marketing	4	/
	Kroflin, L. (2020.), <i>Duša u stvari, osnovne lutkarske tehnike i njihova primjena</i> , Osijek: Akademija za umjetnost i kulturu	1	/
	Jelašac, M. (2002), <i>Tajna je u lutki</i> . Zagreb: Međunarodni centar za usluge u kulturi	/	yes
	Majaron, E., Kroflin, L. (ur.) (2004), <i>Lutka ... divnog li čuda!</i> Zagreb: MČUK	9	/
	Paljetak, L. (2007), <i>Lutka za kazalište i dušu</i> . Zagreb: MČUK	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), <i>Prolaz u zamišljeni svijet</i> . Zagreb: Golden Marketing	4	/
Optional literature (at the time of submission of study programme proposal)	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?), <a href="http://www.hcdo.hr">www.hcdo.hr</a> Gillham, G.: Čemu život. Raščlamba razina objašnjavanja Dorothy Heathcote, <a href="http://www.hcdo.hr">www.hcdo.hr</a> Morgan, N., Saxton, J.: Učitelj u ulozi, <a href="http://www.hcdo.hr">www.hcdo.hr</a> Lekić, K.: Dramske metode u nastavi, <a href="http://www.hcdo.hr">www.hcdo.hr</a>		
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 LITERATURE FOR CHILDREN				
Code	SRPOD35	Year of study	2.			
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	15	0	0

Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Introducing students to the basic problems of world and Croatian children's drama literature.					
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: - 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 literature in their work with children.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Structural properties of children's school play. 2. Dramatization in children's school play. 3. Types of children's school play. 4. Puppet school play. 5. School play - fairy tale. 6. Action school play. 7. Fantastic school play. 8. Humorous school play. 9. Stage fairy tales. 10. Selection from the Croatian children's school play.					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Attendance at all forms of teaching, active participation in teaching, preparation and presentation of seminar paper, taking two preliminary exams or a final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 20%. Seminar paper – 30%. Oral exam – 50%.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Diklić, Z.; Težak, D.; Zalar, I. (1996). <i>Primjeri iz dječje književnosti</i> . Božak-Rončević, Nada (ed.). Zagreb: Divič.				4	no

	Crnković, M.; Težak, D. (2002). <i>Povijest hrvatske dječje književnosti od početka do 1995. godine</i> . 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). <i>Harlekin i Krasuljica: antologija hrvatskog dječjeg igrokaza</i> . Zagreb: Naša djeca.	1	no
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> <li>- Hranjec, S. (2006). <i>Pregled hrvatske dječje književnosti</i>. Zagreb: Školska knjiga.</li> <li>- Majhut, B. (2014). <i>Povijest povijesti hrvatske dječje književnosti. Šesti hrvatski slavistički kongres: zbornik radova sa znanstvenoga skupa s međunarodnim sudjelovanjem održanoga u Vukovaru i Vinkovcima od 10. do 13. rujna 2014.</i> Volume 2. Botica, Stipe; Nikolić, Davor; Tomašić, Josipa; Vidović Bolt, Ivana (eds.). Zagreb: Hrvatsko filološko društvo, 2018., pp. 761 – 770 (lecture, review, whole paper (<i>in extenso</i>), scientific).</li> <li>- Majhut, B. et al. (eds.) (2015). <i>Dječji jezik i kultura – Istraživanja paradigmi djetinjstva, odgoja i obrazovanja</i>. Zagreb: Sveučilište u Zagrebu Učiteljski fakultet.</li> <li>- Vidović Schreiber, T.-T. (2016). <i>Igra u poeziji Grigora Viteza i njena moguća pretvorba u dramsko lutkarsko-igru za djecu. Dijete, igra, stvaralaštvo</i>. Ivon, Hicela; Mendeš, Branimir (eds.). Split, Zagreb: Filozofski fakultet Sveučilišta u Splitu; Savez društva „Naša djeca“, pp. 187 – 201.</li> <li>- Vidović Schreiber, T.-T. (2018). <i>Kamishibai – a New Narrative Context of Oral Literature in Working with Children of Preschool Age. Umetnost kamišibaja [Elektronski vir] : zbornik prispevkov = The art of kamishibai: proceedings</i>. Čepeljnik, Mihael (ed.). Ljubljana: Slovenski gledališki inštitut, pp. 225 – 236.</li> </ul>		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- Class attendance, class participation, success in performing student tasks.</li> <li>- Student survey on the quality of teaching and teachers at the university level.</li> <li>- Successfully passed exam and fulfilled other obligations prescribed by syllabus.</li> <li>- Individual consultations.</li> <li>- Students' self-assessment of achieved learning outcomes.</li> <li>- Collaborative assessment of teaching implementation and quality.</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		BASICS OF DRAMATISATION AND ADAPTATIONS OF LITERARY TEXTS FOR CHILDREN					
Code	SRPOD36	Year of study	2.				
Course teacher	Marica Grgurinović, Lecturer	Credit value (ECTS)	3				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	15	0	0	
Course status	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with the possibilities of dramatisation and adaptation of literary texts for puppet stage.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected	After passing the exam successfully, students will be able to: - determine and explain the basics of puppet and stage art						

learning outcomes at a course level (4-10 outcomes)	- reshape and adapt a literary text into a medium of puppetry through stage adaptation - distinguish between dramatisation and adaptation - categorise,choose and apply different literary genres as templates for stage adaptation - assess and evaluate viewed theatre plays belonging to different literary genres and discuss them					
Course content broken down in detail by weekly class schedule (syllabus)	1. Dramatisation and adaptation – differences 2. Literary genres as templates for stage adaptation 3. From a poem/story to a puppet play 4. Basics of puppetry and stage dramatisation					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars</b> and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> <b>field work</b>			<input type="checkbox"/> <b>independent tasks</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (Other)		
Student responsibilities	To attend lectures and seminars. To participate and fulfill curricular and extracurricular activities (individual and group ones) which allow achieving of the learning outcomes predicted by the lessons. 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 and group assignments on time and with high quality. To attend filed work (visit 2 theatre performances according to previously set criteria).					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		( Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	According to the learning outcomes and the student responsibilities, the final evaluation is based according to the accomplishment of the following elements: 1. oral exam – 40% 2. made and presented seminar essay according to the teacher`s instructions – 25% 3. success in solving independent and group assignments – 25% 4. activity during class, participation in discussions during lectures and seminars – 10% The criteria of evaluating and gradeing of every element is described in the repository of the college.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Mrkšić, B. (1971), <i>Riječ i maska: pristup scenskoj umjetnosti</i> . Zagreb: Školska knjiga				1	/
	Rudman, B. (2017.), <i>Lutkarstvo i velikani modernizma</i> . Zagreb: Školska knjiga				1	/
	Scher, A., Verrall, C. 2005. <i>100 + ideja za dramu</i> . Hrvatski centar za dramski odgoj i Pili-poslovi				3	/
	Scher, A., Verrall, C., <i>Novih 100+ ideja za dramu</i> , Hrvatski centar za dramski odgoi. Zagreb				2	/



	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 stvaralaštva</i> , Zagreb: Školska knjiga Ladika, Z. (1970), <i>Dijete i scenska umjetnost</i> . Priručnik za dramski odgoj djece i omladine. Zagreb: Školska knjiga Ladika, Z. (2000), <i>Kazališne čarolije</i> , Zbirka igrokaza za kazališta za djecu i dramske grupe, Zagreb: Mala scena Skok J. (1994), <i>Razigrane riječi, zbornik igrokaz</i> , Zagreb: Školska knjiga Stenzel, V. (1995), <i>Igramo se kazališta: od monologa do igrokaza</i> . Izbor tekstova za dječju lutkarsku i živu scenu. Zagreb: Naša djeca Jelašac, M. (2002), <i>Tajna je u lutki</i> . Zagreb: Međunarodni centar za usluge u kulturi Čečuk, M. (2011.): <i>Omedeto, dramatizacije za kazalište lutaka</i> , Međunarodni centar u kulturi Čečuk, M. (2010.): <i>Kapetan Nina</i> , izvorni igrokazi za kazalište lutaka, Međunarodni centar u kulturi		
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		MUSIC IN PUPPETRY				
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 (hours per semester)	L	S	E	F
			0	0	30	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To introduce students with basic knowledge and skills in the field of vocal techniques necessary for realisation of the puppet show. To familiarise students with children's music literature in the field of artisan music.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: /					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to recognise and implement music literature and music elements in puppet shows and plays for the children of pre-school age.					
Course content broken down in detail by weekly	1. Aims and roles of music in puppetry 2. Impostation exercises: breathing 3. Diction and articulation 4. Complementation of vocal and instrumental music in puppet show					



class schedule (syllabus)	5. Orff's instruments application 6. Playing melodic and harmonic instruments 7. Forms of musical communication with other fields 8. Music in multimedia 9. Musical stimuli movements 10. Intramusical relations 11. New technologies and programs with the purpose of eliciting music creation 12. Local cooperation with the pre-school facilities 13. Cooperation with the puppet theatre and youth theatre 14. Pilot projects 15. Assessment and evaluation					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> <b>field work</b>			<input type="checkbox"/> independent assignments <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	- 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 work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	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 course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Lhotka-Kalinski, I. (1975), <i>Umjetnost pjevanja</i> , Zagreb: Školska knjiga				2	1
	Riman, M. (2008), <i>Dijete pjeva</i> , Rijeka: Učiteljski fakultet				1	/
	Špiler, B. (1973), <i>Osnove vokalne tehnike</i> , Sarajevo: Muzička akademija u Sarajevu				1	/
Optional literature (at the time of submission of study programme proposal)	Gjuranec, M. (1988), <i>Traktat o pedagogiji umjetničkog pjevanja</i> , Zagreb: vlastita naklada Špiler, B. (1972), <i>Umjetnost solo pjevanja</i> , Sarajevo: Muzička akademija u Sarajevu					

Quality assurance methods that ensure the acquisition of exit competences	<ol style="list-style-type: none"> <li>1. class attendance, class activity, successfully completing tasks</li> <li>2. student questionnaire on the quality of teaching and teachers at the university level</li> <li>3. passed exam and the fulfillment of the other obligations prescribed by the syllabus</li> <li>4. individual consultations</li> <li>5. students' self-assessment of the learning outcomes they achieved</li> <li>6. collaborative assessment of the implementation and quality of the teaching process</li> </ol>
Other (as the proposer wishes to add)	

NAME OF THE COURSE		VISUAL ARTS DRAMATURGY AND PUPPETRY TECHNOLOGY				
Code	SRPOD43	Year of study	2.			
Course teacher	Marijana Županić Benić, PhD, Assistant Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	30	0
Status of the course	mandatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Knowledge and interpretation of basic concepts of art and stage culture.					
Course enrolment requirements and entry competences required for the course	Entry competences: computer literacy.					
	Course enrolment requirements: none.					
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)	MARIONETTE 1.Traditional technology: Sicilian (rod) marionette, marionette on strings 2. Puppet design/ simple marionette that teacher can do or use with preschool children 3. Puppet design/ Simple marionette- how to make puppets with children					
	FLAT PUPPET 1. Tradition and contemporary praxis 2. Puppet design/ simple flat puppets that teacher can do or use with preschool children 3. How to make flat puppets with children					
	MOUTH PUPPET 1. Technology 2. Puppet design					
	MAROTA					
	GLOVE PUPPET 1. Different typs of puppets 2. How to make simple glove puppets with children					
	GIANT PUPPET 1. Tradition and contemporary praxis 2. How to make simple giant puppets with children					
	ROD PUPPET					

	1. Wayang Golek, tradition and technology of making rod puppet					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and <b>workshops</b> <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)		
Student responsibilities	1. Class attendance, class activity, 2. Successfully completing tasks (practical training) 3. Practical training (puppet and scenography design for puppet performance) 4. Artistic portfolio (presenting the process of puppet and scenography making) 5. Making all tasks on time 6. Making all individual and group tasks on time					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	0,5
	Experimental work		Report		Artistic portfolio	0,5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project	0,5	(Other)	
Grading and evaluating student work in class and at the final exam	Grading and evaluating student work in class and the final exam: 1. Practical exam based on practical studio work, puppet and scenographydesign for 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.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Županić Benić, M. (2019), <i>Lutka/r/stvo i dijete</i> , Zagreb: Leykem International				10	/
	Županić Benić, M. (2009), <i>O lutkama i lutkarstvu</i> , Zagreb: Leykem International				5	/
	Varl, B. (1999), <i>Moje lutke</i> , sv. 1 i 2, Zagreb: Međunarodni centar za usluge u kulturi				1	/
	Varl, B. (2000), <i>Moje lutke</i> , sv. 3 i 4, Zagreb: Međunarodni centar za usluge u kulturi				1	/
	Varl, B. (2001), <i>Moje lutke</i> , sv. 5, Zagreb: Međunarodni centar za usluge u kulturi				1	/
Optional literature (at the time of submission of study programme proposal)	Mrkšić, B. (2006). <i>Drveni osmjesi- eseji iz povijesti i teorije lutkarstva</i> . Zagreb: Međunarodni centar za usluge u kulturi. Jurkovsky, H. (2005). <i>Povijest europskog lutkarstva</i> , 1.dio, od začetka do kraja 19.st. Zagreb: Međunarodni centar za usluge u kulturi. Jurkovsky, H. (2007). <i>Povijest europskog lutkarstva</i> , 2.dio, dvadeseto stoljeće. Zagreb: Međunarodni centar za usluge u kulturi.					
Quality assurance methods that ensure the	- 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					

acquisition of exit competences	<ul style="list-style-type: none"> <li>- individual consultations</li> <li>- students' self-assessment of the learning outcomes they achieved</li> <li>- collaborative assessment of the implementation and quality of the teaching process</li> </ul>
Other (as the proposer wishes to add)	

NAME OF THE COURSE		PUPPET ANIMATION WITH PRACTICUM				
Code	SRPOD44	Year of study	2.			
Course teacher	Marica Grgurinović, Lecturer	Credit value (ECTS)	6			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	0	45	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Gathering theoretical knowledge of puppet animation and qualification for the application of various techniques of puppet animation.					
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none"><li>- no enrolment requirements</li><li>- entry competences: computer literacy</li></ul>					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- to interpret the basic concepts of drama education in a correct way</li><li>- to describe and interpret various puppet techniques and their application in education</li><li>- to implement and analyse different didactic-methodological decisions in practical situations in a number of educational processes</li><li>- to develop and perform theatre workshops</li><li>- to develop material for independent learning</li><li>- to use and explain the choice of educational technology</li><li>- to develop and apply the techniques of evaluation of the achievements of children in kindergarten</li><li>- to carry out and interpret puppet forms of expression in kindergarten</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. Puppet animation – the concept and types of puppet techniques</li><li>2. Puppet animation in the function of puppet theatre performance</li><li>3. Animation of body parts and objects</li><li>4. Animation of shadow puppets</li><li>5. Animation of hand puppets</li><li>6. Animation of rod puppets</li><li>7. Animation of mime puppets</li><li>8. Animation of table top puppets</li><li>9. Animation of string puppets</li><li>10. Hybrid puppets</li><li>11. Creating a shadow puppet</li><li>12. Creating a hand puppet</li><li>13. Practical training with children in kindergarten (creating puppets, improvisation)</li><li>14. Practical training with children in kindergarten (creating puppets, making a play)</li><li>15. Practical training with children in kindergarten (creating puppets, performing a play)</li></ol>					

Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)		
Student responsibilities	To attend lectures and exercise. Independent and mentored work on the puppet performance. To participate and fulfill curricular 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 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 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	2,5	Research		Practical training	1,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Continuous monitoring of the level of acquired knowledge and skills of application of puppet animation of each student. Checking the capacity for synthesis of theoretical knowledge and practical skills at the final exam. According to the learning outcomes and the student responsibilities, the final evaluation is based according to the accomplishment of the following elements: 1. oral exam (public puppet theatre performance) – 40% 2. success in solving independent and group assignments – 10% 4. activity during class, participation in discussions during lectures and seminars – 40% The criteria of evaluating and gradeing of every element is described in the repository of the college.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Mrkšić, B. (1971), <i>Riječ i maska</i> , Zagreb: Školska knjiga				2	/
	Mrkšić, B. (1975), <i>Drveni osmijesi</i> , Zagreb: Savez društava Naša djeca SR Hrvatske				2	/
	Rudman, B. (2017.), <i>Lutkarstvo i velikani modernizma</i> . Zagreb: Školska knjiga				1	/
	Kroflin, L. (2020.), <i>Duša u stvari, osnovne lutkarske tehnike i njihova primjena</i> , Osijek: Akademija za umjetnost i kulturu				1	/
	Županić Benić, M. (2009), <i>O lutkama i lutkarstvu</i> , Zagreb: Leykam				2	/
Optional literature (at the time of submission of study programme proposal)	Varl, B. (1999), <i>Moje lutke</i> , vol. 1 and 2, Zagreb: Međunarodni centar za usluge u kulturi Varl, B. (2000), <i>Moje lutke</i> , vol. 3 and 4, Zagreb: Međunarodni centar za usluge u kulturi Varl, B. (2001), <i>Moje lutke</i> , vol. 5, Zagreb: Međunarodni centar za usluge u kulturi					

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Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"><li>- class attendance, class activity, successfully completing tasks</li><li>- student questionnaire on the quality of teaching and teachers at the university level</li><li>- passed exam and the fulfillment of the other obligations prescribed by the syllabus</li><li>- individual consultations</li><li>- students' self-assessment of the learning outcomes they achieved</li><li>- collaborative assessment of the implementation and quality of the teaching process</li></ul>
Other (as the proposer wishes to add)	

NAME OF THE COURSE		CHILDREN'S DRAMA AND PUPPETRY CREATION WITH PRACTICUM				
Code	SRPOD45	Year of study	2.			
Course teacher	Ivana Visković, PhD, Assistant Professor	Credit value (ECTS)	2			
Associate teachers	Ana Pirić, Lecturer	Type of instruction (hours per semester)	L	S	E	F
			15	0	15	0
Course status	mandatory	Percentage of application of e-learning	15%			
COURSE DESCRIPTION						
Course objectives	Familiarisation with the most recent knowledge of children's drama and puppetry creation.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - interpret relevant facts about educational and communication role of drama and puppetry creation - recognise the importance of communication with puppets for speech and linguistic creation - demonstrate the basic knowledge of their professional field of work in the context of drama and puppetry creation - develop the ability of a reflexive practitioner who continuously values the effects of her/his achievements, - engage in raising the quality level of drama and puppetry creation					
Course content broken down in detail by weekly class schedule (syllabus)	1. Puppets in stimulating speech and linguistic development and creation 2. Puppet as a stimulus for creation (visual arts and stage, speech and stage) 3. Forms of puppet communication 4. Puppet and story telling 5. Non-verbal communication and puppets 6. Verbal creativity through dialogic drama with puppets 7. Children's puppet improvisations (plays, puppet plays) 8. Child and stage puppet 9. Forms of puppet plays performances (monologue, dialogue) 10. Theatre and puppet theatre 11. Creative drama i communication in creative drama 12. Puppet and stage plays set by educator aiming to stimulate children's drama and puppet creation (puppet dramatisation, puppet plays, puppet dramatisation of literary texts) 13. Follow-up and evaluation of children's drama and puppetry creation 14. Cooperation between educator and puppet theatre					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> field work		<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	1. Active participation in the teaching process - lectures, seminars and workshops (min 80%). 2. Achieve quality fulfillment of teaching and extracurricular, individual and group tasks, in accordance with the content of the course. 3. Prepare and present a seminar paper according to pre-established criteria.					



	4. Pass a written exam or 2 mid terms (as equivalent to a written exam) with a minimum of 51% accuracy. 5. Pass the oral exam					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class 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% The criteria of evaluating and gradeing of every element is described in the repository of the college.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Županić Benić, M. (2019). <i>Lutka/r/stvo i dijete</i> . Zagreb: Leykam international.			10	no	
	Bačlija Sušić, B., & Županić Benić, M. (2018). Preschool Teachers' Sensibility in Music and Visual Arts as a Foundation for Encouraging Creative Expression in Children // <i>Croatian Journal of Education : Hrvatski časopis za odgoj i obrazovanje</i> , 20 (Sp.Ed.3), 93-105 doi:10.15516/cje.v20i0.3022			/	yes	
	Županić Benić, M. (2009), <i>O lutkama i lutkarstvu</i> , Zagreb: Leykem international. <b>Remark: particular parts of these books will be translated in English.</b>			1	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 lutkama. <i>Hrvatski časopis za teoriju i praksu nastave hrvatskogajezika, književnosti, govornoga i pismenoga izražavanja te medijske kulture</i> . Majaron, E., & Kroflin L. (2004). <i>Lutka...divnog li čuda!</i> . Zagreb: MČUK. 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 COURSE		DRAMA AND STAGE SPEECH WITH PRACTICUM					
Code	SRPOD46	Year of study		2.			
Course teacher	Anita Runjić Stoilova, PhD, Associate Professor	Credits (ECTS)		2			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with various forms of drama and stage expression and creation.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam successfully, students will be able to: - describe and explain different drama speech forms - play individual roles in a drama orally - organise and hold a drama workshop with children and for children - apply acquired knowledge and skills in educational practice.						
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ul style="list-style-type: none"><li>- Speech as communication. Voice. Correct breathing. Body and voice</li><li>- Oral expression</li><li>- Voice qualities (intensity, tone movement, tone duration, tone timbre, pause)</li><li>- Mask and voice</li><li>- Creating a drama situation. Drama roles.</li><li>- Vocal interpretation of a literary text. Basic factors of vocal interpretation</li><li>- Interpreter-audience relationship. Interpreter before the audience</li><li>- Monologue; dialogue</li><li>- Reciting as a vocal art. The art of reciting and acting. Stage realisation of poetry</li><li>- Interpretative reading</li></ul> <p>Seminars:</p> <ul style="list-style-type: none"><li>- Interpretative reading (examples from literature for children)</li><li>- Reciting (examples from literature for children)</li><li>- Role reading (examples from literature for children)</li><li>- Vocal exercises</li><li>- Listening and imitation of sounds</li></ul>						
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - pass a written exam, and an oral one for a higher grade - to be informed about the classes he / she missed with other students or in consultations with the professor						
Screening student work (name the	Class attendance	1	Research		Practical training	0,5	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	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.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Novaković, N. (1980), <i>Govorna interpretacija umjetničkog teksta</i> , Zagreb: Školska knjiga			2	/	
	Pavličević-Franić, D. (2005), <i>Komunikacijom do gramatike</i> , Zagreb: Alfa, pp. 243-268			5	/	
	Skok, J. (1992), <i>Žubor riječi</i> , Zagreb: Školska knjiga (chapter "Govorna interpretacija pjesničkih tekstova")			2	/	
	Škarić, I. (2000), <i>Temeljci suvremenog govornišтва</i> . Zagreb: Školska knjiga.			1	/	
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 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) Textbooks for lower grades of primary school					
Quality assurance methods that ensure the acquisition of exit competences	- 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 COURSE		BASICS OF VISUAL ARTS 1				
Code	SRPOL33	Year of study	2.			
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	15	0	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	- understand the importance of artistic, visual culture throughout history and today - develop perceptive, formal and creative abilities of students - adopt the basic concepts in the field of fine arts - train students to monitor, assess and grade their own work					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	- The interpretation of the basic concepts in art - Identifying the basic concepts in art - Describing the basic concepts in art - The division and interdependence of various fields of art					
Course content broken down in detail by weekly class schedule (syllabus)	1. The concept of light 2. Scope of the visible 3. The basic concepts of optics, including color spectrum 4. Brain physiology. Structure of eye. Decoding the images 5. Theory of perception, especially in terms of information theory 6. Psychology of form with basic concepts such as contours, figures and fund 7. Theory of color; addition and mixing of colors as a pigment. Mixing colors as light 8. Physiological and symbolic aspects of color 9. The perception of space. Indication of space (masking, textures ...). Different ways of specifying space in cartography and painting 10. Indication of space in Egyptian, Byzantine and Medieval painting 11. The disappearance of space, gold funds and space with no room in the Byzantine painting 12. Renaissance linear perspective 13. The question of point of view in the painting. Analogies with the question of point of view in the literature. Different points of view and spatial plans in Renaissance and Baroque painting, with an emphasis on landscape and urban panoramas 14. General morphology. The term between states and their morphological aspects. Differences organic-inorganic. The morphology of crystals and the analogy of the arts, especially in architecture. The morphology of the current situation, the modalities of presentation of water, including the symbolism in culture, especially in the arts. The morphology of the gas situation and show the atmosphere, especially the clouds in a painting 15. Energy and dynamism, its visualization with particular regard to the question of time perspective					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
Student responsibilities	1. participate in classes: lectures 75%, seminars 75% 2. conduct themselves in line with ethical and scientific principles of higher education 3. participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes 4. pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests 5. 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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	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, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% 2. written and presented seminar paper in line with the course teacher's instructions – 30% 3. activity in class, participation in discussions during class and seminars – 10% <b>The assessment and marking criteria of individual elements can be found in the course repository.</b>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Janson, H. W. (2003), <i>Povijest umjetnosti</i> , Zagreb				2	/
	Arnason, H. H. (1975), <i>Istorija moderne umjetnosti</i> , Beograd				1	/
	<i>Umjetnost u slici</i> , Rijeka, 1970				1	/
Optional literature (at the time of submission of study programme proposal)	Breber, P., Leg, D. (1976), <i>Percepcija i informacija</i> , Beograd Arnhajm, R. (1981), <i>Umetnost i vizualno opažanje</i> , Beograd Ivančević, R. (1996), <i>Perspektive</i> , Zagreb Gombrih, E. H. (1984), <i>Umetnost i iluzija</i> , Beograd					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"><li>- class attendance, class activity, success in performing tasks</li><li>- student survey on the quality of teaching and teachers at the university level</li><li>- passed the exam and fulfilled other obligations prescribed by syllabus</li><li>- individual consultations</li><li>- students' self-assessment of achieved learning outcomes</li><li>- collaborative assessment of implementation and quality teaching process</li></ul>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		DRAWING WITH PRACTICUM					
Code	SRPOL34	Year of study		2.			
Course teacher	Tatjana Ravlić, Associate Professor od Art	Credit value (ECTS)		4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15	0	30	0	
Course status	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Getting acquainted with and acquiring theoretical and practical knowledge of drawing, and training in application of drawing techniques, skills and theories.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: linguistic and computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After successfully passing their exams, students shall apply the following competences: 1. apply the acquired knowledge and practical skills in production of their own works and their presentation 2. articulate their own ideas 3. interpret classical and contemporary works of art 4. analyse and verbalise their attitude to drawings and their contexts 5. understand and be aware of drawings as part of independent approach.						
Course content broken down in detail by weekly class schedule (syllabus)	The scope of the Drawing with practicum course covers practice and theory with a focus on the drawing technique basics and the visual lexicon in works of art. The content of the drawing course concerns practice and theory. The topics for the students: - acquiring drawing skills according to the drawing material - interpreting drawing experiences of recognised artists - basics of visual expression: line, colour, surface, composition, perspective etc. - basics of drawing techniques: material, techniques - portrait-drawing of live models. Lectures on classical and contemporary painters: Titian, Rembrandt, Velázquez, Caravaggio, Van Gogh, Matisse, Pre-Raphaelites, Cezanne, Picasso, Kandinsky, Mondrian, Malevich, de Chirico, Magritte, Jasper Johns, Pollock, Rothko, Robert Mangold, Frank Stella, Burri, Lucio Fontana, Lichtenstein, Donald Judd, David Hockney, Bacon, Katz, Polke, Eric Fischl, Peter Doig, Luc Tuymans.						
Format of instruction:	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent tasks <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	- regular attendance of lectures and practical sessions - drawing accessories necessary for practical exercise - timely task work and task completion - participation in extra- curricular activities: attendance of public exhibitions - presentation of final artworks at the final exam						
Following up students' work (note down ECTS credits for each activity so	Class attendance	1,5	Research		Practical training	2	
	Experimental work		Report		(Other)		



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

NAME OF THE COURSE		PAINTING WITH PRACTICUM					
Code	SRPOL35	Year of study	2.				
Course teacher	Tatjana Ravlić, Aassociate Professor of Art	Credit value (ECTS)	4				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			15	0	30	0	
Course status	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Familiarisation with and acquiring theoretical and practical knowledge of painting, and training in application of painting techniques, skills and theories.						
Course enrolment requirements and	- no enrolment requirements						

entry competences required for the course						
Expected learning outcomes at a course level (4-10 outcomes)	After passing their exams successfully, students will be able to: - apply the acquired knowledge and practical skills in production of their own works and their presentation - articulate their own ideas - interpret classical and contemporary works of art - analyse and verbalise their attitude to paintings and their contexts - understand and be aware of paintings as part of independent approach - develop their visual perception in recognising various forms of expression in works art.					
Course content broken down in detail by weekly class schedule (syllabus)	The scope of the Painting with practicum covers practice and theory with a focus on the painting technique basics and the visual lexicon in works of art. Practice and theory: - basics of visual expression: line, colour, surface - terminology of works of art: composition, proportion, lines - painting techniques: pencil, coloured pencil, pastels, pen and ink, paintbrush and ink, charcoal, distemper, acrylic, oil paints. - portrait-painting of live models - interpreting of painting experiences of recognised painters - analyses of works of art made by classical and contemporary artists - lecturing on painting terminology of the traditional and contemporary art. Lectures on classical and contemporary painters: Titian, Rembrandt, Velázquez, Caravaggio, Van Gogh, Matisse, Pre-Raphaelites, Cezanne, Picasso, Kandinsky, Mondrian, Malevich, de Chirico, Magritte, Jasper Johns, Pollock, Rothko, Robert Mangold, Frank Stella, Burri, Lucio Fontana, Lichtenstein, Donald Judd, David Hockney, Bacon, Katz, Polke, Eric Fischl, Peter Doig, Luc Tuymans.					
Format of instruction:	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent tasks <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)		
Student responsibilities	- regular attendance of lectures and practical sessions - painting accessories necessary for practical exercise - timely task work and task completion - participation in extra- curricular activities: attendance of public exhibitions - presentation of final artworks at the final exam					
Following up students' work ( <i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i> ):	Class attendance	1,5	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	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 exhibition) – 60% Class attendance – 20% Individual work – 10% Exercises – 10% Evaluation criteria of particular elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Damjanov, J.: <i>Vizualni jezik i likovna umjetnost</i> , Zagreb: Školska knjiga	5	/
	Horvat Pintarić, V.: <i>Tradicija i moderna</i> , Zagreb: Hrvatska akademija znanosti i umjetnosti	1	/
	Križić Roban, S.: <i>Hrvatsko slikarstvo od 1945. do danas</i> , Zagreb: Naklada Ljevak	1	/
	Smith, R.: <i>Znanje: Slikarski priručnik</i>	1	/
Optional literature (at the time of submission of study programme proposal)	Various works on history of art, the History of Art Encyclopaedia, the Encyclopaedia of Croatian Art, monographs of international and national painters, catalogues of major painting exhibitions, magazines covering contemporary art: Kunstforum, Art in America, Parkett, Flash Art, Kontura etc. Internet sources		
Quality assurance methods that ensure the acquisition of exit competences	Consultations, corrective work, participation during the course, noting down the rate of class attendance, student surveys, internal and external evaluation of the course and the professor and other forms of monitoring the quality of the course as per the regulations of the University of Split.		
Other (as the proposer wishes to add)	It should be noted that the painting course is a specific form of higher education. Almost the entire Painting course is based on work with mentor, which is both practical and theoretical. The students' Practical training under the Painting course almost always comprises exploration and experimentation. Lectures and exercises shall be in the Croatian language, with the English language as an option.		

NAME OF THE COURSE		THREE-DIMENSIONAL MODELING AND DESIGNING WITH PRACTICUM 1					
Code	SRPOL36	Year of study	2.				
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credit value (ECTS)	4				
Associate teachers	Dragoslav Dragičević, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F	
			15	0	30	0	
Course status	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Explain and understand concept of three-dimensionality through theoretical and Practical training. Introduce students to form elements, types of sculptures and sculptural techniques through theoretical and especially practical training. Develop individual sculptural skills.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- detect and improve visual skills through the creative process within the visual field of three-dimensional design - implement the three-dimensional art projects in accordance with their own interests and predispositions						

Course content broken down in detail by weekly class schedule (syllabus)	1. The definition of sculpture and its divisions 2. Basis for the calculation of three-dimensional 3. Different interpretations of the volume 4. A short chronological overview of the development of sculpture throughout history 5. Elements of form in sculpture 6. Types sculptures 7. Sculptural techniques 8. Relation between volume and space 9. Relief 10. Full plastic 11. Mobil					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. participate in classes: lectures 75%, exercises 90% 2. conduct themselves in line with ethical and scientific principles of higher education 3. participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes 4. pass a written exam and achieve a minimum score of 50% on the exam/tests 5. 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	1,5	Research		Practical training	2
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	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 – 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 (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ruhrberg, K. et al. (2005), <i>Umjetnost 20. stoljeća-slikarstvo- skulpture i objekti – novi mediji-fotografija</i> , VBZ			1	/	
	Read, H. (1980), <i>Istorija moderne skulpture</i> , Beograd			1	/	
	Arnheim, R. (1971), <i>Umjetnost i vizualno opažanje</i> , Beograd			1	/	
Optional literature (at the time of submission of study programme proposal)	Kolega (1989), <i>Rimska portretna plastika</i> , Zagreb Korać, Ž. (1985), <i>Razvoj psihologije opažanja</i> , chapters IV and V, Nolit Valery, P. (1969), <i>Degas, Ples, Crtež</i> , Zagreb Collins, J. (2007), <i>Sculpture today</i> , London: Phaidon					

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- class attendance, class activity, success in performing tasks</li> <li>- student survey on the quality of teaching and teachers at the university level</li> <li>- passed the exam and fulfilled other obligations prescribed by syllabus</li> <li>- individual consultations</li> <li>- students' self-assessment of achieved learning outcomes</li> <li>- collaborative assessment of implementation and quality teaching process</li> </ul>
Other (as the proposer wishes to add)	

NAME OF THE COURSE		APPLICATION OF GRAPHICAL TECHNIQUES WITH PRACTICUM					
Code	SRPOL37	Year of study	2.				
Course teacher	Dubravka Kušević, PhD, Assistant Professor	Credits (ECTS)	2				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To enable students to apply graphic techniques in specialised programs for early and pre-school education.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam, students will be able to: - recognise different graphic techniques in fine arts - encourage and develop perceptive, formal and creative abilities of pre-school children in the field of graphic expression (intergraphic art techniques), according to the age of the children - recognise art activities as a form of creative development in children - critically evaluate art activities in kindergarten.						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to graphic techniques (2 hours) 2. High print techniques (2 hours) 3. Deep print techniques (2 hours) 4. Flatbed printing techniques (2 hours) 5. Computer graphics (1 hour) 6. Introducing pre-school children to graphics and graphic design (2 hours) 7. Applying intergraphic techniques among children of pre-school age in making posters, invitations, greeting cards (2 hours) 8. Graphics and intergraphic techniques in working with children of pre-school age (printing a variety of materials, monotype, card printing, computer graphics) ( 2 hours)  Practical classes: 1. Flatbed printing – surface, texture – creating artistic compositions by printing a variety of materials (4 hours) 2. Computer graphics (2 hours) 3. Monotype (3 hours)						

	4. Cardboard printing (4 hours) 5. Cutting plaster (2 hours)					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. to participate in the teaching process: lectures 75%, exercises 75% 2. to behave in accordance with ethical and scientific principles in higher education 3. to participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. to prepare/create and present an art work according to pre-established criteria 5. to pass the written exam and achieve a minimum of 50% accuracy on the exam/tests 6. to be informed about the classes he/she missed during the consultations with the teacher and other students					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	1. written exam 40% 2. created and presented folder of graphic works – 40% 3. success in solving individual and group tasks – 10% 4. class activity – 10% Criteria for evaluation and grading of the individual elements are described in the course repository.					
Required literature (available in the library and via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1.Grčko S. (1970). Grafički postupci u osnovnoj školi. Zagreb: Školska knjiga.				1	no
	2. Jakubin, M. (1989). Osnovne likovnoga jezika i likovne tehnike. Zagreb: Institut za pedagojska istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu.				1	no
	3.Peić, M. (1975). Pristup likovnom djelu. Zagreb: Školska knjiga.				1	no
Optional literature (at the time of submission of study programme proposal)	Krizman T. (1952), <i>O grafičkim vještinama</i> . Zagreb: JAZU. Curran, S. (1986), <i>Igre, grafika i zvuk</i> . Zagreb: Prosvjeta.					
Quality assurance methods that ensure the acquisition of exit competences	1. class attendance, class activity, success in performing tasks 2. student survey on the quality of teaching and teachers at the university level 3. passed the exam and fulfilled other obligations prescribed by syllabus 4. individual consultations 5. self-assessment of achieved learning outcomes by students 6. collaborative assessment of the implementation and quality of the teaching process					



Other (as the proposer wishes to add)	
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NAME OF THE COURSE		MUSEUM PEDAGOGY WITH PRACTICUM				
Code	SRPOL38	Year of study	2.			
Course teacher	Vedran Barbarić, PhD, Assistant Professor	Credit value (ECTS)	2			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	15	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To introduce students to the latest scientific knowledge about the educational role of museums.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam, students will be able to: - explain the relevant facts about the educational and communicational role of museums - appreciate the museum context as a context for gaining experience - demonstrate basic knowledge of the professional work in the museum context - develop an ability of reflexive practitioners who continually evaluate their achievements - engage in achieving a more intensive and qualitative partnerships between museum and kindergarten.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Sources of Museum pedagogy 2. The development of the modern Museum pedagogy in Croatia 3. The development of the modern Museum pedagogy in the world 4. Principles, objectives and tasks of the educational activities at the museum 5. Educational and communicative role of the museum 6. Forms of communication in the museum 7. The contextual model of learning in the museum 8. The constructivist and socio-constructivist theory of learning in the museum 9. Visitors and their needs 10. Museum's artefacts, pedagogical materials and guides for visitors 11. Museum pedagogue – the main implementer of the museum pedagogy 12. New technology as a link between visitors and the museum 13. The cooperation between museum pedagogue and pre-school teacher 14. The cooperation between museum pedagogue and children's parents 15. Monitoring and evaluation of educational activities in the museum					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. Class presentation of the museum research task. Successful exam pass.					



Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Test – 25% Seminar essay – 25% Oral exam – 50% Evaluation methods and standards are described in the class repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Paris, S. G.; Hapgood, S. E. (2002), Children Learning with Objects in Informal Learning Environments. In: Paris, S. G., <i>Perspectives on Object-Centered Learning in Museums</i> , New Jersey: Lawrence Erlbaum Associate teachers, pp. 37-55				1	/
	Žbirkova, V.; Jurova, J. (2006), <i>Komunikacija u muzeju kao edukacijski proces i njihov međudnos, III. Skup muzejskih pedagoga Hrvatske</i> , Zagreb: Hrvatsko muzejsko društvo, 206-217				1	/
	Maroević, I. (1993), <i>Uvod u muzeologiju</i> , Zagreb: Zavod za informacijske studije Filozofskog fakulteta u Zagrebu				2	/
Optional literature (at the time of submission of study programme proposal)	Gesche-Konig, N. (1997), Muzejska pedagogija u Europi, <i>Vijesti muzealaca i konzervatora</i> 3, Zagreb Nenadić-Bilan, D.; Bacalja, R. (2003), Neki aspekti komunikacije u muzeju, Collection of papers <i>Od baštine za baštinu</i> , Split: Redak, pp. 165-168 Sertić, I. (2001), Muzej koji se sakrio, Zagreb: Heureka Nenadić- Bilan, D. (2003), Uloga konteksta i učenje predškolskog djeteta, Collection of papers <i>Djetinjstvo, razvoj i odgoj</i> , Zadar: Sveučilište u Zadru, pp. 37-43 Nenadić-Bilan, D.; Klarin, M. (2001), Suradnja dječjeg vrtića i muzeja u upoznavanju baštine, Collection of papers <i>2. dani otočkih dječjih vrtića</i> , Hvar, pp. 52-63					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"><li>- class attendance, active student participation, success in performing tasks</li><li>- University level student evaluation of the class and teaching quality</li><li>- exam success and other proscribed duties</li><li>- individual consultations</li><li>- student self-evaluation</li><li>- student and teacher joint evaluation of the class quality and success</li></ul>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		BASICS OF VISUAL ARTS 2					
Code	SRPOL43	Year of study	2.				
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credit value (ECTS)	4				
Associate teachers			L	S	E	F	

		Type of instruction (hours per semester)	30	30	0	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none"><li>- to understand the importance of artistic, visual arts throughout history and today</li><li>- to develop perceptive, formal and creative abilities of students</li><li>- to become aware of and adopt the basic concepts in the field of visual arts</li><li>- to enable students to monitor, assess and grade their own work</li></ul>					
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none"><li>- enrolment requirement: completed subject Fundamentals of Visual arts 1</li><li>- entry competences: computer literacy</li></ul>					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- the interpretation of the basic concepts in art</li><li>- identifying the basic concepts in art</li><li>- describing the basic concepts in art</li><li>- the interpretation of the basic concepts in art</li><li>- the division and interdependence of various fields of art</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. The pre-painting, themes and conventions</li><li>2. Development of forms and spatial conventions in ancient painting with special reference to the vase</li><li>3. Renaissance painting, abandoning the symbolic color, a new approach to space</li><li>4. Baroque painting, the question of contour lines and new inventory and grammar motives</li><li>5. Art XIX. And XX. Century; fate of form and space, with special emphasis on abstraction</li><li>6. The human body, especially the act of the history of painting</li><li>7. The landscape of the history of painting</li><li>8. Sculpture and design volumes, its similarity ITER differences in relation to architecture</li><li>9. The elementary notions of sculpture: full of plastic, types of relief, techniques, materials etc.</li><li>10. Sculpture Antiquity, literature evolution, the question of movement and the opening volume</li><li>11. Great themes of sculpture: the human body</li><li>12. Great themes of sculpture: horses and horsemen</li><li>13. The sculpture of the XX. Century, the key names and iterators</li><li>14. General terms of architecture and the relationship with other visual arts (architecture synthesis); semiotics in architecture. Basic concepts: design of the interior and architectural masses; the ratio of full – empty; wearable – worn</li><li>15. Religious buildings, temples, churches, especially in the ancient and early Christian period</li><li>16. The Romanesque and Gothic architecture, particularly stylistic features. Renaissance and Baroque architecture, especially stylistic features</li><li>17. The architecture of XXth Century, new structures and materials</li></ol>					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars</b> and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<ol style="list-style-type: none"><li>1. participate in classes: lectures 75%, seminars 75%</li><li>2. conduct themselves in line with ethical and scientific principles of higher education</li><li>3. participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes</li></ol>					

	4. pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests 5. 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	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	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, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% 2. written and presented seminar paper in line with the course teacher's instructions – 30% 3. activity in class, participation in discussions during class and seminars – 10% <b>The assessment and marking criteria of individual elements can be found in the course repository.</b>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Janson, H. W. (2003), <i>Povijest umjetnosti</i> , Zagreb				1	/
	Arnason, H. H. (1975), <i>Istorija moderne umjetnosti</i> , Beograd				1	/
	<i>Umjetnost u slici</i> (1970), Rijeka				1	/
Optional literature (at the time of submission of study programme proposal)	Breber, P., Leg, D. (1976), <i>Percepcija i informacija</i> , Beograd Arnhajm, R. (1981), <i>Umetnost i vizualno opažanje</i> , Beograd Ivančević, R. (1996), <i>Perspektive</i> , Zagreb Gombrih, E. H. (1984), <i>Umetnost i iluzija</i> , Beograd					
Quality assurance methods that ensure the acquisition of exit competences	- 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		PSYCHOLOGY OF CHILDREN'S DRAWINGS					
Code	SRPOL44	Year of study	2.				
Course teacher	Ina Reić Ercegovac, PhD, Associate Professor	Credit value (ECTS)	3				
Associate teachers	Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher	Type of instruction (hours per semester)	L	S	E	F	
			30	15	0	0	

Course status		Percentage of application of e-learning	30%
<b>COURSE DESCRIPTION</b>			
Course objectives	<ul style="list-style-type: none"> <li>- to introduce students to the age characteristics of children's drawings</li> <li>- to introduce students to the value of a children's drawing as a form of child expression</li> <li>- 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</li> <li>- to present children's drawing as a technique for the identification of creative development</li> <li>- to present children's drawing as a tool in clinical psychodiagnostic and reliability of this kind of assessment</li> <li>- to teach the students how to recognise the cultural specificity of children's drawings</li> </ul>		
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none"> <li>- enrolment requirement: none</li> <li>- entry competences: computer literacy</li> </ul>		
Expected learning outcomes at a course level (4-10 outcomes)	<p>At the end of the course students will:</p> <ul style="list-style-type: none"> <li>- be familiar with the stages of children's drawings of both normal and deviating development</li> <li>- know the normative values and interpretive guidelines for children's drawings</li> <li>- be able to recognise the value of children's drawings as a child's expression techniques</li> <li>- be educated to distinguish types of children's drawings in accordance with the purpose (diagnostic or creative purposes)</li> <li>- be able to differentiate the basic characteristics of normal and deviating development based on children's drawing</li> <li>- become sensitive to recognise the type of deviation (intellectual or emotional) and suggest further intervention</li> </ul>		
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> <li>1. History of the study of characteristics of children's drawings</li> <li>2. Children's drawings and the cognitive development</li> <li>3. Children's drawings and the emotional development</li> <li>4. The stages of the normative children's drawings development               <ol style="list-style-type: none"> <li>a. The scribbling phase or random realism (1st-3rd year)</li> <li>b. The symbolic drawing phase or failed realism (3rd-6th year)</li> <li>c. The realistic drawing phase (6th-10th year)</li> <li>d. The artistic drawing phase (after the age of 10)</li> </ol> </li> <li>5. The process of a children's drawing formation</li> <li>6. The basic features of children's drawing:               <ol style="list-style-type: none"> <li>A. Drawing size</li> <li>B. Drawing colours</li> <li>C. Drawing movements</li> <li>D. Drawing placement</li> </ol> </li> <li>7. The children's drawing as psychodiagnostic instruments (free drawing)</li> <li>8. The children drawing's as psychodiagnostic instruments (Goodenough drawing test)</li> <li>9. The drawing development in children with development disparities</li> <li>10. The interpretation of children's drawing in children with cognitive impairments</li> <li>11. The interpretation of children's drawing in children with emotional disturbances</li> <li>12. The reliability of children's drawings as a diagnostic tool</li> <li>13. The use drawings in the child's creativity development</li> <li>15. Intercultural similarities and differences in children's drawings</li> </ol>		
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> independent assignments		

	<input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Class attendance, active participation in teaching tasks, successfully solving individual and group tasks, prepared and presented seminar paper.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade on the course is the result of systematic monitoring of activities and work in the classroom (50%) and seminar work (50%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Davison, G. C.; Neale, J. M. (2002), <i>Psihologija abnormalnog doživljavanja i ponašanja</i> . Jastrebarsko: Naklada Slap (selected chapters)				3	/
	2. Golomb, C. (2004), <i>The Child's Creation of a Pictorial World</i> . Taylir&Francis Group: N.Y.				/	web
	3. Starc, B.; Čudina-Obradović, M.; Pleša, A.; Profaca, B.; Letica, M. (2004), <i>Osobine i psihološki uvjeti razvoja djeteta predškolske dobi</i> . Zagreb: Golden market (selected chapters)				5	/
	4. Vasta, R.; Haith, M. M.; Miller, S. A. (1998), <i>Dječja psihologija: Moderna znanost</i> . Jastrebarsko: Naklada Slap (selected chapters)				5	/
Optional literature (at the time of submission of study programme proposal)	1. Burkitt, E.; Barrett, M.; Davis, A. (2003), The effect of affective characterizations on the size of children's drawings. <i>British Journal of Developmental Psychology</i> , 21, 565-584 2. Burkitt, E.; Barrett, M.; Davis, A. (2003), Children's colour choices for completing drawings of affectively characterised topics. <i>Journal of Child Psychology and Psychiatry</i> , 44:3, 445-455 3. Joiner, T. E.; Schmidt, K. L.; Barnett, J. (1996), Size, detail, and Line Heaviness in Children's Drawings as Correlates of Emotional Distress: (More) Negative Evidence. <i>Journal of Personality Assessment</i> , 67:1, 127-141 4. Jolley, R. P.; Vulic-Prtoric, A. (2001), Croatian children's experience of war is not reflected in the size and placement of emotive topics in their drawings. <i>British Journal of Clinical Psychology</i> , 40, 107-110 5. Zentner, M. R.(2001), Preferences for colours and colour-emotion combinations in early childhood. <i>Developmental Science</i> , 4:4, 389-398					
Quality assurance methods that ensure the acquisition of exit competences	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)	
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NAME OF THE COURSE		VISUAL ARTS ACTIVITIES WITH DIDACTICALLY UNSHAPED MATERIAL					
Code	SRPOL46	Year of study	2.				
Course teacher	Dubravka Kuščević, PhD, Assistant Professor	Credits (ECTS)	3				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To enable students to apply artistic activities with unshaped didactic materials in specialised programs for early and pre-school education.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After 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	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				



	<input type="checkbox"/> field work					
Student responsibilities	1. to participate in the teaching process: lectures 75%, exercises 75% 2. to behave in accordance with ethical and scientific principles in higher education 3. to participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. 4. To prepare/create and present an art work according to the pre-established criteria 5. to pass the written and achieve a minimum of 50% accuracy on the exam/tests 6. to be informed about the classes he/she missed during the consultations with the teacher and 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	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	1. written exam 40% 2. presented practical works made/created during classes – 40% 3. success in solving individual and group tasks – 10% 4. class activity – 10% Criteria for evaluation and grading of the individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Grgurić N. (2003), <i>Oblikovanje papirom, alufolijom i didaktički neoblikovanim materijalima</i> , Zagreb: Educa.				1	no
	Jakubin, M. (1990), <i>Osnove likovnog jezika i likovne tehnike</i> . Institut za pedagojska istraživanja Filozofskog fakulteta Sveučilišta u Zagrebu.				1	no
	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.				1	yes
Optional literature (at the time of submission of study programme proposal)	Belamarić, D. (1986), <i>Dijete i oblik</i> . Zagreb: Školska knjiga Tanay, E. R. (1985), <i>Autonomnost ličnosti i kreativne igre razlaganja, kombiniranja, variranja i građenja</i> . Likovna kultura. Zagreb: Zavod za prosvjetno-pedagošku službu SRH, 66-88					
Quality assurance methods that ensure the acquisition of exit competences	1. class attendance, class activity, success in performing tasks 2. student survey on the quality of teaching and teachers at the university level 3. passed the exam and fulfilled other obligations prescribed by syllabus 4. individual consultations 5. self-assessment of achieved learning outcomes by students 6. collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)						



NAME OF THE COURSE		THREE-DIMENSIONAL MODELING AND DESIGNING WITH PRACTICUM 2					
Code	SRPOL47	Year of study		2.			
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credits (ECTS)		3			
Associate teachers	Dragoslav Dragičević, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Explain the concept of three-dimensionality through theoretical and practical work. Introduce students to the elements of form, types of sculpture and sculptural techniques through theoretical and especially through practical work. Develop individual skills in three-dimensional shaping.						
Course enrolment requirements and entry competences required for the course	Completed course in the <i>Three-dimensional modeling and designing with practicum 1</i> . Language, computer and information literacy. Acquired knowledge in the basics of fine arts.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- to acquire knowledge of the visual concepts related to modern sculpture - to discover and refine artistic abilities through creative processes within the art area of three-dimensional shaping - realize artistic three-dimensional projects in contemporary materials - realize three-dimensional works in accordance with their own interests and predispositions						
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Contemporary sculpture 2. Materials in contemporary sculpture 3. Examples of contemporary sculpture in the world 4. Examples of contemporary sculpture here 5. Applied sculpture 6. Contemporary Sculptural Techniques: Assemblage 7. Contemporary sculptural techniques: caching 8. Line-thin mass						
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Students responsibilities	1. participate in classes: lectures 75%, exercises 90% 2. conduct themselves in line with ethical and scientific principles of higher education 3. participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes 4. pass a written exam and achieve a minimum score of 50% on the exam/tests 5. 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	Class attendance	1	Research		Practical training	1	
	Experimental work		Report		(Other)		

each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	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 (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ruhrberg, K. et al. (2005), Umjetnost 20. stoljeća-slikarstvo-skulpture i objekti –novi mediji-fotografija, VBZ				/	yes
	Read, H. (1985), Modern Sculpture: A Concise History (World of Art), Thames & Hudson				1	/
	Elsten, A. (2001), Origins of Modern Sculpture: Pioneers and Permisses, Paperback				/	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	<ul style="list-style-type: none"><li>- class attendance, class activity, success in performing tasks</li><li>- student survey on the quality of teaching and teachers at the university level</li><li>- passed the exam and fulfilled other obligations prescribed by syllabus</li><li>- individual consultations</li><li>- students' self-assessment of achieved learning outcomes</li><li>- collaborative assessment of implementation and quality teaching process</li></ul>					
Other (as the proposer wishes to add)						

## **Module C: Music expression and creation**

NAME OF THE COURSE		BASICS OF VOCAL TECHNIQUE WITH PRACTICUM				
Code	SRPOG33	Year of study	2.			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	30	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To acquire basic knowledge and skills related to basics of vocal technique. To develop interest for vocal music. To improve individual singing abilities and theoretical knowledge in the field of vocal technique.					
Course enrolment requirements and entry competences required for the course	None.					
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: - correctly interpret basic concepts of vocal technique - define and distinguish types of breathing - play and sing breathing exercises - recognise and correct acoustic vocal and technical mistakes - apply acquired knowledge in their work with children choir and pre-schoolers.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introduction to basics of vocal technique 2. Singing in general 3. Singing and breathing 4. How a singing tone is created 5. Phonatory organ – vocal instrument 6. Description and application of basic resonatory parts 7. Basic voice characteristics 8. Human voice registers 9. Singing voices categorisation 10. Child voices 11. Difference between adult and child voice 12. Diction 13. Errors in sound production while singing 14. Errors in intonation of high pitched tones 15. Breathing, voice impostation, development and articulation exercises Exercises: 1. Body position while singing 2. Exercises for correct body position and relaxation 3. Speech, mimics and facial expression exercises 4. Breathing exercises 5. Breathing exercises 6. Vocal and technical exercises 7. Vocal and technical exercises 8. Production of shorter singing parts in group and individually 9. Production of shorter singing parts in group and individually 10. Production of shorter singing parts in group and individually 11. Technical and breathing exercises					

	12. Technical and breathing exercises 13. Production of shorter singing parts in group and individually 14. Conducting singing rehearsal exercises 15. Synthesis of lessons learned using required compositions					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	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; 4. pass the practical exam; 5. pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical exam	2,5
	Experimental work		Report		Course participation	
	Essay		Seminar essay		Continuous knowledge testing	
	Tests		Oral exam	1	(Other)	
	Written exam		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 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 repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Lhotka-Kalinski, I. (1975), <i>Umjetnost pjevanja</i> , Zagreb: Školska knjiga				2	no
	Špiler, B. (1973), <i>Osnove vokalne tehnike</i> , Sarajevo: Muzička akademija u Sarajevu				1	no
	Vidulin, S. (2003), <i>Pjevam s veseljem</i> , Corrin, Pula				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, 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		INSTRUMENTAL PRACTICUM 1				
Code	SRPOG34	Year of study	2.			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	5			
Associate teachers	Daniela Petrušić, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F
			0	0	60	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Acquire skills of playing chord keyboard instruments (piano or electric piano) for a better use of instruments in work with pre-schoolers.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: - 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 simple compositions - demonstrate independent vocal and instrumental reproduction of simple children compositions - apply acquired knowledge of left hand accompaniment for pre-schoolers compositions.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. C-major and a-minor scale 2. School exercises for piano no. 13-16 3. School exercises for piano no. 17-22 4. School exercises for piano no. 23, 24, 41, 43 5. G-major and e-minor scale 6. School exercises for piano no. 30, 33, 36 7. School exercises for piano no. 37, 39, 45 8. F-major and d-minor scale 9. School exercises for piano no. 40, 42 10. School exercises for piano no. 47, 48 11. School exercises for piano no. 49, 54 12. School exercises for piano no. 61, 79 13. D-major and h-minor scale 14. School exercises for piano no. 76, 92 15. School exercises for piano no. 101					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)			
Student responsibilities	- 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 work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		Continuous knowledge testing	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	2	(Other)	
	Written 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 elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Nikolajev, A. (1989), <i>Škola za klavir</i> , Moskva: Muzika, Moskva				1	/
	Vrhovski, J. (1974), <i>Narodne pjesme za glasovir</i> , Zagreb: Školska knjiga				1	/
	Zorić, B. (1985), <i>Abeceda klavira 1</i> , Zagreb: Školska knjiga				1	/
Optional literature (at the time of submission of study programme proposal)	Prenc, N. (2004), <i>Zbirka pjesama 1 i 2</i> , Pula: Visoka učiteljska škola Sam, R. (1992), <i>Sviramo uz pjesmu</i> . Rijeka: Glosa Vidulin, S. (2003), <i>Pjevam s veseljem</i> , Corlin, Pula					
Quality assurance methods that ensure the acquisition of exit competences	1. class attendance, class activity, successfully completing tasks 2. student questionnaire on the quality of teaching and teachers at the university level 3. passed exam and the fulfillment of the other obligations prescribed by the syllabus 4. individual consultations 5. students' self-assessment of the learning outcomes they achieved 6. collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		DEVELOPMENT OF CHILDREN'S MUSICALITY			
Code	SRPOG35	Year of study	2.		
Course teacher	Snježana Dobrota, PhD, Full Professor	Credit value (ECTS)	3		
Associate teachers		Type of instruction (hours per semester)	L	S	E
			15	15	0



Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Introduction to the development of children's music abilities.					
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none"><li>- no enrolment requirements</li><li>- entry competences: computer literacy</li></ul>					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- to explain developmental phases of children's' music abilities</li><li>- to value development of children's' music abilities</li><li>- to explain the importance of music psychology notions for music pedagogy</li><li>- to conduct researches of children's' music abilities</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. Observation, perception and experience of music</li><li>2. Music abilities</li><li>3. The development and measurement of music abilities</li><li>4. Music preference</li></ol>					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<ol style="list-style-type: none"><li>1. to participate in the teaching process: lectures 75%, seminar essays 75%</li><li>2. to behave in accordance with ethical and scientific principles in higher education</li><li>3. to participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course</li><li>4. to prepare and present a seminar essay according to pre-established criteria</li><li>5. 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</li><li>6. to be informed about the classes he/she missed during the consultations with the teacher and other students</li></ol>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<ol style="list-style-type: none"><li>1. written exam/two tests - 50%</li><li>2. prepared and presented seminar essay in accordance with the instructions of teachers - 30%</li><li>3. success in solving individual and group tasks - 10%</li><li>4. class activity - 10%</li></ol> <p>Criteria for evaluation and grading of the individual elements are described in the course repository.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. McPherson, Gary E.. (2006). The Child as Musician: A Handbook of Musical Development. Oxford: Oxford University Press				1	/

	2. Dobrota, S. i Reić Ercegovac, I. (2016), <i>Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija</i> . Split: Filozofski fakultet	10	/
Optional literature (at the time of submission of study programme proposal)	1. Rojko, Pavel. (1981). Testiranje u muzici. Zagreb: Muzikološki zavod Muzičke akademije 2. Juslin, Patrik N, Sloboda, John A. (eds.). (2010). <i>Handbook of Music and Emotion. Theory, Research, Applications</i> . Oxford: Oxford University Press		
Quality assurance methods that ensure the acquisition of exit competences	1. class attendance, class activity, success in performing tasks 2. student survey on the quality of teaching and teachers at the university level 3. passed the exam and fulfilled other obligations prescribed by syllabus 4. individual consultations 5. self-assessment of achieved learning outcomes by students 6. collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		LEADING A CHILDREN'S CHOIR WITH BASICS OF CHORAL CONDUCTING				
Code	SRPOG36	Year of study	2.			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	30	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Development of conducting technique and training students for practical work with pre-schoolers choir. Familiarisation with textbooks regarding choir singing for pre-schoolers.					
Course enrolment requirements and entry competences required for the course	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 as an integral part of educational process 2. Basics of conducting 3. Time signature mode – technique 4. Breathing for singers 5. Singing voice position 6. Diction					

	7. Intonation 8. Dynamics 9. Feeling of rhythm 10. Tempo 11. Voice impostation 12. About the programme 13. Analysis of simple choir compositions 14. Art expression 15. About vocal warm-up Exercises: 1. Preparation for time signature, basic position, preparation position, hands position 2. 2/4 time signature 3. 3/4 time signature 4. 4/4 time signature 5. Anacrusis time signature 6. Arms movements and dynamics 7. Vocals and consonants in vocal music 8. Composition interpretation (music analysis, text analysis, conductor's technical preparation) 9. Composition interpretation 10. Composition interpretation 11. Composition interpretation 12. Composition interpretation 13. Composition interpretation 14. Composition interpretation 15. Composition interpretation					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	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; 4. pass the practical exam; 5. pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical exam	1,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	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 repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Jerković, J. (1999), <i>Osnove dirigiranja I</i> , Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku	1	no
	Jerković, J. (2001), <i>Osnove dirigiranja II</i> , Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku	1	no
	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 play Buble, N. – Veršić, J. (2000), <i>Priručnik za zborovođe i voditelje dalmatinskih klapa</i> , Split: Umjetnička akademija Sveučilišta, Odjel za glazbenu umjetnost; Omiš: Centar za kulturu		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- class attendance, class activity, successfully completing tasks;</li> <li>- student questionnaire on the quality of teaching and teachers at the university level;</li> <li>- passed exam and the fulfillment of the other obligations prescribed by the syllabus;</li> <li>- individual consultations;</li> <li>- students' self-assessment of the learning outcomes they achieved;</li> <li>- collaborative assessment of the implementation and quality of the teaching process.</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		DANCE STRUCTURES WITH PRACTICUM				
Code	SRPOG37	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	2			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			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 rhythmic on the development and maintenance of different anthropological characteristics.					
Course enrolment requirements and entry competences required for the course	No enrolment requirements.					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- to describe dance structures</li><li>- to describe the elements of performance technique</li><li>- to analyse anthropological features of a dancer</li><li>- to integrate practical training operators</li><li>- to explain correct performance of dance elements</li><li>- to suggest new practical training operators</li><li>- to perform elements of dance structure technique</li><li>- to show elements of technique</li><li>- to perform method exercises for acquisition of dance structure elements</li></ul>					

Course content broken down in detail by weekly class schedule (syllabus)	1. History of dance in the world and in Croatia 2. Dance styles and dance categories 3. Influence of kinesiology programme of creative movement and rhythmic on the development and maintenance of different anthropological characteristics 4. Methods of studying free dance movement aiming to stimulate children's imagination and creativity in their expression of emotions, attitudes and ideas 5. Methods of developing kinesiology sensitivity incited by a body in dance and rhythmic movement 6. Creative movement and rhythmic as a therapy for children with special needs 7. Eight basic topics of Rudolf Laban and forming short dance and rhythmic compositions and improvisations 8. The role of movement in teaching and expression of music according to Emil Jaques Dalcroze 9. Methods of developing the feeling of metrics and simple rhythms with adaptation of nursery rhymes while making movements; creation of short choreographies and plays – a story told through movement 10. Dance records					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. participate in the teaching process: lectures 70%, exercises 80% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. pass the oral exam 5. to be informed about the classes he / she missed during the consultations with the teacher and other students 6. adhere to the time frames required to perform the activities of the course 7. actively and constructively participate in teaching					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Oral exam		Practical training	0,5
	Written exam		Project		Active participation	
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	0,5	(Other)	
	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 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 dance 20%; motor knowledge 30%; rules 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 repository.					

Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Srhoj, Lj.; Miletić, Đ. (2000), <i>Plesne strukture (textobook)</i> , Split: Abel international	2	/
	Maletić, A. (1983) <i>Pokret i ples</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske	2	/
Additional reading	<p>Malada, D. (2018). Efekti utjecaja estetskog kineziološkog tretmana na motoričke sposobnosti djevojčica. Edukacijski fakultet, Travnik.</p> <p>Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006) Morphological features and motor abilities effects in female dance structures. <i>Fizička kultura</i>, Skopje, 34, issue 2, pp. 53-62.</p> <p>Cvjetičanin, B.; Kurjan-Manestar, V., Pokret i ples kao odgojno-obrazovni iterat. Zbornik Učiteljske akademije u Zagrebu. <i>Collected Papers of the Teacher Education Academy in Zagreb</i>, 4 (2002), 1(4); pp. 131-138</p> <p>Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // <i>Kretanja: časopis za plesnu umjetnost</i> / [Iva Nerina Sibila (glavna urednica)]. 2 (2004), 2; pp. 88-105.</p>		
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		INSTRUMENTAL PRACTICUM 2				
Code	SRPOG43	Year of study	2.			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	4			
Associate teachers	Daniela Petrušić, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F
			0	0	60	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Acquire skills of playing chord keyboard instruments (piano or electric piano) for a better use of instruments in work with pre-schoolers.					
Course enrolment requirements and entry competences required for the course	- enrolment requirement: completed subject Instrumental practicum 1 - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After finishing the course, students will be able to: - 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 children compositions - apply acquired knowledge of left hand accompaniment for pre-schoolers compositions					



Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. School exercises for piano no. 111, 114 2. School exercises for piano no. 120, 121 3. School exercises for piano no. 125, 129 4. School exercises for piano no. 140 5. B-major and g-minor scale 6. School exercises for piano no. 149 7. School exercises for piano no. 154 8. School exercises for piano no. 159 9. School exercises for piano no. 160 10. School exercises for piano no. 161 11. School exercises for piano no. 167 12. School exercises for piano no. 152 13. School exercises for piano no. 163 14. School exercises for piano no. 169 15. School exercises for piano no. 170					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	- 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 work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		Continuous knowledge testing	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	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 course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Nikolajev, A. (1989), <i>Škola za klavir</i> , Moskva: Muzika, Moskva			2		/
	Zorić, B. (1975), <i>Abeceda klavira 2</i> , Zagreb: Školska knjiga			2		/



NAME OF THE COURSE		GROUP MUSIC MAKING					
Code	SRPOG44	Year of study	2.				
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	2				
Associate teachers	Aleksandra Kardum, PhD, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F	
			0	0	30	0	
Course status	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	To introduce the students with adapted musical literature for children. Development of individual interpretative abilities, nature of instruments and techniques of playing. Development of skills and abilities (singing, playing) in function of group music making (rhythmicity, dynamic contrasts, tempo, expressive performance).						
Course enrolment requirements and entry competences required for the course	- enrolment requirement: completed subject Instrumental practicum 1 - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - play some instruments (from Orff's instrument collection) - develop a sense of rhythm.						
Course content broken down in detail by weekly class schedule (syllabus)	To get to know and implement basics of musical theory key terms Acoustically and theoretically introduce themselves with music instruments Adopt fundamental music forms Intonation and rhythmic accomplishments Develop the ability of practical implementation of playing some of Orff's instruments Development of intonation relations and skills Implement compositions from artistic music of local and foreign authors Impostation exercises: breathing Diction and articulation Cooperation with other facilities						

	Group music making in vocal and instrumental technique Assessment and evaluation					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	- 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 work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written 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 elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Sam, R. (1992), <i>Sviramo uz pjesmu</i> . Rijeka: Glosa				2	2
	Music education textbooks for elementary school, according to educator's choice					
Optional literature (at the time of submission of study programme proposal)	Additional and various textbooks regarding Orff's instruments (originals and edits). Sheet music from iteration music textbooks for elementary school.					
The ways of a quality follow-up which enable acquisition of the defined learning outcome	1. class attendance, class activity, successfully completing tasks 2. student questionnaire on the quality of teaching and teachers at the university level 3. passed exam and the fulfillment of the other obligations prescribed by the syllabus 4. individual consultations 5. students' self-assessment of the learning outcomes they achieved 6. collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		CHILDREN'S MUSICAL CREATIVITY WITH PRACTICUM					
Code	SRPOG45	Year of study		2.			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credit value (ECTS)		2			
Associate teachers	Daniela Petrušić, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F	
			15	0	15	0	
Course status	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Introduction to the developmental phases of the children's' musical creativity and the possibilities for realization of the activities of musical creativity.						
Course enrolment requirements and entry competences required for the course	- enrolment requirement: completed subject Development of children's musicality - entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	- to explain the phases of the development of children's' musical creativity - to explain the realization of the activities of children's' musical creativity - to value the results of the activities of children's' musical creativity - to conduct researches among kindergarten teachers' attitudes about the importance of musical creativity in pre-school education						
Course content broken down in detail by weekly class schedule (syllabus)	1. Definition of creativity 2. Children's' game and creativity 3. Children's' musical creativity by voice, movement, instruments 4. Sound improvisation 5. Music games with movement 6. Dynamic nuances, rhythmical changes and their realization 7. Changes of tempo 8. Changes of the pitch						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	- regular 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 work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		
	Tests		Oral exam	1	(Other)		
	Written 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 elements are described in the course repository.		
Required literature (available in the library and via other media)	<b>Title</b>	<b>Number of copies in the library</b>	<b>Availability via other media</b>
	1. Dobrota, S. (2012), <i>Uvod u suvremenu glazbenu pedagogiju</i> . Split: Filozofski fakultet Sveučilišta u Splitu	10	yes
	2. Sam, R. (1998), <i>Glazbeni doživljaj u odgoju djeteta</i> , Rijeka: Glosa	5	yes
Optional literature (at the time of submission of study programme proposal)	Music literature for children (songbooks, playbooks, etc.)		
Quality assurance methods that ensure the acquisition of exit competences	1. class attendance, class activity, successfully completing tasks 2. student questionnaire on the quality of teaching and teachers at the university level 3. passed exam and the fulfillment of the other obligations prescribed by the syllabus 4. individual consultations 5. students' self-assessment of the learning outcomes they achieved 6. collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		MUSIC LITERATURE FOR CHILDREN				
Code	SRPOG46	Year of study	2.			
Course teacher	Snježana Dobrota, PhD, Full Professor	Credit value (ECTS)	2			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	15	0	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Introduction to the music literature for children.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4- 10 outcomes)	- to explain the importance of listening to music as music activity - to value music literature for children - to explain the realization of listening to music - to conduct research about the importance of listening to music as music activity					

Course content broken down in detail by weekly class schedule (syllabus)	1. Music for children 2. The resources for investigation music for children 3. Characteristics of music for children 4. The role of education in the process of listening to music 5. The development of the pedagogical viewpoints about music education and music for children					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. to participate in the teaching process: lectures 75%, seminar essays 75% 2. to behave in accordance with ethical and scientific principles in higher education 3. to participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. to prepare and present a seminar essay according to pre-established criteria 5. 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 6. to be informed about the classes he/she missed during the consultations with the teacher and 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	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	1. written exam/two tests - 50% 2. prepared and presented seminar essay in accordance with the instructions of teachers - 30% 3. success in solving individual and group tasks - 10% 4. class activity - 10% Criteria for evaluation and grading of the individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Marić, Ljerka; Goran, Ljiljana. (2013). Zapjevajmo radosno. Metodički priručnik za odgojitelje, studente i roditelje. Golden marketing - Tehnička knjiga				5	/
	2. Dobrota, Snježana; Reić Ercegovac, Ina. (2016). Zašto volimo ono što slušamo: Glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija. Filozofski fakultet Svečilišta u Splitu				10	/
	3. Music literature					yes
Optional literature (at the time of submission of study programme proposal)	1. Levene, Donna B. (2001). Music through Children's Literature. Theme and Variations. Revised Edition. Teacher Ideas Press 2. Jeremić, Biljana; Stanković, Emilija. (2019). Metodika nastave muzičke kulture za predškolski i mlađi školski uzrast. Univerzitet u Novom Sadu, Pedagoški fakultet u Somboru					

Quality assurance methods that ensure the acquisition of exit competences	1. class attendance, class activity, success in performing tasks 2. student survey on the quality of teaching and teachers at the university level 3. passed the exam and fulfilled other obligations prescribed by syllabus 4. individual consultations 5. self-assessment of achieved learning outcomes by students 6. collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COURSE		FOLKLORE FOR CHILDREN WITH PRACTICUM				
Code	SRPOG47	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	15	0
Course status	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Defining creativity through children's dance creation, movement and improvisation of movements using sounds, rhythm and changes of tempo.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements					
Expected learning outcomes at a course level (4-10 outcomes)	- describe kinesiology structures of dances for children - employ method for acquisition of elements of dances for children - explain correct performance of dances for children - recognise mistakes in the performance - perform elements of folklore structures - present specific competences for holding a programme of folklore dances in pre-school educational and recreational system					
Course content broken down in detail by weekly class schedule (syllabus)	1. Using dance as an operator in pre-school education institution 2. Dance record 3. Analysis of dance rhythm 4. Methods of teaching dances in terms of the way of transfer of motor and dance information 5. Preservation of children's folklore expression and the process of acquiring traditional contents to stimulate children's imagination and internal experience 6. Methods of teaching dances in terms of the way of acquisition of motor and dance tasks 7. Methods and steps in psycho-sociological dance preparation in terms of sex and age categories 8. Principles and rules in the structure of training younger age categories 9. Sensitive phases for development certain anthropological features 10. Methods for modelling and optimisation of information and energy overload component in the process of children's training					
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			



Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance; active participation in the teaching process. 1. participate in the teaching process: lectures 70%, exercises 80% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and perform curricular and extracurricular (individual and group activities that enable the acquisition of learning outcomes provided by the course 4. to be informed about the classes he / she missed during the consultations with the teacher and other students 5. adhere to the time frames required to perform the activities of the course 6. actively and constructively participate in teaching 7. pass the oral exam					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		Active participation	
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	1	Continuous knowledge testing	
	Written exam		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 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 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), <i>Šećem, šećem drotičko</i> , Kulturno prosvjetni sabor Hrvatske				1	/
	Knežević, G. (2002), <i>Naše kolo veliko</i> , Zagreb: ETHNO				1	/
	Knežević, G. (2005), <i>Srebrna kola, zlaten kotač</i> , Zagreb: ETHNO				1	/
Optional literature (at the time of submission of study programme proposal)	Malada, D. (2018). Efekti utjecaja estetskog kineziološkog tretmana na motoričke sposobnosti djevojčica. Edukacijski fakultet, Travnik. Vukelić, J. Plesna kultura: mogućnosti plesnoritmickog odgoja djece predškolske dobi. // Zbornik Učiteljske akademije u Zagrebu, Collected Papers of the Teacher Education Academy in Zagreb / [glavni urednik, editor-in-chief Milan Matijević]. 2 (2000), 1(2); str. 309-316					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					



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Other (as the proposer wishes to add)	
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## **Module D: Bodily movements expression and creation**

NAME OF THE COURSE		ANALYSIS OF KINESIOLOGICAL ACTIVITIES IN EARLY AND PRE-SCHOOL EDUCATION					
Code	SRPOP33	Year of study		2.			
Course teacher	Lidija Vlahović, PhD, Associate Professor	Credit value (ECTS)		4			
Associate teachers	Bojan Babin, PhD, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F	
			30	0	15	0	
Course status	mandatory	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Acquisition of basic theoretical and scientific knowledge on the kinesiological activities of early and pre-school age; acquisition of basic scientific methodical and methodological procedures for the analysis of kinesiological activities of early and pre-school age.						
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy						
Expected learning outcomes of course level (4-10 outcomes)	After attending the classes the student would be able to: - list and explain the kinesiological structures and contents for children of early and pre-school age - describe the methodological procedures for analysis of certain kinesiological structure - analyse the anthropological characteristics of children of early and pre-school age - indicate the methods and processes in the procedure of kinesiological diagnostics.						
Course content broken down in detail by weekly class schedule (syllabus)	- Biotic motor knowledge and analysis of elementary kinesiological contents of early and pre-school age (4+2) - Analysis of specific and cyclical and acyclic kinesiological activities of early and pre-school age (4+2) - Analysis of kinematic, kinetic, electromyographic, anatomic and energetic parameters of kinesiological activities of early and pre-school age (4+2) - Measuring instruments in the kinesiological diagnostics of children of early and pre-school age (6+3) - Anthropological aspects of motor educability in pre-school teaching (4+2) - Analysis of anthropological characteristics influence on kinesiological activities implementation efficiency (4+2) - Sensitive phases and selection models in kinesiological activities of early and pre-school age (4+2)						
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)			
Student responsibilities	Conduct themselves in line with ethical and scientific principles of higher education Write a seminar paper in line with previously determined criteria Plan, organize and carry out a lesson Meet deadlines for activities within the course						
Recording students' work (note down ECTS credits for	Class attendance	1,5	Research		Practical training	1,5	
	Experimental work	0,5	Report		(Other)		

each activity so that the total of ECTS credits matches the course credit value):	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Grades 1 to 5; grade 1 (up to 50%), grade 2 (51% to 74%), grade 3 (75% to 84%); grade 4 (85% to 94%), grade 5 (95% to 100%) Class attendance – 30% Practical training – 30% Tests – 40% The assessment and marking criteria of individual elements can be found in the course repository					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Findak, V. (1995), <i>Metodika tjelesne i zdravstvene kulture u predškolskom odgoju</i> , Zagreb: Školska knjiga				0	yes
	Findak, V., Prskalo, I. (2004), <i>Kineziološki leksikon za odgojitelje, Visoka učiteljska škola</i> , Petrinja				0	yes
	Findak, V., Delija, K., (2001), <i>Tjelesna i zdravstvena kultura u predškolskom odgoju</i> , EDIP d.o.o, Zagreb				0	yes
	Findak, V., Metikoš, D., Mraković, M., Neljak, B., Prot, F. (2000), <i>Primijenjena kineziologija u školstvu – motorička znanja</i> . Fakultet za fizičku kulturu Sveučilišta u Zagrebu				0	yes
	Pejčić, A., (2005), <i>Kineziološke aktivnosti za djecu predškolske i rane školske dobi</i> . Visoka učiteljska škola Sveučilišta u Rijeci				0	/
	Nacionalni kurikulum za rani i predškolski odgoj (2018) Ministarstvo znanosti i obrazovanja, Zagreb					yes
	Pejčić, A., Trajkovski, B. (2018) <i>Što i kako vježbati s djecom u vrtiću i školi</i> , Učiteljski fakultet u Rijeci				8	/
Optional literature (at the time of submission of study programme proposal)	Ivanković, A. (1988). <i>Tjelesna vježba i igre u predškolskom odgoju</i> . Školska knjiga, Zagreb Koritnik, M. (1988). <i>2000 igara</i> . Naša djeca, Zagreb Pejčić, A. (2002), <i>Igre za male i velike</i> . Visoka učiteljska škola u Rijeci					
Methods of quality observance enabling the acquisition of defined learning outcomes	<ul style="list-style-type: none"><li>- Class attendance, class activity, successfully completing tasks</li><li>- Student questionnaire on the quality of teaching and teachers at the university level</li><li>- Passed exam and the fulfilment of the other obligations prescribed by the syllabus</li><li>- Individual consultations</li><li>- Students' self-assessment of the learning outcomes they achieved</li><li>- Collaborative assessment of the implementation and quality of the teaching process</li></ul>					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		AESTHETIC GYMNASTICS WITH PRACTICUM				
Code	SRPOP34	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	4			
Associate teachers			L	S	E	F

		Type of instruction (hours per semester)	15	0	30	0
Course status	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Familiarisation with basic discipline terms, development of aesthetic awareness and Familiarisation with aesthetic movement as a gymnastics operator. Defining aesthetic movement as a gymnastics operator.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	- recognise aesthetic movement as a context of kinesiology operators in specific – kinesiological conventional activities (aesthetic activities) - describe structures of aesthetic gymnastics - describe elements of aesthetic gymnastics - integrate practical trainings of aesthetic movements - explain anthropological and kinesiological models in aesthetic movements - perform elements of aesthetic movements - show elements of aesthetic movements					
Course content broken down in detail by weekly class schedule (syllabus)	1. Historical development and principles of harmonious, aesthetic movements 2. Analysis of methodic steps: methods of learning metric and rhythmic walking and running exercises, dance structures, swings, circling, wave movements, hops, jumps, turn-arounds and balance positions 3. Steps for acquisition and mastering the technique of selected dance and aesthetic structures 4. Specific exercises of introduction and preparation in teaching and training process; music-movement relationship; realisation of rhythmic structures through movement; elements of harmonious shaping of movements; relaxation and tension exercises 5. Realisation of note values through movement 6. Methods of learning basic techniques with props 7. Basics of choreographing 8. Principles of stage performance 9. Rhythmic composition, structure and improvisation 10. Assessment of motor knowledge of aesthetic movement in pre-school education institution					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; active participation in the teaching process. 1. participate in the teaching process: lectures 70%, exercises 80% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. to be informed about the classes he / she missed during the consultations with the teacher and other students 5. adhere to the time frames required to perform the activities of the course 6. actively and constructively participate in teaching 7. pass the oral exam					
Screening student work (name the	Class attendance	1,5	Research		Practical training	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		Active participation	1,5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	1	Continuous knowledge testing	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester. 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 aesthetic gymnastic 20%; motor knowledge 30%; rules 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 repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Miletić, Đ. (2007), <i>Estetska gibanja (textbook)</i> . Split: Fakultet prirodoslovno matematičkih znanosti i kineziologije			3	/	
Additional reading	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 sklopovi sportaša (textbook)</i> . Split: Fakultet prirodoslovno matematičkih znanosti i odgojnih područja Schmidt, R. A., Wrisberg, C. A. (2000), <i>Motor learning and performance. Human Kinetics</i>					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		RHYTHMICS AND DANCE WITH PRACTICUM 1				
Code	SRPOP35	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	45	0
Course status	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Training students to acquire basic theoretical knowledge and principles in the field of dance and rhythemics as well as dance methodology.					

Course enrolment requirements and entry competences required for the course	- no enrolment requirements					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- employ methods for acquisition of elements of children's rhythmic</li><li>- use methods for transformation of anthropological features</li><li>- describe rhythmic structures</li><li>- analyse anthropological features of rhythmic dancers</li><li>- explain correct way of performing elements of rhythmic gymnastics</li><li>- perform methodic exercises acquisition of dance elements</li><li>- engage in making higher quality and more intense presentations of movements in a pre-school education institution</li><li>- develop the ability for applying methods and steps for analysis and management of kinesiology activities through rhythmic and dance of pre-school children</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. Methods of learning basic elements of the technique of jumps, balance, turn around and flexibility</li><li>2. Methods of learning how to walk, run, make dance movements, swings, circling, wave movements, knock-outs, semi-circle elements</li><li>3. Realisation of note values through movement</li><li>4. Influence of kinesiology programme of creative movement and rhythmic on the development and maintenance of different anthropological features</li><li>5. Methods of teaching free dance movement aiming to stimulate children's imagination and creativity in their expression of emotions, attitudes and ideas</li><li>6. Methods of developing kinesthetic sensitivity which body stimulates in its dance and rhythmic movement</li><li>7. Rhythmic structure, composition, improvisation and completeness</li><li>8. Assessment of motor knowledge and abilities in a pre-school education institution</li></ol>					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<p>Regular class attendance; active participation in the teaching process.</p> <ol style="list-style-type: none"><li>1. participate in the teaching process: lectures 70%, exercises 80%</li><li>2. behave in accordance with ethical and scientific principles in higher education</li><li>3. participate in and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course</li><li>4. to be informed about the classes he / she missed during the consultations with the teacher and other students</li><li>5. adhere to the time frames required to perform the activities of the course</li><li>6. actively and constructively participate in teaching</li><li>7. pass the oral exam</li></ol>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	1
	Experimental work		Report		Active participation	0,5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	1	Continuous knowledge testing	0,5
	Written exam		Project		(Other)	



Grading and evaluating student work in class and at the final exam	<p>Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester.</p> <p>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:</p> <p>1. oral exam -80% (history and methodology of rhythmic 20%; motor knowledge 30%; rules of rhythmic structure 20%; modalities of rhythmic behavior 10%)</p> <p>2. activity in class, participation in discussions during classes - 20%</p> <p>Criteria for evaluating and grading individual elements are described in the course repository.</p>		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Srroj, Lj., Miletić, Đ. (2000), <i>Plesne strukture (textbook)</i> . Split: Abel international	2	/
	Maletić, A. (1983), <i>Pokret i ples</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske	2	/
Optional literature (at the time of submission of study programme proposal) Course objectives	<p>Malada, D. (2018). Efekti utjecaja estetskog kineziološkog tretmana na motoričke sposobnosti djevojčica. Edukacijski fakultet, Travnik.</p> <p>Cvjetičanin, B.; Kurjan-Manestar, V. (2002): Pokret i ples kao odgojno-obrazovni proces. <i>Zbornik Učiteljske akademije u Zagrebu. Collected Papers of the Teacher Education Academy in Zagreb</i>, 4 (2002), 1(4); pp. 131-138</p> <p>Laban u praksi: uz 50 godina škole suvremenog plesa Ane Maletić. // <i>Kretanja: časopis za plesnu umjetnost</i> / [Iva Nerina Sibila (editor-in-chief)], 2 (2004), 2; pp. 88-105</p> <p>Mihaljević, D.; Srroj, Lj.; Zagorac, N. (2006.) Morphological features and motor abilities effects in female dance structures. <i>Fizička kultura</i>, Skopje, 34, issue 2, pp. 53-62</p>		
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		FOLKLORE FOR CHILDREN WITH PRACTICUM 1				
Code	SRPOP36	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	15	0
Course status	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Acquisition of general competences in terms of knowing kinesiological transformation operators for acquisition of dance structures of Croatian folk dances					
Course enrolment requirements and entry competences	- no enrolment requirements					

required for the course						
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- employ methods for acquisition of elements of folk dances for children</li><li>- use methods for transformation of anthropological features</li><li>- integrate training operators of folk dances</li><li>- distinguish method forms and organisation forms of folklore for children</li><li>- perform methodic exercises for acquisition of dance elements</li><li>- engage in making higher quality and more intense presentations of movements in a pre-school education institution</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. Methods of teaching dances according to the way of transfer of motor and dance information</li><li>2. Methods of studying dances by ethnographic zones</li><li>3. Characteristics of Croatian ethnographic zones</li><li>4. Acquisition of elements of dance techniques</li><li>5. Realisation of note values through movement</li><li>6. Preservation of children's folklore expression and the process of acquiring traditional contents to stimulate children's imagination and internal experience</li><li>7. Methods of teaching dances in terms of the way of acquisition of motor and dance tasks</li><li>7. Methods and steps in psycho-sociological dance preparation in terms of sex and age categories</li><li>9. Basics of choreographing</li></ol>					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<p>Regular class attendance; active participation in the teaching process.</p> <ol style="list-style-type: none"><li>1. participate in the teaching process: lectures 70%, exercises 80%</li><li>2. behave in accordance with ethical and scientific principles in higher education</li><li>3. participate in and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course</li><li>4. to be informed about the classes he / she missed during the consultations with the teacher and other students</li><li>5. adhere to the time frames required to perform the activities of the course</li><li>6. actively and constructively participate in teaching</li><li>7. pass the oral exam</li></ol>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	0,5
	Experimental work		Report		Active participation	0,5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester.</p> <p>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:</p> <ol style="list-style-type: none"><li>1. oral exam -80% (history and methodology of folklore 20%; motor knowledge 30%; rules of folklore structure 20%; modalities of folklore behavior 10%)</li></ol>					

	2. activity in class, participation in discussions during classes - 20% Criteria for evaluating and grading individual elements are described in the course 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), <i>Šećem, šećem drotičko</i> , Zagreb: Kulturno prosvjetni sabor Hrvatske	1	/
	Knežević, G. (2002), <i>Naše kolo veliko</i> , Zagreb: ETHNO	1	/
	Knežević, G. (2005), <i>Srebrna kola, zlaten kotač</i> , Zagreb: ETHNO	1	/
Optional literature (at the time of submission of study programme proposal)	Malada, D. (2018). Efekti utjecaja estetskog kineziološkog tretmana na motoričke sposobnosti djevojčica. Edukacijski fakultet, Travnik. Vukelić, J. Plesna kultura: mogućnosti plesnoritmičkog odgoja djece predškolske dobi. // <i>Zbornik Učiteljske akademije u Zagrebu, Collected Papers of the Teacher Education Academy in Zagreb</i> / [editor-in-chief Milan Matijević]. 2 (2000), 1(2); pp. 309-316		
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		GROUP MUSIC MAKING				
Code	SRPOP37	Year of study	2.			
Course teacher	Marijo Krnić, MSc, Lecturer	Credit value (ECTS)	3			
Associate teachers	Aleksandra Kardum, PhD, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F
			0	0	30	0
Course status	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To introduce the students with adapted musical literature for children. Development of individual interpretative abilities, nature of instruments and techniques of playing. Development of skills and abilities (singing, playing) in function of group music making (rhythmicity, dynamic contrasts, tempo, expressive performance).					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - play some instruments (from Orff's instrument collection) - develop a sense of rhythm.					
Course content broken down in detail by weekly	To get to know and implement basics of musical theory key terms Acoustically and theoretically introduce themselves with music instruments Adopt fundamental music forms					

class schedule (syllabus)	Intonation and rhythmic accomplishments Develop the ability of practical implementation of playing some of Orff's instruments Development of intonation relations and skills Implement compositions from artistic music of local and foreign authors Impostation exercises: breathing Diction and articulation Cooperation with other facilities Group music making in vocal and instrumental technique Assessment and evaluation					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	- regular 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 work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written 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 elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Sam, R. (1992), <i>Sviramo uz pjesmu</i> . Rijeka: Glosa				2	2
	Music education textbooks for elementary school, according to educator's choice					
Optional literature (at the time of submission of study programme proposal)	Additional and various textbooks regarding Orff's instruments (originals and edits). Sheet music from iteration music textbooks for elementary school.					
The ways of a quality follow-up which enable acquisition of the defined learning outcome	- 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)	
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NAME OF THE COURSE		PLANNING AND PROGRAMMING OF KINESIOLOGICAL ACTIVITIES IN EARLY AND PRE-SCHOOL EDUCATION					
Code	SRPOP43	Year of study	2.				
Course teacher	Lidija Vlahović, PhD, Assistant Professor	Credit value (ECTS)	3				
Associate teachers	Bojan Babin, PhD, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F	
			30	0	15	0	
Course status	mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	Acquiring scientific knowledge on planning, programming and organising bodily exercise and processes of motor learning in early pre-school age; Acquiring scientific knowledge on the application of specific methodical procedures, forms and contents of bodily exercise and motor learning in children of early pre-school age.						
Course enrolment requirements and entry competences required for the course	No enrolment requirements  Entry competences: computer literacy						
Expected learning outcomes at a course level (4-10 outcomes)	After attending the classes the student would be able to: - Explain the aim, tasks, methods and procedures of planning and programming kinesiological treatments in early and pre-school age; - Make plans and programmes of yearly, monthly, weekly and daily kinesiological transformation procedure for children of early and pre-school age; - Define schedule, dosage and load optimisation in relation to the aim of kinesiological treatment; - Analyse the effects of kinesiological treatment.						
Course content broken down in detail by weekly class schedule (syllabus)	- Execution of bodily exercise and motor learning process in concordance with the specifics of biological growth and development of different age groups in early and pre-school age (4+2) - Methodical procedures, forms and contents of bodily exercise and motor learning process in early and pre-school age (4+2) - Operators for the development of basic motor abilities important for these sensitive phases (coordination, balance, precision, flexibility) (4+2) - Modelling and applying kinesiological operators of integral children's' development that unite the psychological, sociological and cognitive dimension, especially in concordance with aesthetic, artistic and music expressions (6+3) - Schedule, dosage and optimisation of extension and intensity of load and exercise operators (6+3) - Analysis of kinesiological treatments execution efficiency in early and pre-school age (6+3)						
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line entirely <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> <b>independent tasks</b> <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> <b>mentorship work</b> <input type="checkbox"/> (other)				

Student responsibilities	Conduct themselves in line with ethical and scientific principles of higher education Write a seminar paper in line with previously determined criteria Create a work journal Plan, organize and carry out a lesson Complete individual and group tasks in a timely manner and to the best of their ability					
Following up students' work ( <i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i> )	Class attendance	1,5	Research		Practical training	0,5
	Experimental work		Report		(other)	
	Essay		Seminar essay		(other)	
	Tests	1	Oral exam		(other)	
	Written exam		Project		(other)	
Grading and evaluating student work in class and at the final exam	Grades 1 to 5; grade 1 (up to 50%), grade 2 (51% to 74%), grade 3 (75% to 84%); grade 4 (85% to 94%), grade 5 (95% to 100%) Class attendance - 30% Practical training - 30% Tests – 40% Total 100% The assessment and marking criteria of individual elements can be found in the course repository					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Available in other media
	Findak, V., (1997). <i>Programiranje u tjelesnoj i zdravstvenoj kulturi</i> . Školska knjiga, Zagreb.				0	yes
	Findak, V. (1995). <i>Metodika tjelesne i zdravstvene kulture u predškolskom odgoju</i> . Školska knjiga, Zagreb.				0	yes
	Findak, V., Metikoš, D., Mraković, M., Neljak, B., Prot, F. (2000). <i>Primijenjena kineziologija u školstvu – motorička znanja</i> . Fakultet za fizičku kulturu Sveučilišta u Zagrebu				0	yes
	Metikoš, D., Mraković, M., Neljak, B. (1992). <i>Primijenjena kineziologija u školstvu – NORME</i> . Hrvatski pedagoško-književni zbor, Zagreb.				0	yes
	Vukovac, D., (2019). <i>Usporedba antropoloških karakteristika djece rane i predškolske dobi nakon četveromjesečnog kineziološkog tretmana</i> . Diplomski rad, Split				1	yes
	Nacionalni kurikulum za rani i predškolski odgoj (2018). Ministarstvo znanosti i obrazovanja, Zagreb				/	yes
	Prskalo, I., Findak, V. (2004). <i>Kineziološki priručnik za odgojitelje</i> , Visoka učiteljska škola, Petrinja				1	/
Optional literature (at the time of submission of study programme proposal)	Ivanković, A. (1988). <i>Tjelesne vježbe i igre u predškolskom odgoju</i> . Školska knjiga, Zagreb Ivanković, A. (1988). <i>Tjelesni odgoj djece predškolske dobi</i> . Školska knjiga, Zagreb. Pejčić, A. (2002). <i>Igre za male i velike</i> . Visoka učiteljska škola u Rijeci					
Methods of quality observance enabling the acquisition of	- 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 otherobligatins prescribed by the syllabus - Individual consultation					

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defined learning outcomes	<ul style="list-style-type: none"><li>- Students' self-assessment of the learning outcomes they achieved</li><li>- Collaborative assessment of the implementation and quality of the teaching process</li></ul>
Other (as the proposer wishes to add)	



NAME OF THE COURSE		RHYTHMICS AND DANCE WITH PRACTICUM 2				
Code	SRPOP44	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	5			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	45	0
Course status	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Training students to acquire basic theoretical knowledge and principles in the field of dance and rhythemics as well as dance methodology.					
Course enrolment requirements and entry competences required for the course	- enrolment requirement: taking course Rhythmics with practicum 1					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- use methods for transformation of anthropological features</li><li>- describe rhythmic structures</li><li>- analyse anthropological features of rhythmic dancers</li><li>- explain kinesiological and anthropological models in dance and rhythmic gymnastics</li><li>- explain correct way of performing elements of rhythmic gymnastics</li><li>- explain kinesiological and anthropological models in rhythemics and dance</li><li>- use methods for correction of mistakes and performance of elements</li><li>- perform methodic exercises for acquisition of dance elements</li><li>- engage in making higher quality and more intense presentations of movements in a pre-school education institution</li><li>- measure anthropological features of rhythmic dancers and dancers</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"><li>1. Methods of developing kinesiology sensitivity incited by a body in dance and rhythmic movement</li><li>2. Creative movement and rhythemics as a therapy for children with special needs</li><li>3. Eight basic topics of Rudolf Laban's educational dance and forming short dance and rhythmic compositions and improvisations</li><li>4. The role of movement in studying and expression of music according to Emil Jaques Dalcroze</li><li>5. Testing motor knowledge and skills in rhythmic gymnastics</li><li>6. Realisation of note values through movement</li><li>7. Choreography and performance</li><li>8. Anthropological determination, connection between developmental characteristics and sex with motor performance in rhythmic gymnastics</li></ol>					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<p>Regular class attendance; active participation in the teaching process.</p> <ol style="list-style-type: none"><li>1. participate in the teaching process: lectures 70%, exercises 80%</li><li>2. behave in accordance with ethical and scientific principles in higher education</li><li>3. participate in and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course</li><li>4. to be informed about the classes he / she missed during the consultations with the teacher and other students</li><li>5. adhere to the time frames required to perform the activities of the course</li><li>6. actively and constructively participate in teaching</li></ol>					

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

NAME OF THE COURSE		FOLKLORE FOR CHILDREN WITH PRACTICUM 2				
Code	SRPOP45	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	2			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	15	0
Course status	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Acquisition of general competences in terms of knowing kinesiological transformation operators for acquisition of dance structures of Croatian folk dances.					
Course enrolment requirements and entry competences required for the course	- enrolment requirement: completed subject Folklore for children with practicum 1 - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	- employ methods for acquisition of elements of folk dances for children - use methods for transformation of anthropological features - apply the methods - describe elements of folklore for children - describe correct performance of folk dances for children - integrate training operators of folk dances - recognise mistakes in performance of dance elements - use methods for correction of mistakes in performance of dance elements - perform dance elements - show dance elements - engage in making higher quality and more intense presentations of movements in a pre-school education institution					
Course content broken down in detail by weekly class schedule (syllabus)	1. Methods and steps in psycho-sociological dance preparation in terms of sex and age categories 2. Dance record 3. Analysis of dance rhythm 4. Acquisition of elements of dance techniques 5. Principles and rules in the structure of training of young age categories 6. Sensitive phases for development of certain anthropological features 7. Methods for modelling and optimisation of information and energy overload component in the process of children's training 8. Folklore and stage 9. Rhythmic composition and structure 10. Testing motor skills and knowledge in folk dances					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance; active participation in the teaching process. 1. participate in the teaching process: lectures 70%, exercises 80% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. to be informed about the classes he / she missed during the consultations with the teacher and other students 5. adhere to the time frames required to perform the activities of the course					

	6. actively and constructively participate in teaching 7. pass the oral exam					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		Active participation	0,5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester. 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 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), <i>Šećem, šećem drotičko</i> , Kulturno prosvjetni sabor Hrvatske, Zagreb				1	/
	Knežević, G. (2002), <i>Naše kolo veliko</i> , Zagreb: ETHNO				1	/
	Knežević, G. (2005), <i>Srebrna kola, zlaten kotač</i> , Zagreb: ETHNO				1	/
Optional literature (at the time of submission of study programme proposal)	Malada, D. (2018). Efekti utjecaja estetskog kineziološkog tretmana na motoričke sposobnosti djevojčica. Edukacijski fakultet, Travnik. Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006), Morphological features and motor abilities effects in female dance structures. <i>Fizička kultura</i> , Skopje, 34, issue 2, pp. 53-62 Zagrajski Vukelić, J. Plesna kultura: mogućnosti plesnoritmičkog odgoja djece predškolske dobi. // <i>Zbornik Učiteljske akademije u Zagrebu, Collected Papers of the Teacher Education Academy in Zagreb</i> / [editor-in-chief Milan Matijević]. 2 (2000), 1(2); pp. 309-316					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		CHILDREN'S DANCE CREATION WITH PRACTICUM				
Code	SRPOP46	Year of study	2.			
Course teacher	Dodi Malada, PhD, Senior Lecturer	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	0	30	0
Course status	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Defining creation through children's dance creation, movement and improvisation of movement using sounds, rhythms and changes of tempo.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully students will be able to: - interpret relevant facts about educational and creative role of children's dance creation - recognise children's dance creation as a context of gaining experience - demonstrate basic knowledge in the field of dance creation - propose innovative plans and programmes - engage in making higher quality and more intense development of creativity through movements in a pre-school education institution					
Course content broken down in detail by weekly class schedule (syllabus)	1. Eight basic topics of Rudolf Laban's educational dance and forming short dance and rhythmic compositions and improvisations 2. The role of movement in studying and expression of music according to Emil Jaques Dalcroze 3. Methods of developing the feeling of metrics and and methods of developing kinesthetic sensitivity incited by a body in dance and rhythmic movement 4. Creative movement and rhythemics as a therapy for children with special needs, simple rhythms and nursery rhymes in movement, forming short dance and rhythmic compositions and performances – a story told through movement 5. Dance applied in a non-verbal communication 6. Note record 7. Analysis of dance rhythm 8. Dance styles and categories of dances as operators in dance creation and expression 9. Trend dance expressions 10. Basics of choreographing and stage performance in pre-school education institutions					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Regular class attendance. 1. participate in the teaching process: lectures 70%, exercises 80% 2. behave in accordance with ethical and scientific principles in higher education 3. participate in and perform curricular and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. to be informed about the classes he / she missed during the consultations with the teacher and other students					

	5. adhere to the time frames required to perform the activities of the course 6. actively and constructively participate in teaching 7. pass the oral exam					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	0,5
	Experimental work		Report		Active participation	0,5
	Essay		Seminar essay		Final thesis	
	Tests		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students' knowledge is tested continuously during the semester through tests, and the final grade is obtained at the end of the semester. 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 dance 20%; motor knowledge 30%; rules 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 repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Maletić, A. (1983), <i>Pokret i ples</i> . Zagreb: Kulturno-prosvjetni sabor Hrvatske				2	/
	Cvjetičanin, B.; Kurjan-Manestar, V. Pokret i ples kao odgojno-obrazovni process, <i>Zbornik Učiteljske akademije u Zagrebu</i>				1	/
Optional literature (at the time of submission of study programme proposal) Course objectives	Mihaljević, D.; Srhoj, Lj.; Zagorac, N. (2006) Morphological features and motor abilities effects in female dance structures. <i>Fizička kultura</i> , Skopje, 34, issue 2, pp. 53-62					
Quality assurance methods that ensure the acquisition of exit competences	The quality and successfulness of course realisation is followed up through students' poll, students' success at a course level, periodic independent external programme review and periodic internal review of the annual detailed curriculum and exam procedures.					
Other (as the proposer wishes to add)						

## **F) Elective courses**



NAME OF THE COURSE		GIFTED CHILDREN				
Code	SRPI11	Year of study	1.			
Course teacher	Ivana Batarelo Kokić, PhD, Full Professor	Credit value (ECTS)	4			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			30	15	0	0
Course status	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	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 enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	Students will be able to: - compare and discuss different approaches to gifted education - discuss different gifted education programs - evaluate teaching plans and programs in gifted education.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the Gifted children course 2. Documentary 'Klinici za 5'; group discussion 3. Theoretical approaches to giftedness – I; introduction to seminars 4. Theoretical approaches to giftedness – II; student presentations 5. Main characteristics of gifted children; student presentations 6. Identification of gifted children; student presentations 7. Factors influencing development of giftedness; student presentations 8. Teaching methods for gifted pre-school children; student presentations 9. Midterm exam 10. Program planning in gifted education; student presentations 11. Parent-teacher partnership in gifted education; student presentations 12. Technologies in gifted education; student presentations 13. Twice-exceptional children; student presentations 14. Gifted education in different cultures; student presentations 15. Final exam					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	In addition to participation in at least 80% of lecture and 80% of seminar classes, students will present selected course topics through seminar papers and online					

NAME OF THE COURSE		CHILD AND MEDIA				
Code	SRPI12	Year of study	1.			
Course teacher	Morana Koludrović, PhD, Assistant Professor	Credits (ECTS)	4			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	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 evaluate the influence of certain media on children and they will design, analyse and evaluate possibilities of applying specific media in educational work and in their free time. Special emphasis will be placed on critical - reflective thinking about the quality of different media that children encounter on the one hand, and on the possibility of using the media in early and preschool education institutions on the other.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able: - to define and understand key concepts in the field of application, influence and importance of using media in education - to define, distinguish and evaluate media in educational process regarding media selection, function and classification as well as their application in educational work and their free time - to evaluate media according to main features and specifics of certain media - to analyse, evaluate and be able to apply specific media with regard to their educational role, quality and influence on children.					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"><li>- key concepts in the field of media in education</li><li>- educational function of media with regard to their type, function and role</li><li>- analysis of media influence on personal, social and educational values</li><li>- analysis of commercials and their influence on children and the young</li><li>- violence in media and its influence on children</li><li>- educating parents about the importance and role of media in their free time</li></ul>					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the educational process: lectures 80% and seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Participate and perform teaching and extracurricular (individual, group and research) activities that enable the acquisition of learning outcomes provided by the course. Create and present a seminar paper according to established criteria. Pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Oral exam - 30% 2. Seminar paper - 40% 3. Success in solving individual and group, or research tasks - 20% 4. Class activity, participation in discussions during classes and seminars - 10%					

	Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	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
	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)	1. Matijević, M.; Topolovčan, T. (2017), Multimedijaska didaktika. Zagreb: Školska knjiga i Učiteljski fakultet. 2. Depending on the seminar topic, different online sources and literature will be offered		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- class attendance, class activity, successfully completing tasks</li> <li>- student questionnaire on the quality of teaching and teachers at the university level</li> <li>- passed exam and the fulfillment of the other obligations prescribed by the syllabus</li> <li>- individual consultations</li> <li>- students' self-assessment of the learning outcomes they achieved</li> <li>- collaborative assessment of the implementation and quality of the teaching process.</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		ATTACHMENT ACROSS THE LIFESPAN					
Code	SRPI13	Year of study	1.				
Course coordinator(s)	Ina Reić Ercegovac, PhD, Associate Professor	Credit value (ECTS)	4				
Associates	Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher	Course delivery types (hours per semester)	L	S	E	F	
			30	15	0	0	
Course status	elective	E-learning percentage	20%				
COURSE DESCRIPTION							
Course objectives	To introduce students to the concept of attachment; the role of early childhood attachment in the close relationships throughout life; methodological aspects of attachment research and the results of recent research in the field of attachment in different stages of life.						
Course admission requirements and entrance competences required	- no enrolment requirements - entry competences: computer literacy						

Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: - distinguish the developmental perspective and the perspective of personality and social psychology in attachment - explain the role of the primary attachment in lifelong development - describe the strange situation experimental paradigm - name and describe different patterns of attachment between child and primary caregiver - specify and describe patterns of adult attachment - connect early experiences of attachment to attachment relationships in adulthood - explain the factors involved in the development of attachment relations - analyse the theoretical approaches of attachment stability across the lifespan - compare different methodological solutions in the attachment research.					
Course content elaborated in detail according to the timetable	The course will be realised through lectures and seminars. During the seminar, students will present recent researches in the field of attachment and various correlates of attachment (the role of attachment in the peer and partner relations, the role of attachment in the relationship between parents and children in different developmental stages of childhood and adolescence; the role of attachment in delinquent behaviour, attachment and sexuality; attachment to school). Lectures include the following topics: 1. Introduction - introduction to the course content, literature, obligations of students (2P) 2. Basis of attachment theory - psychoanalytic and ethological approach (2P) 3. Early works of J. Bowlby and M. Ainsworth (2P) 4. Developmental perspective - attachment at an early age, patterns of attachment at an early age (2P) 5. The Strange Situation Experimental Paradigm (2P) 6. Family influences on attachment (2P) 7. Preliminary Exam I (2P) 8. Attachment in Adolescence (2P) 9. Attachment and peer relationships and friendships (2P) 10. Adult attachment, patterns of attachment in adulthood (2P) 11. Stability of attachment through life; intergenerational transmission of attachment (2P) 12. Romantic relationships as attachment relationships, partnership / marital relations, quality and stability of marriage as a relationship of attachment (2P) 13. Research methodology in adult attachment (2P) 14. Attachment and psychopathology (2P) 15. Preliminary Exam II (2P)					
Course delivery types	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Students' duties	Course attendance and participation in in-class activities; successfully completing individual and group tasks; writing and presenting seminar paper; passing written exam (or an equivalent of 2 tests).					
Following up students' work ( <i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i> ):	Course attendance	1,5	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	1,5	Oral exam		(note down other types)	

	Written exam		Project		(note down other types)	
Grading and evaluating students' work during the course and in the final exam	Final grade in the course is a result of participation in classes and completion of in-class activities (30%), seminar paper (20%) and tests/exam (50%). The assessment and marking criteria of individual elements can be found in the course repository.					
Obligatory reading list (available in the library and in other media)	Title				Number of copies in the library	Available in other media
	Vasta, R.; Haith, M.; Miller, S. (1998 or more recent edition). <i>Dječja psihologija</i> . Jastrebarsko: Naklada Slap (pp. 467-476)				3	/
	Lacković Grgin, K.; Čubela Adorić, V. (2006). <i>Odabrane teme iz psihologije odraslih</i> . Jastrebarsko: Naklada Slap (pp. 161-250)				1	/
	Klarin, M. (2006). <i>Razvoj djece u socijalnom kontekstu</i> . Jastrebarsko: Naklada Slap (pp. 16-36)				3	/
	Reić Ercegovac, I. (2016). <i>Obrasci privrženosti u ranoj dobi</i> . Web lecture available on <a href="http://www.ffst.hr">www.ffst.hr</a> .				/	web
	Reić Ercegovac, I. (2016). <i>Privrženost tijekom tranzicije u roditeljstvo</i> . Web lecture available on <a href="http://www.ffst.hr">www.ffst.hr</a> .				/	web
Additional reading list	Howe, D. (2011), <i>Attachment Across the Lifecourse: A Brief Introduction</i> . Palgrave McMillan. Recent articles in the field of attachment.					
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	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 COURSE		SOCIAL AND EMOTIONAL LEARNING IN BEHAVIORAL PROBLEM PREVENTION				
Code	SRPI14	Year of study	1.			
Course teacher	Esmeralda Sunko, PhD, Assistant Professor	Credit value (ECTS)	4			
Associate teachers	Toni Maglica, PhD, Postdoctoral Researcher	Type of instruction (hours per semester)	L	S	E	F
			30	15	0	0
Course status	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	To train students to understand the concept of socio-emotional learning and to apply various activities that contribute to the development of socio-emotional learning in early and preschool children with a special focus on translating behavioural problems.					



Course enrolment requirements and entry competences required for the course	None.					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none"><li>- define, explain and distinguish basic concepts in the field of socio-emotional learning</li><li>- analyse the connection between socio-emotional learning and related competences with development outcomes</li><li>- to apply and promote activities that encourage socio-emotional competences</li><li>- apply and promote activities based on socio-emotional learning</li></ul>					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none"><li>- definition of socio-emotional learning (4P)</li><li>- socio-emotional learning in documents regulating education in Croatia (2P)</li><li>- socio-emotional competences (4P)</li><li>- socio-emotional learning in educating educators (4P)</li><li>- connection between the SEL and development outcomes with special emphasis on behavioural problems (4P)</li><li>- preventive programmes based on the SEL (4P)</li><li>- World examples of the application of the SEL in early and pre-school education institutions (2P)</li><li>- Programme of the SEL in the institution (from evaluation to evaluation) (4P)</li><li>- context conditions for quality implementation of the SEL (2P)</li><li>- seminars: student presentations and workshops of socio-emotional learning (15S)</li></ul>					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	To participate in the teaching process (lectures 80% and seminar 80%). To behave in accordance with ethical and scientific principles in higher education classes. To prepare seminar work according to predetermined criteria. Present seminar work according to predetermined criteria. Pass the written exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	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 students, the final assessment of the course shall be formed with regard to the following 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% Written exam - 40% Evaluation and evaluation criteria for individual elements are described in the course repository.					



NAME OF THE COURSE		TRADITIONAL GAMES AND TOYS					
Code	SRPI21	Year of study	1.				
Course teacher	PhD, Ivana Visković, Assistant professor (Branimir Mendeš, PhD, Assistant Professor)	Credit value (ECTS)	4				
Associate teachers		Type of instruction (hours per semester)	L	S	E	F	
			30	15	0	0	
Course status	elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							

Course objectives	Familiarisation with traditional games and toys and the possibility of implementation thereof in the curriculum of early and pre-school education.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4-10 outcomes)	After passing the exam successfully, students will be able to: - define the character of traditional toys and games - make a collection of traditional games and toys - interpret and study scientific texts on their own.					
Course content broken down in detail by weekly class schedule (syllabus)	Child – education – culture Children's game in historical and socio-pedagogical perspective Traditional games in socio-cultural context A review of past researches Children's game in different cultures Traditional games: general features, functions, pedagogical use of traditional games Game and non-game behaviour: a) adults' games and children's games, b) other forms of children's folklore, c) games with rules and symbolic games Cultural features of a children's toy Toys in different cultures Game, toy and cultural heritage					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Active participation in the teaching process - lectures, seminars and workshops (min 80%). 2. Achieve quality fulfillment of teaching and extracurricular, individual and group tasks, in accordance with the content of the course. 3. Prepare and present a seminar paper according to pre-established criteria. 4. Pass a written exam or 2 mid terms (as equivalent to a written exam) with a minimum of 51% accuracy. 5. Pass the oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	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 copies in the library	Availability via other media

NAME OF THE COURSE		DECORATIVE SHAPING					
Code	SRPI22	Year of study	1.				
Course teacher	Marija Brajčić, PhD, Assistant Professor	Credits (ECTS)	4				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	0	30	0	
Status of the course	elective	Percentage of application of e-learning					
COURSE DESCRIPTION							

Course objectives	Familiarisation with the concept and purpose of decorative shaping through history, and application of that in design and modern esthetic life aspects. Familiarisation with the concept of kitsch in decorative shaping.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	- discover and improve art skills through creative processes in the field of art and decorative shaping - interpret and create decorative motives					
Course content broken down in detail by weekly class schedule (syllabus)	1. A brief chronological overview of decorating space, objects, representative areas, facades and buildings 2. A brief overview of decorative characteristics with no historicism concepts 3. Formal, non-functional decoration 4. Synthesis of decoration and functional form 5. Art esthetics express through shaping the form adjusted to industrial production proces with no harm to functionality 6. Ornament, stilisation and technique process 7. Contemporary design 8. Define the concept of kitsch and the ways to avoid it in decorative shaping					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. participate in classes: lectures 75%, exercises 90% 2. conduct themselves in line with ethical and scientific principles of higher education 3. participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes 4. pass a written exam and achieve a minimum score of 50% on the exam/tests 5. 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	1,5	Research		Practical training	1,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	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% <b>The assessment and marking criteria of individual elements can be found in the course repository.</b>					

NAME OF THE COURSE		GAMES AND LEARNING THROUGH COMPUTER				
Code	SRPI23	Year of study	1.			
Course teacher	Suzana Tomaš, PhD, Assistant Professor	Credit value (ECTS)	4			
Associate teachers	Marijana Vrdoljak, Teaching Assistant	Type of instruction (hours per semester)	L	S	E	F
			30	0	15	0
Course status	elective	Percentage of application of e-learning	60%			
<b>COURSE DESCRIPTION</b>						
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: <ul style="list-style-type: none"> <li>- interpret the meaning of information and communication technology</li> <li>- explain the meaning of the pedagogical paradigm of e-learning with a special emphasis on educational games in pre-school age</li> <li>- apply computer educational game with children of pre-school age</li> <li>- distinguish computer game and computer teachings</li> <li>- participate in the design of educational computer games</li> <li>- evaluate computer games for pre-school age.</li> </ul>					
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	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> seminars and workshops <input type="checkbox"/> <b>exercises</b> <input type="checkbox"/> on line in entirety <input type="checkbox"/> <b>partial e-learning</b> <input type="checkbox"/> <b>field work</b>			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> <b>multimedia</b> <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Participate in classes: lectures 80%, exercises 95% 2. Conduct themselves in line with ethical and scientific principles of higher education 3. Participate in and complete in-class and out - of -class (individual and group) activities which enable the acquisition of course outcomes 4. Create an assignment in line with set criteria 5. Pass a written exam and achieve a minimum score of 60% on the exam 6. Pass practical exam and achieve a minimum score of 80% on the exam 7. 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	1,5	Research		Practical training	0,5
	Experimental work		Report		Practical exam	1,5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	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.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Plowman, L., Stephen, C. (2005), Supporting learning with ICT in pre-school settings, <i>British Journal of Educational Technology</i> , Vol 36 No 2, 145–157				/	yes
	<i>Informacijska i komunikacijska tehnologija – Hrvatska u 21. stoljeću</i>				/	yes
	Plowman, L.; Stephen, C., Children, play, and computers in pre-school education, <i>British Journal of Educational Technology</i> , Vol 36 No 2 2005. 145–157				/	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: <a href="http://www.hr-netiquette.org/pravila/">http://www.hr-netiquette.org/pravila/</a> Internet bonton: <a href="http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton_sustav_za_e-ucenje">http://www.carnet.hr/pravila_ponasanja_na_internetu_internet_bonton_sustav_za_e-ucenje</a> : <a href="http://www.moodle.hr">http://www.moodle.hr</a> "Mala Učilica" for pre-schoolers (multimedia CD) <a href="http://e-knjiznica.carnet.hr/e-knjige/e-kids">http://e-knjiznica.carnet.hr/e-knjige/e-kids</a> ICT in education: <a href="http://www.unesco.org/new/en/unesco/themes/icts/">http://www.unesco.org/new/en/unesco/themes/icts/</a>		
Quality assurance methods that ensure the acquisition of exit competences	1. Class attendance, class activity, successfully completing tasks. 2. Students questionnaire on the quality of teaching and teachers at the university level. 3. Passed exam and the fulfillment of the other obligations prescribed by the syllabus. 4. Individual consultations. 5. Students' self-assessment of the learning outcomes they achieved 6. Collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		BEHAVIOURAL DISORDERS IN EARLY CHILDHOOD					
Code	SRPI31	Year of study	2.				
Course teacher	Esmeralda Sunko, PhD, Assistant Professor	Credits (ECTS)	3				
Associate teachers	Toni Maglica, Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	The objective is to train students for recognising and adequate tackling the behavioural problems manifested by children in early childhood; to teach students about relevant theoretical, scientific and practical aspects about behavioural problems, integration of the knowledge and gaining competences for professional interaction with children and their parents.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none"><li>- define behavioural problems of children in early childhood</li><li>- recognise symptoms of problems in behaviour and detect them at an early stage</li><li>- explain the most common behavioural problems</li><li>- approach specific behavioural problems in an adequate way, basic interventions</li><li>- knowledge on prevention of behavioural problems</li><li>- define risk and protective factors of behavioural problems</li><li>- approach parents in an adequate way</li></ul>						
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 (syllabus)	4. Basic interventions for some of behavioural problems (3 L) 5. Prevention of behavioural problems (2 L) 6. Working with parents with regard to behavioural problems (2 L)  Seminar: practical and experiential implications of topics to be discussed in theory (15 S)					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> <b>independent assignments</b> <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	To participate in the teaching process (lectures 80% and seminar 80%). To behave in accordance with ethical and scientific principles in higher education classes. To participate in and perform teaching and extracurricular, individual and group activities enabling the learning outcomes provided for in the course to be obtained. Timely and quality performance of individual and group tasks. Pass the oral exam.					
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In 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 following elements: Success in the implementation and presentation of individual and group tasks - 40% Teaching activity, participation in discussions during instruction and seminars, consultations - 10% Oral exam - 50% Evaluation and evaluation criteria for individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Lebedina Manzoni, M. (2007), <i>Psihološke osnove poremećaja u ponašanju</i> , Zagreb: Naklada Slap				1	/
	Bašić, J.; Koller Trbović, N.; Hudina, B. (2005), <i>Integralna metoda-priručnik za odgajatelje i stručne suradnike predškolskih ustanova</i> . Zagreb: Alinea				1	/
	Petterman, F.; Petterman, U. (2010), <i>Trening s agresivnom djecom</i> . Zagreb: Naklada Slap				1	/
	Pećnik, N. (2003), <i>Međugeneracijski prijenos zlostavljanja djece</i> . Zagreb: Naklada Slap				1	/
Optional literature (at the time of submission of study programme proposal)	1. Vulić Prtorić, A. (2003), <i>Depresivnost u djece i adolescenata</i> 2. Kocijan Hercigonja, D.; Buljan Flander, G.; Vučković, D. (2002), <i>Hiperaktivno dijete - uznemirani i odgajatelji</i> 3. Žižak, A. (2010), <i>Teorijske osnove intervencija - socijalno pedagoška perspektiva</i> , Sveučilište u Zagrebu, Edukacijsko rehabilitacijski fakultet, Zagreb					

	4. Sommers Flanagan, R.; Sommers Flanagan, J. (2006), <i>Kada nas dijete zabrinjava</i> . Ostvarenje 5. Bašić, J.; Koller-Trbović, Uzelac, S. (eds.) (2004), 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 Individual consultations Oral exam

NAME OF THE COURSE		CHILD, ART AND EDUCATION				
Code	SRPI32	Year of study	2.			
Course teacher	Dunja Pivac, PhD, Assistant Professor	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	15	0	0
Course status	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with the most recent knowledge of educational role of art.					
Course enrolment requirements and entry competences required for the course	- 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)	1. Contemporary view of art* education 2. Art* education through history 3. Art* education in alternative educational concepts 4. Dispositions and developmental possibilities of children's imagination for various creative and art expression 5. Creativity and imagination of pre-schoolers 6. Children's creativity in relationship with art 7. Art and children's game 8. Sensory experience and children's aesthetic activities					

	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					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (Other)		
Student responsibilities	Participate in classes: lectures 80%, seminars 80%, write a seminar paper, present a seminar paper, pass a written exam, pass test and oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Test – 25% Seminar essay – 25% Oral exam – 50% Evaluation methods and standards are described in the class repository.					
Required literature (available in the library and via other media)	<b>Title</b>				<b>Number of copies in the library</b>	<b>Availability via other media</b>
	Doolittle, J. (1980), Umjetnost, umjetnik i dijete. In: <i>Djeca i svijet</i> (ed. D. Oblak), Šibenik: Jugoslavenski festival djeteta, pp. 67-81				1	/
	Ingarden, R. (1975), <i>Doživljaj, umetničko delo i vrednost</i> . Beograd: Nolit				1	/
	Ivon, H. (2009), Dječja igra – dječja umjetnost. In: H. Ivon (ed.): <i>Djeca i mladež u svijetu umjetnosti</i> , Centar za interdisciplinarne studije – Studia Mediterranea Filozofski fakultet Sveučilišta u Splitu, Hrvatski pedagoško-književni zbor – Ogranak Split, pp. 7-19				1	/
	Ivon, H., Kušević, D., Pivac, D., Jukić, T. (2007), <i>Baština – umjetnički poticaj za likovno izražavanje djece</i> (ed. H. Ivon), Split: Centar za interdisciplinarne studije Studia Mediterranea, Filozofski fakultet Sveučilišta u Splitu				1	/
	Mendeš, B., Ivon, H., Pivac, D. (2012), Umjetnički poticaji kroz proces odgoja i obrazovanja, <i>Magistra ladertina</i> , Vol. 1 (7), pp. 111-123				1	/
	Pivac, D. (2012), Razvoj dječje kreativnosti u području likovnog izražavanja potaknut prirodnim i				1	/

	kulturnom baštinom // <i>Sretna djeca - integracijski pristup i učenje kroz kreativnu igru</i> / Zaninović Tanay, Lj.; Tanay, E. R. (eds.). Zagreb: Učilište za likovno obrazovanje, kreativnost i dizajn - Studio Tanay, pp. 138-149		
	Nola, D. (1989), <i>Dijete – igra – stvaralaštvo – umjetnost</i> . In: Oblak, D. (ed.) <i>Djeca i svijet, Iz studijskih razgovora od X. do XX. Jugoslavenskog festivala djeteta</i> , Šibenik: Jugoslavenski festival djeteta, pp. 81-87	1	/
	Vrabec, M. (1985), <i>Umjetnost za djecu i dječje umjetničko izražavanje</i> , Šibenik: Jugoslavenski festival djeteta	1	/
Optional literature (at the time of submission of study programme proposal)	Tomić Ferić, I. (2003), Integrirani pristup izučavanju baštine u području umjetničkog izražavanja. In: Collection of papers <i>Od baštine za baštinu</i> , 3. Dani otočnih dječjih vrtića, <i>Kulturološki aspekti predškolskog kurikula</i> , Hvar: Dječji vrtić "Vandela Božićković", pp. 98-104 <i>Umjetnost i dijete</i> , journal (various issues)		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- class attendance, class activity, successfully completing tasks</li> <li>- student questionnaire on the quality of teaching and teachers at the university level</li> <li>- passed exam and the fulfillment of the other obligations prescribed by the syllabus</li> <li>- individual consultations</li> <li>- students' self-assessment of the learning outcomes they achieved</li> <li>- collaborative assessment of the implementation and quality of the teaching process.</li> </ul>		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		DRAMA AND THEATRE FOR CHILDREN					
Code	SRPI33	Year of study	2.				
Course teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer	Credits (ECTS)	3				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Implementing basic knowledge of dramatic literature and theatre for children. Students will understand the importance of the subject Drama and Theatre for Children and become aware of the opportunities that introducing children to theatre art offers in education.						
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						

	- 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 - interpret the basics of drama pedagogy - apply drama pedagogy in preschool education and use it.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Historical overview of drama and theatre for children. 2. Theories of theatre for children. 3. Drama types and genres. 4. Features of theatre art for children. 5. Theatre in children's cognitive, social, emotional and creative development. 6. Drama pedagogy. 7. Is the purpose of theatre for children to educate future theatre audience?					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance. Note: this does not influence the final grade. Monitoring student work during lectures and seminars, participation in discussions. 15% Attending theatre performances and understanding them. 5% Preparation and presentation of seminar paper, participation in the discussion after the peers' presentations. 30% Oral exam upon completing the course. 50%					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Class attendance – 20%. Seminar paper – 30%. Oral exam – 50%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Batušić, N. (1991). <i>Uvod u teatrologiju</i> . Zagreb: Grafički zavod Hrvatske.				1	no
	Perić Kraljik, M. (2009). <i>Dramske igre za djecu predškolske dobi : (priručnik za odgojitelje)</i> . Osijek: Učiteljski fakultet.				1	no
	Senker, B. (2010). <i>Uvod u suvremenu teatrologiju I</i> . Zagreb: Leykam international.				1	no
	Željeznjak, M. (2016). <i>Koliba pod hrastom: zbirka igrokaza za djecu</i> . Zagreb: Hrvatsko društvo književnika za djecu i mlade.				1	no
Optional literature (at the time of submission of study	- Urela, M. (2017). <i>Igrokazi : zašto ih volimo</i> . Zagreb : Golden marketing – Tehnička knjiga.					

programme proposal)	<ul style="list-style-type: none"> <li>- Pilaš, B. (1995). Knjigom u djetinjstvo / Portret Zlatka Krilića. <i>Umjetnost i dijete</i>, 4 – 6, Zagreb.</li> <li>- Šimunov, M. (2008). Lutkarski igrokazi nepresušani su izvor dječjeg stvaralaštva. <i>Metodički obzori : časopis za odgojno-obrazovnu teoriju i praksu</i>, vol. 3 – 2, no. 6.</li> <li>- Vidović Schreiber, T.-T. (2015). Tradicijska kazivanja i scenski izraz djece predškolske dobi. <i>Školski vjesnik : časopis za pedagoškijsku teoriju i praksu</i>, vol. 64, no. 3.</li> <li>- Vigato, T. (2011). <i>Metodički pristupi scenskoj kulturi</i>. Zadar: Sveučilište u Zadru.</li> </ul>
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- Class attendance, class participation, success in performing student tasks.</li> <li>- Student survey on the quality of teaching and teachers at the university level.</li> <li>- Successfully passed exam and fulfilled other obligations prescribed by the syllabus.</li> <li>- Individual consultations.</li> <li>- Students' self-assessment of achieved learning outcomes.</li> <li>- Collaborative assessment of teaching implementation and quality.</li> </ul>
Other (as the proposer wishes to add)	

NAME OF THE COURSE		PARENTS AND CHILDREN WITH SPECIAL NEEDS				
Code	SRPI41	Year of study	2.			
Course teacher	Esmeralda Sunko, PhD, Assistant Professor	Credit value (ECTS)	3			
Associate teachers	Vedrana Vucčković, Lecturer	Type of instruction (hours per semester)	L	S	E	F
			15	15	0	0
Course status	elective	Percentage of application of e- learning				
COURSE DESCRIPTION						
Course objectives	To train students for an inclusive approach to children and parents of children with special needs. To develop a critical opinion on implementation of inclusive education of pre-schoolers.					
Course enrolment requirements and entry competences required for the course	- no enrolment requirements - entry competences: computer literacy					
Expected learning outcomes at a course level (4- 10 outcomes)	- To recognise and present basic models of approaching children with developmental difficulties. - To form support and advice skills to parents in an inclusive surrounding. - To connect techniques of balancing between responsibility of requirements and needs of families with children with special needs. - To recognise aggravating factors in family and prevention of their further development.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Family as a system 2. Family climate in education of children with special needs 3. Adaptive behaviour of children with special needs 4. Challenges and choice of approach to parents of children with special needs 5. Reactions of family to acceptance/refusal of child's special needs 6. Medical and social model for children with special needs					



	7. Negotiation model and group work with parents in an inclusive surrounding 8. Indicators of educator's support to risks of asocial behaviours in families with children with special needs 9. Reflections of an inclusive approach to parents Seminar: Writing and presenting a seminar essay aiming to elaborate on a certain subject matter discussed during lectures.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentoring work <input type="checkbox"/> practice in Centres for education		
Student responsibilities	1. Regular attendance at lectures and seminars with active and constructive 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. 9. Write a final/diploma thesis in accordance with the academic, ethical and faculty principles and regulations. 10. Pass the final/graduate thesis					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Istraživanje literature		Practical training	
	Experimental work		Research		(Other)	
	Essay		Report		(Other)	
	Kolokviji		Seminar essay	1	(Other)	
	Tests		Oral exam	1	(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 the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Oral exam - 50% 2. Prepared and presented seminar paper in accordance with the instructions of the teacher - 30% 3. Success in solving individual and group tasks - 10% 4. Class activity, participation in discussions during classes and seminars -10% Criteria for evaluating and grading individual elements are described in the course repository.					



	Title	Number of copies in the library	Availability via other media
<b>Required literature (available in the library and via other media)</b>	1. Fulgosi Masnjak, R.; Igrić, Lj.; Lisak, N. (2010), Roditeljsko poimanje tolerancije i primjena tolerancije u odgoju djeteta i suradnji s učiteljima <i>Revija za rehabilitacijska istraživanja</i> 49/supplement, 23-36	1	yes
	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	/
<b>Optional literature (at the time of submission of study programme proposal)</b>	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, <a href="http://www.ffst.hr">www.ffst.hr</a> 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,		
<b>Quality assurance methods that ensure the acquisition of exit competences</b>	- 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.		
<b>Other (as the proposer wishes to add)</b>			

NAME OF THE COURSE		CHILD AND HERITAGE				
Code	SRPI42	Year of study	2.			
Course teacher	Dijana Dvornik, Senior Lecturer	Credit value (ECTS)	3			
Associate teachers		Type of instruction (hours per semester)	L	S	E	F
			15	15	0	0
Course status	elective	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	Familiarisation with the importance of natural and cultural heritage surrounding as a basis for inciting children's identity and their creative and artistic expression.					
Course enrolment requirements and	- no enrolment requirements - entry competences; computer literacy					

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: - interpret relevant facts on the possibilities of natural and cultural heritage as a source for educational work - recognise heritage as a context for gaining experience - demonstrate the basic knowledge of their professional field of work in the context of heritage - develop the ability of a reflexive practitioner who continuously values the effects of her/his achievements, - engage in making higher quality and more intense partnership between subjects from cultural and social surrounding and those from a pre-school education institution.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Defining natural and cultural and historical heritage (categories and types) 2. Natural and cultural heritage as a part of cultural and civilisation entity of society 3. Objectives and tasks of education in the context of heritage 4. Natural and cultural and historical heritage as a source of knowledge 5. Contextual model of studying in a natural and cultural and historical heritage surrounding 6. Constructivism and co-constructivism theory of learning in the context of heritage 7. Natural and cultural heritage as a stimulus to creative and artistic expression and creation 8. Integrated approach to studying heritage in the field of art expression 9. Levels of creative communication with heritage contents 10. Integrated approach to studying heritage 11. Methodology of obtaining the data on traditional games and toys 12. Planning and developing heritage projects 13. Museum and galleries as educational surroundings for learning about heritage 14. Collaboration among a pre-school education institution, socio-cultural institutions, local population and parents in obtaining heritage data 15. Follow-up and evaluation of educational heritage projects and children's creation					
Format of instruction	<input type="checkbox"/> <b>lectures</b> <input type="checkbox"/> <b>workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. participate in the teaching process: - lectures 50%, seminars 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 4. prepare a seminar paper according to pre-established criteria 5. 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 manner 9. actively and constructively participate in teaching					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests	0,5	Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	1. successfully passed colloquia - 30% 2. prepared and presented seminar paper in accordance with the instructions of the teacher - 30% 3. successfully passed oral exam - 30% 4. class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ivon, H. (2007), Baština – “univerzalni odgojitelj”. In: Ivon, H., Kušćević, D., Pivac, D, Jukić, T. (2007): <i>Baština – umjetnički poticaj za likovno izražavanje djece</i> , Split: Filozofski fakultet Sveučilišta u u Splitu, pp. 9-21			1	/	
	Ivon, H., Ćurin, S. (eds.) (2012), <i>90. obljetnica dječjeg vrtića u Hvaru</i> , 9. Dani otočnih dječjih vrtića Splitsko-dalmatinske i Dubrovačko-neretvanske županije, Filozofski fakultet Sveučilišta u Splitu, Dječji vrtić “Vandela Božitković”, Hvar			1	/	
	Jukić, T. (2007), Baština kroz projektni pristup i integraciju sadržaja. In: Ivon, H., Kušćević, D., Pivac, D., Jukić T.: <i>Baština – umjetnički poticaj za likovno izražavanje djece</i> , Split: Filozofski fakultet Sveučilišta u Splitu, pp. 37-41			1	/	
	Nenadić-Bilan, D. (2003), Uloga konteksta i učenje predškolskog djeteta, Zbornik radova znanstveno-stručnog skupa <i>Djetinjstvo, razvoj i odgoj</i> , Zadar: Sveučilište u Zadru, pp. 37-43 Nenadić-Bilan, D., Klarin, M. (2001), Suradnja dječjeg vrtića i muzeja u upoznavanju baštine, Zbornik 2. <i>dani otočkih dječjih vrtića</i> , Hvar, pp. 52-63			1	/	
	Seme Stojnović, I. (2012), <i>Djeca – čuvari djedovine. Model vrtića s hrvatskim identitetom i njegovanjem interkulturalnosti</i> . Zagreb: Golden marketing – Tehnička knjiga			1	/	
	<i>Živa baština</i> , Zadar: Visoka učiteljska škola			1	/	
	Optional literature (at the time of submission of study programme proposal)	Bacalja, R. /ed./ (2003), Collection of papers <i>Živa baština</i> , Sveučilište u Zadru – Odjel za izobrazbu učitelja i odgojitelja (selected chapters) Clark, A. M., Kako projekt uvesti u praksu. <i>Dijete Vrtić Obitelj</i> , 53, pp. 2-9 Cohen, B. (2011), Razumjeti sebe i druge: važnost mjesta odrastanja i vlastitog identiteta u multikulturalnom društvu, <i>Dijete Vrtić Obitelj</i> 65, pp. 2-6 Djeca u Europi, Zajednička publikacija mreže europskih časopisa (2010): Osjećaj zajedništva: povezanost zajednice i ustanova ranog odgoja i obrazovanja, <i>Djeca u Europi</i> , year II, issue 3, 2010 Ivon, H. (2002), Temeljne vrijednosti baštine u odgoju i obrazovanju. In: R. Bacalja (ed.): Collection of papers <i>Živa baština</i> , Zadar: Visoka učiteljska škola, pp. 157-166 Ribičić, G., Mihanović, V. (eds.) (2012), Zavičajnost u knjigama za djecu i mlade, <i>Collection of papers 1st and 2nd round table</i> , Split: Gradska knjižnica Marka Marulića Split Ivon, H. (ed.) (2009), <i>Zbornik radova “Mirisi djetinjstva” - “Kultura vrtića”, 15. dani predškolskog odgoja Splitsko-dalmatinske županije</i> (selected chapters) Collection of papers <i>Baština za baštinu</i> (selected chapters)				

Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> <li>- class attendance, class activity, success in performing tasks</li> <li>- student survey on the quality of teaching and teachers at the university level</li> <li>- passed the exam and fulfilled other obligations prescribed by syllabus</li> <li>- individual consultations</li> <li>- students' self-assessment of achieved learning outcomes</li> <li>- collaborative assessment of the implementation and quality of the teaching process</li> </ul>
Other (as the proposer wishes to add)	

## G) MA thesis

NAME OF THE COURSE		MA THESIS				
Code	SRPOZR	Year of study	2./ IV.			
Course teacher	chosen by the student	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	0	0	0
Status of the course	mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The purpose of the final thesis is that the students demonstrate the capability to independently approach the problem from the selected area of study using extensive literature, empirical research and the basics of scientific methodology.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - explain the 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.					
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

Format of instruction	<input type="checkbox"/> <b>seminars and workshops</b> <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> <b>work with mentor</b> <input type="checkbox"/> (other)		
Student responsibilities	Regularly attend mentoring consultations, actively participate in research work, write a diploma thesis and pass an oral exam.				
Screening student work ( <i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i> )	Class attendance	1,5	Research	2	Practical training
	Experimental work		Report		(Other)
	Essay		Seminar essay		(Other)
	Tests		Oral exam	1,5	(Other)
	Written exam		Project		(Other)
Grading and evaluating student work in class and at the final exam	Defined by the Regulations for the final thesis				
Required literature (available in the library and via other media)	<b>Title</b>		<b>Number of copies in the library</b>	<b>Availability via other media</b>	
	as agreed with the mentor				
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 <sup>2</sup>	7967,10 m <sup>2</sup>

#### 3.2 List of teachers and associate teachers

Course	Teachers and associate teachers
<b>1) Mandatory courses – basic module</b>	
Action research in early and pre-school education	<b>Tonča Jukić, PhD, Associate Professor</b> Melita Anušić, Teaching Assistant
Child and creativity	<b>Tonča Jukić, PhD, Associate Professor</b> Ana Pirić, Lecturer
Contemporary childhood and children's rights	<b>Branimir Mendeš, PhD, Assistant Professor</b> Toni Maglica, PhD, Postdoctoral Researcher
Culture of early and pre-school education institution	<b>Ivana Visković, PhD, Assistant Professor</b>
Education for sustainable development	<b>Vesna Kostović-Vranješ, PhD, Associate Professor</b>
Educational communication skills	<b>Sonja Kovačević, PhD, Full Professor</b>
Educational management	<b>Goran Sučić, PhD, Associate Professor</b>
Ethics	<b>Marita Brčić Kuljiš, PhD, Associate Professor</b> Anita Lunić, Teaching Assistant
MA thesis	Chosen mentor
Historical context of early and pre-school education	<b>Branimir Mendeš, PhD, Assistant Professor</b>
Information and communication technology in education	<b>Suzana Tomaš, PhD, Assistant Professor</b> Marijana Vrdoljak, Teaching Assistant
Professional development and lifelong learning of educators	<b>Anita Mandarić Vukušić, PhD, Assistant Professor</b>
Psychology of parenthood	<b>Ina Reić Ercegovac, PhD, Associate Professor</b> Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher
Quality and identity of early and pre-school education institution	<b>Ivana Visković, PhD, Assistant Professor</b>
Sociology of childhood	<b>Sanja Stanić, PhD, Full Professor</b>
Support strategies for children with special needs	<b>Esmeralda Sunko, PhD, Assistant Professor</b> Vedrana Vučković, Lecturer



<b>2) Module A: Drama and puppetry expression and creation – mandatory courses:</b>	
Basics of dramatisation and adaptations of literary texts for children	<b>Marica Grgurinović, Lecturer</b>
Children's drama and puppetry creation with practicum	<b>Ivana Visković, PhD, Assistant Professor</b> Ana Pirić, Lecturer
Communication through performing arts	<b>Marica Grgurinović, Lecturer</b>
Drama and stage speech with practicum	<b>Anita Runjić Stoilova, PhD, Associate Professor</b>
Drama pedagogy education with practicum	<b>Marica Grgurinović, Lecturer</b>
Dramatic literature for children	<b>Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer</b>
Music in puppetry	<b>Marijo Krnić, MSc, Lecturer</b> Aleksandra Kardum, PhD, Teaching Assistant
Puppet animation with practicum	<b>Marica Grgurinović, Lecturer</b>
Visual arts dramaturgy and puppetry technology	<b>Marijana Županić Benić, PhD, Assistant Professor</b>
<b>3) Module B: Visual arts expression and creation – mandatory courses:</b>	
Application of graphical techniques with practicum	<b>Dubravka Kušćević, PhD, Assistant Professor</b>
Basics of visual arts 1, 2	<b>Marija Brajčić, PhD, Assistant Professor</b>
Drawing with practicum	<b>Tatjana Ravlić, Associate Professor of Art</b>
Museum pedagogy with practicum	<b>Vedran Barbarić, PhD, Assistant Professor</b>
Painting with practicum	<b>Tatjana Ravlić, Associate Professor of Art</b>
Psychology of children's drawings	<b>Ina Reić Ercegovac, PhD, Associate Professor</b> Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher
Three-dimensional modeling and designing with practicum 1, 2	<b>Marija Brajčić, PhD, Assistant Professor</b> Dragoslav Dragičević, Teaching Assistant
Visual arts activities with didactically unshaped material	<b>Dubravka Kušćević, PhD, Assistant Professor</b>
<b>4) Module C: Music expression and creation – mandatory courses:</b>	
Basics of vocal technique with practicum	<b>Marijo Krnić, MSc, Lecturer</b>
Leading a children's choir with basics of choral conducting	<b>Marijo Krnić, MSc, Lecturer</b>
Children's musical creativity with practicum	<b>Snježana Dobrota, PhD, Full Professor</b> Daniela Petrušić, Teaching Assistant
Dance structures with practicum	<b>Dodi Malada, PhD, Senior Lecturer</b>
Development of children's musicality	<b>Snježana Dobrota, PhD, Full Professor</b>
Folklore for children with practicum	<b>Dodi Malada, PhD, Senior Lecturer</b>
Group music making	<b>Marijo Krnić, MSc, Lecturer</b> Aleksandra Kardum, PhD, Teaching Assistant
Instrumental practicum 1	<b>Marijo Krnić, MSc, Lecturer</b> Daniela Petrušić, Teaching Assistant
Instrumental practicum 2	<b>Marijo Krnić, MSc, Lecturer</b> Daniela Petrušić, Teaching Assistant
Music literature for children	<b>Snježana Dobrota, PhD, Full Professor</b>
<b>5) Module D: Bodily movements expression and creation – mandatory courses:</b>	
Aesthetic gymnastics with practicum	<b>Dodi Malada, PhD, Senior Lecturer</b>



Analysis of kinesiological activities in early and pre-school education	<b>Lidija Vlahović, PhD, Associate Professor</b> Bojan Babin, PhD, Teaching Assistant
Children's dance creation with practicum	<b>Dodi Malada, PhD, Senior Lecturer</b>
Folklore for children with practicum 1, 2	<b>Dodi Malada, PhD, Senior Lecturer</b>
Group music making	<b>Marijo Krnić, MSc, Lecturer</b> Aleksandra Kardum, PhD, Teaching Assistant
Planning and programming of kinesiological activities in early and pre-school education	<b>Lidija Vlahović, PhD, Associate Professor</b> Bojan Babin, PhD, Teaching Assistant
Rhythmics and dance with practicum 1, 2	<b>Dodi Malada, PhD, Senior Lecturer</b>
<b>6) Elective courses</b>	
Attachment across the lifespan	<b>Ina Reić Ercegovac, PhD, Associate Professor</b> Katija Kalebić Jakupčević, PhD, Postdoctoral Researcher
Behavioural disorders in early childhood	<b>Esmeralda Sunko, PhD, Assistant Professor</b> Toni Maglica, PhD, Postdoctoral Researcher
Child and heritage	Dijana Dvornik, Senior Lecturer
Child and media	<b>Morana Koludrović, PhD, Assistant Professor</b>
Child, art and education	<b>Dunja Pivac, PhD, Assistant Professor</b>
Decorative shaping	<b>Marija Brajčić PhD, Assistant Professor</b>
Drama and theatre for children	<b>Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer</b>
Games and learning through computer	<b>Suzana Tomaš, PhD, Assistant Professor</b> Marijana Vrdoljak, Teaching Assistant
Gifted children	<b>Ivana Batarelo Kokić, PhD, Full Professor</b>
Museum workshops for children	<b>Diana Nenadić-Bilan, PhD, Assistant Professor</b>
Parents and children with special needs	<b>Esmeralda Sunko, PhD, Assistant Professor</b> Vedrana Vučković, Lecturer
Social and emotional learning in behavioral problem prevention	<b>Esmeralda Sunko, PhD, Assistant Professor</b> Toni Maglica, PhD, Postdoctoral Researcher
Traditional games and toys	<b>Ivana Visković, PhD, Assistant Professor</b> <b>Branimir Mendeš, PhD, Assistant Professor</b>

### 3.3 Curriculum vitae of the course teacher

First and last name and title of teacher	Bojan Babin, PhD, Teaching Assistant
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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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	/
Area and field of election into research or art rank	Social sciences, kinesiology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Kinesiology, University of Split
Place	Split
Date	29 March 2019
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 2

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Theoretical Foundations of the Teaching Methodology of Physical 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 Preschool Education
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)	<ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Babin, B., Vlahović, L., Babin, J. (2019). Correlation between Morphological Characteristic and Bounce from Middle Position in Volleyball in eleven-Year-Old Female Pupils. Croatia Journal of Education, 21(2), 437-452.</li> <li>3. 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.</li> <li>4. 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.</li> <li>5. 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.</li> </ol>
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?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Vedran Barbarić, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Museum pedagogy with practicum
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545579
E-mail address	<a href="mailto:vedbarba@ffst.hr">vedbarba@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	276284
Research or art rank, and date of last rank appointment	Research Associate, 21 February 2013
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 3 December 2015
Area and field of election into research or art rank	Humanities, archaeology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	3 December 2015
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Teaching and research
Function	Vice-dean for finances and business affairs
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Filozofski fakultet u Zagrebu
Place	Zagreb
Date	20 December 2011
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Reader (since 2009) and professor (since 2012) at the courses (since 2012; 2015; 2018) of the classes Fundamentals of museology and museum pedagogy, Archaeological heritage, Crafts on the Eastern Adriatic coast through prehistory and 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	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Kirigin, B., Barbarić, V., The beginning of Pharos – the present archaeological evidence, <i>Godišnjak centra za balkanološka ispitivanja</i>, vol. 46, Sarajevo 2020., pp. 219-230.</li> <li>2. Barbarić, V; Uršić, L, <i>Sakralna baština otoka Brača - Itinerari kulturnog turizma</i>, 2019., Arheološki muzej u Zagrebu (katalog izložbe)</li> <li>3. Miše M, Barbarić V, Zec A, Kirigin B. Salamandrija na Palagruži: formiranje nalazišta od ranog neolitika do danas. <i>Vjesnik za arheologiju i historiju dalmatinsku</i>. 2018; 111 (1): 9-34.</li> <li>4. Barbarić, V, <i>Kontinuitet svetih mjesta u prostoru otoka Brača // Brački zbornik</i>, 24 (2018), 185-204</li> <li>5. Barbarić, V, The Roman lighthouse and old Church of St. Michael on Palagruža, <i>Vjesnik za arheologiju i historiju dalmatinsku</i>, 110 (2), 2017, str. 615-635.</li> </ol>
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)	<ul style="list-style-type: none"> <li>- Dalmatian Archaeological Research Project, joint project with Colorado Boulder University, USA, co-director with prof. Sarah James, PhD (since 2020.)</li> <li>- Sakralna baština otoka Brača, Exhibition project, 2019., Archaeological museum in Zagreb (co-author with L. Uršić and N. Gostinski)</li> <li>- Museological and Museographic project of the Archaeological Park Salona, Croatia for the Archaeological museum Split, Croatia (co-author with Goranka Horjan), 2018.</li> <li>- Manager of the project of archaeological research on the prehistoric site Rat near Ložišća, Island of Brač (since 2007)</li> <li>- Project of touristic itineraries <i>Sacral heritage of the Island of Brač</i> (2015; 2019.), Tourist board of Split -Dalmatia County (with Lino Uršić)</li> </ul>
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>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

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

Telephone number	021-545-598
E-mail address	<a href="mailto:batarelo@ffst.hr">batarelo@ffst.hr</a>
Personal web page	<a href="http://marul.ffst.hr/~batarelo/dokuwiki">http://marul.ffst.hr/~batarelo/dokuwiki</a>
Year of birth	/
Scientist ID	257575
Research or art rank, and date of last rank appointment	Scientific Advisor, 3 December 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 22 February 2018
Area and field of election into research or art rank	Social sciences; Pedagogy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 October 2008
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Higher education
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Arizona State University
Place	Tempe, AZ, SAD
Date	9 December 2002
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- <i>Pedagogy of Gifted</i> – elective course, undergraduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split</li> <li>- <i>Inclusive Pedagogy</i> – core course, undergraduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split</li> <li>- <i>Orientation to Education of Exceptional Children</i> - core course, undergraduate studies for education majors, Arizona State University</li> </ul>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Batarelo Kokić, I., Podrug, A., &amp; Mandarić Vukušić, A. (2019). Operationalization of Children's Rights Education Policy: Analysis of The Documents Issued in The Republic Of Croatia and in The United States of America. <i>Školski vjesnik</i>, 68(2.), 370-388.</li> <li>2. Kunac, S., Batarelo Kokić, I. (2019). Media Coverage of School Behaviour Issues: A Content Analysis of Digital Media Messages. In Beseda, Jan, Rohlíková, Lucie, Duffek, Václav (ur.). <i>E-learning: Unlocking the Gate to Education around the Globe - 14th conference reader</i> (str. 259-270). Prague: Center for Higher Education Studies.</li> </ol>

	<ol style="list-style-type: none"> <li>3. Batarelo Kokić, I. B., Kurz, T. L., &amp; Novosel, V. (2016). Student Teachers' Perceptions of an Inclusive Future. In Kurbanoglu, S., Špiranec, S., Grassian, E., Mizrahi, D., &amp; Catts, R (eds.). In <i>European Conference on Information Literacy</i> (pp. 3-11). Cham: Springer.</li> <li>4. Macura Milovanović, S., Batarelo Kokic, I., Dzemic Kristiansen, S., Gera, I., Ikononi, 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</i>, 18(1), 1-19.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Jandrić, P., Hayes, D., Batarelo Kokić, I., ...&amp; Hayes, S. (2020). Teaching in The Age of Covid-19. <i>Postdigital Science and Education</i>, 2(2), 106–1230.</li> <li>2. Batarelo Kokić, I., Blažević, I., &amp; Kurz, T. (2019). Primary School Teachers' Readiness for Online Learning. In Beseda, Jan, Rohlíková, Lucie, Duffek, Václav (ur.). <i>E-learning: Unlocking the Gate to Education around the Globe - 14th conference reader</i> (str. 370-379). Prague: Center for Higher Education Studies.</li> <li>3. Batarelo Kokić, I., &amp; 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</i>, 5(5).</li> <li>4. Kurz, T. L., Batarelo Kokić, I. (2014). Predilections on requisite pedagogical Content for mathematics and science video cases. <i>Technology, Instruction, Cognition and Learning</i>, 9(4), 275-293.</li> </ol>
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?	<ul style="list-style-type: none"> <li>- Undergraduate study (Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb)</li> <li>- Master studies (Educational Media and Computers, Arizona State University, USA)</li> <li>- Doctoral studies (Interdisciplinary PhD in Curriculum and Instruction, Arizona State University, USA)</li> </ul>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<ul style="list-style-type: none"> <li>- DAAD Fellowship (KMRC, Tuebingen; 2005-2006)</li> <li>- Graduate Academic Scholarship (Arizona State University; 2000-2001)</li> </ul>

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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 329 284
E-mail address	mbrajcic@ffst.hr
Personal web page	/
Year of birth	/.
Scientist ID	25865
Research or art rank, and date of last rank appointment	Research Associate, 13 July 2015



Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 14 March 2016
Area and field of election into research or art rank	Interdisciplinary field of science, educational sciences (pedagogy, fine arts)
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 September 2007
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Visual Art and Visual Art Education
Function	Head of the Department for Early and Pre-school Education
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Zadar
Place	Zadar
Date	7 April 2011
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	/
<b>COMPETENCES FOR THE COURSE</b>	
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 Arts", " Didactics of Visual Arts 1", Didactics of Visual Arts 2 ", undergraduate University Teacher Education, " Didactics of Visual Arts 1", Didactics of Visual Arts 2 " - undergraduate study of Preschool Education
Authorship of university/faculty textbooks in the field of the course	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
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	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 3. Kuščević, D., Brajčić, M., Talijan, Z. (2019) Stavovi studenata o muzeju kao okruženju u kojemu se odvija učenje. Metodički ogladi

	<p>- časopis za filozofiju odgoja, 26, 1; 99-120 doi:org/10.21464/mo.26.1.8</p> <p>4. 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</p> <p>5. Brajčić, M., Kušćević D. (2016) Child and the Work of Art. European Journal of Social Sciences Education and Research, Volume 8 Nr. 1.; 144-155</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Kušćević, 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</p> <p>2. Brajčić, M., Kušćević, D. (2015). Odgajanje mladih kroz umjetnost, Poučavanje umjetnosti u 21. stoljeću, Dubravka Težak (ur.). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu, str. 300-317</p> <p>3. Kušćević, 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</p> <p>4. Brajčić, M., Kušćević, D., Pupiće 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</p> <p>5. 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</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>- 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.</p> <p>- 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 25. 01. 2019. - 10.02. 2019.</p>
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.
<b>PRIZES AND AWARDS</b>	
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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split

Telephone number	021 541-917
E-mail address	mbricic@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-teaching or teaching rank, and date of last rank appointment	Associate Professor, 1 September 2019
Area and field of election into research or art rank	Humanities - philosophy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15 July 2006
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Education and science
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	18 March 2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2010-2011
Place	Swansea, UK
Institution	University of Wales, Swansea, Great Britain
Field of training	Philosophy
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2010/2011
Place	Munich, Germany
Institution	Ludwig-Maximilians Universität München, Germany
Field of training	Philosophy
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course 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
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Brčić Kuljiš, M; Lunić, A. (2016). The Democratic Context of School Governance: External and Internal Stakeholders Perspectives. U Alfrevic, N; Burušić, J.; Pavičić, J.; Relja, R., School Effectiveness and Educational Management – Towards

	<p>a South-Eastern Europe Research and Public Policy, (str. 125-144). London: Palgrave Macmillan.</p> <p>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.</p> <p>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.</p> <p>4. Brčić Kuljiš; Gutović T. (2018). Inclusive educational policy and the democratic context of educational leadership and management. U Ingbórsson, Alfirević, Pavičić, Vican, Educational Leadership in Policy: Challenges and Implementation within Europe, (str. 81-96). London: Palgrave Macmillan, 2018.</p>
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)	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
<b>PRIZES AND AWARDS</b>	
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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	dobrota@ffst.hr
Personal web page	/
Year of birth	/
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
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	2005
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Music pedagogy, psychology of music
Function	Professor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb
Date	10 July 2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
First languages	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>The course Music in early and preschool education, Department of Preschool education, Faculty of Humanities and Social Sciences, University of Split.</p> <p>The course Didactics of music, Department of Teacher Education, Faculty of Humanities and Social Sciences, University of Split.</p> <p>The course Intercultural music education, postgraduate doctoral studies in humanities and social sciences, Faculty of Humanities and Social Sciences, University of Split.</p> <p>The course Psychology of music, Academy of music, University of Pula.</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Dobrota, S., &amp; Reić Ercegovac, I. (2016) <i>Zašto volimo ono što slušamo: glazbeno-pedagoški i psihologijski aspekti glazbenih preferencija</i>. Split: Filozofski fakultet Sveučilišta u Splitu.</li> <li>2. Dobrota, S. (2012) <i>Uvod u suvremenu glazbu pedagogiju</i>. Split: Filozofski fakultet Sveučilišta u Splitu.</li> </ol>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> <li>1. Dobrota, S., &amp; Gusić, M. (2020) Students' musical preferences in childrens' major- and minor-key songs. <i>Journal of Elementary Education</i>, 13 (3), 311-324. doi: 10.18690/rei.13.3.311-324.2020</li> <li>2. Dobrota, S. (2019) Stavovi odgojitelja predškolske djece prema glazbenim aktivnostima u vrtiću i samoprocjena kompetentnosti za njihovu realizaciju. <i>Metodički ogledi: časopis za filozofiju odgoja</i>, 26 (2), 59-76. doi: 10.21464/mo.26.2.6</li> <li>3. Habe, K., Dobrota, S., &amp; Reić Ercegovac, I. (2018). The structure of musical preferences of youth: cross-cultural</li> </ol>

	<p>perspective. <i>Musicological Annual</i>, 54 (1), 141-156. doi: 10.4312/mz.54.1.141-156</p> <p>4. Dobrota, S., &amp; Topić, K. (2018). Glazbene preferencije učenika prema glazbama svijeta i hrvatskoj tradicijskoj glazbi. <i>Školski vjesnik: časopis za pedagoškijsku teoriju i praksu</i>, 67 (2), 199-209.</p> <p>5. Dobrota, S., &amp; Reić Ercegovac, I. (2017). Music preferences with regard to music education, informal influences and familiarity of music. <i>British Journal of Music Education</i>, 34 (1), 41-55. doi: 10.1017/S0265051716000358</p>
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	<p>B.S. in music pedagogy, Music Academy, University of Split</p> <p>M.A. in music pedagogy, Faculty of Humanities and Social Sciences University of Zagreb</p> <p>PhD in music pedagogy, Faculty of Humanities and Social Sciences University of Zagreb</p>
<b>PRIZES AND AWARDS</b>	
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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	ddvornik@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	/
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	Senior Lecturer, 12 October 2016
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Primary school Spinut Split
Date of employment	14 September 1992
Name of position (professor, researcher, associate teacher, etc.)	Teacher
Field of research	Primary teacher
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Graduate teacher with an enhanced program in the subject CROATIAN LANGUAGE
Institution	University of Zadar
Place	Zadar
Date	8 December 2005
<b>INFORMATION ON ADDITIONAL TRAINING</b>	



Year	2000-2020
Place	Split
Institution	Education Agency
Field of training	Methodologies of classroom teaching subjects
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 3
Foreign language and command of 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 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
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	Dvornik, D. (2009). <i>The city tells me, a manual for learning about the cultural heritage of the city of Split for lower primary school students</i> . Zagreb: Alfa. Dvornik, D., Gudelj, R., Josipović, T., Ujević, B. (2018) <i>Split-Dalmatia County, native manual</i> . Zagreb: Alfa.
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 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?	Many years of school work (since 1992), exercises and seminars at the Faculty of Philosophy (since 2005) on the course Croatian language teaching methodology and course Child and heritage
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	Acknowledgment of the Faculty of Philosophy for the realization 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 teacher	Marica Grgurinović, Lecturer
The course he/she teaches in the proposed study programme	Basics of dramatisation and adaptations of literary texts for children Communication through performing arts Drama pedagogy education with practicum Puppet animation with practicum
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	maricagrgurinovic@yahoo.co.uk
Personal web page	/
Year of birth	/
Scientist ID	/
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	Lecturer, 21 November 2018
Area and field of election into research or art rank	Artistic area, theatre art field
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	/
Date of employment	/
Name of position (professor, researcher, associate teacher, etc.)	/
Field of research	/
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Theatre director
Institution	Academy of Dramatic Arts in Zagreb
Place	Zagreb
Date	5 May 2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of 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 (sufficient) to 5 (excellent)	French, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme)	Expert associate in the Puppetry and Theatre Art Course at the Undergraduate study of pre-school education, Faculty of humanities and social sciences, University of Split (2010.-2014.)

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: Očemo 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 projects in the field of the course carried out in the last five years (5 at most)	Permanent Art, Theatre BESA, 2018, Vis BESA festival and theatre camp, Theatre BESA, 2013-2019, Vis, international artistic and educational project 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 the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Academy for Dramatic Arts, Zagreb, Theatre directing and Radio, 1999-2006, faculty degree in the fields of acting, directing and drama pedagogy Center for integrative development, (2016-2020) finished education in body oriented practise Theatre of the Oppressed workshop, Julian Boal i Luc Opedebeeck, Pula, 2003
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	„Little Marulić“, special prize to the complete artistic team of the play „What a virus can do to me?“ by Little Theatre of Split for exceptional scenic interpretation of educational contents (2011)

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

Date of employment	1 December 2006
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Teaching process, pedagogical science
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	16 May 2011
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2002/2003
Place	Zagreb
Institution	Forum za slobodu odgoja
Field of training	Pedagogy, didactics
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Action research in practice of a pedagogue, Pedagogy, graduate study Creativity as pedagogical challenge, Pedagogy, undergraduate study
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Jukić, T. (2019, June). Creativity in Education. In <i>Proceedings of the Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i> (pp. 11-16). 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.) <i>Zbornik radova znanstvene konferencije s međunarodnom suradnjom "Dijete, igra, stvaralaštvo"</i> (pp. 53-64). Split - Zagreb: Filozofski fakultet u Splitu; Savez društava "Naša djeca" Hrvatske 3. Jukić, T. (2015). Upoznavanje baštine kroz akcijsko istraživanje u ranom i predškolskom odgoju i obrazovanju. <i>Školski vjesnik</i> , 64 (3), 424-438.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1. Jukić, T. & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić i A. Mandarić Vukušić (Eds.) <i>Čitanje u ranoj adolescenciji</i> . (pp. 97-121). Split: Filozofski fakultet. 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.) <i>Unapređenje kvalitete života djece i mladih. Tematski zbornik (1st part)</i> (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.). <i>Kompetencije suvremenog učitelja i odgajatelja – izazov za promjene: znanstvena monografija / Competencies of modern teachers and educators – challenge for change: scientific monograph</i> (pp. 25-34). 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)	Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016). Member of the project team: Erasmus Plus K2 project <i>COMMIX</i> No. 2016-1-BG01-KA201-023657 (2016 - 2018)
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 Natural Sciences and Education University of Split, (1996-2000), 6 teaching methodologies Forum for Freedom in Education, Project Teaching and writing for Critical Thinking, (RWCT), (since 2006 leads workshops for teachers)
<b>PRIZES AND AWARDS</b>	
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 proposed study programme	Psychology of parenthood Psychology of children's drawings Attachment across the lifespan
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545586
E-mail address	<a href="mailto:kkalebicjakupcevic@ffst.hr">kkalebicjakupcevic@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	345266
Research or art rank, and date of last rank appointment	Research Associate, 12 February 2019
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	Social sciences, Psychology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 January 2019
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral Researcher
Field of research	Psychology
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb

Date	2014
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2008
Place	Zagreb
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Field of training	Postgraduate studies, Specialization in clinical psychology
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2010
Place	Zagreb
Institution	CABCT
Field of training	Supervision in Cognitive-behavioral therapy
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	Italian, 2
<b>COMPETENCES FOR THE COURSE</b>	
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)	<ul style="list-style-type: none"> <li>- Kalebić Jakupčević, K. i Živčić-Bećirević, I. (2017). Contribution of rumination, mindfulness, thought suppression and metacognitive beliefs in depression. <i>Psihologijske teme</i>. 26(2), 335-354.</li> <li>- Koludrović, M. i Kalebić Jakupčević, K. (2017). The relationship between classroom climate and school achievement of primary school students. <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>. 66(4), 557-572.</li> <li>- Kalebić Jakupčević, K. i Reić Ercegovac, I. (2016). Dobne i spolne razlike u depresivnosti kod djece i adolescenata na području grada Splita. <i>Paediatrica Croatica</i>. 60(4), 133-140.</li> <li>- Kalebić Jakupčević, K. i Živčić-Bećirević, I. (2016). Cognitive and metacognitive processes in depressive disorder. <i>Socijalna psihijatrija</i>. 44(3), 185-195.</li> <li>- 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 encephalopathy. <i>Croatian medical journal</i>, 55(4), 431-433.</li> </ul>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> <li>- Koludrović, M. i Kalebić Jakupčević, K. (2017). The relationship between classroom climate and school achievement of primary school students. <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>. 66(4), 557-572.</li> </ul>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>2018 - leader of professional support workshops for parents in the conditions of more demanding parenting "We grow together": Centre for parental support "We grow together", UNICEF, Croatia</p> <p>2018 - coordinator of the preventive program "I represent myself - I respect you"; Family Centre, Centre for Social Welfare</p>

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
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Morana Koludrović, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Child and media
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 586
E-mail address	morana@ffst.hrr
Personal web page	/
Year of birth	/
Scientist ID	306406
Research or art rank, and date of last rank appointment	Senior Research Associate, 15 April 2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 15 March 2015
Area and field of election into research or art rank	Social sciences, pedagogy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15 April 2008
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Pedagogy
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	15 March 2013
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name	Continuous teaching subject Media in Education in Department of Teacher Education and Graduate University Study Programme



title of course, study programme where it is/was offered, and level of study programme)	Early and Pre-School Education, Faculty of Humanities and Social Sciences, University of Split
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Koludrović, M. (2018), Život s medijima – G generacija. Hrvatska obzorja: Časopis Ogranka Matice hrvatske u Splitu, 2, 53-60.</li> <li>2. Koludrović, M. (2017), Igra u Montessori i Waldorfskoj koncepciji. Zrno: časopis za obitelj, vrtić i školu. 126(152), 18-19.</li> <li>3. Koludrović, M. (2015), Kako poticati kreativno i metakognitivno mišljenje putem udžbenika? Zrno – Časopis za obitelj, vrtić i školu, 115-116, 11-12.</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Koludrović, M.; Rajić, V. (2019), Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152.</li> <li>2. Koludrović, M. (2018), Problemsko učenje u obrazovanju odraslih. Zbornik radova 8. Međunarodne konferencije o obrazovanju odraslih: Upravljanje kvalitetom u obrazovanju odraslih. Zagreb, 30.11.-2.12.2018. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih i Hrvatsko andrugoško društvo, 104-111.</li> <li>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).</li> <li>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 pedagoškijsku teoriju i praksu, 159(1-2), 31-52.</li> <li>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.</li> </ol>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> <li>- 2019 – today; project team member (ESF project UP.03.1.1.03.0056 Competence standards of teachers, pedagogues and mentors)</li> <li>- 2016 – 2018; project team member (Erasmus + KA3: Educa T project, Emphasis on developing and upgrading of competences for academic teaching)</li> <li>- 2014 – today; team member (field of pedagogy in the Science Center of Excellence for School Effectiveness and Management)</li> <li>- 2014 – 2016; project team member (ESF project HR.3.1.15-0014 Development of Occupational and Qualification Standards for Adult Education)</li> </ul>
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?	<ul style="list-style-type: none"> <li>- Master's degree in primary education, University of Split</li> <li>- M. Sc. Faculty of philosophy, University of Zagreb</li> <li>- Ph.D. Faculty of philosophy, University of Zagreb</li> <li>- Numerous education in the field of didactics, pedagogy and andragogy</li> </ul>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	



First and last name and title of teacher	Vesna Kostović-Vranješ, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Education for sustainable development
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545576
E-mail address	<a href="mailto:kostovic@ffst.hr">kostovic@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	201306
Research or art rank, and date of last rank appointment	Senior Research Associate, 19 December 2016
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14 February 2017
Area and field of election into research or art rank	Area <i>social science</i> , field <i>pedagogy</i>
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	2009
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Teaching methodology of Natural and Social Science
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD of Natural Science
Institution	Faculty of Science University of Zagreb
Place	Zagreb
Date	9 July 1999
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN L/ANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Slovenian, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- Didactics of Biology, graduate university study programme Biology and Chemistry, Faculty of Natural Science University of Split</li> <li>- Didactics of Natural Science, PPDME study programme, Faculty of Humanities and Social Science University of Split</li> </ul>

	- 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 textbooks in the field of the course	Kostović-Vranješ V. (2015). Metodika nastave predmeta prirodoslovnog područja. Školska knjiga Zagreb i Filozofski fakultet u Splitu (sveučilišni udžbenik)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Kostović-Vranješ V. (2020): Odgoj i obrazovanje i ranom djetinjstvu. <i>Putokazi Sveučilišta Hercegovina u Mostaru</i> (u tisku) 2. Kostović-Vranješ V., Bulić M. (2020): Nastavni sadržaji kemije 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 primjene obrazovne softverske platforme mozaBook u nastavi prirode i društva</i> . 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. <i>Školski vjesnik</i> , 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 and teaching quality (5 works at most)	1. Kostović-Vranješ V. (2020): Odgoj i obrazovanje i ranom djetinjstvu. <i>Putokazi Sveučilišta Hercegovina u Mostaru</i> (u tisku) 2. Kostović-Vranješ V., Bulić M. (2020): Nastavni sadržaji kemije 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 primjene obrazovne softverske platforme mozaBook u nastavi prirode i društva</i> . 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. <i>Školski vjesnik</i> , 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, Environment 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
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First and last name and title of teacher	Sonja Kovačević, PhD, Full Professor
The course he/she teaches in the proposed study programme	Educational communication skills
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	+385 (21) 386122
E-mail address	<a href="mailto:sonja@ffst.hr">sonja@ffst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	151044
Research or art rank, and date of last rank appointment	Scientific Advisor, 2 April 2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 20 July 2020
Area and field of election into research or art rank	Social sciences, educational sciences
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 December 2005
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	High education
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctor of science
Institution	Faculty of Humanities and Social Sciences Rijeka
Place	Rijeka
Date	/
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 3
Foreign language and command of 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 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	

Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	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.
Authorship of university/faculty textbooks in the field of the course	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)	1. Kovačević, S. (2019). Progresiv Education – Didactic Challenges. <i>Croatian Journal of Education</i> , Vol.21; No.2, 639-663. 2. Alajbeg, A. i Kovačević, S. (2019). Contribution of Sociodemographic Factors to Different Engagement of Children in Peer Violence. <i>Violence and Gender</i> , 6(1), 1-10. 3. Alajbeg, A. i Kovačević, S. (2018). Škola bez vršnjačkog nasilja. <i>Educa, časopis za obrazovanje, nauku i kulturu</i> , XI (11), 113-120. 4. Alajbeg, A. i Kovačević, S. (2018). Uloga vezanosti za školu u različitom angažmanu djece u vršnjačkom nasilju. <i>Suvremena pitanja, časopis za prosvjetu i kulturu</i> , XIII (26), 25-44. 5. Šimunović, R., Šimić, K. i Kovačević, S. (2018). Stavovi studenata o važnosti razvoja pedagoške kompetencije. <i>Suvremena pitanja, časopis za prosvjetu i kulturu</i> , 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)	/
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>PRIZES AND AWARDS</b>	
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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	mkrnic@fst.hr
Personal web page	/
Year of birth	/
Scientist ID	313606
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	Lecturer (re-elected), 1 November 2019
Area and field of election into research or art rank	Arts, Music
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 November 2008
Name of position (professor, researcher, associate teacher, etc.)	Teacher, Lecturer
Field of research	Music Pedagogy
Function	Lecturer
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	MSc
Institution	Academy of Music, University of Ljubljana
Place	Ljubljana, Slovenia
Date	29 September 2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	Italian, 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Vocal-instrumental practicum, compulsory course in integrated teacher study at Department of teacher education, Faculty of Humanities and Social Sciences, University of Split
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five	1. Krnić, M. (2017). Kontratenor u suvremenoj vokalno-pedagoškoj praksi. In: M. Petrović (ed.), 19. pedagoški forum scenskih

years in the field of the course (5 works at most)	<p>umjetnosti. U potrazi za doživljajem i smislom u muzičkoj pedagogiji. Beograd, 30.9.-2.10.2016. Beograd: Fakultet muzičke umjetnosti, 111-119.</p> <p>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.</p> <p>3. Krnić, M. and Kodžoman-Radan, J. (2016). Roditelji i dječje glazbene aktivnosti u obiteljskom domu. Metodčki ogledi: časopis za filozofiju odgoja, 23/1, 53-64.</p> <p>4. Krnić, M. (2016). Madrigali Iacobusa Gallusa: prikaz interpretacije u različitim izvođačkim sastavima. In: V. Ivkov (ed.), Prvi naučni i umjetnički simpozij Muzika između teorije i prakse. Srbija, Novi Sad, 30-31.10.2015. Novi Sad: Akademija umjetnosti Novi Sad, 160-172.</p> <p>5. Krnić, M. (2016). Slušna identifikacija djevojačkih i dječjačkih 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.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. 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.</p> <p>2. 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.</p> <p>3. 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.</p> <p>4. 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.</p> <p>5. Krnić, M. (2016). Pedagoške kompetencije u visokoškolskim kurikulumima za nastavnike pjevanja u komparativnoj perspektivi. In: F. Hadžić, 9. međunarodni simpozij Muzika u društvu. Sarajevo, 23.-26.10.2014. Sarajevo: Muzikološko društvo FbIH i Muzička akademija Univerziteta u Sarajevu, 326-342.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. Solo recital (Museum of the city of Split, 8. 2. 2019.);</p> <p>2. Concert "Kad izdahnu srce Božjeg sina" (church of Saint Francis, 7. 4. 2019.);</p> <p>3. G. Verdi: "Moć sudbine", Marquis Calatrava, Surgeon (CNT Split, 2017);</p> <p>4. Advent concert of ensemble "Splitski virtuoz" – A. Dvořak: "Biblical songs", op. 99 (CNT Split, 10. 12. 2016.);</p> <p>5. Solo recital "Smijeh i suze" (CNT Split, 7. 3. 2016.)</p>
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?	
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<ul style="list-style-type: none"> <li>- eleven rewards as conductor and artistic leader (Arezzo, Split, Karlovac, Zagreb, Petrinja, Omiš, Blato na Koruči, Kaštela)</li> <li>- three rewards as vocal teacher (Osijek, Rijeka)</li> <li>- <i>Diploma Darko Lukić</i> awarded by Croatian Society of Music Artists in April 2012</li> <li>- <i>5<sup>th</sup> International competition of solo singers "Bruna Špiler"</i> in Herceg Novi (Montenegro) in March 2012 – second prize</li> <li>- <i>24<sup>th</sup> Concorso internazionale di musica vocale da camera</i> in Città di Conegliano (Italy) in July 2010 – first prize</li> <li>- <i>13<sup>th</sup> Solo singers competition "Nikola Cvejić"</i> in Ruma (Serbia) in November 2010 – second prize (first was not awarded)</li> <li>- <i>15<sup>th</sup> Concorso internazionale di canto solistico "C. A. Seghizzi"</i> in Gorizia (Italy) in July 2009 – second prize</li> </ul>

First and last name and title of teacher	Dubravka Kušćević, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Application of graphical techniques with practicum Visual arts activities with didactically unshaped material
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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 last rank appointment	Research Associate, 12 January 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor 1 October 2019
Area and field of election into research or art rank	Educational sciences - interdisciplinary field
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1996
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Visual Art Pedagogy, Didactics of Art
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	University of Sarajevo, Faculty of Educational Sciences
Place	Sarajevo
Date	25 February 2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/



Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 3
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)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	The course Basics of Visual Arts, Department of Preschool education, Faculty of Humanities and Social Sciences, University of Split.
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)	<ol style="list-style-type: none"> <li>1. Brajčić, M., Kuščević, D., Petric, M. (2020). Experiencing a 20th - century visual artwork - Andy Warhol Croatian Journal of Education = Hrvatski časopis za odgoj i obrazovanje, 22 (1), 239-261. doi:10.15516/cje.b22i0.3847</li> <li>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</li> <li>3. Kuščević, D., Brajčić, M., Tomašević N. (2020). Medkulturnost pri pouku – učenčeve preference likovnih del, <i>Pedagoška obzorja</i>, 35 (1), 56-71.</li> <li>4. Kardum, G., Kuščević, D., Brajčić, M.(2020). The Impacts of Different Sorts of Art Education on Pupils' Preference for 20th-Century Art Movements, <i>Publications / MDPI Education Sciences</i>, 10 (1) 1-13. doi:10.3390/educsci10010015</li> <li>5. Kuščević, D., Brajčić M., Šipić L. (2019). Using Marc Chagall's Visual Art in Teaching Visual Arts, <i>Revija za elementarno izobraževanje = Journal of elementary education</i>, 12 (2) 177-198. doi:https://.org/10.18690/rei.12.2.177-198.2019</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Kuščević, D., Brajčić, M. (2018) Differences in Assessment of Visual Skills among Pupils with Regard to Artwork . U Herzog, Jerneja (ur)Estimation of Giftedness, Challenges of Working with Gifted Pupils in European School Systems (str. 185-204) Hamburg: Verlag Dr. Kovač.</li> <li>2. Brajčić, M., Kuščević, D.; PupiĆ Bakrač M. (2018). Identifikacija likovno nadarene djece u nastavi likovne kulture, <i>Croatian Journal of Education-Hrvatski Casopis za Odgoj i obrazovanje</i>, 20 (3), 765-788. doi:.org/10.15516/cje.v20i3.2617</li> <li>3. Marijanović, I., Kuščević, D., ReiĆ Ercegovac, I. (2017). Teachers' Views of the Potential of Art Therapy in Young Learners, <i>Revija za elementarno izobraževanje</i>, 10 (4), 365-376.</li> <li>4. Kuščević, D., Tomaš, S., Mornar, I. (2016). Primjena sustava Moodle u metodici nastave likovne kulture, <i>Zbornik radova Filozofskog fakulteta u Splitu</i>, 6-7, 86-102.</li> </ol>

	5. Brajčić M., Kušević 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.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Anita Lunić, Teaching Assistant
The course he/she teaches in the proposed study programme	Ethics
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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 research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 November 2016
Name of position (professor, researcher, associate teacher, etc.)	Teaching Assistant
Field of research	Philosophy
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Mag. educ. phil. mag. educ. hist.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split, Croatia
Date	21 June 2012
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/

Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 3
<b>COMPETENCES FOR THE COURSE</b>	
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)	<ol style="list-style-type: none"> <li>1. Lunić, Anita. „Između književnosti i filozofije: egzistencijalizam mediteranskog kruga. Albert Camus i Antun Šoljan“, Filozofska istraživanja 137 (2015), str. 67–87.</li> <li>2. Lunić, Anita. „Prevladavanje estetike u zagrebačkoj filozofiji prakse“, Filozofska istraživanja 146 (2017), str. 305-316.</li> <li>3. Lunić, Anita. „Revolucija u horizontu filozofije prakse. Prilog razumijevanju revolucije u filozofiji Milana Kangrge i Gaje Petrovića“, Filozofska istraživanja 152 (2018), str. 827-836.</li> <li>4. Lunić, Anita. „Održivost teze o Marxovoj etici“, Eidos - časopis za filozofiju i društveno - humanistička istraživanja, 2 (2018), str. 115-124.</li> <li>5. Vidak, 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.</li> </ol>
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)	<ol style="list-style-type: none"> <li>1. COST Action CA 16211 Reappraising Intellectual Debates on Civic Rights and Democracy in Europe, 15/9/2017 - 14/9/2021</li> <li>2. HRZZ „Profesionalizam u zdravstvu: odlučivanje u praksi i znanosti – ProDeM“, 1/1/2020 – 31/12/2023</li> <li>3. ERASMUS + projekt Bioethical Education and Attitude Guidance for Living Environment, 3/9/2018 – 2/9/2020</li> <li>4. Creating welcoming communities UNHCR, 1/1/2019 – 31/12/2019; 1/1/2020-31/12/2020</li> </ol>
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?	Graduate degree programme in Philosophy and Graduate degree programme in History at the Faculty of Humanities and Social Sciences, University of Split
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Toni Maglica, PhD, Postdoctoral Researcher
The course he/she teaches in the proposed study programme	Contemporary childhood and children's rights Behavioural disorders in early childhood Social and emotional learning in behavioral problem prevention
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 32 92 84
E-mail address	tmaglica@ffst.hr
Personal web page	<a href="https://www.bib.irb.hr/pregled/znanstvenici/364892">https://www.bib.irb.hr/pregled/znanstvenici/364892</a>
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	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	7 September 2017
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral Researcher
Field of research	Educational and rehabilitation sciences; social pedagogy, prevention of behavioural problems
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctoral degree
Institution	Faculty of Education and Rehabilitation Sciences, University of Zagreb
Place	Zagreb
Date	10 October 2017
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English; 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian; 3
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Child and Society, Department of Teacher Education, graduate study programme Social Pedagogy, Department of Pedagogy, undergraduate study programme

	Prevention of Behavioural Problems, Department of Pedagogy, undergraduate and graduate 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)	<ol style="list-style-type: none"> <li>1. Ljubetić, M., Maglica, T. (2020). Social and emotional learning in education and care policy in Croatia. <i>International Journal of Evaluation and research in Education</i>, 9, 3, 650-659.</li> <li>2. Maglica, T., Reić-Ercegovac; Ljubetić, M. (2020). <i>Hrvatska revija za rehabilitacijska istraživanja</i> 56 (1), 44-57</li> <li>3. Ricijaš, N., Maglica, T.; Dodig Hundrić, D. (2019). <i>Ljetopis socijalnog rada</i>, 26, 3, 335-361</li> <li>4. Maglica, T. (2019). Social and emotional learning preventing children's behavioural problems. <i>Livro de Atas Proceedings</i>, 415-426</li> </ol>
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). <i>Komunikacija i grupna dinamika</i> . M. Koludrović i M. Vučić (ur.) <i>Učimo cjeloživotno učiti i poučavati: priručnik za nastavnike u obrazovanju odraslih</i> . 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)	<ol style="list-style-type: none"> <li>1. Youth Gambling in Croatia, scientific project, Faculty of Education and Rehabilitation Sciences, University of Zagreb</li> <li>2. Positive Youth Development, scientific project, Faculty of Education and Rehabilitation Sciences, University of Zagreb</li> <li>3. Developing Science and Practice in teacher education, professional- scientific project, Penn State University &amp; Faculty of Humanities and Social Sciences, University of Split</li> <li>4. Improvement of Inclusivity of Initial Teacher Education for Early Childhood Education and Care, professional project, Faculty of Teacher Education, University of Zagreb</li> </ol>
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
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	dodi.malada@gmail.com
Personal web page	/

Year of birth	/
Scientist ID	/
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	Senior Lecturer, 14 December 2009
Area and field of election into research or art rank	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	/
Date of employment	/
Name of position (professor, researcher, associate teacher, etc.)	/
Field of research	/
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of education
Place	Travnik
Date	23 December 2018
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	/
<b>COMPETENCES FOR THE COURSE</b>	
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 articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Vidović, Schreiber, T., Kovačević, V., Malada, D. (2020) Malada, D., „Baby shark“ as a social and artistic phenomenon. Universal Journal of Education Research. Vol.8. No 10</li> <li>2. Jukić, J., Čavala, M. (2017). Reliability and validity of tests aimed at evaluation of rhythm coordination. Acta Kinesiologica 11 (2017) Supp. 2: 125-130</li> <li>3. Malada, D.(2020). Kinematic analysis of belly dance elements. Sport Science 13 1: 7-10</li> </ol>

	<p>4. 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.</p> <p>5. 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.</p>
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?	/
<b>PRIZES AND AWARDS</b>	
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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 555
E-mail address	amandari@fst.hr
Personal web page	/
Year of birth	/
Scientist ID	323396
Research or art rank, and date of last rank appointment	Research Associate, 18 June 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 22 January 2020
Area and field of election into research or art rank	Social Science, Pedagogy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
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, researcher, associate teacher, etc.)	Assistant Professor



Field of research	Family pedagogy, Pedagogue in educational institution, Professional development of educators
Function	Teacher
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	6 July 2016
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2019
Place	Split
Institution	Faculty of Economy, University of Split
Field of training	<i>Unaprjeđenje znanja i vještina za provedbu programa društveno korisnog učenja, u sklopu projekta Praktično-Aktivno-Zajedno-Interdisciplinarno! (PAZI) – programi društveno korisnog učenja</i>
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	/
<b>COMPETENCES FOR THE COURSE</b>	
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	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. 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)</i> (str. 767-778). Bragança: Instituto Politecnico de Bragança, Escola Superior de Educacao. 2. 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.

	<p>3. Mandarić Vukušić, A. (2018). Profesionalni razvoj odgajatelja i učitelja za rad s roditeljima. <i>Croatian Journal of Education</i>, 20 (Sp.Ed.1), 73-94. <a href="https://doi.org/10.15516/cje.v20i0.3046">https://doi.org/10.15516/cje.v20i0.3046</a></p> <p>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: <a href="https://doi.org/10.5430/wje.v8n2p1">https://doi.org/10.5430/wje.v8n2p1</a> URL: <a href="https://doi.org/10.5430/wje.v8n2p1">https://doi.org/10.5430/wje.v8n2p1</a></p> <p>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 promjene</i>. Split: Filozofski fakultet u Splitu, str. 141-149.</p>
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)	<p>1. 2019.- today, project member: <i>Oснаživanje obitelji za razvoj pozitivnih odnosa i obiteljskog zajedništva</i>, (uniri-drustv-18-6, Univeristy in Rijeka, prof.dr.sc. Jasminka Zloković).</p> <p>2. 2019. – today, member of research team: UP.03.1.1.03.0056, <i>Kompetencijski standardi nastavnika, pedagoga i mentora</i>, Europski socijalni fond, prof.dr.sc. Igor Radeka)</p> <p>3. from 2016. till 2017., researcher: EduMAP: <i>Broad Research on Adult Education in the EU</i> (European Union, Horizon 2020, Research and Innovation Programme, No. 693388), University of Tampere (<a href="http://www.uta.fi/edu/en/research/projects/edumap/index.html">http://www.uta.fi/edu/en/research/projects/edumap/index.html</a>).</p> <p>4. 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.</p> <p>5. from 2014. till 2016., project member: <i>Boys Reading</i>, (European Commission; Erasmus Plus K2: Strateška partnerstva; Number. 2014-1-HR01-KA200-007171), voditeljice prof. dr. sc. Ivane Batarelo Kokić.</p>
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	<p>- 2009. Faculty of Humanities and Social Sciences, University of Zadar, Department of Pedagogy (4 years)</p> <p>- 2004. Faculty of Humanities and Social Sciences, University of Split, Department of Pre-school Education (2 years)</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

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

E-mail address	brendes@fst.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-teaching or teaching rank, and date of last rank appointment	Assistant Professor, July 2017
Area and field of election into research or art rank	Social sciences, Pedagogy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 March 2009
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Higher education
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD in pedagogy
Institution	Faculty of Humanities and Social Sciences, Zagreb
Place	Zagreb
Date	12 March 2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2008
Place	Split
Institution	Forum for freedom of education
Field of training	Educational package "Reading and writing for critical thinking"
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- course teacher for a number of courses at the professional study programme Pre-school education;</li> <li>- professor at the undergraduate study programme Early and pre-school education;</li> <li>- conductor of professional and pedagogical practice</li> </ul>
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)	<ol style="list-style-type: none"> <li>1. Mendeš, B. (2020). Prema suvremenom dječem vrtiću: Pedagoška kretanja i promjene u sustavu ranog i predškolskog odgoja u Hrvatskoj. Zagreb: Hrvatska sveučilišna naklada.</li> <li>2. Mendeš, B., Marić, Lj. i Goran, Lj. (2020). Dijete u svijetu igre: teorijska polazišta i odgojno-obrazovna praksa. Zagreb: Golden marketing – Tehnička knjiga.</li> </ol>

	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.
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?	- Undergraduate and postgraduate study programmes
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Daniela Petrušić, Teaching Assistant
The course he/she teaches in the proposed study programme	Instrumental practicum 1 Instrumental practicum 2 Children's musical creativity with practicum
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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	/
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 <sup>st</sup> June 2019
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	Music pedagogy
Function	Assistant
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	

Degree	Professor of music theory subjects
Institution	Art academy, University of Split
Place	Split
Date	11 <sup>th</sup> April 2006
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2014-
Place	Split
Institution	Faculty of Humanities and Social Sciences, University of Split
Field of training	Postgraduate doctoral study, Mediterranean Interdisciplinary Cultural Studies
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	1. Subject Music culture, o.š. Ostog in Kaštel Lukšić and o.š. Kneza Mislava in Kaštel Sućurac (2006.-2019.) 2. Subject Solfeggio, graduate study of Music Pedagogy at the Academy of Arts, University of Split (2006.-2018.)
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 most)	1. Dobrota, Snježana; Krnić, Marijo; Petrušić, Daniela (2018). <i>Innovative approaches to teaching music in elementary school - opera in music classes</i> // 42nd ATEE Annual Conference 2017. Changing perspectives and approaches in contemporary 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 projects in the field of the course carried out in the last five years (5 at most)	1. Petrusic, Daniela (2017). Application of modern teaching technology and media in music teaching. In: The Child, the Book, and the New Medium. Proceedings of a scientific conference with international cooperation. B. Mendeš; T.-T. 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 the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduated from the Academy of Arts, University of Split with the title of professor of music theory subjects, 2006.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Tatjana Ravlić, Associate Professor of Art
The course he/she teaches in the proposed study programme	Drawing with practicum Painting with practicum
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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-teaching or teaching rank, and date of last rank appointment	Associate Professor, 13 January 2015
Area and field of election into research or art rank	Area of art, field of visual arts, branch of painting
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Croatian association of independent artists, associate professor at the Arts academy, Split, since 2001.
Date of employment	/
Name of position (professor, researcher, associate teacher, etc.)	Freelance artist and associate professor at UMAS
Field of research	Visual arts
Function	Freelance artist and professor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Formally trained artist
Institution	Accademia di Belle Arti di Roma
Place	Rome
Date	/
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2002 – 2005
Place	Belin, Germany
Institution	UdK, Institut fuer Kunst im Kontext
Field of training	Visual arts
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 4
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Courses in Art in Context, Painting, Nude drawing and Anatomy at the Section of visual arts, Arts academy in Split since 2000.



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)	Solo and group exhibitions ( selection): 2011. First Painting Biennale, HDLU Zagreb 2016. The 2nd NSK State Folk Art Biennale 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 subjects of teaching methodology and teaching quality (5 works at most)	Art and education workshops in the field of art in Croatia and abroad. 2004. Educational and artistic workshop "Interkulturelle Erwachsenenkulturarbeit", Institut für Kunst in context, UdK Berlin. 2004. Art workshop "What are we getting at?", Institut für Kunst im Kontext, UdK Berlin. 2008. Educational and artistic workshop "Journey through Zagora", 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?	/
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

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



Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 December 2006
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Developmental psychology
Function	Vice Dean for Teaching and Students' Affairs
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb
Date	4 May 2010
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2012
Place	Zagreb
Institution	University of Zagreb
Field of training	Education for Equal Opportunities at Croatian Universities
Year	2016
Place	Split
Institution	Agency for Vocational Education and Training and Adult Education
Field of training	Adult education in Croatia
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course teacher in: Developmental psychology (Undergraduate study in pedagogy, Undergraduate study in early and pre-school education, Graduate study in primary education) Attachment across the Lifespan (Undergraduate study in pedagogy) Violence in Close Relationships (Undergraduate study in pedagogy)
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)	<ol style="list-style-type: none"> <li>1. Maglica, T., Reić Ercegovac, I., Ljubetić, M. (2020). Mindful parenting and behavioral problems in preschool children. Hrvatska revija za rehabilitacijska istraživanja, 56 (1), 44-57. doi: 10.31299/hrri.56.1.4.</li> <li>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.</li> <li>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.</li> <li>4. Ljubetić, M., Reić Ercegovac, I. i Draganja, A. (2019). Razlike između odgojitelja i roditelja djece predškolske dobi u procjeni</li> </ol>

	dječjih socio-emocionalnih kompetencija. Odgojno-obrazovne teme, 2 (3-4), 187-206.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	5. Vuletić, A., Kardum, G., Reić Ercegovac, I. (2017). Analiza crteža kronično i akutno oboljele djece. Paediatrica Croatica, 61, 197-203. <a href="http://dx.doi.org/10.13112/PC.2017.29">http://dx.doi.org/10.13112/PC.2017.29</a>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Reić Ercegovac, I. (2017). Psihologijski sadržaji i ishodi učenja u obrazovanju odraslih. U: M. Brčić Kuljiš i M. Koludrović (ur.), Doprinos razvoju kurikulumu namijenjenih stručnjacima u obrazovanju odraslih. Zagreb: Hrvatsko 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. 3. 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
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?	Scientific projects: 1. Selfevaluation of early and preschool institutions quality (institutional project Faculty of Humanities and Social Sciences, Maja Ljubetić, PhD, full professor) Professional projects: 1. „Male tajne roditeljstva“ (professional associate, „Klub trudnica i roditelja“ Split)
	Graduate study in Psychology, University of Zadar (Professor of Psychology)
<b>PRIZES AND AWARDS</b>	
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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	+385 21 545 577
E-mail address	<a href="mailto:arunjic@ffst.hr">arunjic@ffst.hr</a>
Personal web page	<a href="http://www.ffst.unist.hr/anita.runjic-stoilova">www.ffst.unist.hr/anita.runjic-stoilova</a>
Year of birth	/
Scientist ID	276135
Research or art rank, and date of last rank appointment	Senior Research Associate, 15 March 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 15 June 2017
Area and field of election into research or art rank	Humanities, philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	

Institution where employed	Faculty of Humanities nad Social Sciences, University of Split
Date of employment	1 October 2004
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Phonetic and phonology, rhetoric, stylistics
Function	ECTS coordinator
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	13 January 2011
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<i>Orthography and grammar standards, Phonetics and phonology, Orthoepy, Stylistics</i> (Undergraduate study programme <i>Croatian language and literature</i> , 1st, 2nd and 3rd year) <i>Speech and mass media, Language and different discourses, Speaking skills in teaching</i> (Graduate study programme - <i>Croatian language and literature</i> 1st and 2nd year) <i>Language culture</i> (Integrated undergraduate and graduate study programme <i>Teacher education</i> , 4th year, Undergraduate study programme <i>Pedagogy</i> , 1st year)
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)	1. Runjić-Stoilova, A.; Vrbanić Zrinski, K. (2019). Prelaženja naglasaka na prislonjenice u suvremenom glumačkom govoru na primjeru dviju kazališnih predstava. Zbornik radova 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 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	Associate on the project: <i>Adriatic Story - Interdisciplinary Research of Adriatic Narratives and Halieutica Adriatica - Philological and</i>

carried out in the last five years (5 at most)	<i>Anthropological Research of Adriatic Culture</i> (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)
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Sanja Stanić, PhD, Full Professor
The course he/she teaches in the proposed study programme	Sociology of Childhood
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021329284
E-mail address	<a href="mailto:ssanic@fst.hr">ssanic@fst.hr</a>
Personal web page	/
Year of birth	/
Scientist ID	297695
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	Full Professor, 31 October 2019
Area and field of election into research or art rank	Social sciences, Sociology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 October 2007
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Sociology
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctoral degree
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	2008
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Childhood and Society/Graduate study programme Sociology Sociology / Pre-school education, Teacher education Social Structure/ Undergraduate study programme Sociology
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)	<ol style="list-style-type: none"> <li>1. Stanić, S., Jelača, L. (2017). Društveni kontekst čitanja i knjige: mišljenja i stavovi učenika, Školski vjesnik: časopis za pedagoška i školska pitanja, 66(2), 180-199.</li> <li>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.</li> <li>3. Stanić, S. (2010) Svakidašnje opasnosti u osnovnim školama -iskustva i pripremljenost za reagiranje: primjer Splita, Revija za sociologiju, 38(3-4),119-132.</li> </ol>
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?	Graduate study of sociology, Faculty of Political Sciences University of Sarajevo
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Goran Sučić, PhD, Associate Professor
The course he/she teaches in the proposed study programme	Educational management
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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 last rank appointment	Senior Research Associate, 13 January 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14 July 2017
Area and field of election into research or art rank	Area- Interdisciplinary sciences, Field-educational sciences (economics, pedagogy-special pedagogies)
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	/
Date of employment	/
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	/
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of management, Novi Sad, University Beograd
Place	Novi Sad
Date	15 July 2010.
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian, 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Basic of management Personnel management Human resources development
Authorship of university/faculty textbooks in the field of the course	Požega, Ž. (2012). Sučić, G. editor of the textbook „Human 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 articles published in the last five years in the field of the course (5 works at most)	1. Sučić. G., Požega. Ž., Crnković. B., (2015) Impact Analysis of Economic Parameters on Social Development, International scientific conference Opatija 2015, Monograph (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 function of educational management development,



	<p>(Proceedings) pp. 128-132, article in its entirety, 13th International Scientific Conference with International Review „ON the Road to the Age of knowledge“ Srijemski Karlovci, September 25.2015, Novi Sad.</p> <p>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.</p> <p>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 of knowledge“ Srijemski Karlovci, September 26 and 27, 2014. Novi Sad</p> <p>5. Sučić. G., (2013), New Media and Experiences in the Education System, International Scientific Conference with international review, July 1, 2013, Proceedings-CD, pp. 444-450, Faculty Mihajlo Pupin, Zrenjanin, University, Novi Sad.</p>
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?	Full-time teacher study
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	<p>- „Ivan Filipović“ – awards for contribution to higher education</p> <p>- „Marko Marulić“ – awards for contribution to science</p> <p>- Award of the Croatian Society of Music and Dance Educators for the development of music and dance education</p> <p>- Award of the City of Split for contribution to culture</p> <p>- Award of the Split-Dalmatia County for contribution to culture -</p> <p>-- Many awards for compositional, artistic and humanitarian work</p>

First and last name and title of teacher	Esmeralda Sunko, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	<p>Support strategies for children with special needs</p> <p>Parents and children with special needs</p> <p>Behavioural disorders in early childhood</p> <p>Social and emotional learning in behavioral problem prevention</p>
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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 last rank appointment	Research Associate, 13 March 2012
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 2. December 2015
Area and field of election into research or art rank	Social Science, Pedagogy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15 December 2015
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Pedagogy
Function	Professor
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	Doctor of Science, Ph.D.
Institution	Faculty of Philosophy in Zagreb
Place	Zagreb
Date	26 January 2010
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
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	CARET
Field of training	Developing capacities together: European CSO-university networks for global learning on migration, security and sustainable development in an interdependent world (interCap-international Trainers' Training, Nicosia, Cyprus)
Year	2016-2017
Place	Split, Croatia
Institution	League for prevention of addictions
Field of training	Modeling by Milton Ericson-Hypnoterapija, NLP Master the training
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
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	German, 2
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- Pedagogy for children with special needs integrated for teachers graduate university study programmes and undergraduate university study</li> <li>- Pedagogy for children with special needs and lows, ungraduate university study programmes for teachers of eary and preschool children</li> <li>- Methods for works with pupils with special needs- integrated for teachers graduate university study programmes</li> <li>- Inclusion in kindergarden- ungraduate university study programmes for teachers of eary and preschool children</li> <li>- Neglected and abused children, programmes for teachers of eary and preschool children</li> <li>- Strategies for support the children with special needs</li> <li>- Parents and children with special needs</li> </ul>
Authorship of university/faculty textbooks in the field of the course	<ol style="list-style-type: none"> <li>1. Sunko, E., Brajević Gizdić, I. (2011) Change: education for preventive action, Split: The League for the Prevention of Addiction,</li> <li>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.</li> </ol>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> <li>1. Brajčić, M., Sunko, E. (2020) Interaction between Children with Developmental Disabilities and Artwork, <i>Revija za elementarno izobraževanje = Journal of elementary education</i>, 13 3; 261-288 doi:10.18690/rei.13.2.229-244.2019</li> <li>2. Sunko, E., Tomić Kaselj, I. (2020) Attitudes of early childhood and preschool education students and teachers towards inclusion of children with Down syndrome <i>International Journal of Education and Practice</i>, 8 (3); 485-497 doi:10.18488/journal.61.2020.83.485.497</li> <li>3. 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 // <i>Croatian Journal of Education</i> ; Hrvatski časopis za odgoj i obrazovanje, 21( 1): 181-197 doi:10.15516/cje.v21i0.3433</li> <li>4. Esmeralda Sunko, Marina Karalić (2018) Kompetencije i stavovi odgajatelja o psihičkom zlostavljanju djece. U N. Macanović (ur.) Ne nasilju- jedinstveni društveni odgovor Zbornik radova / treća međunarodna naučna konferencija Društvene devijacije (str. 66-75). Banja Luka: Centar modernih znanja. doi:10.7251/CMZ1803066S</li> </ol>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> <li>1. Sunko, E. (2016) Društveno povijesni kontekst odgoja i obrazovanja djece s teškoćama u razvoju. <i>Školski vjesnik, časopis za pedagogijsku teoriju i praksu</i>, <b>65</b> (4); 601-621</li> <li>2. 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.</li> <li>3. Sunko, E.(2017) Nasilje nad djecom u medijima. U I. Radeka, D., Vican, ;R., Petani, M Miočić, (ur.), <i>Održivi razvoj i odgojno</i></li> </ol>

	<p>- obrazovni sustav Hrvatske: 149-157. Zadar: Sveučilište u Zadru; Dječji vrtić,</p> <p>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 znanstveno-stručnog skupa, str. (201-221) Zadar: Sveučilište u Zadru, Odjel za izobrazbu učitelja i odgojitelja.</p> <p>5. Visković, I., Sunko, E. Mendeš, B.(2019) Children's Play—The Educator's Opinion. Education sciences, 9 (4); 266, 16 doi:https://.org/10.3390/educsci9040266</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>- Erasmus +( 2016-2018)Tackling School Discipline Issues with Positive Behavior Support, Project No 2016-1-HR01-KA201-022147</p> <p>- Developing capacities together:European CSO-university networks for global learning an migration, security and sustainable 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</p> <p>- 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</p> <p>- Unaprjeđivanje inkluzivnosti inicijalnog obrazovanja odgojitelja djece rane i predškolske dobi, Učiteljski fakultet Sveučilišta u Zagrebu i Ured UNICEF-a za Hrvatsku, 2019-2023.</p>
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?	<p>- Magistra of Defectology, University of Zagreb, CROQF level 7; Graduate university study</p> <p>- PhD of Pedagogy, Faculty of Philosophy, University of Zagreb, CROQF level 8.2 Postgraduate university study (PhD)</p> <p>- Study of the Waldorf-teachers – 1994-1996. Split - den Haag-Zeist High Academy for Education, Zeist, Netherlands, the Government of the Netherlands, and Split. Specialist professional graduate study, CROQF level 7.</p>
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and 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
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
Address	Poljička cesta 35, 21000 Split
Telephone number	021545581
E-mail address	suzana@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	305315
Research or art rank, and date of last rank appointment	Research Associate, 4 October 2017

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 22 January 2020
Area and field of election into research or art rank	Social sciences, pedagogy, special pedagogies
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 November 2009
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Information and communication technology in teaching and learning, instructional design in e-learning systems, e-learning, online teaching, digital tools
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	6 July 2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	2011, 2012, 2019
Place	/
Institution	Carnet International Society for Educational Technology
Field of training	e-learning, course Moodle ADDIE for Instructional Design
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Department of Teacher Education 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)	1. 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, <b>16</b> (3), 10-23.

	<p>2. 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</p> <p>3. Tomaš, S., Jurić, J., Paradžik, M. (2019). GeoGebra appliance in the teaching of mathematics in lower grades of elementary school. <i>Metodički obzori/Methodological horizons</i>, 13(1), 101-120</p> <p>4. 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.</p> <p>5. Tomaš, S. (2014). Oblikovanje nastavnih sadržaja na društvenim mrežama u visokoškolskom obrazovanju. <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>, 63 (3), 309-326.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Tomaš, S. (2018). Digitalne tehnologije kao potpora praćenju i vrednovanju. <i>Hrvatska akademska i istraživačka mreža–CARNET</i>.</p> <p>2. Kušević, S. Tomaš i I. Mornar (2016). Primjena sustava Moodle u metodici nastave likovne kulture. <i>Zbornik radova Filozofskog fakulteta u Splitu</i>, 6-7, 86-102.</p> <p>3. 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.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Enhancing Adaptive Courseware based on Natural Language Processing“, N00014-20-1-2066, 2020. – 2024. Office of Naval Research grant</p> <p>Adaptive Courseware based on Natural Language Processing (AC &amp; NL Tutor), N00014-15-1-2789, 2015.-2019.</p> <p>e-Škole:Uspostava sustava razvoja digitalno zrelih škola (pilot projekt), 2015. – 2018.</p> <p>e-Škole: Razvoj sustava digitalno zrelih škola (II. faza), 2018. – 2022.</p>
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.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Tea-Tereza Vidović Schreiber, PhD, Senior Lecturer
The course he/she teaches in the proposed study programme	Dramatic Literature for Children Drama and Theatre for Children
<b>GENERAL INFORMATION ON COURSE TEACHER</b>	
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-teaching or teaching rank, and date of last rank appointment	Senior Lecturer, 19 July 2016
Area and field of election into research or art rank	Humanities, field of philology
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	13 October 2016
Name of position (professor, researcher, associate teacher, etc.)	Senior Lecturer
Field of research	Literature; dramatic arts; media culture
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD in Croatian literature
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	5 December 2011
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
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)	Italian, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	UNDERGRADUTE STUDY PROGRAM The Croatian Language Methods in Teaching the Croatian Language Young Adult Literature Puppetry and Scene Culture Media Culture



	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 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)	<p>1. Vidović Schreiber, T. T.; Kovačević, V.; Malada, D. (2020). „Baby Shark“ as a Social and Artistic Phenomenon. <i>Universal Journal of Educational Research</i>, 8 (10), 4449-4458.</p> <p>2. Miletić, Josip; Vidović Schreiber, T. T. (2020). Dalmatia - Bettiza's lost homeland, <i>Lingua montenegrina</i>, 1 (25), 319-347.</p> <p>3. Čagalj, Ivana i Vidović Schreiber, T. T. (2020). „Nova“ usmenost u poeziji Petra Gudelja. <i>Bosnia franciscana, Časopis franjevačke teologije</i>, 52 (28), 51-67.</p> <p>4. Vidović Schreiber, T. T. (2020). Kapjuni i redikuli splitske umjetničke i usmene književnosti. U Nigoević, M.; Rogić Musa, T. (Ur.) <i>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</i> 26. listopada, 2018. (87-97). Split: Filozofski fakultet; Zagreb: Leksikografski zavod Miroslav Krleža.</p> <p>5. Vidović Schreiber, T. T. (2018). Kamishibai – a New Narrative Context of Oral Literature in Working with Children of Preschool Age. U Čepelnik, Mihael (Eds.). <i>Umetnost kamišibaja [Elektronski vir]: zbornik prispevkov = The art of kamishibai: proceedings</i> (225-236). Ljubljana: Slovenski gledališki inštitut.</p>
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.
<b>PRIZES AND AWARDS</b>	
Prizes and awards for teaching and scholarly/artistic work	

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



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-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 1 September 2017
Area and field of election into research or art rank	Pedagogy
<b>INFORMATION ON CURRENT EMPLOYMENT</b>	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	3 September 2017
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Pedagogy of early and preschool education
Function	/
<b>INFORMATION ON EDUCATION – Highest degree earned</b>	
Degree	PhD in Social Sciences, field of pedagogy, branch family pedagogy
Institution	Fakultet prirodoslovno-matematičkih i odgojnih znanosti
Place	Mostar
Date	12 March 2015
<b>INFORMATION ON ADDITIONAL TRAINING</b>	
Year	/
Place	/
Institution	/
Field of training	/
<b>MOTHER TONGUE AND FOREIGN LANGUAGES</b>	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 3
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)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> <li>- Preschool Pedagogy, Methodology of Preschool Education – undergraduate study of early childhood education / ECE</li> <li>- Action Research in ECE - graduate study of ECE</li> <li>- Pedagogy of Early Childhood - graduate study of pedagogy</li> </ul>

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)	<ul style="list-style-type: none"> <li>– Visković, I. (2018). Culture of the Communities in which Children are Growing up. In A. Višnjić Jevtić &amp; I. Visković (eds.), <i>Challenges of collaboration - Development of teachers' professional competences for collaboration and partnership with parents</i> (pp. 15- 65). Zagreb: Alfa.</li> <li>– Višnjić Jevtić, A., Visković, I. (2021). Children's Perspective on Transition From Kindergarten to Primary School: Croatian Experience. In S. Tatalović Vorkapić &amp; J. LoCasale-Crouch, (eds.), <i>Supporting Children's Well-Being During Early Childhood Transition to School</i> (pp.42-59). Hershey: IGI Global. doi:<a href="http://10.4018/978-1-7998-4435-8.ch003">http://10.4018/978-1-7998-4435-8.ch003</a></li> <li>– Višnjić Jevtić, A., &amp; Visković, I. (2020). Insights from Research: Collaborative competences of kindergarten teachers. In L. Hryniewicz, &amp; 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</li> <li>– 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. <a href="https://webshop.ufzg.hr/wp-content/uploads/2020/06/Zbornik-radova-4.-Me%C4%91imurskih-filolo%C5%A1kih-i-pedago%C5%A1kih-dana.pdf">https://webshop.ufzg.hr/wp-content/uploads/2020/06/Zbornik-radova-4.-Me%C4%91imurskih-filolo%C5%A1kih-i-pedago%C5%A1kih-dana.pdf</a></li> <li>– Visković, I., &amp; Škutor, M. (2019). Spol kao prediktor vrijednosti mladih u Hercegovini. <i>Nova prisutnost</i>, 17 (3), 565-577. <a href="https://doi.org/10.31192/np.17.3.9">https://doi.org/10.31192/np.17.3.9</a>; <a href="http://161.53.22.65/datoteka/1034404.nova_prisutnost_2019.pdf">http://161.53.22.65/datoteka/1034404.nova_prisutnost_2019.pdf</a></li> </ul>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> <li>– Visković, I. (2018). Transition Processes from Kindergarten to Primary School. <i>Croatian Journal of Education</i>, 20 (Sp. Ed. 3), 51-75. <a href="https://doi.org/10.15516/cje.v20i0.3326">https://doi.org/10.15516/cje.v20i0.3326</a></li> </ul>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> <li>- <i>Model of response to the educational needs of children at risk of social exclusion in institutions of ECE / MORENEC</i>, Hrvatska zaklada za znanost. <a href="https://www.ufzg.unizg.hr/projekti/morenec/">https://www.ufzg.unizg.hr/projekti/morenec/</a></li> <li>- Erasmus + projekt <i>Transition Practices in Early Childhood</i>, 2018-1-HR01-KA201-04743 <a href="http://omep.hr/trap/">http://omep.hr/trap/</a></li> <li>- Erasmus + projekt <i>Developing Teacher Competences for the Future</i>, 2015-1-NO01-KA201-013283, <a href="http://www.omep.hr/developing-teacher-competences-for-the-future.html">http://www.omep.hr/developing-teacher-competences-for-the-future.html</a></li> </ul>
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	/
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First and last name and title of teacher	Lidija Vlahović, PhD, Associate Professor
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 COURSE TEACHER

Address	Poljička cesta 35, 21000 Split
Telephone number	021 545 556
E-mail address	lidijav@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	289604
Research or art rank, and date of last rank appointment	Senior Research Associate, 28 September 2018
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 30 September 2019
Area and field of election into research or art rank	Social sciences, kinesiology

#### INFORMATION ON CURRENT EMPLOYMENT

Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1 October 2006
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Kinesiology, methodology
Function	Associate Professor

#### INFORMATION ON EDUCATION – Highest degree earned

Degree	PhD
Institution	Faculty of Kinesiology, University of Split
Place	Split
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 command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language	Italian, 4

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)	/
<b>COMPETENCES FOR THE COURSE</b>	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Theoretical Foundations of the Teaching Methodology of Physical 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 Preschool Education
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)	<ol style="list-style-type: none"> <li>1. 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</li> <li>2. Babin, B., Vlahović, L., &amp; Babin, J. (2019). Correlation between Morphological Characteristics and Bounce from Middle Position in Volleyball in Eleven-Year-Old Female Pupils. <i>Croatian Journal of Education</i>, 21(2), 437-452. doi: 10.15516/cje.v21i2.2929</li> <li>3. Trajkovski, B., Babin, B., &amp; Vlahović, L. (2018). Sex Differentiation of Morphological Characteristics and Motor Skills in Preschool-Aged Children. <i>Human. Sport. Medicine</i>, 18(4), 52-57. doi: 10.14529/hsm180409</li> <li>4. Mladineo Brničević, M., Babin, B., &amp; Vlahović, L. (2018). The Influence end Motor Abilities and some Specific Kinematic Parameters on the Results in 60 – Metre Hurdle-Races. <i>Acta Kinesiologicala</i>, 12(1), 93-98.</li> <li>5. Vlahović, L., i Babin, B. (2018). Analiza povezanosti morfoloških karakteristika i motoričkih znanja kod jedanaestogodišnjih učenika. <i>Školski vjesnik: časopis za pedagoškijsku teoriju i praksu / Journal of pedagogic theory and practice</i>, 67(2), 227-238.</li> </ol>
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)	UP.03.1.1.03.0024. INPUT
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	Marijana Županić Benić, PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Visual arts dramaturgy and puppetry technology

GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	marijana.z.benic@gmail.com
Personal web page	/
Year of birth	/
Scientist ID	363191
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	Assistant Professor, 7 November 2018
Area and field of election into research or art rank	Social science, pedagogy

INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Zagreb Faculty of Teacher Education
Date of employment	1 January 2013
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Artistic field (Visual teaching methodology, Sculptur making, Visual dramaturgy and design of puppet performance
Function	/

INFORMATION ON EDUCATION – 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

MOTHER TONGUE AND FOREIGN LANGUAGES	
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	German, 3

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)	Italian, 3
<b>COMPETENCES FOR THE COURSE</b>	
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 methodology 1 and 2 undergraduate study, Sculpture 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 textbooks in the field of the course: 1. Županić Benić, M. (2009). O lutkama i lutkarstvu. Zagreb: Leykam International. 2. upanić 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.; 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.), <i>Contemporary aspects of giftedness</i> .(pp 247-258). Hamburg: Verlag Dr. Kovač. 2. Županić Benić, M.; Kalić, K. (2019). Explaining Preferences for Illustration Style and Characteristics in Early Childhood. <i>Revija za elementarno izobraževanje</i> , 12 (2), 215-228. 3. Županić Benić, M.(2018). The Relation between Student mood and Handicrafts in the Constructivist Classroom. <i>Revija za elementarno izobraževanje</i> , 11(2), 109 4. Županić Benić, M. (2016). Uloga a/r/tografije u istraživanjima umjetničkog područja. <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i> , 65(1), 151-163. 5. Županić Benić, M., & Nevistić, V. (2018). The Meaning of Practical Work and Crafts in the Contemporary Education. In L. Gómez Chova, A. López Martínez, 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. (2019). The role of previous art experiences in students' self-reflections after conducting visual arts activities in early childhood and preschool education. U: Županić Benić, M. ; Holz, O.; Michielsen, M. (ur.). <i>Requirements and Approaches for Contemporary Teacher Training</i> .(pp. 251-262). Zürich: LIT VERLAG. 2. Županić Benić, M. (2018). Samorefleksije studenata učiteljskog studija o praktičnoj izvedbi nastave likovne kulture. <i>Nova prisutnost: časopis za intelektualna i duhovna pitanja</i> , 16(1), 117-130. 3. Županić Benić, M., & Balić-Šimrak, A. (2018). Propitivanje metodologija istraživanja u umjetničkom području u svjetlu odnosa umjetnika kao pojedinca i društva. <i>Metodički ogledi: časopis za filozofiju odgoja</i> , 25(1), 47-62. 4. Županić Benić, M., Rončević, A., & Lončarić, D. (2017). Satisfaction of Students-Future Early and Preschool Education Teachers with the Visual Arts Teaching Methodology Course as



	<p>an Indicator of Teaching Quality. <i>Croatian Journal of Education: Hrvatski časopis za odgoj i obrazovanje</i>, 19(Sp. Ed. 3), 197-211.</p> <p>5. 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.</p> <p>6. 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.</p> <p>7. 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>, 15(2), 231-245.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. 2018.-2019. 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)</p> <p>2. 2019.-2020. 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).</p> <p>3. 2019. organizer 12. intereneticioanal conference in the field of education ICFE 2019 „Requirements and approaches for contemporary teacher training“</p> <p>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 Exhibition of art and theoretical works of professors of art education from 1919. to 2019., muzeum Mimara, Zagreb, 2019. Thematic selected exhibition Art-eco višak, galerija ULUPUH, Zagreb, 2016.</p>
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?	<p>- Undergraduate study for preschool teacher Early childhood education; Graduate study Teacher study with modul for art teacher University of Zagreb Faculty of teacher Education;</p> <p>- Postgraduate doctoral study of Pedagogy at University of Zagreb Faculty of humanities and social science, Doctoral tthesis: Teacher competencies in the art curriculum</p>
<b>PRIZES AND AWARDS</b>	
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

<p>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.</p>	
<p><b>Documentation on which the system of component quality assurance is based:</b></p>	
<ul style="list-style-type: none"> <li>• Ordinance on the system of component quality assurance</li> <li>• Manual on the system of component quality assurance</li> </ul>	
<p><b>Description of actions for the evaluation of quality of performing study programme:</b></p>	
<ul style="list-style-type: none"> <li>• 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</li> <li>• if a document or an article is described in an attached document, their titles should be stated.</li> </ul>	
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	
<b>Description of actions for informing the external factors on study programme (students, employers, alumni)</b>	