



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE STUDY PROGRAMME

Art History (double-major)

Specialization: teacher education

Klasa: 602-04/16-02/0002

Ur. broj: 2181-190-02-6/1-16-0015

Split, 23. prosinca 2015. godine

GENERAL INFORMATION ABOUT HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
Address	Poljička cesta 35, 21000 Split
Phone	+385 21 329 284
Fax	+385 21 329 288
E-mail	dekanat@ffst.hr
Internet address	www.ffst.unist.hr

GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

Name of the study programme	Graduate university study programme <i>Art History</i> (double-major); specialization: teacher education		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	N/A		
Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme X	
Level of study programme	Undergraduate <input type="checkbox"/>	Graduate X	Integrated <input type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	<i>Master of Education (MEd) in Art History</i> (mag.educ.hist.art.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The graduate study programme at the Department of Art History at the Faculty of Humanities and Social Science in Split has been designed to train professionals in humanities and to further develop their knowledge and skills in art history. The need for such experts has long been present in the labour market, both locally and nationally, and has become even greater with Croatia's accession to the EU. The programme provides students with the opportunity to acquire general and specialized knowledge in the field of art history. Upon completion of the graduate study programme Art History, the Master of Education in Art History will be able to work in primary and secondary schools, galleries, museums and various other cultural institutions. As a result of modern developments and changes in the society and especially due to European integration processes, there is an increasing need for experts with specialized knowledge to work in science and culture. In the local labour market in Split-Dalmatia County and neighbouring areas that need is particularly great due to the rapid development of tourism. With Croatia's accession to the EU, the possibilities of international cooperation for students, teachers, and researchers have increased and the access to the regional market of professional services has been opened.

The Master of Education in Art History is qualified for doctoral studies as well as for involvement in scholarly research in institutions dealing with the study of art history. By choosing elective courses, students are guided in scholarly research according to their preferences and abilities. The education of art historians who are preparing for the highest level of scientific education is one of the most important prerequisites for the creation of staff at our University and other higher education and scientific institutions.

Masters of art history education can also work in institutions specializing in the protection and restoration of cultural property, the preparation of conservation studies and guidelines for the restoration of cultural property. They can participate in the development of management plans for protected areas, conservation studies and the creation of guidelines for the restoration / protection and tourist presentation of the Dalmatian cultural landscape as a whole.

Through its teaching, as well as its scientific and professional activities, the Department of Art History is playing an important role in raising awareness in the wider community about the need to preserve and protect artistic and cultural heritage – both as an important economic resource and an indispensable component in defining national, regional and cultural identity.

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

Potential partners from non-higher education institutions are primary and secondary schools in Split, the Split-Dalmatia County, the Croatian Chamber of Commerce, and the Tourist Board of Split. Split has numerous galleries and museums engaged in the research, presentation, protection and conservation of the cultural heritage of Central Dalmatia (from Illyrian times to the present day): the Archaeological Museum, the Museum of Croatian Archaeological Monuments, the Conservation Department of the Ministry of Culture, the City Museum of Split, the Gallery of Fine Arts, the I. Meštrović Gallery, etc. The Department of Art History cooperates with these institutions through joint projects, which students can also be involved in. Recently, the cooperation with the civil sector has intensified; the Department of Art History has been engaged in the preparation of conservation studies and conservation management plans at home and abroad. With the development of cultural tourism, new possibilities for further development of the Department of Art History in Split have emerged.

1.3. Compatibility with requirements of professional organizations

Graduate study programme in art history at the Department of Art History in Split has been created in accordance with contemporary trends in art history. An interdisciplinary approach to the study of art history and the introduction of many new courses creates the basis for a better understanding of the field. The general programme of each course-unit or module is based on contemporary sources and includes fundamental topics from specific academic disciplines as well as recent research insights. Teaching methods and techniques employed encourage critical thinking and creativity which are essential to students' professional development.

1.4. Partners outside the higher education system

The Department of Art History in Split cooperates with museums and galleries in Split and the region in conception and preparation of joint projects and exhibitions.
See 1.2

1.5. Financing

The programme is financed by the Ministry of Science, Education, and Sport (national budget).

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

The study programme was created in accordance with European educational structures (ECTS system, study cycles, etc). Many similar programmes are

implemented at universities in Croatia and abroad (e.g. University of Zagreb, University of Rijeka, and University of Zadar).

The programme at the Faculty of Humanities and Social Sciences in Split is comparable to the existing graduate programmes in art history at the University of Zagreb, University of Rijeka, University of Zadar, University of Mostar, and University of Ljubljana in terms of course structure and course content. Therefore, knowledge, skills and competences acquired upon completion of the programme are also similar. Compare: Faculty of Humanities and Social Sciences, University of Ljubljana <http://www.ff.uni-lj.si/>

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

As part of Erasmus programmes, the educational and scientific cooperation and exchange (at undergraduate, graduate and doctoral level) was established with many organizations outside Croatia. Agreements on cooperation in the field of art history and cultural history were signed in order to facilitate teacher/student exchange and mobility programmes, guest lecture programmes, and organization of symposia.

In the past fifteen years many students and teachers of the Department of Art History in Split have participated in the Erasmus programmes, thanks to agreements that the Faculty of Humanities and Social Sciences in Split has signed with the University of Ljubljana, University of Trieste, University of Graz, University of Chieti-Pescara, University of Catania, and others.

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

The programme is compatible with the Development Strategy of the Faculty of Humanities and Social Sciences of the University of Split.

1.9. Previous experience in equivalent or similar study programmes

The double-major graduate programme in Art History (according to the Bologna principles) has been implemented since the academic year 2006/2007. The programme was first started at the Academy of Arts in Split; in 2007/2008 it was established as a study programme at the Faculty of Humanities and Social Sciences in Split. Over the past years the Department of Art History in Split has gained local and regional recognition based on the knowledge and experience of the employees and reputable external partners in the research of artistic heritage and on empirical research. Furthermore, scientific, educational, and professional communication with relevant universities and museums and galleries at home and abroad has been established. Since the inception, the department has gathered a large collection of books and scientific journals in the field of art history.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Humanities
Duration of the study programme	4 semesters (2 years)
The minimum number of ECTS required for completion of study	60 (120)
Enrolment requirements and admission procedure	BA degree in <i>Art History</i> (minimum of 180 ECTS points)

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

Upon completion of the programme, the graduate will be able to:

1. Define and distinguish between historical and artistic methods of analysis and interpretation of works of art and phenomena at an advanced level
2. Demonstrate an advanced level of professional communication based on relevant arguments and interpretations of works of art and art phenomena
3. Apply and demonstrate more complex professional art history terminology in oral and written form
4. Critically use primary and secondary written and visual sources
5. Interpret and critically evaluate the concepts of the form, meaning and structural levels of works of art and phenomena
6. Interpret works of art and art phenomena in the contexts of cultural identity development
7. discuss research approaches and methodologies used in the fields of art history, urban and design theory, protection of cultural property and art criticism
8. Critically evaluate and use interdisciplinary and other forms of multidisciplinary practices and methods within the visual culture in the field of humanities and social sciences
9. Communicate integrated knowledge of art history to specialist and the general public
10. Plan and perform professional tasks of an appropriate level of responsibility within a multidisciplinary context
11. Use and critically evaluate basic concepts of museology, museum-gallery practices, protection of cultural heritage and conservation, and non-institutional models of cultural activity
12. To be able to organize, perform and evaluate the process of teaching art history at different levels of learning and in different educational (primary and secondary

schools) and museum-gallery institutions and cultural institutions

13. Anticipate, review and advocate different methodological approaches in historical research

14. Design, prepare and deliver Fine Arts classes in grammar schools and related theoretical subjects in vocational and art schools.

15. To propose, plan, design and implement different models of project, research and field classes with the content of visual arts, visual culture and related interdisciplinary content.

2.3. Employment possibilities

Upon completion of the graduate study programme *Art History*, the *Master of Education in Art History* will be able to work in secondary schools.

2.4. Possibilities of continuing studies at a higher level

After successful completion of graduate studies the Master of Education in Art History will be able to continue doctoral studies within the research field of humanities, art history. S/he can continue research related to the major courses included in the graduate studies, and research in similar disciplines at universities within Croatia and abroad. S/he can also enrol in related post-graduate specialised studies.

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

Students who hold an accredited BA degree in Art History (a minimum of 90 ECTS, 180 in total) can enrol into the graduate study programme *Art History* at the Faculty of Humanities and Social Sciences in Split.

2.6. Structure of the study

Graduate study programme in Art History takes two years (four semesters), offering a specialisation in Teacher Education (double-major); it can be combined with other double-major programmes at the Faculty of Humanities and Social Science in Split. The sum total of ECTS points in the first year of the double-major programme in teacher education is 15 ECTS per semester. The sum of ECTS credits from compulsory courses in the first year of double-major study is 11 in the first semester and 5 in the second semester, which means that students have to choose several elective courses per semester until they achieve the required number of ECTS credits.

All students have the option of taking one elective course from another study programme at the Faculty of Humanities and Social Sciences in Split; they can also take one optional course outside the Faculty, at other faculties of the University of Split. Student responsibilities are regulated by the syllabi of individual courses (see course descriptions). Students' responsibilities in terms of class attendance, study

rhythm and exams are regulated by the Ordinance on Study Programmes and Study System of the University of Split.

2.7. Guiding and tutoring through the study system

Most of the courses are intended for work in small groups. Students are expected to consult course instructors regularly during office hours regarding the writing of their essays, presentations and exams. During the winter semester of their second year, students choose their supervisor who will then supervise their research and the writing of their diploma thesis during the summer semester. In 2013 the Centre for Student Counselling was opened at the Faculty of Humanities and Social Sciences. For all queries regarding the applications for Erasmus+ programme students and staff can contact the departmental Erasmus coordinator.

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

Students of the graduate programme in Art History can enrol in only one elective course from other study programmes. The list of elective courses can be found on the Faculty web page.

2.9. List of courses offered in a foreign language

All courses are taught in Croatian. If needed, some courses could be taught in English.

2.10. Criteria and conditions for transferring the ECTS credits

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

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

2.11. Completion of study

<i>Final requirement for completion of study</i>	Final thesis	<input type="checkbox"/>	Final exam	<input type="checkbox"/>
	Diploma thesis	<input checked="" type="checkbox"/>	Diploma exam	<input type="checkbox"/>

<i>Requirements for final/diploma thesis or final/diploma/exam</i>	Successfully completed third semester of the second year. Participation in the consultations with the supervisor (10h): Final draft of the thesis should be submitted 15 days prior to the application deadline.
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	After successfully passing all the exams and obtaining a positive grade for the thesis by the supervisor, the student defends his/her thesis before a three member Defence Committee.

2.12. List of mandatory and elective courses

LIST OF COURSES							
Year of study: 1							
Semester: 1							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZX003	Psychology of Nurture and Education *	30	30	0		2,5
	HZX004	Sociology of Education *	30	30	0		2,5
	FFU80H	Fundamentals of Museology and Museum Pedagogy	30	15	0		3
	Total mandatory		90	75	0		8
Elective	FFU90K	Selected Topics from Dubrovnik Architecture	30	0	0		2
	FFU70M	Ancient Art, Selected Topics	30	30	0		4
	FFU90I	Selected Topics in Medieval Painting and Sculpture	30	0	0		2
	FFU90T	Crafts of the Eastern Adriatic Coast during Prehistory	30	0	0		2
	FFU90N	Interpreting Modernism - Concepts and Meanings	20	10	0		2
	FFU704	Methodology of teaching classes in the history of Sacred Art Architecture from the 4th until the 12th century within the teaching of fine	15	30	0		3
	FFU70O	The Art-History Workshop I**	15	30	0		3
	Student chooses elective courses with a total value of minimum 4 ECTS						

* *Psychology of Nurture and Education* and *Sociology of Education* are mandatory courses in double-major degree programme in teacher education specialization. Credits obtained for these courses are evenly distributed to both study programmes (2.5 credits for each course, 5 credits altogether).

** *The Art-History Workshop I* is available only for those students who will write and defend their diploma thesis at the Department of Art History, with a supervisor already selected.

LIST OF COURSES							
Year of study: 1							
Semester: 2							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	HZX001	Fundamentals of pedagogy*	30	30	0		2,5
	HZX002	Didactics*	30	30	0		2,5
	Total mandatory		60	60	0		5
Elective	FFU70C	Methodology of the research of art history in the teaching process**	15	30	0		3
	FFU70B	An interdisciplinary approach to artwork in the teaching fine arts**	15	30	0		3
	FFU80N	Methods of Protection and Conservation of Movable Cultural Heritage	30	15	0		4
	FFU80M	Topics in Medieval Art	30	15	0		3
	FFU80K	The History of Exhibiting and Art through Contemporary Exhibition Practices	15	30	0		3
	FFU90J	Urbanistic Topics	30	0	0		2
	FFU80O	Archaeological Heritage	15	15	0		2
	FFU80R	The Art-History Workshop II***	15	30	0		3
	Student chooses elective courses with a total value of minimum 10 ECTS						

* *Fundamentals of Pedagogy* and *Didactics* are mandatory courses in double-major degree programme in teacher education specialization. Credits obtained for these courses are evenly distributed to both study programmes (2.5 credits for each course, 5 credits altogether).

** In order to earn enough credits in courses with PPDMO competencies, during their study students must choose one of three such elective courses: FFU70C, FFU70B or FFU70E.

*** *The Art-History Workshop II* is available only for those students who will write and defend their diploma thesis at the Department of Art History, with a supervisor already selected.

LIST OF COURSES							
Year of study: 2							
Semester: 3							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFU70F	Methodics of teaching fine arts	15	30	0		3
	FFU70D	Pedagogy and Mediation in Art through Museum and Gallery Spaces and Extracurricular Initiatives of the 20th and 21st Century	30	15	0		3
	Total mandatory		45	45	0		6
	FFU90A	Ancient Mythology and Iconography	30	15	0		4
	FFU70E	Approaches to the interpretation of the relationship between sacral heritage and	15	30	0		3

Elective		space in the teaching of fine art*					
	FFU90L	Writing on contemporary arts and architecture - critical theory and interpretation models	30	15	0		4
	FFU80P	Dalmatian School of Painting (selected topics)	15	15	0		2
	FFU90B	Topics in medieval art in Dalmatia	30	0	0		2
	FFU90V	Painting of the 17th and 18th century at the Adriatic Coast	30	0	0		2
	FFU90P	The Art-History Workshop III**	15	30	0		3
	HZX009	Professional practice at a teaching base***	0	30	40	80	5
	Student chooses elective courses with a total value of minimum 9 ECTS						

* In order to earn enough credits in courses with PPDMO competencies, during their study students must choose one of three such elective courses: FFU70C, FFU70B or FFU70E.

** *The Art-History Workshop II* is available only for those students who will write and defend their diploma thesis at the Department of Art History, with a supervisor already selected.

*** Professional practice does not enter the quotient of ECTS credits. Course can be enrolled either in the winter or summer semester.

LIST OF COURSES							
Year of study: 2							
Semester: 4							
STATUS	CODE	COURSE	HOURS PER SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFU90R	Practicum and School Practice	0	30	30		5
	FFU0MA	Diploma Thesis	0	0	0		10
	Total mandatory		0	30	30		15
Elective	HZX009	Professional practice at a teaching base*	0	30	40	80	5

* Professional practice does not enter the quotient of ECTS credits. Course can be enrolled either in the winter or summer semester.

2.13. Description of courses

COURSE TITLE	PSYCHOLOGY OF NURTURE AND EDUCATION					
Code	HZX003	Year of study	1 st			
Course coordinator(s)	Goran Kardum, PhD, associate professor	Credit value (ECTS)	5			
Associates	Vesna Antičević, PhD, assistant professor	Course delivery types (hours per semester)	L	S	P	T
			30	30	0	0
Course status	Mandatory	E-learning percentage	0%			
COURSE DESCRIPTION						
Course objectives	The student will be introduced to the basic determinants of the psychology of education in the framework of science and profession. Cognitive and emotional processes are very important in education and the student will acquire knowledge about cognitive processes, intelligence, motivation, emotions, memory and learning, and possibilities or limitations in application in the educational process. In addition to the above topics, students will be introduced to the determinants of the psychology of deviant experience and behavior as well as with family factors and parenting styles that are indispensable in the educational process.					
Course admission requirements and entrance competences required	/					
Expected learning outcomes at a course level (4-10 outcomes)	<p>After completing and passing the course, the student will be able to:</p> <ul style="list-style-type: none">- Distinguish between scientific and non-scientific approaches and methods in the psychology of education- Understand the importance of elements of developmental psychology and the differences in theoretical approaches and research- Explain the basic concepts and view of development from a psychodynamic perspective- Operationalize and understand the concepts of classical and instrumental conditioning in the processes of learning, memory and acquisition of various forms of behavior- Analyze the differences in relation to the settings of the psychodynamic approach and classical behaviorism from the position of social and cognitive approaches to learning, development and teaching- Understand and analyze self-control, motivation, initiative and self-perception in childhood and adolescence- Analyze the factors of parental and family influence in the context of upbringing and education with emphasis on parental styles, motives for marriage and parenthood, parenting development and competencies- Operationalize the factors influencing the examination and assessment of knowledge and understand the basic psychometric characteristics of tests for the assessment of knowledge- Distinguish and describe the basics of the most common internalized and externalized disorders in childhood and adolescence					
	Topics of lectures, seminars and exercises according to teaching weeks;					

Course content elaborated in detail according to the timetable	1. Psychology as a science and profession, determination of the psychology of upbringing and education 2. Scientific methods and research in the field of education 3. Biological bases; neural signaling and the role of neurotransmitters in behavioral regulation 4. Shaping and manifestation of behavior: the relationship between genetics and the environment 5. Theories and research of development, psychodynamic approach 6. Behavioral determinants and views on development, upbringing and education 7. Cognitive approach and social cognitive theories 8. Intelligence and cognitive abilities: directions and different points of view 9. Development of emotions and roles in the field of education 10. Motivation (attribution theories) 11. Self-control, initiative and self-perception in childhood and adolescence 12. Parenting and family styles; motives and factors of family dynamics 13. Psychology of deviant experiences and behaviors in childhood and adolescence 14. Examination and assessment of knowledge; psychometric characteristics					
Format of instruction	X lectures X seminars and workshops X 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	Class attendance, active participation in teaching assignments, success in solving individual and group assignments, prepared and presented seminar paper, successfully passed two colloquia (positive grade from both preliminary exams is equivalent to a written exam)					
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Course attendance	2	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	1	(note down other types)	
	Preliminary exams	2	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	The final grade on the course is the result of systematic monitoring of activities and work in the classroom (40%), seminar work (20%) and colloquium (40%). Criteria for evaluating and grading individual elements are described 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
	Vidović Vizek, V., Rijavec, M., Vlahović Štetić, V., Miljković, D. (2003). <i>Psihologija obrazovanja</i> . Zagreb: IEP-VERN.				1	/
Additional reading list	Berk, L. (2006). <i>Psihologija cjeloživotnog razvoja</i> . Jastrebarsko: Naklada Slap. Milas, G. (2005. ili novije) <i>Istraživačke metode u psihologiji i drugim društvenim znanostima</i> . Jastrebarsko: Naklada Slap. Petz, B. (2003). <i>Uvod u psihologiju</i> . Jastrebarsko: Naklada Slap. Slavin, R. E. (2011). <i>Educational Psychology: Theory and Practice (10th Edition)</i> . Boston: Pearson. Vasta, R., Haith, M.M. i Miller, S.A. (1998). <i>Diečja psiholoaiia: Moderna znanost</i> .					

	Jastrebarsko: Naklada Slap. Woolfolk, A. (2007). <i>Educational psychology</i> . New York: Allyn and Bacon. Selected papers from recent online databases Teaching notes - scripted lectures
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	<ul style="list-style-type: none"> - 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

COURSE TITLE		SOCIOLOGY OF EDUCATION					
Code	HZX004	Year of study	1 st				
Course teacher	Ivanka Buzov, PhD, assistant professor	Credits (ECTS)	2,5 (5)				
Associate teachers	Tea Gutović, teaching assistant	Type of instruction (number of hours)	L	S	E	F	
			30	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is to acquire knowledge about the basic terms of sociology of education, and particularly about the relationship between educational subsystems and global social system. Then the aim is also to introduce students about the major sociological theories of education and contemporary educational perspectives in sociology. Also, gaining knowledge about the social basis of the teaching profession and the processes of action of educational institutions in modern society.						
Course enrolment requirements and entry competences required for the course	Enrolled graduate study.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: 1. Describe and define the basic concepts of the sociology of education; 2. Explain the social context of education; 3. Recognize sociological theoretical perspectives on education; 4. Identify the impact of social and technological change on the development of education; 5. Link the system of educational institutions and the social importance of the role of teachers (characteristics of professions).						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to course (guideline through course topics, mode, literature, methods, deadlines, exam), clarification of basic concepts.(2L+2S) 2. The creation and development of the sociology of education; Subject and methods of sociology of education, relation to other sociological disciplines.(2L+2S) 3. Sociological approach and relevant theoretical concepts of education, Part I.: functionalist, liberal and socialdemocratic perspectives. (2L+2S) 4. Sociological approach and relevant theoretical concepts of education, Part II.: Conflict and Interactionist perspectives. (2L+2S) 5. The social character of education: inequalities in education; educational opportunity inequalities (2L+2S) 6. The sociology of school education.(2L+2S) 7. Colloquium (1st), Service Learning (1+1L) 8. Central European and Scandinavian Structure of Education (PISA project) / Bologna process in higher education (2L+2S) 9. Transition problems of education; education and globalization(2L+2S)						

	10. Education and European Integration (2L+2S) 11. Contemporary Perspectives in the Sociology of Education - Education for Democracy and Human Rights, Environmental Education, Intercultural education (2L+2S). 12. Entrepreneurship education (2L+2S) 13. Sociology of curriculum (2L+2S) 14. Sociology of profession; status, role and reputation of teacher. (2L+2S) 15. Colloquium (2nd) and Evaluation (2L+2S)					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety X partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the teaching process: lectures 70%, seminars (80%). - Behave in accordance with ethical and scientific principles in higher education. - Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. - Analytically approach and discuss the topic at seminars / workshops. - Prepare and present a seminar paper according to pre-established criteria. - Pass the oral exam (equivalent to the oral exam are 2 passed colloquia) - To be informed about the classes he / she missed during the consultations of teachers and with other students. - Adhere to the time frames required to perform activities in the course. - 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	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	2	(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 - 70% 2. Prepared and presented seminar paper in accordance with the instructions of teachers - 20% 3. activity in teaching: 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
	1. Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.				10	No
	2. Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Pristupi i izazovi: Rijeka: Filozofski fakultet.				1	Available on line
	3. Pilić, Š. (2008.), /ur./, Obrazovanje u kontekstu tranzije. Split: HPKZ, pp.. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244				10	No

Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Ballantine, J. H. (1993). <i>The Sociology of Education</i>. Englewood Cliffs: Prentice Hall. 2. Baranović, B. /ur./ (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. <i>Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog RAZVOJA</i>, 44(2/3):181-200. 3. Barber, B. (1963.) Some problems in the Sociology of Professions, <i>Daedalus</i>, 92(4): 669-688. 4. Bernstein, B. (1994.), <i>Jezik i društvene klase</i>. Beograd: BIGZ. 5. Bourdieu, P. I Passeron, J. C. (2000.), <i>Reproduction in Education, Society and Culture</i>. London: Sage Publications. 6. Buzov, I. (2009). <i>Obrazovanje za okoliš: kratak pregled razvoja koncepta</i>, <i>Godišnjak TITIUS</i>, 1(1): 303-315. 7. Delors, J. i sur. (1998.), <i>Učenje: blago u nama</i>, Educa, Zagreb. 8. Durkheim, E. (1996.), <i>Obrazovanje i sociologija</i>, Societas, Zagreb. 11. 9. Favell, A. & Guiraudon, V. (2011). <i>Sociology of European Union</i>, Red Globe Press. 10. Giddens, A. (2007.), <i>Sociologija</i>, Ekonomski fakultet, Beograd, (16. Poglavlje – Obrazovanje, str. 494-536) 11. Illich, I. (1990.), <i>Dole škole</i>. Beograd: BIGZ: 12. Jal, M. & Scott, D. (2018) <i>Education in a New Society: Renewing the Sociology of Education</i> 1st Edition, University of Chicago Press 13.. Lesourne, J. (1993.), <i>Obrazovanje i društvo: izazovi 2000.godine</i>. Educa, Zagreb, str. 79-104. 14. Liessmann, K.P. (2006.), <i>Teorija neobrazovanosti: zablude društva znanja</i>, Zagreb, Naklada Jesenski i Turk. 15. Mialaret, G. i sur. (1989.), <i>Uvod u edukacijske znanosti</i>, Školske novine, Zagreb. 23. Morin, E. (2002.), <i>Odgoj za budućnost</i>, Educa, Zagreb. 16. Ninčević, M. (2009). <i>Interkulturalizam u odgoju i obrazovanju</i>, <i>Drugi kao polazište</i>, <i>Nova prisutnost</i> 7, 59-84 26. 17. <i>Obrazovanje za poduzetništvo - E4E: Znanstveno stručni časopis o obrazovanju za poduzetništvo</i>, Zagreb: Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski. 18. Pastuović, N. (2012). <i>Obrazovanje i razvoj</i>, Institut za društvena istraživanja i učiteljski fakultet, Zagreb. 19. Pastuović, N. (1999). <i>Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja</i>, <i>Znamen</i>, Zagreb (V. Poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371). 20. Pilić, Š. (2008). <i>Knjiga o nastavnicima</i>. Split: Filozofski fakultet, dostupno na https://www.ffst.unist.hr/download/repository/Pilic_nastavnici.pdf 21. Pilić, Š. (2002). <i>The Education of Teachers in a Post-Socialist Society: the Case of Croatia</i>. In Sultana, R. G. (Ed.). <i>Teacher Education in the Euro-Mediterranean Region</i>. (pp. 51-68). New York, Washington, Baltimore, Bern, Frankfurt an Main, Berlin, Brussels, Vienna, Oxford: Peter Lang Publishing. 22. Pilić, Š. (2007). <i>Bolonjski proces kao proces stvaranja europskog prostora visokog obrazovanja: tragom dokumenata</i>, <i>Školski vjesnik</i>, 3 : 247-271. (tematski broj) 23. Stanić S., Hren D., Buzov I. (2016) <i>Schools, Local Communities and Communication: Above and Beyond the Stakeholders</i>. In: Alfirić N., Burušić J., Pavičić J., Relja R. (eds.) <i>School Effectiveness and Educational Management</i>. Palgrave Macmillan, 24. Štulhofer, A. (1992). <i>Mitologija obrazovnih šansi</i>. <i>Theleme</i>, 38, 2, 61-72. 36. 25. Vujčić, V. (1990.), <i>Obrazovne šanse</i>, Školske novine, Zagreb. 26. Vujčić, V. (1989.), <i>Obrazovanje i društvo</i>, CDD, Zagreb. 27. Waller, R. (2012). <i>Sociologija obrazovanja</i>. U: Duffour, B. i Curtis, W. <i>Studij odgojno-obrazovnih znanosti</i>. Zagreb: Educa, str. 123-151. <p>NOTE: Supplementary literature also serves as a basis for seminar literature, which is supplemented by newer bibliographic units from the sociology of education and education.</p>
Quality assurance methods that ensure	Class attendance, class activity, individual consultations, success in performing tasks. Student survey on the quality of teaching and teachers at the university level.

the acquisition of exit competences	Passed the exam and fulfilled other syllabus obligations. Students' self-assessment of achieved learning outcomes, collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

COURSE TITLE		METHODOLOGY OF TEACHING CLASSES IN THE HISTORY OF SACRED ART ARCHITECTURE FROM THE 4 th UNTIL THE 12 th CENTURY WITHIN THE TEACHING OF FINE ARTS					
Code	FFU70A	Year of study	1 st				
Course teacher(s)	Kristina Babić, lecturer	Credits (ECTS)	3				
Associate teachers		Type of instruction (teaching hours per term)	L	S	E	F	
			15	30	0	0	
Status of the course	Mandatory	Application of e-learning, in percent	0%				
COURSE DESCRIPTION							
Course objectives	The objective is to familiarise students with didactic principles and teaching methods suitable for the realization of teaching units in Sacred Art History (4 th to 12 th century) in terms of teaching art in high school. Furthermore, one of the objectives is to train undergraduate students of art history in a new approach of teaching architecture history. The framework will be a research approach realized through problem teaching. Formal style analysis of the sacred structures of the said period will be the point of increasing student interest in understanding the connection between Sacred Architecture form and function. The focus of the study won't be a formal stylistic analysis, but a study of different church functions, as well as the areas within them. The next aim is to instruct students how to apply the mentioned method to teaching fine arts. During class students will be familiarised with changes in church shapes and the organization of space within from the Late Antiquity to the Middle Ages. The emphasis is on Sacred Architecture of the Adriatic east coast, which will be placed in context of large church centres.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the course level (4 to 10 learning outcomes)	After completing the course and passing the exams students will be able to: - perform architectural history problem teaching within teaching fine arts; - recognise form and function as well as differentiate between early Christian, Pre-Romanesque and Romanesque churches and implement that knowledge into teaching fine arts; - Independently analyse Sacred Architecture with classic form style analysis and present such an analysis in the framework of teaching fine arts; - discuss the function of observed segments of church space; - adopt theoretical knowledge on didactics and methodology of teaching fine arts; - prepare a presentation on a default topic, summarize it via a PowerPoint Presentation (one lesson long), in accordance with didactic principles and teaching methods.						

Course content broken down in detail by class schedule (syllabus)	<div>1. First lesson. Familiarizing students with the objectives and course content, as well as the knowledge gained via attending and performing the predicted assignments. Didactic and methodic principles in teaching units dedicated to architectural history. Division of presentation topics. Instructions for making presentations in accordance with didactic principles and teaching methods appropriate for teaching architecture.</div> <div>2. Review of early Christian architecture I: From <i>domus ecclesiae</i> to the first churches built after 313. Student presentation.</div> <div>3. Review of early Christian architecture II: 5th century churches in great Roman Empire church centres and in the Adriatic east coast-comparative approach. Student presentation.</div> <div>4. Synthesis of early Christian architecture review with an emphasis on the constituent parts of the church and their function I: sanctuaries and their constituent parts. Student presentation.</div> <div>5. Synthesis of early Christian architecture review with an emphasis on the constituent parts of the church and their function II: <i>quadratum populi</i>, <i>narthex</i>. Student presentation.</div> <div>6. Synthesis of early Christian architecture review with an emphasis on the constituent parts of the church and their function III: baptisteries and accompanying chambers. Student presentation.</div> <div>7. Review of Pre-Romanesque architecture I: Pre-Romanesque architecture in Europe. Colloquium.</div> <div>8. Review of Pre-Romanesque architecture II: Pre-Romanesque architecture in Dalmatia, between Antiquity and Romanesque. The theory of reflection on the appearance of Pre-Romanesque in Dalmatia. Student presentation.</div> <div>9. Review of Pre-Romanesque architecture III: Pre-Romanesque architecture in Dalmatia Six and more apses churches-form and function. <i>Westwerk</i> – form and function. Student presentation.</div> <div>10. Synthesis of Pre-Romanesque architecture: sanctuary, church equipment, differences regarding early Christian churches. Student presentation.</div> <div>11. Review of Romanesque architecture I: Romanesque architecture in Europe. Student presentation.</div> <div>12. Review of Romanesque architecture II: Romanesque architecture in Croatia. The appearance of Romanesque architecture in Croatia-theoretical starting points. Student presentation.</div> <div>13. Synthesis of Romanesque architecture: sanctuary, church equipment, <i>quadratum populi</i>, differences regarding Pre-Romanesque and early Christian architecture. Student presentation.</div> <div>14. Extracurricular classes.</div> <div>15. Final lecture. Synthesis. Revision. Colloquium.</div>					
Format of instruction	X Lectures X Seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> Entirely <i>on line</i> <input type="checkbox"/> Partially e-learning X Field work		X Independent assignments <input type="checkbox"/> Laboratory <input type="checkbox"/> Multimedia X Work with mentor			
Student's obligations	Regular class attendance and realization of all other obligations prescribed by the study program are expected.					
Monitoring students' performance (<i>enter the value of ECTS credits for each activity, so that the total number of ECTS credits equals the ECTS worth of the course</i>):	Class attendance	1,5	Research		Practical training	
	Experimental work		Paper			
	Essay		Seminar essay	0,5		
	Tests		Oral examination			

	Written examination	1	Project			
Grading and evaluating students' performance in class and at the final examination	1. Written exam or two successfully passed colloquia (positive grade from both colloquia is equivalent to a written exam) - 60% 2. Regular class attendance and active participation during the teaching process - 20% 3. Prepared and presented seminar paper in accordance with the instructions - 20% Criteria for evaluating and grading individual elements are described in the course repository.					
Required reading (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Itković, Z. (1997). <i>Opća metodika nastave</i> , Split (selected chapters)			KFFST 1 GKMM 8 SVKST 4	/	
	Krautheimer, R. (1986). <i>Early Christian and Byzantine Architecture</i> , New Haven – London: Yale University Press. Chevalier, P. (1995). <i>Ecclesiae Dalmatiae: l'architecture paléochrétienne de la province romaine de Dalmatie (IVe-VIle s.) (en dehors de la capitale, Salona): tome 1 – 2 [Salona II]</i> , Split – Rim: Arheološki muzej – École française de Rome. Dyggve, E. (1996). <i>Povijest salonitanskog kršćanstva</i> , Split.			KFFST 1 KMHAS 1 KAM SVKST 1 KFFST 2 GKMM 7 KMHAS 1 SVKST 3	https://univ-bpclermont.academia.edu/PChevalier	
	Barral i Atlet, X. (1997). <i>The Early Middle Ages. From Late Antiquity to A. D. 1000</i> . (Taschen's World architecture), Köln – Lisboa – New York – Paris – Tokyo.			GKMM 2 KMHAS 1	/	
	Marasović, T. (2008. – 2013). <i>Dalmatia praeromanica</i> (sv. I – IV), Split – Zagreb.			KFFST 1 GKMM 1	/	
	Erlande-Brandenburg, E. (1997). <i>Katedrala</i> , Zagreb.			KFFST 3	/	
	Optional reading	Rapanić, Ž. (1987). <i>Predromaničko doba u Dalmaciji</i> , Split.				
Quality monitoring methods ensuring acquirement of exit competencies	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					
Other (as proposed by the submitter)	After the opening class, which will be entirely devoted to teaching methodology for teaching units dedicated to architecture. In all subsequent lectures there will be principles of methodology didactics given on concrete examples. Students will apply the gained theoretical knowledge of art history as well as the pedagogical didactic knowledge in their presentations, during which teaching lessons will be simulated.					

Code	FFU80H	Year of study	1 st			
Course teacher	Vedran Barbarić, PhD, associate professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	P	P	P	P
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20 %			
COURSE DESCRIPTION						
Course objectives	Studying the basics of museology as a discipline aimed at collecting, preserving and communicating cultural heritage for the purpose of applying the acquired knowledge in teaching process					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course and passing the exam, students will be able to: - design and implement new approaches to learning and teaching selected teaching contents of fine arts based on the museological approach; - plan and implement museum-educational projects in the teaching of fine arts; - with the help of selected museum exhibits, explain and interpret the socio-historical context of works of art and phenomena in the teaching of fine arts; - design, prepare and conduct educational workshops and guides based on contextualized cultural heritage inside and outside museum exhibits; - use modern methods of presentation of works of art and phenomena; - use professional literature in Croatian and English.					
Course content broken down in detail by weekly class schedule (syllabus)	Course content elaborated in detail according to the weekly schedule					
	<p>I. INTRODUCTION</p> <p>- 2 hours: Introduction to museology with the basics of museological theory and practice; Introduction to the concept of heritage, heritology, heritage institutions</p> <p>- 2 hours: museum and museological scientific discipline Museum sources in the world and in Croatia; Development of museological scientific discipline; Museology; Museography</p> <p>- 2 hours: collecting objects from the past: Incentives for collecting; History - in general, in Croatia and Split, as well as their development; Forms of collection</p> <p>II. MUSEUM MATERIALS:</p> <p>- 2 hours: Museum object; realia / musealia; Collection of material</p> <p>- 2 hours: collections and collection funds: Selection and categorization of museum material; Museum collections, with special reference to their nomenclature</p> <p>- 2 hours: documentation: Documentation in museums (principles and basic forms) and types of data covered by it and basic documentation procedures. Protection of museum documentation Introduction of new technologies in museums (digitization, database formation, M ++ and other programs)</p> <p>- 2 hours: standards on museum material: rules of conduct</p> <p>- Standards for processing museum material</p> <p>- Standards for exhibiting museum material</p> <p>- Standards for storage of museum material</p> <p>- Museum environment standards</p> <p>- 2 hours: protection of material: Basics of protection of museum material; Types of protection (preventive, conservation and restoration)</p> <p>III. WAYS OF COMMUNICATION</p> <p>- 2 hours: presentation (forms of exhibition, exhibition, special exhibitions, guest appearances) and publication of materials - catalogs of museum collections</p> <p>- 2 hours: presentations: Exhibitions: Permanent exhibition; Special forms of</p>					

	<p>presentation - eco museums, open air museums, etc.</p> <p>- 2 hours: publications: Leaflets, Catalogs, Guides, CDs, scientific publications</p> <p>PARTICIPANTS IN COMMUNICATION</p> <p>- 2 hours: museologists - professionals, support staff and administrative staff and their participation in the communication of heritage knowledge.</p> <p>- 2 hours: users of museum services - pedagogy, andragogy, population with special needs: disabled, foreigners, etc.; Forms of visits - group and individual.</p> <p>- 2 hours: Pedagogical workshops.; Book of impressions, etc. Forms of quality control of work created on the expressions of satisfaction and dissatisfaction of users with the service.</p> <p>- 2 hours: society and museum: Marketing in museums. Sponsoring cultural events. Cultural events: Museum Night and International Museum Day</p> <p>15 hours: Independent seminar assignments with topics of musealization and communication of heritage in the teaching process</p>					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety X partial e-learning X field work			X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Attend classes regularly and actively participate in the teaching process. 2. prepare a seminar paper according to pre-established criteria 3. prepare and present an essay according to pre-established criteria 4. Attend and actively participate in fieldwork					
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	1	Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	1. prepared and presented seminar paper in accordance with the instructions of teachers - 20% 2. class activity, participation in discussions during classes and seminars - 20% 3. prepared and presented essay in accordance with the teacher's instructions - 60% 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	
	Maroević, Ivo, <i>Uvod u muzeologiju</i> , Zagreb, 1993.			1		
	Šola, Tomislav <i>Marketing u muzejima ili o vrlini i kako je obznaniti</i> , Zagreb (CLIO) 2002.			1		
	Vujić, Žarka, <i>Izvori muzeja u Hrvatskoj</i> , Zagreb, 2007.			1		
	Božić-Bužančić, Danica, <i>Počeci zaštite spomenika i sabiranja umjetnina u Dalmaciji</i> , Prilozi za povijest umjetnosti u Dalmaciji, 18 / 1970, Split, 145 – 159.			-	On line	
	Osnove zaštite i izlaganja muzejskih zbirki, Zagreb, MDC, 1993.			1		

Optional literature (at the time of submission of study programme proposal)	<p>Diekman, A. (2002). <i>Zaštita graditeljske baštine nasuprot turizmu: Belgijsko istraživanje</i>. TURIZAM, 267-284.</p> <p>French, Y. (1991). <i>The Handbook of Public Relations</i>. Milton Keynes. The Museum Development Company</p> <p>Humski, V. (1986). Pregled povijesti muzeja u Hrvatskoj, <i>Muzeologija</i> 24, 5–99.</p> <p>Šola, T. (2014). <i>Javno pamćenje. Čuvanje različitosti i mogući projekti</i>, Zagreb</p> <p>Moore, K. /ur. / (1994). <i>Museum Management</i>. London, N.Y: Routledge (Poglavlja: 2, 3, 13, 26, 28)</p> <p>Guidebooks of museums of Split</p>
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

COURSE TITLE		SELECTED TOPICS IN DUBROVNIK ARCHITECTURE				
Code	FFU90K	Year of study	1 st			
Course teacher(s)	Željko Peković, PhD, full professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (teaching hours per term)	L	S	E	F
			30	0		
Status of the course	Elective	Application of e-learning, in percent	0%			
COURSE DESCRIPTION						
Course objectives	Acquiring scientific and theoretical knowledge about urban development of the town, with an emphasis on important buildings throughout history, essential for the valorisation and research of the architectural heritage.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the course level (4 to10 learning outcomes)	Having passed the exam, students will be able to: - understand architecture and urban planning of Dubrovnik through various historical periods - recognise and distinguish architecture in Dubrovnik - analyse historical circumstances of a different approach to planning in the development of the town of Dubrovnik - valorise the architectural heritage of Dubrovnik					

Course content broken down in detail by class schedule (syllabus)	1. Introductory lecture. Assigning seminar essays to students. 2. Urban development of the town of Dubrovnik. Presentation of students' seminar essays. 3. Development of the Dubrovnik cathedral complex. Presentation of students' seminar essays. 4. Spatial development of the Franciscan Monastery in Dubrovnik. Presentation of students' seminar essays. 5. Altar rail in St. Michael's church on Koločep. Presentation of students' seminar essays. 6. Pre-Romanesque churches of the Dubrovnik region and 11 th century painter's workshop. Presentation of students' seminar essays. 7. The church of St. Peter the Great in Dubrovnik. Presentation of students' seminar essays. 8. Stone furniture in the church of St. Peter the Great in Dubrovnik. Presentation of students' seminar essays. 9. The Dubrovnik stone-carver's workshop: an overview of activities from 8 th to 12 th century. Presentation of students' seminar essays. 10. The Kaše breakwater in Dubrovnik, research and restoration. Presentation of students' seminar essays. 11. The Gornji Ugao archaeological site: presentation of the underground museum of medieval foundry. Presentation of students' seminar essays. 12. St. Mary's Monastery on the islet in the Veliko Jezero lake, the island of Mljet: research and the development of the building. Presentation of students' seminar essays. 13. The Orlando's Column in Dubrovnik; the portal of the Dominican Monastery in Dubrovnik, the Atrium of the Rector's Palace in Dubrovnik; examples of research and restoration. Presentation of students' seminar essays. 14. St. Stephen in Pustijerna; St. Mary of Kaštela in Dubrovnik, research of sites. 15. Final discussion.					
Format of instruction	X Lectures X Seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> Entirely <i>on line</i> <input type="checkbox"/> Partially e-learning X Field work			X Multimedia <input type="checkbox"/> Laboratory <input type="checkbox"/> Work with mentor <input type="checkbox"/> (Enter other) <input type="checkbox"/> Independent assignments		
Student's obligations	1. Regular class attendance and active participation in the teaching process. 2. Pass the written exam. 3. To be informed about the classes he / she missed during the consultations of teachers and with other students. 4. Adhere to the time frames required to perform the activities in the course.					
Monitoring students' performance (<i>enter the value of ECTS credits for each activity, so that the total number of ECTS credits equals the ECTS worth of the course</i>):	Class attendance	1	Research		Practical training	
	Experimental work		Paper			
	Essay		Seminar essay			
	Tests		Oral examination			
	Written examination	1	Project			
Grading and evaluating students' performance in class and at the final examination	1. Written exam - 50% 2. Regular class attendance and active participation during the teaching process - 50% 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 reading (available in the library and via other media)	C. Fisković: Prvi poznati dubrovački graditelji, Dubrovnik, 1955.	1	
	L. Beritić: Urbanistički razvitak Dubrovnika, Zagreb, 1958.	1	
	Ž. Peković: Urbani razvoj Dubrovnika do 13. stoljeća, Dubrovnik 4, 1997.	1	
	Ž. Peković: Dubrovnik, nastanak i razvoj srednjovjekovnog grada, Dubrovnik, 1998	1	
	Ž. Peković: Crkva Sv. Petra Velikoga u Dubrovniku, Dubrovnik 2011.	1	
Optional reading	Ž. Peković: Četiri elafitske crkve, Dubrovnik-Split, 2009 L. Beritić: Ubikacija nestalih građevinskih spomenika u Dubrovniku, PPUD 10, Split, 1956. Ž. Peković: Nastanak i razvoj katedralnog sklopa u Dubrovniku, Tisuću godina dubrovačke nadbiskupije, Dubrovnik, 1998. i d K. Horvat-Levaj: Barokne palače u Dubrovniku, IPU, Zagreb, 2001.		
Quality monitoring methods ensuring acquirement of exit competencies	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (as proposed by the submitter)			

COURSE TITLE		ANCIENT ART, SELECTED TOPICS					
Code	FFU70M	Year of study	1 st				
Course teacher	Ana Torlak, PhD, assistant professor	Credits (ECTS)	4				
Associate teachers	Jasna Jeličić Radonić, PhD, full professor	Type of instruction (number of hours)	L	S	E	F	
			30	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Critical consideration of individual segments of ancient art through selected topics and analysis of monuments of Roman cities in Dalmatia.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Analyzing and critically evaluate the architecture of different periods with the application of relevant knowledge and skills acquired in the courses of the first year of study Explaining the basic architecture and art workshops Classifying monumental structure in the categories defined style and chronology Discussing problem-themes of ancient heritage To apply their knowledge in order to understand the general development of art history						

Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to selected topics of the course. Literature. The division of the seminar topics. 2. Literary sources I (Homer, logographer, Herodotus, Thucydides) 3. Literary sources II (Pseudo Scylax, Pseudo Skimno, Theopompus, Apollonius of Rhodes) 4. Literary sources III (Polybius, Diodorus, Strabo, Titus Livius, Dionysius Halicarnassus) 5. Literary sources IV (Pliny, Claudius Ptolemy, Appian, Dio Cassius, Amm) 6. Illyrians and the Greek colonization of the Adriatic coast 7. Epigraphic sources 8. Numismatic sources 9. Founding Greek cities on the east Adriatic coast 10. Art of Greek colonies in the Adriatic 11. Salona - Roman urban architecture 12. Salona - from the time of Augustus to Diocletian 13. Roman imperial statues 14. Mosaic workshop in Salona 15. Salona at the time of the Emperor Diocletian. 16. Early Christian Salona					
Format of instruction	X lectures X seminars and workshops X exercises <input type="checkbox"/> <i>on line</i> entirety X partial e-learning X field work		X independent assignments X multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)			
Student responsibilities	- behave in accordance with ethical and scientific principles in higher education - attendance at all forms of teaching and active participation in teaching - participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course - prepare a seminar paper according to pre-established criteria - present a seminar paper according to pre-established criteria - pass the oral 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 activities in the course - perform individual and group tasks in a timely and quality manner - consultation with a mentor					
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	2	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	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 the final exam - 35% 2. prepared and presented seminar paper in accordance with the instructions of teachers - 30% 3. activity and attendance at classes, participation in discussions during classes and seminars - 35% 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)	J. Belamarić, Split od carske palače do Grada, Split 1997.	2	/
	N. Cambi, Antička Salona, Split 1991.	2	
	M. Abramić, Tyche (Fortuna) Salonitana, VAHD 52, Split 1935-1949, 279-333.	2	
	J. Brunšmid, Natpisi i novac grčkih gradova u Dalmaciji, prev. M. Bonačić-Mandinić, Split 1998.	/	
	F. Bulić - Lj. Karaman, Palača cara Dioklecijana u Splitu, Zagreb 1927.	/	
	N. Cambi, Antika, Zagreb 2002.	2	
	E. Dyggve, Izabrani spisi, Split 1989.	1	
	J. Jeličić Radonić, Urbanizam i arhitektura rimske Dalmacije, Split, 2014.	1	
	D. Rendić Miočević, Dalmatia christiana – opera omnia, Zagreb-Split 2011.	2	
	M. Suić, Antički grad na istočnom Jadranu, Zagreb 2003.	1	
	Optional literature (at the time of submission of study programme proposal)	Students will receive additional literature in the course depending on the teaching unit and the needs of the seminar paper. Vitruvius, Ten Books on Architecture, Zagreb 1999. M. Zaninović, From Helen to the Croats, Zagreb 1996. F. Bulić, Selected Writings, Split 1984. N. Cambi, Female figures with a crown in the shape of city walls from central Dalmatia. On the occasion of a new finding, VAHD 65-67, Split 1965, 55-72. Visa, Urbs, Split 1958, 105-125. M. Suić, Selected works from the old history of Croatia, Zadar 1996.	
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)			

COURSE TITLE	SELECTED TOPICS IN MEDIEVAL PAINTING AND SCULPTURE						
Code	FFU90I	Year of study	1 st				
Course teacher(s)	Zoraida Demori Staničić, PhD, assistant professor	Credits (ECTS)	2				
Associate teachers		Type of instruction (teaching hours per term)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Application of e-learning, in percent	20%				
COURSE DESCRIPTION							

Course objectives	It is anticipated that during the undergraduate study, the recognition of styles on the soil of Western Europe and the art of analysis of artistic phenomena in time and historical continuity with the use of professional and scientific literature will be mastered. Introducing students to artistic development in Dalmatia during the period from the XI to the XV century with the interpretation of the most significant works of sculpture, painting and applied arts. Regional specifics that are important for Croatian historical and artistic heritage are presented and emphasized. Enabling students to independently learn and interpret the characteristics of figural art in Dalmatia from the XI-XV century.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the course level (4 to10 learning outcomes)	After passing the exam in this course, students will: - know the most important works of sculpture, painting and applied arts with an understanding of basic social and form phenomena - independently interpret works of medieval painting and sculpture - identify, explain and compare ways of presenting style on different artistic types and works of Romanesque and Gothic in Dalmatia - apply the acquired knowledge for the purpose of understanding and interpreting artistic development and works					
Course content broken down in detail by class schedule (syllabus)	1. Recapitulation of concepts and periodization of medieval art in Dalmatia with problematization of certain themes of figurative arts (painting and sculpture) 2. An overview of the development of Byzantine painting from the 6th to the 15th century, with an overview of the most important liturgical and theological specifics 3. Overview of types and significance of medieval sacral textiles in Croatia 4. Overview of the types and shapes of liturgical vessels of the Middle Ages in Dalmatia 5. The significance of relics in the liturgy and art of the Middle Ages 6. Crucifixes in the premises of Dalmatian churches 7. On altar paintings of the Middle Ages; typology, iconography and style 8. Iconography and style of Dalmatian icons from the 12th to the 15th century I. 9. Iconography and style of Dalmatian icons from the 12th to the 15th century II. 10. Transfers of artistic influences in the Mediterranean area in the Middle Ages: crusades, pilgrimages 11. Buvina's gates: observations after conservation-restoration 12. Choir benches in Dalmatian cathedrals 13. Paolo Veneziano and the Gothic century on the Adriatic 14. The concept, meaning and painters of the "Dalmatian School of Painting" 15. Church Order of St. Augustine and their artistic heritage in Dalmatia					
Format of instruction	X Lectures <input type="checkbox"/> Seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> Entirely <i>on line</i> X Partially e-learning X Field work		<input type="checkbox"/> Independent assignments <input type="checkbox"/> Laboratory <input type="checkbox"/> Multimedia <input type="checkbox"/> Work with mentor			
Student's obligations	- behave in accordance with ethical and scientific principles in higher education - attendance at all forms of teaching and active participation in teaching - 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 - to be informed about the classes he / she missed during the consultations of teachers and other students					
Monitoring students'	Class attendance	1	Research		Practical training	

performance (enter the value of ECTS credits for each activity, so that the total number of ECTS credits equals the ECTS worth of the course):	Experimental work		Paper			
	Essay		Seminar essay			
	Tests		Oral examination	1		
	Written examination		Project			
Grading and evaluating students' performance in class and at the final examination	<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> <p>1. Successfully passed the oral exam - 65%</p> <p>2. activity and attendance at classes, participation in discussions during classes and seminars - 35%</p> <p>Criteria for evaluating and grading individual elements are described in the course repository.</p>					
Required reading (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Tisuću godina Hrvatske skulpture (poglavlja o romaničkom i gotičkom kiparstvu), Izdanja MUO Monografija – katalog, Zagreb, 1987.			1		
	Katalog izložbe „Paolo Veneziano – stoljeće gotike na Jadranu“ Zagreb, 2004.			1		
	I.Fisković, Romaničko slikarstvo u Hrvatskoj, Zagreb, 1987			1		
	J. Belamarić, Studije o srednjovjekovnoj umjetnosti I, Split			1		
	J. Belamarić, Studije iz srednjovjekovne i renesansne umjetnosti na Jadranu, Split			1		
Optional reading	<p>B. Fučić, Istarske freske, Zagreb, 1963.;</p> <p>Periodicals: Ars adriatica; Prilozi povijesti umjetnosti u Dalmaciji, Radovi Instituta za povijest umjetnosti, Peristil; Monographs; Catalogs; Proceedings; Encyclopedias.</p>					
Quality monitoring methods ensuring acquirement of exit competencies	<ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process 					
Other (as proposed by the submitter)						

COURSE TITLE	CRAFTS OF THE EASTERN ADRIATIC COAST DURING PREHISTORY						
Code	FFU90T	Year of study	1 st				
Course teacher	Vedran Barbarić, PhD, as associate professor	Credits (ECTS)	2				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	0				
COURSE DESCRIPTION							

Course objectives	To teach students on crafts and craft techniques through the periods of prehistory on the Eastern Adriatic					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the succesful exam students will be able to: - recognise and describe craft techniques - define the time and area where the object of craft comes from - relate objects of craft with the contemporaneous and related objects from the rest of Europe - discuss the practical, status and/or ritual values of the objects of craft - interpret the iconographic models and depictions on the objects of craft					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction. Aims and tasks of the course, contents of the course. Seminars and group tasks. Bibliography. 2. Spatial, civilisational and time frame 3. Raw materials and techniques of pottery and metal objects 4. Practical, social and spiritual values of the objects of craft 5. Mesolithic, neolithic and copper age: jewelery in the stone age, neolithisation and the start of the pottery production, social changes and and crafts in the copper age 6. Bronze age- bronze metallurgy, tools, weaponry 7. Bronze age: bronze and amber jewellery, pottery styles 8. Iron age-jewellery of the Adriatic area: Illyrian, Italic and Greek forms 9. Iron age: pottery production, imported pottery and metal artefacts 10. Toreutics – situla art 11. Amber working, stone sculpture Jantarna plastika, obrada kamena 12. Hellenism: pottery production in the hellenistic sites on the east Adriatic 13. Coinage in the East Adriatic 5th to 1st Century BC 14. Amphorae and pithoi in Adriatic from 5th to 1st Centurz BC 15. Style on the objects of craft through the prehistory					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning X 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. Attend regularly and actively participate in the teaching process. 2. Pass the written exam 3. Attend and actively participate in fieldwork					
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	1. class activity, participation in discussions during classes - 20% 2. Pass the oral exam - 80% 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)	S. Dimitrijević, N. Majnarić-Pandžić, T. Težak-Gregl, Prapovijest, Zagreb 1998.	1	
	Trgovina i razmjena u pretpovijesti, S. Mihelić (ur.), Zagreb 2006.	1	
	A. Stipčević, Iliri, Zagreb 1991.	3	
	Š. Batović, Pregled željeznog doba na istočnoj jadranskoj obali, Vjesnik za arheologiju i historiju dalmatinsku, 68, 1966. (1973.), 44-74.	1	
Optional literature (at the time of submission of study programme proposal)	Antički Grci na tlu Hrvatske, J. Poklečki Stošić (ur.), Zagreb 2010. T. Knez, Situlska umjetnost u Jugoslaviji, u: Duhovna kultura Ilira, A. Benac (ur.), Sarajevo 1982. J. Korošec, Danilo in danilska kultura, Ljubljana 1964. Praistorija jugoslavenskih zemalja IV. Bronzano doba, Sarajevo 1983; 271-375. Praistorija jugoslavenskih zemalja V. Željezo doba, Sarajevo 1986; 293-480.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)			

COURSE TITLE		INTERPRETING MODERNISM – CONCEPTS AND MEANINGS					
Code	FFU90N	Graduate studies	1 st				
Lecturer	Ljiljana Kolečnik, PhD, associate professor	Points (ECTS)	2				
Assistant	Dora Derado, teaching assistant	Teaching method	P	S	V	T	
			20	10			
Course Status	Elective	Application of e-learning methods (percentage)					
COURSE DESCRIPTION							
Course objectives	Course objective is to teach the students on the fundamental philosophical concepts and the political ideas that have defined the understanding of the modernism and modernity in the European societies of the 19 th and 20 th century.						
Enrolment requirements	None						
Expected learning outcomes (4-10 outcomes)	After the Course, students should be able: 1. to identify the relation between art, and key philosophical and political concepts of the nineteenth and twentieth century 2. to relate different kinds of art production (visual arts, fine literature, music) to philosophical concepts and political ideas dominating any historical period 3. to recognize the importance and usefulness of applying the knowledge of philosophical concepts, political ideas and social practices in the interpretation of art production of any historical period 4. to apply in their own research the analytic tools and interpretative strategies introduced during the Course						

Course content (list of sessions)	This course is arranged thematically, with lectures, readings and screenings (including both - clips and features), as well as presentations of other materials (documentations and illustrations) selected in order to give a systematic overview of the key concepts and tendencies associated with the theoretical, cultural, aesthetic, and institutional relationships among philosophy, politics and visual arts.					
	1. Modernism and Modernity – the meaning and application of terms (R. Williams, M. Horkheimer, M. Heidegger, F. Jameson, A. Hyssen, G. Simmel);					
	2. Modern art - Collective reality and individual trauma I (C. Baudelaire, F. Nietzsche, H. Bergson);					
	3. Modern art, Collective reality and individual trauma II (S. Freud, C. Jung);					
	4. Concept and nature of the historical avant-garde – Art and popular culture (W. Benjamin, T. Adorno; J. Habermas);					
	5. Concept and nature of historical avant-garde – Art and popular culture II (S. Kracauer, P. Bürger);					
	6. Art and totalitarian ideologies (T. Adorno; H. Arendt, F. Jameson, B. Groys);					
	7. Critique of Modernism (R. Barthes, M. Foucault, F. Jameson);					
	8. Critique of Modernism II (G. Debord, G. Pollock, E. Said, F. Fanon. A. Badiou)					
	9. Moving images and institutional critique of Art I – Avant-grade and expressionist cinema 1914.-1924.; (R. Wiene, S. Eisenstein; L. Bunuel, F. Lang, M. Deren); http://www.movingimagesource.us/research/guide/145					
Format of instruction	X lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> practicum <input type="checkbox"/> <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> in-field research			X independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> supervised work <input type="checkbox"/> group research projects		
	Student responsibilities					
- behave in accordance with ethical and scientific principles in higher education - attendance at all forms of teaching and active participation in teaching - 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 - to be informed about the classes he / she missed during the consultations of teachers 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)	Attendance	1	Research		Practicum	
	Experimental work		Term paper			
	Essays		Seminar paper	0,5		
	Colloquia		Oral exam			
	Written exam	0,5	Project			

Grading and evaluation of students work during the Course and at the final exam	Active participation in the teaching process 30% Research and presentation of research results 40% Exam 30% Criteria for evaluating and grading individual elements are described in the course repository.		
Compulsory literature (available at the Department library and through other media)	Naslov	Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	Bauman, Zygmunt. <i>Tekuća modernost</i> , Zagreb: Pelago, 2011. (uvodno poglavlje)	SVKST (1)	/
	Bürger, Peter. <i>Teorija avangarde</i> . Prevela Nataša Medved. Zagreb: Izdanja antibarbarus, 2007.	SVKST (1)	/
	Benjamin, Walter. „Umjetničko djelo u doba svoje tehničke reprodukcije“. <i>Život umjetnosti</i> , izd. 6 (1968.): 67–81.	SVKST (1)	web
	Mijatović, Aleksandar. „Trauma i pitanje reprezentacije: suvremena teorija traume, Sigmund Freud i Walter Benjamin“. <i>Fluminensia: časopis za filološka istraživanja</i> 21, izd. 2 (2009.): 143–62.	/	web
	Murawska-Muthesius, Katarzyna. „Remapping Socialist Realism: Renato Guttuso in Poland“. U <i>Art beyond Borders</i> , uredili Jérôme Bazin, Pascal Dubourg Glatigny, i Piotr Piotrowski, NED-New edition, 1., 139–50. <i>Artistic Exchange in Communist Europe (1945-1989)</i> . Central European University Press, 2016.	/	web
	Williams, Raymond. „When Was Modernism?“ U <i>Art in theory, 1900-2000: an anthology of changing ideas</i> , uredili Charles Harrison i Paul Wood, 2. izd. Malden, MA: Blackwell Pub, 2003.	FFST (1)	/
Additional literature	<p>Baudelaire, Charles, <i>Likovne kritike</i>, Zagreb: Mladost, 1955.</p> <p>Friedrich Nietzsche, <i>O koristi i štetnosti historije za život</i>, Zagreb: Matica hrvatska, 2004.</p> <p>Walter Benjamin, Eeji, Zagreb. Školska knjiga, 1974.;</p> <p>Sigmund Freud, <i>Nelagoda u kulturi</i>, Beograd: Reč i misao, 1982.</p> <p>Henri Bergson, <i>Stvaralačka evolucija</i>, Zagreb: HAUZ, Igitur, 1999.</p> <p>Modris Eksteins, <i>Rites of Spring: The Great War and the Birth of the Modern Era</i>, New York: Houghton Mifflin Company, 1989.</p> <p>Sigmund Freud, <i>Budućnost jedne iluzije i drugi spisi</i>, Zagreb: Naprijed, 1986.</p> <p>Walter Benjamin, <i>Arcades Project</i>, 2004.</p> <p>Susan Buck-Morss, <i>Dream World and Catastrophe. The Passing of Mass Utopia in East and West</i>, Cambridge Mass.: MIT Press, 2000.</p> <p>Max Horkheimer, Theodor Adorno, <i>Dijalektike prosvjetiteljstv: filozofijski fragmenti</i>, Sarajevo: Veselin Masleša, 1974.</p> <p>Hanna Arendt, <i>The Human Condition</i>, Chicago: University Of Chicago Press, 1998.</p> <p>Hanna Arendt, <i>Totalitarizam</i>, Zagreb: Politička kultura, 1996.</p> <p>Siegfried Kracauer, <i>The Mass Ornament: Weimar Essays</i>. Cambridge: Harvard UP, 1995.</p> <p>Raymond Williams, <i>Keywords: A Vocabulary of Culture and Society</i>, Oxford: Oxford University Press 1985,</p> <p>Peter Bürger, <i>Teorija avangarde</i>, Zagreb: Izdanja Antibarbarus, 2007.</p> <p>Aleksandar Flaker, <i>Poetika osporavanja</i>, Zagreb: Školska knjiga, 1984.</p> <p>Aleš Erjavec, <i>Ideologija i umjetnost modernizma</i>, Sarajevo: Svjetlost, 1991.</p> <p>Andreas Huyssen, <i>After the Great Divide</i>. Indiana University Pres, 1984. str. 178-221.</p>		

	<p>Ljiljana Kolečnik (ur.), <i>Feministička likovna kritika i teorija likovnih umjetnosti: izabrani tekstovi</i>, Zagreb: Centar za ženske studije, 1999.</p> <p>Edward Said, <i>Orijentalizam: zapadnjačke predodžbe o Orijentu</i>, Zagreb: Konzor, 1999.</p> <p>Frantz Fanon, <i>Black Skin, White Masks</i>, New York: Grove Press, 2008.</p> <p>Fredric Jameson, <i>Postmoderna: nova epoha ili zabluda</i>, Zagreb: Naprijed, 1988.</p> <p>Alan Badiou, <i>Ethics: An Essay on the Understanding of Evil</i>, 2007</p> <p>Charles Harrison, Paul J. Wood (ed.), <i>Art in Theory 1900 - 2000: An Anthology of Changing Ideas</i>, London: Blackwell, 2002.</p>
Načini praćenja kvalitete koji osiguravaju stjecanje utvrđenih ishoda učenja	<ul style="list-style-type: none"> - 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
Ostalo (prema mišljenju predlagatelja)	

COURSE TITLE	FUNDAMENTALS OF PEDAGOGY						
Code	HZX001		Year of study		1 st		
Course coordinator(s)	Tonča Jukić, PhD, associate professor		Credit value (ECTS)		5		
Associates	Sani Kunac, teaching assistant	Course delivery types (hours per semester)	L	S	P	T	
			30	30			
Course status	Mandatory		E-learning percentage		20%		
COURSE DESCRIPTION							
Course objectives	To enable students for critical scientific study of pedagogy as theory and practice of development of competencies for life, for successful organisation and satisfactory professional and scientific dealing with pedagogical issues and activities in the processes of education, upbringing and training.						
Course admission requirements and entrance competences required	None.						

Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- to explain the epistemological characteristics of pedagogy- critically analyze and compare traditional and modern definitions of basic pedagogical terms and different understandings of pedagogy as a science- to argue the basic postulates of pedagogy as theory of competencies- identify the advantages and disadvantages of pedagogical theories of personality development- distinguish the qualitative levels in individual's development and the teachers' tasks in their implementation- explain the aspects and methods of pedagogical work in the development of competencies- set in relation pedagogy and andragogy- to explain the need for theoretical and practical development of competencies for intercultural relations- explain the reasons why curriculum development is a pedagogical problem- critically reflect and discuss on basic pedagogical conceptions and reform pedagogies and identify their strengths and weaknesses- to take a stand on the need to respect the rights, needs and interests of each individual and his uniqueness					
Course content elaborated in detail according to the timetable	<ul style="list-style-type: none">- Introduction to the course. (2L + 2S)- Scientific definition - epistemological characteristics of pedagogy. Pedagogy in science system and scientific system of pedagogy. (2L + 2S)- Socio-historical dimension and the development of pedagogy. The basic postulates of pedagogy as theory of competencies. (4L + 4S)- Different pedagogical paradigms. (4L + 4S)- Reform pedagogies. (2L + 2S)- Basic characteristics of the school system. (2L + 2S)- Development of curriculum as a pedagogical problem. (2L + 2S)- Pedagogical theories of personality development. Competence approach in pedagogy. The qualitative levels in individual's development. (4L + 4S)- Aspects and methods of pedagogical work in development of competencies. (2L + 2S)- The relation between pedagogy and andragogy in the system of lifelong learning. (2L + 2S)- Development of competencies for sustainable development and life in a plural society (2L + 2S)- Conclusions of the course. (2L + 2S)					
Format of instruction	X lectures X 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 X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Students' duties	Students are required to participate in lectures (80%) and seminars (80%), present a seminar paper and pass 2 colloquia.					
Following up students' work (note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):	Course attendance	2	Researching		Practical work	
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper	0,5	(note down other types)	
	Preliminary exams	2,5	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	The overall grade will be formed with regard to the realization of the following elements: presentation of a seminar paper (20%) and taking 2 colloquia (80%). The method of taking the exam for students who do not attend the colloquia is a written exam. Criteria for evaluating and grading individual elements are described 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
	Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi, Zagreb: Educa (selected chapters)				4	-
	König E. Zedler, P.(2000). Teorije znanosti o odgoju. Zagreb: Educa (selected chapters)				3	-
	Malić, J., Mužić, V. (1981). Pedagogija, Zagreb: Školska knjiga (selected chapters)				1	-
	Milat, J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga				1	-
	Vukasović, A. (1990). Pedagogija. Zagreb: HKZ „Mi” (selected chapters)				1	-
Additional reading list	Delors, J. (1998). Učenje - blago u nama. Zagreb: Educa. - odabrana poglavlja Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa. Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa. - odabrana poglavlja. Hentig, von H. (2008), Što je obrazovanje? Zagreb: Educa. Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa. Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa. Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško - književni zbor. Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa.					
Quality monitoring methods ensuring acquirement of exit competencies	Class attendance, class activity, performance in tasks, student survey on the quality of teaching and teachers at the university level, passed the exam and achieved other obligations, individual consultations, self-assessment of students achieved learning outcomes, collaborative assessment of implementation and quality of the teaching process.					

NAME OF THE COURSE		DIDACTICS					
Code	HZX002	Year of study	1 st				
Course teacher	Morana Koludrović, PhD, Associate Professor	Credits (ECTS)	5				
Associate teachers	Ante Grčić, teaching assistant	Type of instruction (number of hours)	L	S	E	F	
			30	30			
Status of the course	Mandatory	Percentage of application of e- learning	20%				
COURSE DESCRIPTION							
Course objectives	Within the course, students will get to know the basics of modern didactics in such a way that they can apply the acquired competences in their own teaching process with special emphasis on the competence - based and constructivistic - based						

	approach to planning, organizing, implementing and evaluating the educational process.	
Course enrolment requirements and entry competences required for the course	None	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none"> - analyse different didactic theories and approaches regarding the organization of the educational process, the roles of participants in the educational process, social and economic factors. - apply the principles of competence -based and constructivist – based approaches in educational process - analyse curricula regarding their purpose and goals - choose didactic strategies, methods, media, and social forms of work in accordance with learning outcomes and respecting the individual characteristics of students - design a teaching process based on constructive alignment - choose appropriate didactical approaches, methods, and techniques for evaluating student achievement and self-evaluation - define forms and evaluate effective ways of cooperation with parents, students, employees of the educational institution and the local community 	
Detailed course content by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Determinants of contemporary didactics based on competence and curriculum approach of education: educational, social, and economic context (2P) 2. The role of the teacher in contemporary education process (1P) 3. Educational atmosphere and environment. Educational and classroom management. (2P) 4. Characteristics of students and individualization in modern educational process and didactics (2P) 5. National, subject, and school curriculum (3P) 6. The theory of constructive alignment (2P) 7. Planning and organizing the teaching process (2P) 8. Teaching strategies, methods, and social forms of work (3P) 9. Teaching media (2P) 10. Implementation of the teaching process (1P) 11. (Self) evaluation in educational process (1P) 12. Evaluation of student achievements: types, methods, approaches (2P) 13. Techniques and methods of (self) evaluation (2P) 14. Parents' meetings and individual parents' income (1P) 15. The educational role of teaching and teachers (class management; cooperation with the local community) (2P) 16. Reform pedagogies and pedagogical pluralism (2P) 	
Types of teaching	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	X independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student obligations	<p>Participate in the educational process: lectures 80% and seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Plan, organize and present the plan of the teaching unit. Actively and constructively participate in the teaching process. 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 written exam (passed two colloquia are equivalent to a written exam).</p>	

Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	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. Written exam (i.e. successfully passed two colloquia) - 50% 2. Seminar paper - 20% 3. Success in solving individual and group 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
	Miljković, D.; Strugar, V.; Cindrić, M. (2016), Didaktika i kurikulum. Zagreb: Učiteljski fakultet.				10	
	Bognar, L., Matijević, M. (2005). Didaktika. Zagreb: Školska knjiga. (odabrana poglavlja)				2	
	Pivac, J. (2010), Izazovi školi. Zagreb: Školska knjiga				1	
	Vizek Vidović, V. i sur. (2014), Psihologija odgoja i obrazovanja. Zagreb: IEP-VERN. (odabrana poglavlja)				5	
	Previšić, V. (ur.) (2007), Kurikulum: Teorije – Metodologija – Sadržaj – Struktura. Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)				2	
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none">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, 139-152.2. Rijavec, M.; Miljković, D. (2010), Pozitivna disciplina u razredu. Zagreb: IEP.3. Koludrović, M. (2013), Mogućnosti razvijanja kompetencija učenja u suvremenoj nastavi. Pedagogijska istraživanja, 10(2), 295-307.4. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75.5. Gudjons, H. (1994), Pedagogija – temeljna znanja. Zagreb: Educa.6. Kyriacou, C. (1995). Temeljna nastavna umijeća. Zagreb: Educa.7. Marsh, J.C. (1994). Kurikulum: temeljni pojmovi. Zagreb: Educa.8. Meyer, H. (2002). Didaktika razredne kvake. Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa.9. Stoll, L., Fink, D. (2000), Mijenjajmo naše škole. Zagreb: Educa.10. Koludrović, M. (2013), Problemsko učenje u kurikulumu obrazovanja nastavnika. Zagreb: Sveučilište u Zagrebu.11. Studenti prema preporuci nastavnika, a sukladno odabiru seminarske teme odabiru i drugu znanstvenu i stručnu te on line i tiskanu literaturu.					

	12. Relevant and current laws in the field of education
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - 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)	

COURSE TITLE		METHODOLOGY OF THE RESEARCH OF ART HISTORY IN THE TEACHING PROCESS					
Code	FFU70C	Year of study	1 st				
Course teacher(s)	Dalibor Prančević, PhD, assistant professor	Credits (ECTS)	3				
Associate teachers	Klara Čapalija, titled assistant	Type of instruction (teaching hours per term)	L	S	E	F	
			15	30	0	0	
Status of the course	Mandatory	Application of e-learning, in percent	20%				
COURSE DESCRIPTION							
Course objectives	Introduce students to the methodology of researching art history and its application in the teaching process, discussing the basic concepts underlying the scientific discipline, as well as the various research methods and approaches to the work of art, with particular reference to the scientific apparatus and pedagogical practice.						
Course enrolment requirements and entry competences required for the course							
Learning outcomes expected at the course level (4 to10 learning outcomes)	After completing the course and passing the exam, students will be able to: - adopt basic historical-artistic methods, analyze them and present them in the teaching of fine arts; - to acquire knowledge of the most important representatives through history and their specific research methods; - explain the basic characteristics of particular methods and their pedagogical effects; - apply the scientific principles of art history in pedagogical work; - to carry out a detailed formal-stylistic analysis of a particular work of art in teaching; - propose a specific research methodology in future teaching work; - evaluate the pedagogical effectiveness of a particular historical and artistic method.						

Course content broken down in detail by class schedule (syllabus)	1. Course introduction: Course goals and objectives. Execution plan and program. Familiarity with the literature. Student obligations. Research methodology and teaching process. 2. A Brief Overview of International Art History 1: Representatives and Methods in the Teaching of Fine Arts. 3. A Brief Overview of International Art History 2: Representatives and Methods in the Teaching of Fine Arts. 4. A brief overview of the development of national art history: Representatives and methods in the teaching of fine arts. 5. Formal-style analysis in the teaching process 1: working on selected examples. 6. Formal-style analysis in teaching process 2: working on selected examples. 7. Research Methods in the Teaching Process 1: Biography. Attribution. Comparison. 8. Research Methods in the Teaching Process 2: Iconology. Contextualization. 9. Interdisciplinarity and pedagogical work: Relationship to other (related) sciences and subjects in the teaching of fine arts. 10. Subject of research and search of material in teaching practice: Institutions. Directories. Database. 11. Archival research and teaching practice: Archives. Funds and collections. Theory and practice. 12. Scientific work design and pedagogical effects: Writing. Citation. Scientific apparatus. 13.Publication of scientific work and pedagogical effects: Scientific and popular papers. Types. Evaluation. 14. Scientific paper presentation and pedagogical effects: Making a presentation. Methods of presentation of works of art and phenomena in the teaching of fine arts. 15. Concluding part and course evaluation: Synthesis of the presented material. Final review.					
Instruction format:	X Lectures X Seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> Entirely <i>on line</i> <input type="checkbox"/> Partially e-learning X Field work		X Independent assignments <input type="checkbox"/> Laboratory <input type="checkbox"/> Multimedia X Work with mentor			
Student's obligations	1. participate in the teaching process as a prerequisite for taking the exam and achieving the final grade (lectures 80%, seminars 80%) 2. behave in accordance with ethical and scientific principles in higher education 3. make and present a simple draft of the research needed to make a seminar paper 4. prepare and present a seminar paper according to the instructions of the teacher and the previously established criteria, all in accordance with academic, ethical and faculty principles and regulations 5. pass the written exam (equivalent to the written exam are 2 passed colloquia) and achieve a minimum of 50% accuracy on the exam or individual colloquia, which indicates a passing grade 6. to be informed about the classes they missed during the consultations of teachers and with other students 7. adhere to the time frames required to perform the activities of the course 8. participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 9. perform individual and group tasks in a timely and quality manner 10. actively and constructively participate in teaching					
Monitoring students' performance (<i>enter the value of ECTS credits for each activity, so that the total number of ECTS credits equals the ECTS</i>)	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Paper			
	Essay		Seminar essay	0,5		
	Tests		Oral examination			

worth of the course):	Written examination	0,5	Project			
Grading and evaluating students' performance in class and at the final examination	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. written exam, ie successfully passed two colloquia (positive grade from both colloquia is equivalent to the written exam) - 30% 2. prepared and presented seminar paper in accordance with the instructions of teachers and based on previous research - 50% 3. class activity, participation in discussions during classes and seminars - 20% Criteria for evaluating and grading individual elements are described in the course repository.					
Required reading (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Belting, H. /ur./ (2007). Uvod u povijest umjetnosti, Fraktura, Zaprešić			2		
	Bialostocki, J. (1986). Povijest umjetnosti i humanističke znanosti, GZH, Zagreb			1		
	D'Alleva, A. (2009), Methods and Theories of Art History, Laurence King Publishing			1		
	Nikolić, J. Z. (2008). Historiografski praktikum (odabrana poglavlja), Leykam, Zagreb			6		
Optional reading	Itković, Z. (1997). Opća metodika nastave, Književni krug, Split Ivančević, R. (1997). Likovni govor: uvod u svijet likovnih umjetnosti, Profil, Zagreb Kultermann, U. (2002). Povijest povijesti umjetnosti: put jedne znanosti, Kontura, Zagreb Oraić Tolić, D. (2011). Akademsko pismo: strategije i tehnike klasične retorike za suvremene studentice i studente, Ljevak, Zagreb Kolanović, J. /ur./ (2006-2007). Pregled arhivskih fondova i zbirki Republike Hrvatske, Hrvatski državni arhiv, Zagreb International Journal for Digital Art History (selected texts)					
Quality monitoring methods ensuring acquirement of exit competencies	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					
Other (as proposed by the submitter)						

COURSE TITLE		AN INTERDISCIPLINARY APPROACH TO ARTWORK IN THE TEACHING FINE ARTS					
Code	FFU70B	Year of study	1 st				
Course teacher(s)	Ivana Čapeta Rakić, PhD, associate professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (teaching hours per term)	L	S	E	F	
			15	30	0	0	
Status of the course	Elective	Application of e-learning, in percent	20%				
COURSE DESCRIPTION							

Course objectives	The aim of the course is to acquaint students, future high school professors of fine arts, with the possibility of an interdisciplinary approach to artwork in teaching fine arts. In this way, their previous knowledge acquired during their studies would be synthesized with a new approach to artworks, which opens the possibility for the student, the future professor, to conceptualize creative teaching through the curriculum of the subjects. This means to acquaint students with the principles of interdisciplinarity, which, in addition to the above, imply the application of knowledge from other disciplines, that is, scientific and artistic fields, when considering and interpreting a work of art. In doing so, the students are introduced to the context of the time in which the work of art was created, explaining it through the prism and application of the current knowledge and principles of scientific and artistic fields such as: geometry, mathematics, astronomy, physics, music, literature, biology, etc.	
Course enrolment requirements and entry competences required for the course	/	
Learning outcomes expected at the course level (4 to 10 learning outcomes)	the use of acquired knowledge in interpretation of artwork in the teaching fine arts to link different scientific and artistic disciplines in the teaching fine arts interpretation of works of art by using interdisciplinarity in the teaching fine arts applying an interdisciplinary approach to the visual arts in the teaching of the fine arts presentation of acquired knowledge in the teaching of fine arts development of multimedia presentation for the purposes of teaching fine arts	
Course content broken down in detail by class schedule (syllabus)	1. Introduction to the course, the meaning of interdisciplinarity and application in the teaching of fine arts 2. Seven liberal arts and fine arts 3. Mathematics and Fine Arts 4. Mathematics and Fine Arts 5. Geometry and fine arts 6. Physics and Fine Arts 7. Astronomy and Fine Arts 8. Philosophy and Fine Arts 9. Music and fine arts 10. Literature and Fine Arts 11. Literature and Fine Arts 12. Botany and Fine Arts 13. Zoology and Fine Arts 14. Medicine and Fine Arts 15. Final evaluation of the course, discussion, exercises	
Instruction format:	X Lectures X Seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> Entirely <i>on line</i> X Partially e-learning X Field work	<input type="checkbox"/> Independent assignments <input type="checkbox"/> Laboratory <input type="checkbox"/> Multimedia <input type="checkbox"/> Work with mentor
Student's obligations	1. participate in the teaching process: lectures 80%, seminars 80% 2. behave in accordance with ethical and scientific principles in higher education (both during teaching and in writing seminar papers) 3. participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. prepare and timely submit a seminar paper according to pre-established criteria 5. timely and correctly present the seminar paper according to pre-established criteria 6. to be informed about the classes he / she missed during the consultations with the teacher and other students 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	

Monitoring students' performance (<i>enter the value of ECTS credits for each activity, so that the total number of ECTS credits equals the ECTS worth of the course</i>):	Class attendance	1,5	Research		Practical training	
	Experimental work		Paper			
	Essay		Seminar essay	1,5		
	Tests		Oral examination			
	Written examination		Project			
Grading and evaluating students' performance in class and at the final examination	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. prepared and presented seminar paper in accordance with the instructions of teachers and based on previous research - 70% 2. class activity, participation in discussions during classes and seminars - 30% Criteria for evaluating and grading individual elements are described in the course repository.					
Required reading (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Martin Kemp, The science of art. Optical themes in western art from Brunelleschi to Seurat. New Haven/London: Yale University Press, 1990. (selected chapters);				1	
	da Vinči, L., i Bihalji-Merin, O. (1988). Traktat o slikarstvu / Leonardo da Vinči (3. izd.; V. Bakotić-Mijušković, Prev.). Beograd: M. Damićanin				3	
	Kurikulum nastavnog predmeta Likovna kultura za osnovne škole i Likovna umjetnost za gimnazije. (2019). Zagreb: Ministarstvo znanosti i obrazovanja				/	On line
Optional reading	Curricula of individual subjects according to the gymnasium program Panofsky, E. (1991). Perspective as symbolic form (1st ed). New York; Cambridge, Mass: Zone Books; distribucija MIT Press. Gilbert, P., i Haeberli, W. (2012). Physics in the arts. Amsterdam; Boston: Academic Press. (odabrana poglavlja) Alberti, L. B., Stepanić, G., Bratičević, I., Špikić, M., i Alberti, L. B. (2008). O slikarstvu = De pictura; O kiparstvu = De statua. Zagreb: Institut za povijest umjetnosti. Ariosto, L., i Angjelinović, D. (1997). Bijesni Orlando. Zagreb: Zagrebačka stvarnost. Damisch, H. (1994). The origin of perspective. Cambridge, Mass.: MIT Press. Ivančević, R. (1996). Perspektive. Zagreb: Školska knjiga. Tasso, T. (2009). Oslobođeni Jeruzalem. Zagreb: Matica hrvatska. Tatarkiewicz, W. (1980). A history of six ideas: An essay in aesthetics. The Hague; Boston; Hingham, MA: Nijhoff; Distribution for the U.S. and Canada, Kluwer Boston. (odabrana poglavlja) Andersen, K. (2007). The geometry of an art: The history of the mathematical theory of perspective from Alberti to Monge. New York; London: Springer. (odabrana poglavlja) Nassau, K. (1983). The physics and chemistry of color: The fifteen causes of color. New York: Wiley. (odabrana poglavlja) Danto, A. C. (1993). Art after the End of Art. Art Forum, 62–69. Kandinsky, W. (2008). Concerning the spiritual in art. The Floating Press. Landwehr, M. (2002). Introduction: Literature and the Visual Arts; Questions of Influence and Intertextuality. College Literature, 29(3), 1–16. JSTOR. Preuzeto od JSTOR. (odabrana poglavlja) Bryson, N. (1990). Looking at the overlooked: Four essays on still life painting. London: Reaktion Books. (odabrana poglavlja) Finlay, V. (2004). Color: A natural history of the palette. New York: Random House					

	Trade Paperbacks. (odabrana poglavlja) Adams, L. (2018). <i>Art and psychoanalysis</i> . London: Routledge. (odabrana poglavlja) Bentkowska-Kafel, A., Cashen, T., i Gardiner, H. (2005). <i>Digital art history: A subject in transition</i> . Bristol; Portland, OR: Intellect. Preuzeto od https://search.ebscohost.com/login.aspx?direct=true&scope=site&db=e000xna&AN=108337
Quality monitoring methods ensuring acquirement of exit competencies	<ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (as proposed by the submitter)	

COURSE TITLE		METHODS OF PROTECTION AND CONSERVATION OF MOVABLE CULTURAL HERITAGE					
Code	FFU80N	Year of study	1 st				
Course teacher	Ivana Čapeta Rakić, PhD, associate professor	Credits (ECTS)	2				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The goal of the course is to adopt and develop specific knowledge and skills which can be a good base for future title of conservator - art historian for movable cultural heritage. Given the fact that a portion of the material is related to the analysis of the materials and techniques which are applied in art making processes and to methods for their research, acquired knowledge becomes applicable when describing the material appearance and the state of preservation of movable cultural heritage. Identification of the state of preservation of the cultural property is one of the basic premises for their preservation. It can also provide the art historian with additional criteria for dating, attribution, stylistic interpretation or for determining the material and aesthetic phenomena which are characteristic for some time, which are some of the basic tasks of the art-historical profession.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course the students will be able to: - distinguish technical terms in the conservation and restoration to analyze construction materials of movable cultural heritage - differentiate the original material of the subsequent restoration works - write a feasibility study by describing the state of preservation of movable cultural heritage with a proposal for its protection, preservation or conservation - evaluate critically methods and processes of conservation and restoration carried on the movable cultural heritage						

Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course; determinating definitions and terms 2. History and development of the conservation department in Dalmatia 3. History of restoration of movable cultural heritage in Dalmatia until 1850 4. conservation and restoration in Dalmatia from 1850 5. Materials and technological processes of making easel paintings and polychrome wooden sculptures 6. Identification of the state of preservation and investigative documentation of movable cultural heritage - non-invasive methods 7. Identification of the state of preservation and investigative documentation of movable cultural heritage - invasive methods 8. field work 9. Reasons for deterioration of movable cultural heritage 10 field work 11. Protection, preservation, preventive conservation, conservation, restoration of movable cultural heritage 12. Some of the most common steps in the process of conservation and restoration of movable cultural heritage 13. field work 14. Theory of restoration and movable cultural heritage 15. The final evaluation of the course, discussion and debate					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety X partial e-learning X field work		X independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	1. participate in the teaching process: lectures 80% 2. behave in accordance with ethical and scientific principles in higher education (both during teaching and in writing seminar papers) 3. participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. prepare and timely submit a seminar paper according to pre-established criteria 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. perform individual and group tasks in a timely and quality manner 8. 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	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	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. prepared and submitted seminar paper in accordance with the instructions of teachers and based on previous research - 70% 2. class activity, participation in discussions during classes and seminars - 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	
	Zakon o zaštiti i očuvanju kulturnih dobara, 1999.				http://narodne-	

			novine.nn.hr/clanci/sluzbeni/271022.html
	Ulrich Schießl, Utvrđivanje stanja skulptura i slika, u: Uvod u povijest umjetnosti, Zagreb, 2007.	1	
	Denis Vokić-Goran Zlodi, Dokumentiranje baštine prirodnoznanstvenim metodama, Godišnjak zaštite spomenika kulture Hrvatske 35, Zagreb, 2014, 181-207.		http://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=173715
	Denis Vokić, Preventivno konzerviranje slika, polikromiranog drva i mješovitih zbirki, Zagreb, 2007.	1	
	Ivana Čapeta Rakić, O zaštiti i očuvanju pokretnih kulturnih dobara u Splitu i Dalmaciji, Split, 2020.	3	
Optional literature (at the time of submission of study programme proposal)	Bernard M. Feilden, Uvod u konzerviranje kulturnog naslijeđa [prijevod Ivo Maroević], Društvo konzervatora Hrvatske - Zagreb, 1981. Alfons Huber, Može li se «objektivno pravilno» restaurirati, Godišnjak zaštite spomenika kulture Hrvatske, 18-19, 1992. / 1993. str. 155-160. Group of authors: Povelja konzervacije i restauracije umjetničkih i kulturnih spomenika 1987., Pogledi br., 3-4, god. 18, 1988., str. 753-783. Max Dvorak, Katekizam zaštite spomenika, Pogledi br., 3-4, god. 18, 1988., str. 793-820. Eugene-Emanuel Violet le Duc, Restauriranje, Kolo, 1, 2001., str. 373.-376. Albert France-Lanord, Znati «upitati» predmet prije restauriranja, Kolo, 1, 2001., str. 387-390. Cesare Brandi, Teorija restauriranja I., II., III., Kolo, 1, 2001., str. 391.-409. Denis Vokić, Smjernice konzervatorsko-restauratorskog rada, Dubrovnik-Zagreb, 2007. Metka Kraighe-Hozo, Slikarstvo/metode slikanja/materijali, Sarajevo, 1991. Cennino Cennini, Knjiga o umjetnosti, Zagreb, 2007.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)			

COURSE NAME	TOPICS IN MEDIEVAL ART						
Code	FFU80M	Course year	1 st				
Course Head(s)	Radoslav Bužančić, PhD, assistant professor	Point value (ECTS)	3				
Associates		Types of class (number of hours in semester)	P	S	V	T	
			30	15			
Course status	Elective	Percentage of applied e-learning					
OPIS PREDMETA							

Course goals	As a graduate level elective course, its contents seek to supplement the remainder of the program. Its contents and structure broaden the context within which we study the architecture of the early and developed medieval period within the context of this graduate program.					
Course prerequisites and necessary qualifications	No prerequisites					
Expected outcomes on a course level (4-10 outcomes)	1. Through classes and a seminar, art history students are introduced to medieval art and architecture, analyzing it on a theoretical level with scientific scrutiny. 2. Students are familiarized with the most recent scientific discoveries and theories in the field of medieval history, with a focus on architecture and urbanism. 3. Students are taught how to navigate and study the art and culture of this historic period between the old and new eras. 4. The course establishes prerequisites for further studying medieval architecture and the architectural forms of the time, as well as engaging in research to further our knowledge of the art of this period in general.					
Detailed course breakdown according to schedule plan	1. Introductory lecture – medieval construction concepts 2. <i>Notkirche</i> and <i>notfaza</i> – building medieval shrines upon the ruins of the Antique 3. Building over the Imperial Palace in medieval Split – the birth of a medieval city 4. Carolingian influences on the architecture of the early Middle Ages in Croatia and Dalmatia – Central buildings from the rotunda to the sextofol 5. <i>Westwerk</i> (Franciscan influences on the Palatine architecture of the early middle ages) 6. The <i>curtis</i> problem of Croatian rulers, Klis and Bijaći 7. Royal architecture of the early middles ages – Churches with rounded buttresses 8. <i>Basilicae geminae</i> in antique and medieval architecture; 9. Religious architecture of the early middle ages in Croatia 10. Split's Archbishop Lovro and the Benedictine monasteries of Dalmatia 11. Bernard from Perugia and Buvina's hinges from Split's cathedral, Arpadović's Cistercian architecture 12. Treguan of Florence and building the Romanic cathedral with a portal by master Radovan 13. The old chapel of St. Ivan of Trogir – Anjouvian architecture and the Gothic in Dalmacija 14. <i>Virtus i Fortuna</i> – Ethical/aesthetic discourse and the birth of early-renaissance architecture 15. Final considerations and summary					
Format of instruction	X classes X seminars and workshops <input type="checkbox"/> practical classes <input type="checkbox"/> entirely <i>on line</i> <input type="checkbox"/> mixed e-learning X field classes		<input type="checkbox"/> individual assignments <input type="checkbox"/> multimedia <input type="checkbox"/> labwork X mentoring <input type="checkbox"/> other (write in)			
Student responsibilities	1. participate in the teaching process: lectures 80% 2. behave in accordance with ethical and scientific principles in higher education (both during teaching and in writing seminar papers) 3. participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course 4. prepare and timely submit a seminar paper according to pre-established criteria 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. perform individual and group tasks in a timely and quality manner 8. actively and constructively participate in teaching					
Student	Attendance	1	Research		Practical work	

participation tracking (enter portion of ECTS points for each activity such that the total matches the overall value of the course)	Experimental work		Report			
	Essay		Term paper	1		
	Colloquium		Oral exam	1		
	Written exam		Project			
Grading and evaluating students' work during class and 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. prepared and presented seminar paper in accordance with the instructions of teachers and based on previous research - 40% 2nd oral exam - 40% 3. class activity, participation in discussions during classes and seminars - 20% Criteria for evaluating and grading individual elements are described in the course repository.					
Required reading (available in the library and on other media)	Title			Number of copies in library	Availability on other media	
	BUŽANČIĆ, R., Majstor Radovan, Zagreb 2011			1		
	BUŽANČIĆ, R., Hrvatska vladarska arhitektura ranog srednjeg vijeka, <i>Dalmatinska zagora - nepoznata zemlja</i> , katalog izložbe održane u Galeriji Klovićevi dvori od 4. rujna - 21. listopada 2007 godine. Zagreb 2007, 129-135			1		
	BUŽANČIĆ, R., Srednjovjekovne geminae na Otoku u Solinu, <i>PPUD</i> 37, Split, 1997 - 1998, 57-97				On line	
	BUŽANČIĆ, R., Predromanička pregradnja crkve sv. Martina u Trogiru, <i>PPUD</i> 35 (Petriciolijev zbornik), Split, 1997, pg. 241-251				On line	
	BUŽANČIĆ, R., <i>Secundum sacrarium divi Ioannis</i> Stara kapela sv. Ivana Trogirskog u katedrali sv. Lovrinca, <i>Prilozi povijesti umjetnosti u Dalmaciji</i> 40, Split 2003 - 2004, 77-112				On line	
	BUŽANČIĆ, R., Crkve sv. Vida na Klisu i sv. Marije u Blizni Gornjoj, Prilog proučavanju vladarske predromaničke arhitekture IX. stoljeća, <i>Prilozi povijesti umjetnosti u Dalmaciji</i> 42, Split 2011, 29-67				On line	
Additional reading	BUŽANČIĆ, R., Nicanje ranosrednjovjekovne arhitekture iz kasnoantičkih korijena na srednjedalmatinskim otocima, Znanstveni skup pod nazivom Rađanje hrvatskog kulturnog pejzaža, Zagreb 1992. BUŽANČIĆ, R., Quelques chantiers de construction du VIIe siècle aux environs de Salone, après la chute de la ville, <i>Hortus artium medievalium</i> (HAM), Journal of the International Reserch Centre for Late Antiquity and Middle Ages, vol. 9, Zagreb-Motovun, May 2003, 195 - 204 BURIĆ, T., 1997 - Tonči Burić, Predromaničke oltarne ograde – vijek uporabe sekundarna namjena, <i>Starohrvatska prosvjeta</i> , 3. s., 24, Split, 57-76 EITELBERGER v. EDELBER, R., 1884. - Rudolf Eitelberger von Edelber, <i>Die mittelalterlichen Kunstdenkmale Dalmatiens</i> , Wien. JELIĆ, L., 1895 - Luka Jelić, Zvonik spljetske stolne crkve, <i>Vjesnik hrvatskog arheološkog društva</i> , n. s., 1, Zagreb, 29-93 KATIĆ, Lovre (1956), Reambulacija dobara splitskoga nadbiskupa 1397. godine, <i>Starohrvatska prosvjeta</i> , ser. III, 5 (1956), 135-177 MARASOVIĆ, T., 2008 - Tomislav Marasović, <i>Dalmatia praeromanica</i> , 1- 4, Split-Zagreb. PETRICIOLI, I., 1960 - Ivo Petricioli, <i>Pojava romaničke skulpture u Dalmaciji</i> , Zagreb.					

Ways of assuring quality necessary for achieving outlined goals	<ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (per proposer's opinion)	

COURSE TITLE		THE HISTORY OF EXHIBITING AND ART THROUGH CONTEMPORARY EXHIBITION PRACTICES					
Code	FFU80K	Year of study	1 st				
Course teacher	Dalibor Prančević, PhD, associate professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	30			
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is to familiarize students with various exhibiting practices that significantly moderated the art scene of the second half of the 20 th century. Particular attention is given to curatorial practices (both institutional and non- institutional) which are an indivisible element of the interpretation of contemporary artistic worldview. The aim of the course is to introduce students to museum practices of the 19 th century, or rather the phenomenon of exhibition practices which became particularly well-articulated in that century. Special focus will be put on the exhibitions of the official French Salons and exhibition formats that developed as reactions or alternative forms of exhibitions. The aim of the course is also to initiate the observation of the role of curators and curatorial collectives in the creation of relevant knowledge regarding the contemporary cultural complex (<i>the curatorial turn</i>).						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course, students will have:</p> <ul style="list-style-type: none">– Become capable of assessing and evaluating the contents of the course from a professional and scientific standpoint.– Developed the ability to interpret and evaluate the exhibition as an important tool of an art historian.– Recognized the exhibition as a place of clearly articulated speech.– Gained the ability to use scientific and other professional literature that analyses and interprets curatorial interventions in contemporary culture.– Gained knowledge of the historical development of museum and gallery exhibition activities.– Gained theoretical and practical knowledge necessary for the execution of a timeline of an exhibition project.– Developed the ability to create and organize mediation and pedagogic activities for all age groups.						

Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course (presentation of the objectives and tasks of the course program). Assigning research topics as a form of practical work and organization of an exhibition project.2. The meaning of the appearance of the first museums and the constitution of the first public art collections. Examples: The British Museum and the Louvre.3. The phenomenon of the French Salon. Examples of exhibitions that appeared as alternative forms to the official Paris Salon. The 19th century and the meaning of the major international exhibitions.4. "Alternative" modes of exhibition organization in France. Example: Impressionist exhibitions.5. The proclamation of the German Empire and Wilhelm Bode. Further repercussions of his museum activity.6. The Museum of Modern Art (MoMA) in New York and Alfred. H. Barr.7. Exhibition practices in the first half of the 20th century (selected examples: Expressionism, Russian avant-garde, Dadaism, Surrealism).8. Protagonists and issues of curatorial practice and exhibition projects in the second half of the 20th century (selected examples) - I9. Protagonists and issues of curatorial practice and exhibition projects in the second half of the 20th century (selected examples) - II10. Protagonists and issues of curatorial practice and exhibition projects in the second half of the 20th century (selected examples) - III11. Examples of 'new curatorial practice' in Croatia during the 1970s.12. The issue of the artist as curator and curator as artist. The educational turn in curating.13. Examples of recent curatorial practices in Croatia.14. Practical work on creative and organizing an exhibition project.15. The final lecture and discussion. The evaluation of the practical work and the program.					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning X field work			X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)		
Student responsibilities	<ol style="list-style-type: none">1. participate in the teaching process as a prerequisite for taking the exam and achieving the final grade (lectures 80%, seminars 80%)2. behave in accordance with ethical and scientific principles in higher education3. make and present a simple draft of the research needed to make a seminar paper4. prepare and present a seminar paper according to the instructions of the teacher and the previously established criteria, all in accordance with academic, ethical and faculty principles and regulations5. pass the written exam (equivalent to the written exam are 2 passed colloquia) and achieve a minimum of 50% accuracy on the exam or individual colloquia, which indicates a passing grade6. to be informed about the classes from which they missed the time of consultations with teachers and other students7. adhere to the time frames required to perform the activities of the course8. participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course9. perform individual and group tasks in a timely and quality manner10. actively and constructively participate in teaching					
Screening student work (name the proportion of ECTS credits for each activity so that	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	

the total number of ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(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. written exam, ie successfully passed two colloquia (positive grade from both colloquia is equivalent to the written exam) - 30% 2. prepared and presented seminar paper in accordance with the instructions of teachers and based on previous research - 50% 3. class activity, participation in discussions during classes and seminars - 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
	Curating and the Educational Turn (ed. Paul O'Neil & Mick Wilson), Open Editions / de Appel, 2010.				1	
	Thinking About Exhibitions (ed. Bruce W. Ferguson, Reesa Greenberg, Sandy Nairne), Routledge, 1996.					Web
	Bruce Altshuler: From Salon to Biennial: Exhibitions That Made Art History, Volume 1, Phaidon Press Inc, 2008.					Web
	Cautionary Tales: Critical Curating, (ed. Steven Rand, Heather Kouris), Apexart 2007.				1	
	Hans Ulrich Obrist, A Brief History of Curating, Documents Series, JRP/Ringier & Les presses du réel, 2008.				1	
	On Curating: Interviews with Ten International Curators, D.A.P. / Distributed Art Publishers, 2009.				1	
	Beyond the Box, Diverging Curatorial Practices (ed. Melanie Townsend), The Banff Centre Press, Walter Phillips Gallery Editions, 2003.					Web
	Paul O'Neill: The Culture of Curating and the Curating of Culture(s), The MIT Press, 2012.				1	
	Terry Smith: Thinking Contemporary Curating, ICI, 2012.				1	
Optional literature (at the time of submission of study programme proposal)	Culture of the Curatorial (ed. Beatrice von Bismarck...), Sternberg Press, 2012.					
	New Media in the White Cube and Beyond: Curatorial Models for Digital Art (ed. Christiane Paul), University of California Press 2008.					
	Sybil Gordon Kantor, Alfred H. Barr, Jr. and the Intellectual Origins of the Museum of Modern Art, The MIT Press, 2002.					
	PM_20, dvadeset godina 1981-2001, exhibition catalog (texts by: M. Špoljar, V. Martek, A. Maračić), Hrvatsko društvo likovnih umjetnika – Zagreb, Umjetnička galerija – Dubrovnik, 2001.					
	Boris Groys, Učiniti stvari vidljivima, strategije suvremene umjetnosti, Zagreb: Biblioteka Refleksije, Muzej suvremene umjetnosti, 2006.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- class attendance, class activity, success in performing tasks- student survey on the quality of teaching and teachers at the university level- passed the exam and fulfilled other obligations prescribed by syllabus- individual consultations- students' self-assessment of achieved learning outcomes- collaborative assessment of the implementation and quality of the teaching process					

Other (as the proposer wishes to add)	
---------------------------------------	--

COURSE TITLE		URBAN PLANNING TOPICS					
Code	FFU90J	Year of study	1 st				
Course teacher(s)	Željko Peković, PhD, full professor	Credits (ECTS)	2				
Associate teachers		Type of instruction (teaching hours per term)	L	S	E	F	
			30	0	0		
Status of the course	Elective	Application of e-learning, in percent	20%				
COURSE DESCRIPTION							
Course objectives	Acquiring scientific and theoretical knowledge about urban development of towns.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the course level (4 to 10 learning outcomes)	<p>Having passed the exam, students will be able to:</p> <ul style="list-style-type: none">- understand the town development and planning- recognise and distinguish changes in town planning and development through examples from various historical periods- analyse historical circumstances that led to different approach to town planning- apply and explain the meaning of town planning and the importance of its environment						
Course content broken down in detail by class schedule (syllabus)	<p>1. Introductory lecture. Settlements in prehistoric times. Assigning seminar essays to students.</p> <p>2. The towns of Mesopotamia. The towns of Egypt. Presentation of students' seminar essays.</p> <p>3. Greek towns. Cretan towns. The towns of the Mycenaean period. Greek towns in the Archaic period. Greek towns in the Classical period. Presentation of students' seminar essays.</p> <p>4. Urban planning theories of the Classical period. Greek towns in the Hellenistic period. Hellenistic towns. Presentation of students' seminar essays.</p> <p>5. Towns of the Roman Empire. Organisation of a Roman town. Public spaces of a Roman town. Roman urban planning legislation. Roman towns – urban organisation. Presentation of students' seminar essays.</p> <p>6. Antique towns in the Croatian territory. Greek towns in Croatia. Roman towns in the territory of Croatia. Architecture of the Late Antiquity. Presentation of students' seminar essays.</p> <p>7. Medieval towns. Typology of a medieval town. Planning of a medieval town. Medieval urban planning legislation. Medieval Croatian towns. Presentation of students' seminar essays.</p> <p>8. Renaissance towns. Ideal towns. Planned construction of towns. Fortifications of existing towns. Presentation of students' seminar essays.</p> <p>9. Renaissance architecture in Croatia. Presentation of students' seminar essays.</p> <p>10. Towns of the 17th and 18th centuries (Baroque). Presentation of students' seminar essays.</p> <p>11. Architecture of the 18th century in Croatia. Presentation of students' seminar essays.</p> <p>12. Urban planning features of the North-American towns of the 17th – 19th centuries.</p>						

	Presentation of students' seminar essays. 13. Towns of the pre-industrial and the Industrial Revolution period (18 th and 19 th centuries). Towns of the 19 th century in Croatia. Presentation of students' seminar essays. 14. Architecture of the 19 th century in Croatia. Presentation of students' seminar essays. 15. Towns of the 20 th century. Contemporary approach to spatial planning. Presentation of students' seminar essays.					
Instruction format:	X Lectures X Seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> Entirely <i>on line</i> <input type="checkbox"/> Partially e-learning <input type="checkbox"/> Field work			<input type="checkbox"/> Independent assignments X Multimedia <input type="checkbox"/> Laboratory <input type="checkbox"/> Work with mentor <input type="checkbox"/> (Enter other)		
Student's obligations	1. Regular attendance and active participation in the teaching process. 2. Pass the written exam. 3. Prepare and present a seminar paper according to pre-established criteria. 4. To be informed about the classes he / she missed during the consultations of teachers and with other students. 5. Adhere to the time frames required to perform the activities in the course.					
Monitoring students' performance (<i>enter the value of ECTS credits for each activity, so that the total number of ECTS credits equals the ECTS worth of the course</i>):	Class attendance	1	Research		Practical training	
	Experimental work		Paper			
	Essay		Seminar essay	0,5		
	Tests		Oral examination			
	Written examination	0,5	Project			
Grading and evaluating students' performance in class and at the final examination	1. Written exam - 60% 2. Class activity, participation in discussions during classes and seminars - 20% 3. Prepared and presented seminar paper in accordance with the instructions - 30% Criteria for evaluating and grading individual elements are described in the course repository.					
Required reading (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	B. Milić: Razvoj grada kroz stoljeća, I>III, Zagreb 2002.				1	
	L. Mumford: Gard u historiji, Zagreb 1968.				2	
Optional reading	L. Beritić: Urbanistički razvitak Dubrovnika, Zagreb, 1958. Ž. Peković: Urbani razvoj Dubrovnika do 13. stoljeća, Dubrovnik 4, 1997. Ž. Peković: Dubrovnik, nastanak i razvoj srednjovjekovnog grada, Dubrovnik, 1998.					
Quality monitoring methods ensuring acquirement of exit competencies	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					
Other (as proposed by the						

submitter))	
-------------	--

COURSE TITLE		ARCHAEOLOGICAL HERITAGE					
Code	FFU80O	Year of study		1 st			
Course teacher	Vedran Barbarić, PhD, associate professor	Credits (ECTS)		2			
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		0			
COURSE DESCRIPTION							
Course objectives	Training students for the independent interpretation of sites and individual monuments through the preparation of the basic documentation.						
Course enrolment requirements and entry competences required for the course	/						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After the completion of the course the students will be able to: - Define fundamental concepts in the field of archaeological heritage - Assess and evaluate the content with professional and scientific point of view - Interpret a given group of monuments - Develop a catalogue for the given group of monuments - Analyze the monuments based on their iconographic characteristics - Critical use of scientific and technical literature						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture; 2. Working groups and the selection of topics; 3. Salona; 4. Field work I; 5. The methods of processing the monuments according to the selected topic; 6. Collection of data and consulting the scientific literature on a selected topic (monument); 7. Field work II; 8. Joint analysis of monuments according to selected topics I; 9. Joint analysis of monuments according to selected topics II; 10. Processing of the documentation; 11. The methods of cataloguing; 12. Field work III; 13. Preparation of documentation (individual monuments); 14. Field work IV; 15. The final lecture						
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning X field work		X independent assignments X multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)				
Student responsibilities	1. Attend regularly and actively participate in the teaching process. 2. Attend and actively participate in fieldwork 3. prepare and present a seminar paper according to pre-established criteria 4. prepare and present practical work according to pre-established criteria						
Screening student work (<i>name the</i>	Class attendance	1	Research		Practical training	0,5	

<i>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>	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	1. prepared and presented practical work in accordance with the instructions of teachers - 40% 2. class activity, participation in discussions during classes and seminars - 20% 3. prepared and presented seminar paper in accordance with the instructions of teachers - 40% 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	
	Antička Salona, Split 1991.			1		
	F. Bulić, Izabrani spisi, Split 1984.			1		
	F. Bulić, Po ruševinama stare Salone, Split 1986.			1		
	N. Cambi, Antika, Zagreb 2002.			1		
	N. Cambi, Kiparstvo rimske Dalmacije, Split 2005.			1		
	Barbarić, V., Ursić, L. (2019). <i>Sakralna baština otoka Brača. Itinerari kulturnog turizma / Sacral heritage of the Island of Brač. Cultural tourism itineraries</i> , Zagreb: Arheološki muzej u Zagrebu			1		
Optional literature (at the time of submission of study programme proposal)	To be determined in consultations with students					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)						

COURSE TITLE		METHODOICS OF TEACHING FINE ARTS						
Code	FFU70F	Course year	2 nd					
Course teacher	Kristina Babić, lecturer	Credit value (ECTS)	3					
Associate teachers		Lecture types (number of academic hours within a semester)	P	S	V	T		
			15	30	0	0		
Status of the course	Mandatory	E-learning application percentage	20%					
SUBJECT DESCRIPTION								

Course objectives	Familiarization with the matter of methodics of the teaching Fine Arts and its meaning and correlation with didactics and pedagogy. Attaining knowledge of elementary terms relating to the teaching process on the subject of the fine arts in secondary school. Familiarization with the interdisciplinary approach concerning teaching of the fine arts. Attaining public appearance skills. Creating an analysis and interpretation model to be applied to works of art. The goal of the course is to theoretically prepare students for practical work, that is, to prepare them for lesson execution in the next semester (teaching a lesson in class). Within exercises students will explore, analyse and interpret basic elements of visual communication and analyse works of art (which is the professional basis of fine arts teaching) while constantly applying the method of conversation as the optimal approach to teaching.
Course enrollment requirements and entry competences required for the course	
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none"> 1. Define the basic concepts of teaching methods of Fine Arts. 2. Describe, analyze and apply different forms and methods of work in the teaching of Fine Arts, aligned with contemporary approaches and requirements of learning and teaching. 3. Assess and apply the appropriate method and form of work with respect to the specific teaching content and age group of students. 4. To propose, plan, design and implement different models of project, research and field work in the content of visual arts, visual culture and related interdisciplinary content. 5. Define educational goals of learning and teaching with regard to the content of the subject Fine arts and the needs of individual teaching units 6. Design, prepare and deliver Fine Arts classes in high schools and related theory courses in vocational and art schools.
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. Introductory lecture. Course objectives and outcomes. Course implementation plan and program. Introduction to professional literature. 2. Pedagogy - Didactics - Methodology. Division of teaching units into simulation lessons. Methodical exercises: analysis of the selected artwork. 3. Basic methodical terms. Types of lesson. Aims of teaching Fine Arts. Methodical exercises: analysis of the selected artwork. 4. Planning, preparing and conducting classes. Methodical exercises: analysis of the selected artwork. 5. How to successfully write a teaching preparation? 6. Teaching systems. Simulation lesson. Analysis of the simulation lesson held. 7. Teaching methods. Simulation lesson. Analysis of the simulation lesson held. 8. Teaching Fine Arts in the Context of the School of Life Experimental Program. Simulation lesson. Analysis of the simulation lesson held. 9. Methods of repetition and exercise in teaching. Simulation lessons. Analysis of the simulation lesson held. 10. Methodical modeling of problem teaching. Simulation lessons. Analysis of the simulation lesson held. 11. Assessment in the teaching of Fine Arts. Simulation lessons. Analysis of the simulation lesson held. 12. Simulation lessons. Analysis of held simulation lessons. 13. Simulation lessons. Analysis of held simulation lessons. 14. Simulation lessons. Analysis of held simulation lessons. 15. Preparing students for High School hospitation. Instructions for monitoring the teaching process and writing a workbook by the default template.

Format of instruction	X lectures <input type="checkbox"/> seminars and workshops X exercises <input type="checkbox"/> on-line in entirety <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			X independent work <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory X mentor work <input type="checkbox"/> (other)		
Student responsibilities	1. Regular attendance and active participation in the teaching process. 2. Plan, organize and implement the teaching unit. 3. Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. 4. Pass the written 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 activities in the course					
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 work	
	Experimental work		Report		Workshop	
	Essay		Seminar paper		Exercises	
	Colloquiums		Oral exam		Simulation lesson	1
	Writing exam	0,5	Project			
Grading and evaluating student work in class and at the final exam	1. Written exam - 30% 2. Class activity, participation in discussions during classes and seminars - 20% 3. Simulation lesson - 50% Criteria for evaluating and grading individual elements are described in the course repository.					
Mandatory literature (accessible in the library and via other media)	Title				Number of copies in library	Availability over other media
	Itković, Zora, <i>Opća metodika nastave</i> . Split, 1997.				1	
	Kyriacou, Chris, <i>Temeljna nastavna umijeća</i> . Zagreb, 2001.				3	
	Odobreni nastavni plan i program za srednjoškolski predmet <i>Likovna umjetnost</i> propisan od Ministarstva znanosti i obrazovanja za tekuću školsku godinu					
	Interaktivna internetska stranica s metodičkim vježbama					http://195.29.243.219/avangarda-msp/
	Škola za život – eksperimentalni program					https://skolazazivot.hr/
Optional literature (at the time of submission of study programme proposal)	Damjanov, Jadranka, <i>Vizualni jezik i likovna umjetnost</i> . Zagreb, 1991. Glazzard, Jonathan; Denby, Neil; Price, Jayne, <i>Kako poučavati. Priručnik za odgojitelje, učitelje i nastavnike</i> . Zagreb: Educa, 2016. Jakubin, Marijan, <i>Likovni jezik i likovne tehnike. Temeljni pojmovi</i> . Zagreb, 1999. Jelavić, Filip, <i>Didaktika</i> . Zagreb, 2003. (selected chapters)					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					

Other (as the proposer wishes to add)	
---------------------------------------	--

COURSE TITLE		PEDAGOGY AND MEDIATION IN ART THROUGH MUSEUM AND GALLERY SPACES AND EXTRAINSTITUTIONAL INITIATIVES OF THE 20 TH AND 21 ST CENTURY					
Code	FFU70D	Year of study	2 nd				
Course teacher	Dalibor Prančević, PhD, associate professor	Credits (ECTS)	3				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	15			
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The goal of the course is to acquaint students with different forms of pedagogic programs and mediation in art through museum and gallery spaces and Extraintitutional initiatives of the 20 th and 21 st century. A particular goal is to present the ways of articulation of the turn in the domain of curatorial engagement, as well as in the use of artistic mediation as a kind of multidisciplinary critical apparatus for viewing existing museum and gallery programs and events. Furthermore, the aim is to show students how to develop a critical stance towards existing institutional modes of education, and to do so through texts of the most prominent thinkers of the 20 th century to the present day (Illich, Rancière, Morin). All the knowledge is adapted to execution and presentation in a high-school educational format and classes, It is essential for the structuring and realization of educational programs and workshops, both in museum and gallery spaces, as well as in an extraintitutional framework.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course and passing the final exam, students will be able to: <ul style="list-style-type: none">– Create, prepare, and realize certain topics for visual arts and art history classes in high schools, as well as classes for related theoretical subjects in vocational and art schools, in reference to museum and gallery spaces and extraintitutional initiatives in the 20th and 21st century.– Plan and execute museum-based educational projects in art history classes.– Create and realize art history lectures in museums and galleries, as well as public spaces and extraintitutional contexts.– Use the results of the research in other scientific disciplines in the presentation and analysis of data in the fields of art history, cultural heritage and visual culture.– Estimate and apply appropriate methods and forms of work based on the class content and student group at hand.– Propose, plan, create and execute different project models, research and fieldwork classes in the domain of visual art, visual culture and interdisciplinary content related to them.– Propose new approaches to studying and teaching selected class content in the field of art history and in reference to museum and gallery spaces and extraintitutional initiatives.						
	1. Course introduction (explaining the goals and tasks of the class and the course program). 2. Perspectives on education for the future (Edgar Morin, <i>Odgoj za budućnost: sedam temeljnih spoznaja u odgoju za budućnost</i> , 1999.).						

Course content broken down in detail by weekly class schedule (syllabus)	<div>3. Institutional frameworks of art education and their radical critique from the perspective of Ivan Illich and his work <i>Deschooling Society</i> (1971). Reflection on the interpretation of “educators” from the viewpoint of Jacques Rancière (<i>The Ignorant Schoolmaster: Five Lessons in Intellectual Emancipation</i>, 1987).</div> <div>4. Forms and spaces of art education>: a historical overview of the development of art academies and schools.</div> <div>5. Forms of artistic and curatorial education of the second half of the 20th century and the 21st century. The importance of extrainstitutional education.</div> <div>6. Pedagogic and didactic museum tools from the Enlightenment to modern culture and late modernity.</div> <div>7. Pedagogic and didactic tools and strategies of “artistic mediation” in the sphere of new media and digital communication.</div> <div>8. Social pedagogy as a key imperative for art projects in the anglophone cultural context of the 1960s and 1970s.</div> <div>9. Socio-cultural and educational aspects pf art projects in the 21st century.</div> <div>10. “The educational turn in curating,” theoretical explanations and practical examples of contemporary curatorial projects and their relation to the procedure of “teaching”.</div> <div>11. “Artistic mediation” as a multidisciplinary tools and form of critical thinking about activities and programs inside and outside the museum.</div> <div>12. Practical work on creating an educational workshop inside a museum-gallery institution or in an extrainstitutional context.</div> <div>13. Practical work on creating an educational workshop inside a museum-gallery institution or in an extrainstitutional context.</div> <div>14. Practical work on creating an educational workshop inside a museum-gallery institution or in an extrainstitutional context.</div> <div>15. Evaluation of the course program.</div>					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning X field work		X independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)			
Student responsibilities	<div>1. participate in the teaching process as a prerequisite for taking the exam and achieving the final grade (lectures 80%, seminars 80%)</div> <div>2. behave in accordance with ethical and scientific principles in higher education</div> <div>3. make and present a simple draft of the research needed to make a seminar paper</div> <div>4. prepare and present a seminar paper according to the instructions of the teacher and the previously established criteria, all in accordance with academic, ethical and faculty principles and regulations</div> <div>5. pass the written exam (equivalent to the written exam are 2 passed colloquia) and achieve a minimum of 50% accuracy on the exam or individual colloquia, which indicates a passing grade</div> <div>6. to be informed about the classes they missed during the consultations of teachers and with other students</div> <div>7. adhere to the time frames required to perform the activities of the course</div> <div>8. participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course</div> <div>9. perform individual and group tasks in a timely and quality manner</div> <div>10. actively and constructively participate in teaching</div>					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS	Class attendance	1,5	Research	0,5	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	

value of the course)	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with 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. written exam, ie successfully passed two colloquia (positive grade from both colloquia is equivalent to the written exam) - 30% 2. prepared and presented seminar paper in accordance with the instructions of teachers and based on previous research - 50% 3. class activity, participation in discussions during classes and seminars - 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	
	Morin, E. (2002). <i>Odgoj za budućnost: sedam temeljnih spoznaja u odgoju za budućnost</i> , 1999. (transl. Ingrid Šafranek, 2002)			/	University Library Online	
	Ranciére, J. (2010). <i>Učitelj neznanica: pet lekcija iz intelektualne emancipacije</i> , 1987 (transl. Leonardo Kovačević, 2010)			1	University Library	
	Život umjetnosti 88-2011 (thematic issue: <i>Imperativ sudjelovanja</i> , ed.: Katharina Jedermann, Kristina Leko), Institut za povijest umjetnosti, Zagreb, 2011.			1	/	
	Život umjetnosti 85-2009 (thematic issue: <i>Fragmenti kustorskog diskursa</i> ed.: Ivana Mestrov, Mihaela Richter) Institut za povijest umetnosti, Zagreb, 2009.			1	/	
	Allen, F. /ed./ (2011). <i>Documents of Contemporary Art: Education</i> , Whitechapel, London			1	/	
	Pollock, G., Zemans, J. (2007). <i>Museums After Modernism - Strategies of Engagement</i> , Blackwell Publishing			1	/	
	Bergman, A., Salinas, A., Borić, I. (2016). <i>Forms of Education: Couldn' Get a Sense of It</i> , INCA Press, Seattle, Maribor			1	/	
	Bishop, C. (2013). <i>Radical Museology or What' s 'Contemporary' in Museums of Contemporary Art</i> , Koenig Books, London			1	/	
	Pjetrovski, P. (2013). <i>Kritički muzej</i> , Evropa Nostra Srbije, Centar za muzeologiju i heritologiju Filozofskog fakulteta Univerziteta u Beogradu			1	Web source	
	Weibel. P. (2002). „Muzej u postindustrijskom potrošačkom društvu. Argument za fiziku masa i protiv metafizike prisutnosti,“ in: <i>Informatica musologica</i> 33, Muzejski dokumentacijski centar, Zagreb, pp. 41-45.			1	Web source	
	Krauss, R. (1990). „The Cultural Logic of the Late Capitalist Museum,“ in: <i>October</i> 54, The MIT Press, pp. 3-17.			1	Web source	
	Optional literature (at the time of submission of study programme proposal)	Bechtler, C. (ed.), Imhof, D. (ed.) (2015). <i>Museum of the future</i> , JRP / Ringier publisher Pollock, G. (ed.), Zemans, J. (ed.) (2007). <i>Museums after Modernism – Strategies of Engagement</i> , Blackwell Publishing				

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

COURSE TITLE		ANCIENT MYTHOLOGY AND ICONOGRAPHY					
Code	FFU90A	Year of study	2 nd				
Course teacher	Ana Torlak, PhD, assistant professor	Credits (ECTS)	4				
Associate teachers	Jasna Jeličić Radonić, PhD, full professor	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	After examining the problem topics and analyzing of historical sources, students will upgrade the knowledge in the field of ancient art and develop the skills of analysis and discussion of works of art. The aim is to introduce students to the stratification of historical and artistic interpretation through mythological themes. A comprehensive approach to certain issues makes this course interesting for students of other components also.						
Course enrolment requirements and entry competences required for the course	No conditions.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- Defining basic iconographic concepts of ancient mythology- Analyzing and critically evaluating works of art depicting ancient themes- Understanding the historical and cultural processes which affect the creation of works of art of various ancient periods- Independently preparing and presenting the subject of oral presentations and written work- Identifying iconographic characteristics of individual works of art and period- Interpreting and analyzing the work of art- Distinguishing concepts related to ancient iconography						

Course content broken down in detail by weekly class schedule (syllabus)	<div>1. Introductory lecture on literary sources (contemporary theories of studying mythology; features of literary works as sources for knowledge of iconography of ancient art);</div> <div>2. Greek and Roman mythology, in general (definitions of the basic concepts of ancient religion);</div> <div>3. Myths about the origin of the world (basic knowledge of myths and their iconographic presentation, Cosmogony, Titanomachy; Gigantomachy)</div> <div>4. Zeus and Hera. Attributes and iconographic representations in the fine arts of different stylistic periods.</div> <div>5. Athens and Poseidon. Attributes and iconographic representations in the fine arts of different stylistic periods.</div> <div>6. Demeter and Persephone. Attributes and iconographic representations in the fine arts of different stylistic periods. The Eleusinian Mysteries.</div> <div>7. Dionysus. Attributes and iconographic representations in the fine arts of different stylistic periods.</div> <div>8. Arfodita and Mars. Attributes and iconographic representations in the fine arts of different stylistic periods</div> <div>9. Apollo and Artemis. Attributes and iconographic representations in the fine arts of different stylistic periods</div> <div>10. Iconography of deities of lower rank</div> <div>11. Greek heroes; Theseus, Perseus, Hercules</div> <div>12. Iconography of Homeric characters, Trojan war.</div> <div>13. Mythology of Rome, specifics.</div> <div>14. Roman imperial cult</div> <div>15. Roman religion in the province of Dalmatia</div>					
Format of instruction	<div>X lectures</div> <div>X seminars and workshops</div> <div><input type="checkbox"/> exercises</div> <div><input type="checkbox"/> on line in entirety</div> <div>X partial e-learning</div> <div><input type="checkbox"/> field work</div>		<div>X independent assignments</div> <div>X multimedia</div> <div><input type="checkbox"/> laboratory</div> <div>X work with mentor</div> <div><input type="checkbox"/> (other)</div>			
Student responsibilities	<div>- behave in accordance with ethical and scientific principles in higher education</div> <div>- attendance at all forms of teaching and active participation in teaching</div> <div>- participate in and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course</div> <div>- prepare a seminar paper according to pre-established criteria</div> <div>- present a seminar paper according to pre-established criteria</div> <div>- pass the oral exam</div> <div>- to be informed about the classes he / she missed during the consultations of teachers and other students</div> <div>- adhere to the time frames required to perform activities in the course</div> <div>- perform individual and group tasks in a timely and quality manner</div> <div>- consultation with a mentor</div>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Work on literature	0,5
	Essay		Seminar essay	1	(Other)	

ECTS credits is equal to the ECTS value of the course)	Tests		Oral exam		(Other)	
	Written exam	1	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 written exam - 35% 2. prepared and presented seminar paper in accordance with the instructions of teachers - 30% 3. activity and attendance at classes, participation in discussions during classes and seminars - 35% 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
	Robin Hard: The Routledge Handbook of Greek Mythology: Based on H.J. Rose's Handbook of Greek Mythology , 2004.				1	
	Karl Kerényi, Eleuzinski misteriji, 2013.				1	/
	J. Pinsent, Grčka mitologija, Ljubljana 1988.				2	
	J. Hall, Rječnik tema i simbola u umjetnosti, Zagreb 1991.				2	/
	S. Perown, Rimska mitologija, Ljubljana 1988.				1	/
	Internet stranice: http://www.perseus.tufts.edu ; http://www.fordham.edu/halsall/ancient/asbook.html ; http://www.wga.hu , http://www.theoi.com/				/	yes
Optional literature (at the time of submission of study programme proposal)	V. Zamarovsky, Junaci antičkih mitova, Zagreb, 1973. R. MacMullen, Paganism in the Roman Empire, New Haven, 1981. R. Graves, Grčki mitovi, Zagreb, 2003. N. Hathaway, Vodič kroz mitologiju, Zagreb, 2006, (str.3-5;15-19;30-33;55-60;72-82;117-137;140-225;248-261;265-271). P. Olalla, Mitološki atlas Grčke, Zagreb, 2007. I. Uranić, Sinovi Sunca, Zagreb, 1997. P. Selem, Izidin trag, Zagreb, 1996. P. Selem, Lica bogova, Zagreb 2008. Hesiod, Postanak bogova / Homerove himne, s tumačem i pogovorom dr. Branimira Glavičića, Sarajevo 1975.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)						

COURSE TITLE	APPROACHES TO THE INTERPRETATION OF THE RELATIONSHIP BETWEEN SACRAL HERITAGE AND SPACE IN THE TEACHING OF FINE ART						
Code	FFU70E	Year of study		2 nd			
Course teacher(s)	Vedran Barbarić, PhD, associate professor	Credits (ECTS)		3			
	Kristina Babić, lecturer	Type of instruction		L	S	E	F

Associate teachers		(teaching hours per term)	15	30	0	0
Status of the course	Elective	Application of e-learning, in percent	20%			
COURSE DESCRIPTION						
Course objectives	Introduce students to interpretations of the relationship between sacral architecture and space in selected examples from prehistoric times to the Middle Ages in order to apply the acquired knowledge in the teaching process					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the course level (4 to10 learning outcomes)	After completing the course requirements, students will be able to: <ul style="list-style-type: none">- connect and use various approaches to the research and analysis of sacral heritage for the purposes of teaching fine arts- use research results from other scientific disciplines in presenting and analyzing content in art history and cultural heritage- to plan, design and implement different models of project, research and field work in visual arts, visual culture and related interdisciplinary content- to design and perform fine arts classes in the space of sacralized landscape- propose, design and independently design methodically thoughtful and didactically stimulating teaching materials and tasks with the theme of sacral heritage in space					
Course content broken down in detail by class schedule (syllabus)	During the 15 hours of classes, students will be introduced to ways of interpreting the relationship between the elements of space and its sacral dimension through the example of the following selected topics: 1. Introduction to the course. Spatial, civilizational and temporal framework 2. Trends in the use of space from prehistoric times to the Middle Ages 3. Religious Transformations from Prehistory to the Middle Ages 4. Prehistoric sacral structures and modern drywall construction 5. The cult of Silvanus on Brač. Relief of Silvan from Žrnovnica 6. Changes in the organization of life from prehistoric to ancient times 7. Stonemasonry and masonry of the island of Brač in antiquity 8. Forms of early Christian architecture and early religious in Brač 9. Sacral interpretation of landscapes in the early Middle Ages, using the example of the Žrnovnica area 10. Early medieval adaptations of ancient objects 11. Benedictines on the island of Brač 12. Medieval Stratification of Slavic Holy Places: St. Elijah at Donji Humac, St. Spirit and St. Michael near Gornji Humac, St. Vitus on Vidova gora 13. Medieval churches on Perun hill 14. Relief of horsemen from Žrnovnica 15. Drakonjina / Dragon Cave near Murvica on Brač 30 hours of individual seminar work with topics of interpretation of selected examples of the relationship between sacral heritage and space.					
Instruction format:	X Lectures X Seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> Entirely <i>on line</i> X Partially e-learning X Field work		X Independent assignments <input type="checkbox"/> Laboratory <input type="checkbox"/> Multimedia <input type="checkbox"/> Work with mentor			
Student's obligations	1. Attend regularly and actively participate in the teaching process. 2. prepare and present a seminar paper according to pre-established criteria 3. Attend and actively participate in fieldwork					

Monitoring students' performance (enter the value of ECTS credits for each activity, so that the total number of ECTS credits equals the ECTS worth of the course):	Class attendance	1,5	Research		Practical training	
	Experimental work		Paper			
	Essay		Seminar essay	1,5		
	Tests		Oral examination			
	Written examination		Project			
Grading and evaluating students' performance in class and at the final examination	1. prepared and presented seminar paper in accordance with the instructions of teachers - 80% 2. class activity, participation in discussions during classes and seminars - 20% Criteria for evaluating and grading individual elements are described in the course repository.					
Required reading (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Barbarić, V.,Tumulus or cairn? Case of Central Dalmatian Islands, Ancestral Landscapes: Burial Mounds in the Copper and Bronze ages (Central and Eastern Europe - Balkans - Adriatic - Aegean, 4th-2nd millennium), Borgna, E., Muller Celka, S. (ur.), Lyon : Maison de l'Orient et de la Méditerranée, 2011. 145-152.				On-line	
	Belamarić, J., Bužančić, R., Domančić, D., Jeličić-Radonić, J., Kovačić, V., Ranokršćanski spomenici otoka Brača, Regionalni zavod za zaštitu spomenika kulture –Split, Split 1994.				Libraries AMS, MHAS, MGS, Sveučilišna	
	Domančić, D., Srednji vijek, Kulturni spomenici otoka Brača, Brački zbornik 4 / 1960., 111- 160.				Libraries AMS, MHAS, MGS, Sveučilišna	
	Katičić, R., Božanski boj, Zagreb, 2008.				Libraries AMS, MHAS, MGS, Sveučilišna	
	Milošević, A., Tragovi starih vjerovanja u kršćanstvu ranoga srednjeg vijeka, Dubrovnik-Split, 2013.			1		
Optional reading	Barbarić, V., Ursić, L. (2019). <i>Sakralna baština otoka Brača. Itinerari kulturnog turizma</i> , Zagreb: Arheološki muzej u Zagrebu. Cambi, N., Bilješke o kasnoj antici na Braču, Brački zbornik 22, Split-Supetar 2007., 87-125. <i>Perunovo koplje</i> , Pleterski, A., Vinšćak, T.(ur.), Studia mithologica Slavica, Supplementum 4, Ljubljana 2011. (odabrani radovi) Uroda, N., Beginnings of Monasticism on Central Dalmatian Islands - Problems and perspectives, Hortus Artium Medievalium, 19, Zagreb-Motovun 2013., 113-120.					
Quality monitoring methods ensuring acquirement of exit competencies	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					
Other (as proposed by the submitter)						

COURSE TITLE		WRITING ON CONTEMPORARY ARTS AND ARCHITECTURE - CRITICAL THEORY AND INTERPRETATION MODELS					
Code	FFU90L	Year of study		2 nd			
Course lecturer	Silva Kalčić, PhD, assistant professor	Number of credits allocated (ECTS)		2			
Associates		Contact hours per semester	L	S	E	F	
			30	15			
Course status	Elective	Percentage of e-learning implementation					
COURSE DESCRIPTION							
Course objectives	The curriculum was conceived as a practice of verbalizing the creation and conceptualization of works of contemporary art and architecture, and how these works were presented and interpreted in terms of historical overview.						
Admission prerequisites	No prerequisites.						
Learning outcomes and competences (4-10)	1. Develop an interest in interpreting and speaking about works of art and architecture through the oral presentation and writing of theory, essays, prefaces of an exhibition catalog, a competition assignment and a conceptual text 2. Develop creative and critical thinking 3. Valorize exhibitions and works of art and architecture and argue orally and in writing views on works and phenomena of art and architecture 4. Develop a comparative approach and apply theory to the creation of a thesis-conception of the text 5. Practice critical reading of architectural and urban planning project 6. Understand the connection between visual arts and social events						
Detailed course content according to the weekly class schedule	1. Write contemporary art - interpretive theories of art - The theory of visual conception and codes of work - The theory of postmodernism as a critique of modernism - On the variety of critical texts on art - Criticism as a dialogue (writing a critical text on the text of a critic) - Topoi of contemporary art - Writing terminology, methodology and evaluation criteria 2. Art as a production of meaning - write reviews of an exhibition - Art History as Exhibition History: Conceptual Art and Dematerialization of the 1970s Exhibition - Exhibition architecture - Exhibition as a "compass of the course of history": permanent exhibitions of museums - Theoretical perspectives and exhibition as a field of social and political questioning 3. The question of space for art production and speech about art in Croatia today 4. The question of the relationship between the architectural project and the urban plan - an interdisciplinary approach (eg sociological - based on user needs; anthropology of the human environment) - Contemporary architecture: rationalism, analogue architecture, metabolism ..., paradigm shift and redefinition of public space - Critical reflection on the historical, communal and industrial architectural heritage, park and urban units as an example of a renovation / revitalization project - Writing a tender background and evaluating a memorial sculpture / memorial park - Valorisation of architectural project, responsibility of "giving expert opinion" - Valorisation of urban plan and interpolation project, by contrast contrast interpolation 5. The issue of analysis of the situation and proposals for the development of Croatian cities in the synergy of culture and architecture / urbanism, on the example of Split 6. Producing a joint proceedings.						

Instruction methods:	X lectures X seminar papers and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line exclusively <input type="checkbox"/> mixed e-learning X field classes			X individual tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. participate in the teaching process: lectures 80%, seminars 80 2. behave in accordance with ethical and scientific principles in higher education continue 3. participate and perform teaching and extracurricular activities (individual and group) activities that enable the acquisition of learning outcomes envisaged by the course 4. prepare a seminar paper according to pre-established criteria 5. present a seminar paper according to pre-established criteria 6. research work, topic selection, implementation methods and presentation of research results 7. to be informed about the classes he / she missed during the teacher's consultations and s other students 8. adhere to the time frames required to perform activities on college 9. perform individual and group tasks in a timely and quality manner 10. actively and constructively participate in teaching					
Screening student work (name the proportion of ECTS for each activity so the total number of ECTS is equal to the ECTS value of the course)	Attendance	1,5	Research	1		
	Experimental work		Report			
	Essay	1,5	Seminar paper			
	Colloquium exams		Oral examination			
	Written examination		Project			
Grading and evaluating students 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 is concluded on the course is formed with regard to the realization of the following elements: 1. research work, by phases, research results - 50% 2. prepared and presented seminar paper in accordance with the instructions of teachers - 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.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	The State of Art Criticism (James Elkins i Michael Newman, ur.), Routledge, New York/London, 2008.			1	(pdf)	
	Janet Wolf, „Društvena proizvodnja umjetnosti“, u: <i>Umjetničko djelo kao društvena činjenica</i> (Ljiljana Kolečnik, ur.), Institut za povijest umjetnosti, Zagreb, 2005., 9-49.			1		
	Silva Kalčić, Svijet prema labirintu/Eseji o visokoj moderni i postmodernizmu 1970-ih i 1980-ih, ULUPUH, Zagreb. 2017.			1	(pdf)	

Additional literature	<p>Mary Anne Staniszewski, <i>The Power of Display: A History of Exhibition Installations at the Museum of Modern Art</i>, MIT Press, Cambridge, Mass., 1998.</p> <p>William Mitchel, <i>Ikonologija. Slika, tekst, ideologija</i>. Antibarbarus, Zagreb, 2009.</p> <p>Miško Šuvaković, <i>Pojmovnik suvremene umjetnosti</i>. Horetzky, Zagreb, 2005.</p> <p>Mario Gandelsonas, <i>From Structure to Subject: The Formation of an Architectural Language</i>, The Institute for Architecture & Urban Studies By Wittenborn Art Books, New York, 1974.</p> <p>Rosalyn Deutsche, <i>Evictions, Art and Spatial Politics</i>, MIT Press, Cambridge, Massachusetts, 1998.</p> <p>Hal Foster, <i>The Art-Architecture Complex</i>, Verso Books, New York, London, 2011.</p> <p>Giulio Carlo Argan, „On the typology of architecture“, <i>Theorizing a New Agenda for Architecture. An Anthology of Architectural Theory 1965-1995</i>, Kate Nesbitt (ur.), Princeton Architectural Press, New York, 1995.</p> <p>Thomas L. Schumacher, „Contextualism: Urban Ideals and Deformations“, <i>Theorizing a new Agenda for Architecture</i>, Kate Nesbitt (ur.), Princeton Architectural Press, Cambridge, Massachusetts, London, 1971.</p>
Quality assurance methods ensuring acquisition of predetermined learning outcomes	<ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process
Other (according to the proposer's opinion)	

COURSE TITLE		DALMATIAN SCHOOL OF PAINTING (SELECTED TOPICS)					
Code	FFU80P	Year of study	2 nd				
Course teacher	Ivana Prijatelj Pavičić, PhD, full professor	Credits (ECTS)	2				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	15			
Status of the course	Elective	Percentage of application of e-learning					
COURSE DESCRIPTION							
Course objectives	Introduce students to Dalmatian school of painting Introduce students to art styles and issues pertaining to the Dalmatian school of painting which will be presented as specific regional painting activities in Dalmatia from mid-14th to the 16th centuries. Enable students to reasearch in Dalmatian school of painting at the theoretical and professional levels.						
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: - use scientific and professional literature on Dalmatian school of art - assess and evaluate the course literature from a professional point of view - develop the ability to interpret and evaluate artistic achievements of individual artists of Dalmatian school of painting - recognize the values of the national, regional and local artistic heritage from 14th to the 16th centuries.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Introduction to the course. The syllabus. Critical evaluation of the Dalmatian school of painting and explanation of the term. Allocation of seminar topics. Seminar methodology, use of literature, quoting.</p> <p>Paintings of Paolo Veneziano and his circle on the east Adriatic coast. Dubrovnik painting of the 15th century. Work of the Tkon Crucifix Master and his contemporaries.</p> <p>Miniatures in the Hrvoje's Missal. Miniatures in manuscripts of Bartol Krbavac. Dujam Vučković and his circle. Blaž Jurjev Trogiranin and his circle. Nikola Vladanov.</p> <p>Dubrovnik painting of the first half of the 15th century. Typology and morphology of altarpieces of the first half of the 15th century in Venetian Dalmatia. Contacts between painters and sculptors in the Venetian Dalmatia in the 15th century.</p> <p>Dubrovnik painting in the first half of the fifteenth century: Master of initials of Vatican Croatian prayer book; Ivan and Stjepan Ugrinović.</p> <p>Dubrovnik and Boka painting between 1440 and 1490: Matko Junčić, Lovro Dobričević and his circle, Master of the initials of the Academy's Dubrovnik prayer book. Master of the miniatures of St Patrick's Purgatory and The Legend of Saint Tryphon.</p> <p>Mihajlo from Kotor . Master of frescoes of Savina monastery. Master of Our Lady of the Rocks (Gospa od Škrpjela). Dubrovnik painting of the late 15th century and early 16th century: Nikola Božidarević, Mihajlo Hamzić, Vicko and Marin of Lovro.</p> <p>Dubrovnik painting of the second and third quarters of the 16th century: Angelo Bizamano, Kristofor Antunović, Petar Ivanov Simone Ferri, Frano Matijin and others. Painting of Venetian Dalmatia in the late 15th and the early 16th centuries. Work of Juraj Ćulinović (Giorgio Schiavone). The impact of brothers Crivelli in Dalmatia. Peter Jordanić. Shutting down of the activity of the local painters on the eastern Adriatic coast and the increase of import of foreign painters' works</p>					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> online in entirety X partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory X work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. actively and constructively participate in teaching 2. participate in the teaching process: lectures 70%, seminar 30% Attendance at the course is not included in the grade, but is a prerequisite for taking the final grade. 3. to be informed about the classes he / she missed during the consultations with the teacher and other students 4. adhere to the time frames required to perform activities in the course 5. perform individual and group tasks in a timely and quality manner Seminar 6 is the equivalent of a written or oral exam 7. prepare a seminar paper according to pre-established criteria 8. present a seminar paper according to pre-established criteria					
Screening student	Class attendance	1	Research		Practical training	

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)	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	1. Seminar (positive grade from the seminar is equivalent to a written or oral exam) prepared and presented seminar paper in accordance with the instructions of teachers - 80% 2. success in solving individual and group tasks - 10% 3. 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	
	G. Gamulin, Bogorodica s Djetetom u staroj umjetnosti Hrvatske, Zagreb, 1971.			2		
	K. Prijatelj, Dalmatinsko slikarstvo 15. i 16. st., Zagreb, 1983.			1		
	I. Prijatelj Pavičić, Kroz Marijin ružičnjak, Split, 1998.			1		
	E. Hilje, Gotičko slikarstvo u Zadru, Zagreb, 1999.			1		
	Paolo Veneziano. Stoljeće gotike na Jadranu, catalogue of exibition, Zagreb 2004.			1		
	Hrvatska renesansa, catalogue of exibition, Zagreb 2004., ed. Miljenko Jurković, Alain Erlande-Brandenburg.			1		
	M. Pelc, Renesansa, Zagreb, 2007.			2		
	I. Prijatelj Pavičić, U potrazi za izgubljenim slikarstvom. O majstoru Lovru iz Kotora i slikarstvu na prostoru od Dubrovnika do Kotora tijekom druge polovice XV. stoljeća, Dubrovnik, 2013.			1		
Optional literature (at the time of submission of study programme proposal)	V. J. Đurić, Dubrovačka slikarska škola, Beograd, 1963.; K. Prijatelj, Slikar Blaž Jurjev, Zagreb, 1965.; K. Prijatelj, Dubrovačko slikarstvo 15. i 16. st., Zagreb, 1968.; G. Gamulin, Slikana raspela u Hrvatskoj, Zagreb, 1983.; Zlatno doba Dubrovnika, katalog izložbe, Zagreb 1986.-1987.; Likovna kultura Dubrovnika 15. i 16. stoljeća, Proceedings of international conference, 1991; Zlatno doba Dubrovnika, Zagreb 1991., catalogue of exibition; AAVV, Srednji vijek i renesansa, Hrvatska i Europa, 2, Zagreb, 2000. (pp. 615-638; 641-638; 665-676; 679-696)					
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 - presented seminar and realized other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)						

COURSE TITLE	TOPICS IN MEDIEVAL ART IN DALMATIA		
Code	FFU90B	Year of study	2 nd

Course teacher	Josip Belamarić, PhD, full professor	Credits (ECTS)	2			
Associate teachers		Type of instruction (number of hours)	P	S	V	T
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning	20 %			
COURSE DESCRIPTION						
Course objectives	Open insight into the basic themes of medieval and early Renaissance art in Dalmatia.					
Course enrolment requirements and entry competences required for the course	No particular requirements.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completion of the lectures students will be able to: - identify processes that suggest that the most important artefacts could be interpreted only if they are contextualized in their indivisible cultural and natural environment. - understand that the interpretation of a work of art depends not only on its stylistic features but is also based on concentric circles of archival documents, comparisons and analogies, motives of social milieu in which it originated - comprehend the gradual development of national arthistory which deal with issues of this subject - perceive that the art history is an interdisciplinary discipline associated with other humanities - demonstrate the knowledge gained through the seminar in the form of lectures with the PPP on the selected topic					
Course content broken down in detail by weekly class schedule (syllabus)	Interpreting artworks in vivo - in their original context as well as in lecture-room Introducing the motives of sources, inception, recognition and maintenance of the works selected for interpretation Selected examples of stylistic and iconological interpretation					
Format of instruction	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> entirely <i>on line</i> <input type="checkbox"/> partially e-learning <input type="checkbox"/> field work		X independent work of students <input type="checkbox"/> laboratory <input type="checkbox"/> multimedia <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Class attendance, submission of seminar work/presenting a seminar paper					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	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	<p>Students are required to complete a seminar essay (at least 10 pages of text), and present it in the form of oral presentation (at least 20 minutes duration)</p> <p>Students are required to attend at least 70% of lectures and participate in the discussion and to at least 70% of seminars.</p> <p>Oral examination serves the purpose of forming the final assessment.</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)	Naslov	Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	<i>Hrvatska umjetnost - Povijest i spomenici</i> , Zagreb, 2010. (str. 67-183)	1	
	M. Pelc, <i>Povijest umjetnosti u Hrvatskoj</i> , Zagreb, 2012., str. 92-187)	1	
	<i>Hrvatska i Europa: Kultura, znanost i umjetnost</i> , Sv. II - Srednji vijek i renesansa, Zagreb, 2000.	1	
	J. Belamarić, <i>Studije iz srednjovjekovne i renesansne umjetnosti na Jadranu</i> , sv. I, Split 2001.	1	
Optional literature (at the time of submission of study programme proposal)	<p>Lj. Karaman, <i>Buvina</i>, Rad HAZU, Zagreb, 1942.</p> <p>C. Fisković, <i>Radovan</i>, Zagreb, 1951.</p> <p>C. Fisković: <i>Ivan Duknović, Ioannes Dalmata u domovini</i>, Split, 1990.</p> <p>I. Petricioli, <i>Škrinja Sv. Šimuna u Zadru</i>, Zagreb, 1983.</p> <p>K. Prijatelj, <i>Dubrovačko slikarstvo XV-XVI stoljeća</i>, Zagreb, 1983.;</p> <p>K. Prijatelj, <i>Dalmatinsko slikarstvo 15. i 16. st.</i>, Zagreb, 1983.</p> <p>N. Klaić / I. Petricioli, <i>Zadar u srednjem vijeku</i>, Zadar, 1976.;</p> <p>I. Fisković, <i>Romaničko slikarstvo u Hrvatskoj</i>, Zagreb, 1987.</p> <p>P. Marković, <i>Katedrala sv. Jakova u Šibeniku, prvih 105 godina</i>, Zagreb, 2010.;</p> <p>N. Grujić: <i>Vrijeme ladanja: studije o ljetnikovcima Rijeke dubrovačke</i>, Zagreb 2003.</p> <p>J. Belamarić, <i>Studije iz starije umjetnosti na Jadranu</i>, sv. II, Split 2012.</p> <p>Časopisi: <i>Prilozi povijesti umjetnosti u Dalmaciji</i>, <i>Peristil</i>, <i>Radovi Instituta za povijest umjetnosti</i>, <i>Radovi Ff u Zadru</i>, <i>Hortus Artium Medievalium</i>, <i>Diadora</i>, <i>Radovi Zavoda za povijesne znanosti HAZU u Zadru</i>, <i>Starohrvatska prosvjeta</i>; <i>Ars adriatica</i></p>		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - presented seminar and realized 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 		
Optional literature (at the time of submission of study programme proposal)			
Quality assurance methods that ensure the acquisition of exit competences			

COURSE TITLE		PAINTING OF THE 17 th AND 18 th CENTURY AT THE ADRIATIC COAST			
Code	FFU90V	Year of study	2 nd		
Course teacher(s)	Radoslav Tomić, PhD, full professor	Credits (ECTS)	2		
Associate teachers		Type of instruction (teaching hours per term)	L	S	E
			30	0	0

Status of the course	Elective	Application of e-learning, in percent				
COURSE DESCRIPTION						
Course objectives	Acquaintance with the arts (painting) in the Adriatic: social and cultural framework; styles and personalities, specialist research. A thorough introduction to painting on the Croatian coast.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the course level (4 to10 learning outcomes)	Getting to know Baroque art, primarily painting. The social and cultural horizon Painting on the Apennine Peninsula of the 17th and 18th Centuries Painting in Venice and Veneto Painting in Istria, Dalmatia, Dubrovnik Republic and Boka Kotorska between Venice, Rome, Naples, Central Europe and local obstacles Creativity between centers and periphery Artists and works: 1. Local painters, 2. Settled painters, 3. Imported works Associations on the Croatian coast; authorities Style categories The identity of the region and society					
Course content broken down in detail by class schedule (syllabus)	1. Art of the 17th century (3 hours) 2. 18th Century Art (3 hours) 3. 17th century Rome (3 hours) 4. Venice of the 17th and 18th centuries (8 hours) 5. Painting of the 17th and 18th centuries on the Croatian coast (introductory lecture: 3 hours) 6. Local and immigrant painters on the Adriatic (3 hours) 7. Imported works (3 hours) 8. Painting in Dubrovnik and Boka (4 hours)					
Instruction format:	X Lectures <input type="checkbox"/> Seminars and workshops <input type="checkbox"/> Exercises <input type="checkbox"/> Entirely <i>on line</i> <input type="checkbox"/> Partially e-learning X Field work		X Independent assignments <input type="checkbox"/> Laboratory <input type="checkbox"/> Multimedia X Work with mentor <input type="checkbox"/> (other)			
Student's obligations	- behave in accordance with ethical and scientific principles in higher education - attendance at all forms of teaching and active participation in teaching - 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 - to be informed about the classes he / she missed during the consultations of teachers and other students					
Monitoring students' performance (<i>enter the value of ECTS credits for each activity, so that the total number of ECTS credits equals the ECTS worth of the course</i>):	Class attendance	1	Research		Practical training	
	Experimental work		Paper			
	Essay		Seminar essay			
	Tests		Oral examination	1		
	Written examination		Project			

Grading and evaluating students' performance in class and at the final examination	Active participation in teaching 20% Oral exam 80% Criteria for evaluating and grading individual elements are described in the course repository.		
Required reading (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Umjetnička baština Zadarske nadbiskupije, Slikarstvo (R. Tomić), Zadar 2006.	1	
	V. Bralić-N. Kudiš, Slikarska baština Istre, Zagreb 2006.	1	
	a. Horvat-R. Matejčić-K. Prijatelj, Barok u Hrvatskoj, Zagreb 1982. (odabrana poglavlja)	2	
	Zagovori Svetom Tripunu-Blago Kotorske biskupije (R. Tomić), Zagreb 2009.	1	
Optional literature (at the time of submission of study programme proposal)	La pittura nel veneto, Il Seicento 1-2, Milano, 2000-2001. La pittura nel Veneto, Il Settecento di Terraferma, Milano 2011.		
Quality monitoring methods ensuring acquirement of exit competencies	<ul style="list-style-type: none"> - class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process 		
Other (as proposed by the submitter)			

COURSE TITLE	PROFESSIONAL PRACTICE AT A TEACHING BASE						
Code	HZX009	Year of study	2 nd				
Course teacher	all teachers appointed to scientific-teaching grades who are involved in teaching	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	P	S	V	T	
			0	30	40	80	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To introduce students to specific practical conditions at the teaching base and enable them to independently identify and solve more complex practical problems in a real work environment.						
Course enrolment requirements and entry competences required for the course	Students are eligible to apply to the competition for professional practice before the start of the second year of graduate study programme. Should more students apply for the professional practice than there are places available, the selection procedure will be conducted according to the Ordinance on Professional Practice of the Faculty of Humanities and Social Sciences.						
Learning outcomes expected at the level	Learning outcomes:						

of the course (4 to 10 learning outcomes)	<div><div><div><div>1. applying the knowledge and skills acquired during undergraduate and graduate study programme which are required to independently identify and solve more complex concrete problems in a real work environment;</div><div>2. preparing a professional practice report to explain and critically evaluate the tasks performed; relevant documents should be attached to the report.</div></div></div><div>Individual learning outcomes - upon the completion of professional practice, students will be able to:</div><div><div>1. explain the structure of the selected teaching base;</div><div>2. recognize and explain the challenges posed by the work environment and create the processes for dealing with specific challenges;</div><div>3. analyze and evaluate concrete practical situations based on recent scientific sources;</div><div>4. (co-)organize, monitor, document, and evaluate processes in the teaching base;</div><div>5. analyze problems arising from specific work assignments in the teaching base and suggest the procedures for solving them;</div><div>6. document personal practice and evaluate it reflexively.</div></div></div>					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work assignments overseen by a mentor from the teaching base. Professional practice lasts 80 working hours. The mentor from the teaching base plans work assignments with the consent of the mentor from the Faculty. The remaining 70 working hours refer to mentoring (10 hours with the mentor/teacher from the Faculty, 20 hours with the mentor from the teaching base), literature research (10 working hours), preparation of the report on professional practice (20 working hours), preparation and defense of the report before the mentor from the Faculty of Humanities and Social Sciences in Split (10 working hours).					
Format of instruction	<input type="checkbox"/> lectures X seminars and workshops X exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning X field work		X independent assignments X multimedia <input type="checkbox"/> laboratory X work with mentors <input type="checkbox"/> other			
Student responsibilities	<div><div>- Behave in accordance with ethical and scientific principles in higher education and the principles of organization / teaching base in accordance with the instructions of the mentor.</div><div>- Participate in the work of the teaching base and perform the obligations of professional practice defined in accordance with the schedule by the professional mentor, which enables the acquisition of learning outcomes provided by the course.</div><div>- Adhere to the time frames required to perform professional practice.</div><div>- Actively and constructively act in the teaching base and report to the mentor at the Faculty during the implementation of this course.</div><div>- Develop and defend a Report on Professional Practice.</div></div>					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance		Literature research	1	Practical training	3
	Experimental work		Report		Consultations with mentors	
	Essay		Seminar essay		Data gathering	
	Tests		Oral exam		Report and defence of report on professional practice	1
	Written exam		Project			
Grading and evaluating student	Professional practice is assessed descriptively by the mentors from the teaching base and the Faculty of Humanities and Social Sciences in Split. The mentor from					

work in class and at the final exam	<p>the teaching base continually monitors whether the student attends the practice regularly and whether he/she is diligent and successful in solving the assigned tasks. At the end of the practice, the mentor assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully completed the professional practice • The student has not successfully completed the professional practice. <p>In case the student did not successfully complete the professional practice, the mentor from the teaching base must provide the written explanation for the grade, and the mentor from the Faculty of Humanities and Social Sciences in Split enters the failing grade for the course.</p> <p>If the grade given by the mentor from the teaching base is "The student has successfully completed professional practice", the mentor from the Faculty of Humanities and Social Sciences in Split analyses the report on professional practice, discusses the work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully written and defended the professional practice report. • The student has not successfully written and defended the professional practice report. <p>If the grade given by the mentor from the Faculty of Humanities and Social Sciences is "The student has not successfully written and defended the professional practice report", the grade must be explained in writing.</p> <p>Professional practice is considered to have been passed if the descriptive grades given by both mentors have confirmed the successful completion of the professional practice/professional practice report. If the descriptive grades by both mentors are positive, the mentor from the Faculty of Humanities and Social Sciences in Split enters the descriptive grade "Passed" in the student transcript book.</p>		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Specialist literature is defined by the mentor from the teaching base.		
Optional literature	Specialist literature is defined by the mentor from the teaching base.		
Quality assurance methods that ensure the acquisition of exit competences	<p>Prior to professional practice at the teaching base, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split provides the instructions for conducting the practice, documenting the process and writing the professional practice report.</p> <p>During professional practice, the mentor/teacher from the Faculty of Humanities and Social Sciences in Split, the mentor from the teaching base and the student regularly discuss the process; the record is kept of the student's attendance and activity. Through discussions, (self) analysis and (self) evaluation, the practice is continuously monitored.</p> <p>After completing the professional practice, the student completes the survey on the quality of the professional practice in accordance with the Ordinance.</p>		
Other (as the proposer wishes to add)			

COURSE TITLE	PRACTICUM AND SCHOOL PRACTICE		
Code	FFU90R	Course year	2 nd

Course teacher	Kristina Babić, lecturer	Credit value (ECTS)	5			
Associate teachers		Lecture types (number of academic hours within a semester)	P	S	V	T
			0	30	30	
Status of the course	Mandatory	E-learning application percentage	0%			
SUBJECT DESCRIPTION						
Course objectives	Independent preparation and creative execution of fine arts teaching in secondary school while following contemporary methodical work forms.					
Course enrollment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After completing the course and passing the exam, students will be able to:</p> <ol style="list-style-type: none">1. To design, prepare and carry out the teaching of Fine Arts in high schools and the teaching of related theoretical subjects in vocational and art schools.2. To write an example of a curriculum implementation using appropriate educational goals and outcomes in the teaching of fine arts3. To create, implement and review different forms of oral and written assessment and evaluation of students' knowledge and achievements within the classroom and non-classroom teaching of fine arts.4. To use the basic document of monitoring of the performed teaching of fine arts in high school (directory, e-directory).5. Apply different forms and methods of work in the teaching of Fine Arts, in accordance with contemporary approaches and requirements of learning and teaching.6. Assess and apply the appropriate method and format of work with respect to the specific teaching content and age group of students.7. To propose, plan, design and implement different models of project, research and field work in visual arts, visual culture and related cross-disciplinary contents.8. Define the educational goals of learning and teaching with regard to the content of the subject Fine arts and the needs of individual teaching units.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Students undertake professional pedagogical practice in individually selected secondary schools (high schools). The beginning of the semester is foreseen for the professional-pedagogical practice. During the professional-pedagogical practice, students are obliged to attend ten teaching hours and regularly fill in the Diary of monitoring and maintenance of the teaching of Fine Arts according to the given template. After completing ten teaching hours with the subject teacher (s) selected, the student is entitled to hold two classes in the class. All of these requirements will prepare students for the exam lesson organized at the end of the summer semester. In parallel with hospitation in a selected high school, students attend seminary classes and exercises at the home department.</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> <i>on-line</i> in entirety X seminars and workshops X exercises <input type="checkbox"/> partial e-learning <input type="checkbox"/> field teaching		X independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory X mentor work <input type="checkbox"/> (other)			
Student responsibilities	<ol style="list-style-type: none">1. Regular attendance and active participation in the teaching process.2. Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course.4. Prepare and present a seminar paper according to pre-established criteria.5. Create a Diary of monitoring and holding classes in Fine Arts according to the given template.					

	6. Plan, organize and implement three teaching units. 6. To be informed about the classes he / she missed during the consultations with the teacher and other students. 7. Adhere to the time frames required to perform activities in the course.					
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 work	
	Experimental work		Report		Methodical exercises – graduate lectures	1
	Essay		Seminar paper	1	Exercises	
	Colloquiums		Oral exam		Hospitation in high school	1
	Writing exam		Project			
Grading and evaluating student work in class and at the final exam	1. Activity in seminar classes and methodical exercises - 40% 2. Regular fulfillment of hospice obligations in high school - 20% 2. Prepared and presented seminar paper in accordance with the instructions - 20% 3. Methodical exercises - 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 library	Availability over other media
	Approved teaching plan and program for the secondary school subject of <i>Fine arts</i> issued by the Ministry of science, education and sport for the ongoing school year.					On line
	Approved textbooks and manuals for secondary school for the subject of <i>Fine arts</i> in the ongoing school year.					SVKST
	Chris Kyriacou, <i>Temeljna nastavna umijeća</i> , Educa, 2001.				3	
Optional literature	Glazzard, Jonathan; Denby, Neil; Price, Jayne, <i>Kako poučavati. Priručnik za odgojitelje, učitelje i nastavnike</i> . Zagreb: Educa, 2016.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, success in performing tasks - student survey on the quality of teaching and teachers at the university level - passed the exam and fulfilled other obligations prescribed by syllabus - individual consultations - students' self-assessment of achieved learning outcomes - collaborative assessment of the implementation and quality of the teaching process					
Other (as the proposer wishes to add)						

3. PERFORMING CONDITIONS OF STUDY PROGRAMME

3.1. Place of performing the study programme

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	Cadastral parcel 7840/28 K.O. Split
Location of building	Poljička cesta 35, 21000 Split, Croatia
Year of completion	1991.
Total square area in m ²	7967,10 m ²

3.2. List of teachers and associates by the courses

Course	Teachers and Associates
Ancient Art, Selected Topics	Ana Torlak, PhD, assistant professor
Ancient Mythology and Iconography	Ana Torlak, PhD, assistant professor
An interdisciplinary approach to artwork in the teaching fine arts	Ivana Čapeta Rakić, PhD, associate professor
Approaches to the interpretation of the relationship between sacral heritage and space in the teaching of fine art	Vedran Barbarić, PhD, associate professor Kristina Babić, lecturer Frane Prpa, teaching assistant
Archaeological Heritage	Vedran Barbarić, PhD, associate professor
Crafts of the Eastern Adriatic Coast during Prehistory	Vedran Barbarić, PhD, associate professor
Dalmatian School of Painting (selected topics)	Ivana Prijatelj Pavičić, PhD, full professor
Didactics	Morana Koludrović, PhD, associate professor Ante Grčić, teaching assistant
Diploma Thesis	
Fundamentals of Museology and Museum Pedagogy	Vedran Barbarić, PhD, associate professor Anđelko Mihanović, PhD, titled assistant Jelena Jovanović, titled assistant Vedrana Premuž Đipalo, PhD, titled assistant
Fundamentals of pedagogy	Tonča Jukić, PhD, associate professor Sani Čavar, teaching assistant
Interpreting Modernism - Concepts and Meanings	Ljiljana Kolečnik, PhD, associate professor
Methodics of teaching Fine Arts	Kristina Babić, lecturer
Methods of Protection and Conservation of Movable Cultural Heritage	Ivana Čapeta Rakić, PhD, associate professor
Methodology of teaching classes in the history of Sacred Art Architecture from the 4th until the 12th century within the teaching of fine arts	Kristina Babić, lecturer

Methodology of the Research of Art History in the Teaching Process	Dalibor Prančević, PhD, associate professor Klara Čapalija, titled assistant
Painting of the 17th and 18th century at the Adriatic Coast	Radoslav Tomić, PhD, full professor
Pedagogy and Mediation in Art through Museum and Gallery Spaces and Extraintitutional Initiatives of the 20th and 21st Century	Dalibor Prančević, PhD, associate professor
Practicum and School Practice	Kristina Babić, lecturer
Professional practice at a teaching base	
Psychology of Nurture and Education	Goran Kardum, PhD, full professor Linda Lušić, PhD, senior assistant
Sociology of Education	Ivanka Buzov, PhD, associate professor Toni Popović, PhD, senior assistant Darija Ivošević, titled assistant Tea Gutović, PhD, assistant professor
Selected Topics from Dubrovnik Architecture	Željko Peković, PhD, full professor
Selected Topics in Medieval Painting and Sculpture	Zoraida Demori Staničić, PhD, assistant professor
The Art-History Workshop I	Željko Peković, PhD, full professor Ivana Prijatelj Pavičić, PhD, full professor Vedran Barbarić, PhD, associate professor Ivana Čapeta Rakić, PhD, associate professor Dalibor Prančević, PhD, associate professor Ana Torlak, PhD, assistant professor Silva Kalčić, PhD, assistant professor Kristina Babić, lecturer
The Art-History Workshop II	Peković, PhD, full professor Ivana Prijatelj Pavičić, PhD, full professor Vedran Barbarić, PhD, associate professor Ivana Čapeta Rakić, PhD, associate professor Dalibor Prančević, PhD, associate professor Ana Torlak, PhD, assistant professor Silva Kalčić, PhD, assistant professor Kristina Babić, lecturer
The Art-History Workshop III	Peković, PhD, full professor Ivana Prijatelj Pavičić, PhD, full professor Vedran Barbarić, PhD, associate professor Ivana Čapeta Rakić, PhD, associate professor Dalibor Prančević, PhD, associate professor Ana Torlak, PhD, assistant professor Silva Kalčić, PhD, assistant professor Kristina Babić, lecturer
The History of Exhibiting and Art through Contemporary Exhibition Practices	Dalibor Prančević, PhD, associate professor
Topics in Medieval Art	Radoslav Bužančić, PhD, assistant professor

Topics in Medieval Art in Dalmatia	Josip Belamarić, PhD, full professor
Urbanistic Topics	Željko Peković, PhD, full professor
Writing on contemporary arts and architecture - critical theory and interpretation models	Silva Kalčić, PhD, assistant professor

3.3. Curriculum vitae of the course teacher

First and last name and title of teacher	Kristina Babić, lecturer
The course he/she teaches in the proposed study programme	<i>Methodology of teaching classes in the history of Sacred Art</i> <i>Methodics of teaching Fine Arts</i> <i>The Art-History Workshop I</i> <i>The Art-History Workshop II</i> <i>The Art-History Workshop III</i> <i>Practicum and School Practice</i> <i>Approaches to the interpretation of the relationship between sacral heritage and space in the teaching of fine art</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 579
E-mail address	kbabic@ffst.hr
Personal web page	/
Year of birth	
Scientist ID	CROSBİ Profil: 37097
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 teaching title, May 29th 2019
Area and field of election into research or art rank	Humanities, Art History, branch of Art History and Fine Arts theory, architecture, urban planning and visual communication
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Philosophy, University of Split, Department of Art History
Date of employment	October 3rd 2019
Name of position (professor, researcher, associate teacher, etc.)	Lecturer
Field of research	Teaching at the undergraduate and graduate level of Art History
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Masters degree in Art History and masters degree in Croatian language and literature
Institution	Faculty of Philosophy, University of Split
Place	Split
Date	March, 2013
INFORMATION ON ADDITIONAL TRAINING	
Year	June 16th 2015
Place	Zagreb
Institution	Museum Documentation Center

Field of training	Professional exam for curator
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Seminar classes in the course (status of external expert associate at the Faculty of Philosophy, University of Split): <i>Basic of Architecture and Urban Planning</i> <i>Protecting of cultural heritage</i> <i>Methodology of teaching classes in the history of Sacred Art</i> <i>Architecture from the 4th until the 12th century within the teaching of fine arts</i> <i>Approaches to the interpretation of the relationship between sacral heritage and space in the teaching of fine art</i>
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. BABIĆ, K. – MILOŠEVIĆ, A. – PEKOVIĆ, Ž., <i>Zrinski u Pounju / The Croatian noble house of Zrinski in the region of Pounje</i> . Dubrovnik – Split, 2020. 2. K. BABIĆ, Kako je rimski običaj blagovanja utjecao na formiranje ranokršćanske sakralne arhitekture? / HOW DID THE ROMAN CUSTOM OF DINING INFLUENCE THE FORMATION OF EARLY CHRISTIAN SACRAL ARCHITECTURE?, M. Sanader, D. Tončinić, I. Kaić, V. Matijević, (ed.), <i>Zbornik I. skup hrvatske ranokršćanske arheologije (HRRANA)</i> , Zagreb, 2020., pp. 63-82. 3. Ž. PEKOVIĆ – K. BABIĆ, Defensive systems of the Pile Gate in Dubrovnik, u: Tkalčec. T – Sekelj Ivančan, T. – Krznar, S. – Belaj, J. (ed.), <i>Fortifications, defence systems, structures and features in the past, Proceedings of the 4th International Scientific Conference on Mediaeval Archaeology of the Institute of Archaeology</i> , Zagreb, 7th – 9th June 2017, <i>Zbornik Instituta za arheologiju</i> , knj. 13, Zagreb, 2019., pp. 299-314. 4. Ž. PEKOVIĆ – K. BABIĆ, Predgrađe dubrovačke civitas / The Suburb of the Civitas of Dubrovnik, <i>Anali Zavoda za povijesne znanosti Hrvatske akademije znanosti i umjetnosti u Dubrovniku</i> 55/1, 2017., pp. 1-63. 5. Ž. PEKOVIĆ – K. BABIĆ, Kasnoantička sakralna arhitektura u doba Istočnih Gota u Dalmaciji / Late Antique Religious Architecture During the Ostrogothic Period in Dalmatia, <i>Prostor</i> 24, 2 (52), 2016., pp. 157-171.
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	Workshop Alignment of learning outcomes with teaching methods, student obligations and learning outcome evaluation, as well as other course activities (September 2020, Faculty of Philosophy, University of Split) Graduate study in Art History. Croatian language and literature-teaching direction
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Vedran Barbarić, PhD, associate professor
The course he/she teaches in the proposed study programme	<i>Fundamentals of Museology and Museum Pedagogy</i> <i>Archaeological Heritage</i> <i>Crafts of the Eastern Adriatic Coast during Prehistory</i> <i>Approaches to the interpretation of the relationship between sacral heritage and space in the teaching of fine art</i> <i>The Art-History Workshop I</i> <i>The Art-History Workshop II</i> <i>The Art-History Workshop III</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 579
E-mail address	vedbarba@ffst.hr
Personal web page	
Year of birth	
Scientist ID	276284
Research or art rank, and date of last rank appointment	Scientific associate, 21.2.2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 3.12.2015.
Area and field of election into research or art rank	Humanities, archaeology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	3.12.2015.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Teaching and research
Function	Vice-dean for finances and business affairs
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Filozofski fakultet u Zagrebu
Place	Zagreb
Date	20.12.2011.
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 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)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Lecturer on the courses (from 2012; 2015; 2018.) Fundamentals of Museology and Museum Pedagogy Archaeological Heritage Crafts of the Eastern Adriatic Coast during Prehistory Approaches to the interpretation of the relationship between sacral heritage and space in the teaching of fine art
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)	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. Barbarić, V; Ursić, L, <i>Sakralna baština otoka Brača - Itinerari kulturnog turizma</i> , 2019., Arheološki muzej u Zagrebu (exhibition catalog) Miše M., Barbarić V., Zec A., Kirigin B. <i>Salamandrija na Palagruži: formiranje nalazišta od ranog neolitika do danas. Vjesnik za arheologiju i historiju dalmatinsku</i> . 2018; 111 (1): 9-34. Barbarić, V., <i>Kontinuitet svetih mjesta u prostoru otoka Brača // Brački zbornik</i> , 24 (2018), 185-204 Barbarić, V., <i>The Roman lighthouse and old Church of St. Michael on Palagruža, Vjesnik za arheologiju i historiju dalmatinsku</i> , 110 (2), 2017, pp. 615-635.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Dalmatian Archaeological Research Project, FFST research project with Colorado Boulder University, USA, co-leader with prof. Sarah James, PhD (since 2020) Museological-museographic solution. Salona Archaeological Park, for the Archaeological Museum in Split, co-author (with Goranka Horjan), 2018. Head of the research of the prehistoric site of the Rat fort near Ložišće on the island of Brač (since 2007) Project of touristic itineraries <i>Sacral heritage of the Island of Brač</i> (2015; 2019.), Tourist board of Split -Dalmatia County (with Lino Ursić)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	
PRIZES AND AWARDS, STUDENT EVALUATION	

Prizes and awards for teaching and scholarly/artistic work	
--	--

First and last name and title of teacher	Josip Belamarić, PhD, titled full professor
The course he/she teaches in the proposed study programme	<i>Topics in Medieval Art in Dalmatia</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	
E-mail address	josipbelam@gmail.com
Personal web page	
Year of birth	
Scientist ID	80802
Research or art rank, and date of last rank appointment	13 th July 2012. he was elected titled full professor of the humanities, field of art history, history and theory of fine arts, architecture, urbanism and visual communications.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	13th July 2012. titled full professor of the humanities, field of art history, history and theory of fine arts, architecture, urbanism and visual communications.
Area and field of election into research or art rank	History and theory of fine arts, architecture, urbanism and visual communications.
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Institut for Art History
Date of employment	1. VI. 2010.
Name of position (professor, researcher, associate teacher, etc.)	Scientific Adviser
Field of research	History and theory of fine arts, architecture, urbanism and visual communications.
Function	Head of the Center Cvito Fisković - Split branch of the Institute of Art History
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Science sin Zagreb
Place	Zagreb
Date	2008
INFORMATION ON ADDITIONAL TRAINING	
Year	2017./2018.
Place	Los Angeles – SAD
Institution	The Getty Research Institute
Field of training	Art History
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Hrvatski
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Engleski (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Talijanski (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Francuski (3)

COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	From 1985 to 1992, and from 2008 until today, he teaches several courses at the study of art history in Split
Authorship of university/faculty textbooks in the field of the course	<ol style="list-style-type: none"> 1. Studije iz starije umjetnosti na Jadranu, vol. II. (Biblioteka znanstvenih djela) Književni krug: Split, 2012. (695 pages, with extensive summaries in English) 2. Gaius Aurelius Valerius Diocletianus Pius Felix Invictus Augustus i njegova palača u Splitu // and his palace in Split. [Muzej grada Splita] Split, 2012. (ISBN 978-953-6638-51-2) 3. Kamen naš svagdašnji, Split, 2013.; 244 str. (ISBN 978-95357402-2-3) 4. Sinjska alka, Sinj, 2015., str. 120 (ISBN 978-953-98442-5-5) 5. Kamen na istočnom Jadranu, Split, 2015. str. 128 (ISBN 978953-98442-5-5) 6. Sfinga na splitskom Peristilu [AGM], Zagreb, 2016. (ISBN/EAN: 9789531744720) 7. The Stones of Adriatic. RERASd, Split, 2016. (ISBN 978-953- 98442-5- 5)
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"> - Splitski Peristil – monumentalni simbol staroga i novoga svijeta u njihovom genetskom povezivanju, in Mapping urban changes, ed. Ana Plosnić, Institut za povijest umjetnosti, 2017. (e-book at the pages of the ducac project, which are a part of the Institute web pages) - The villa in renaissance Dubrovnik – ars ubi naturam perfect apta rudem (where art has tamed the wild nature), in: From Riverbed to Seashore. Art on the Move in Eastern Europe and the Mediterranean in the Early Modern Period, ed. Alina Payne, The Getty Institute, Los Angeles 2017 - Marian shrines along the Dalmatian coast in the Middle Ages and Early Modern Period, in: The Ways of the Misericordia: Arts, Culture and Marian religious paths between East and West. (Maria Stella Calò Mariani and Anna Trono eds), Mario Congedo publisher, Galatina (Le) 2017., str. 107–134. - The Flesh Tones in the Evangelistarium Traguriense from Trogir Chapter Archive (zajedno sa Žanom Matulić Bilač), in: Inkarnat und Signifikanz Das menschliche Abbild in der Tafelmalerei von 200 bis 1250 im Mittelmeerraum (ur. Yvonne Schmuhl & Esther P. Wipfler), München, 2017., str. 536–549.
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"> - Construction and artistic inventory from the 16th to the 19th century in Dalmatia [020-0202684-2694] - Associate: Project: ac. Igor Fisković, Faculty of Humanities and Social Sciences, University of Zagreb, Department of Art History: PONTES ADRIATICI. Cultural dynamics in the Adriatic basin over the centuries
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	As part of full-time study and many years of practice.

didactic-pedagogical group of competences	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	<ul style="list-style-type: none"> - medal of the President of the Republic of Croatia with the Order of the Croatian Danica with the figure of Marko Marulić (1996) - medal of the President of the Republic of Italy with the Order of Knights Commendatore (2005) - Medal "Croatian Culture" of the Minister of Culture of the Republic of Croatia for editorial work on the exhibition "Dalmatian hinterland - unknown country" (2007); - HAZU award (2010) for the highest scientific and artistic achievements within the Republic of Croatia for 2009 in the field of fine arts - award "Mile Gojsalić Association of Poljica for the promotion of native heritage 2010. - Medal of the Society of Friends of Dubrovnik Antiquities for contribution to the protection of the cultural heritage of Dubrovnik 2011. - "Slobodna Dalmacija" award for art "Jure Kaštelan" (together with Ante Milošević, PhD) for the museological conception of the newly formed Museum of Sinjska alka (2016)

First and last name and title of teacher	Ivanka Buzov, PhD, associate professor
The course he/she teaches in the proposed study programme	<i>Sociology of Education</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 552
E-mail address	ibuzov@ffst.hr
Personal web page	
Year of birth	
Scientist ID	298413
Research or art rank, and date of last rank appointment	Scientific Associate, 14.11. 2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 14.03. 2016.
Area and field of election into research or art rank	Social Sciences, Sociology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	01.10.2007.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Scientific and teaching activity
Function	Head of Department of Sociology (2017-2020); Coordinator for professional practice in teaching bases (from 2016)
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	09.10. 2013.

INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Erfurt and Kassel, Germany
Institution	University of Erfurt and University of Kassel
Field of training	Service Learning
INFORMATION ON ADDITIONAL TRAINING	
Year	2019
Place	Porto, Portugal
Institution	University of Porto, Faculty of psychology and educational sciences
Field of training	Intervention in education – research approaches.
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 on a scale from 2 (sufficient) to 5 (excellent)	French, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociology of education, Educational perspectives in new integration, Contemporary perspectives in sociology of education- <i>Undergraduate study in sociology: Sociology of education - Teacher Studies (integrated); Sociology of education - Study of preschool education.</i>
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"> 1. Buzov, I. (2020). Education, Migration and Sustainable Development – Perspectives og Agenda 20930. In: <i>NORDSCI Conference Proceedings</i>, Book 1, Volume 3. SAIMA CONSULT LTD Sofia, Bulgaria, pp. 49-56. 2. Buzov, I., Cvitković, E., Rončević, N. (2020). Prema mogućnostima implementacije obrazovanja za održivi razvoj na sveučilištu, <i>Socijalna ekologija</i>, 29(1):3-25. 3. Stanić S., Hren D., Buzov I. (2016). Schools, Local Communities and Communication: Above and Beyond the Stakeholders. In: Alfirević N., Burušić J., Pavičić J., Relja R. (eds.) <i>School Effectiveness and Educational Management</i>. Palgrave Macmillan, pp.49-65. 4. Buzov, I. (2014). Social network sites as area for students' pro- environmental activities, <i>Procedia Social and Behavioral Sciences</i>, 152:1233-1236
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"> 1. 2018. –2020. "P:A:Z:I: Praktično-Aktivno-Zajedno-Interdisciplinarno! - programi društveno korisnog učenja za okoliš i održivi razvoj / Practically-Active-Together-Interdisciplinary! - service learning programs for the environment and sustainable development/ – European Social Fund (NGO „Sunce“ Split and University of Split) 2. Od 2016.g. – "Youth Aspirations, Identity, and Demographic Change in Rural Croatia: Implications for Education and Rural Regional Development (University of Split and Penn State University, USA). 3. 2016- August 2018. COMMIX: Empowering Literacy in Adolescents through Creative Engagement with Comics

	<p>(ERASMUS plus – University of Split and research centres from Bulgaria, Cyprus, Great Britain, Poland and Romania.</p> <p>4. 2014-2016: Boys' reading (ERASMUS plus - Strategic Partnerships – University of Split and research centres and faculties from Austria, Cyprus, Greece, Poland, Portugal and Romania.</p> <p>5. 2014-2016, Znanstveni centar izvrsnosti za školsku efektivnost i menadžment"/ Science Centre of Excellence for School Effectiveness and management/, Ministarstvo znanosti, obrazovanja i športa - Institut za društvena istraživanja "Ivo Pilar", Ekonomski fakultet Zagreb, Filozofski fakultet Split)</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?	Graduate study (acquired the title of professor of sociology), within which was acquired MPDP competencies.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	
Results of student evaluation taken in the last five years for the course that is comparable to the course described in the form (evaluation organizer, average grade, note on grading scale and course evaluated)	

First and last name and title of teacher	Radoslav Bužančić, PhD, assistant professor
The course he/she teaches in the proposed study programme	<i>Topics in Medieval Art</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	
E-mail address	radoslav.buzancic@gmail.com
Personal web page	
Year of birth	
Scientist ID	EZRA - 209 460
Research or art rank, and date of last rank appointment	Research Associate, 17. 12. 2009.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Titled Assistant professor, 17. 12. 2009
Area and field of election into research or art rank	Scientific area in humanities, field art history branches history and theory of fine arts, architecture, urbanism and visual communications
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Ministry of Culture, Split Conservation Department
Date of employment	February 1984.
Name of position (professor, researcher, associate teacher, etc.)	Conservator, senior advisor

Field of research	Protection of cultural heritage
Function	Head of department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Architecture in Zagreb
Place	Zagreb
Date	29 February 2008.
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 on a scale from 2 (sufficient) to 5 (excellent)	Latin (3) Greek (2)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Long-term lecturer in the History of Architecture I and II, at the Academy of Arts in Dubrovnik, in the Department of Restoration; He taught a course at the Academy of Arts in Split entitled "Introduction to Archaeological Conservation, History and Methods of Protection". Mentor at the doctoral study in Zadar and Zagreb, and commentator at the doctoral study in 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)	<i>Nikola Ivanov Firentinac i trogirski renovatio Urbis</i> , Književni krug Split, Split, 2012. <i>Majstor Radovan</i> , Ministarstvo kulture Republike Hrvatske, Zagreb, 2011. "Crkve sv. Vida na Klisu i sv. Marije u Blizni gornjoj – Prilog proučavanju vladarske predromaničke arhitekture IX. stoljeća", <i>Prilozi povijesti umjetnosti u Dalmaciji (PPUD)</i> 42, Split, 2011 : 29-67. "Hektorovićev Tvrdalj između imitacija i uzora. Antička villa maritima u Starom Gradu", <i>Prilozi povijesti umjetnosti u Dalmaciji (PPUD)</i> 45, Split, 2019 : 191-218. "Ivan Duknović i arhitektura rane renesanse u Trogiru" <i>Ivan Duknović i krugovi njegove djelatnosti</i> , Split, Hrvatska, 2010 : 111.-131
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)	- Mobility and hospitality in monastic networks (Deutsch-kroatisches wissenschaftliches DAAD-CIH-Kooperationsprojekt) Dresden, Projektdauer: Januar 2016 bis Dezember 2017

	- Representative sacral architecture of Adriatic Croatia from the 13th to the 16th century (130-1300620-0625); - Church-cultural history of the Croatian Middle Ages (019-0190610-0588)
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, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Europa Nostra Vicko Andrić Award Award of the city of Trogir Award of the City of Split

First and last name and title of teacher	Ivana Čapeta Rakić, PhD, associate professor
The course he/she teaches in the proposed study programme	<i>Methods of Protection and Conservation of Movable Cultural Heritage</i> <i>An interdisciplinary approach to artwork in the teaching fine arts</i> <i>The Art-History Workshop I</i> <i>The Art-History Workshop II</i> <i>The Art-History Workshop III</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 579
E-mail address	icapeta@ffst.hr
Personal web page	https://ffst.academia.edu/ivanacapetarakic http://inet1.ffst.hr/ivana.capeta_rakic
Year of birth	
Scientist ID	297730
Research or art rank, and date of last rank appointment	Research associate, from 29 February 2012
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, from 2 April 2016.
Area and field of election into research or art rank	Scientific Area in Humanities, field of Art History, a branch of the history and theory of art, architecture, urban planning and visual communications
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social sciences
Date of employment	1.10.2007.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Art of the late Middle Ages and early modern period, iconography and iconology
Function	Head of the Department
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social sciences
Place	Zagreb

Date	8 March 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2018
Place	Granada
Institution	Facultad de Filosofía y Letras
Field of training	Art History
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 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)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>assistant at the Course: Art of the XVth and XVIth centuries / undergraduate study of art history</p> <p>assistant at the Course: Art of the XVIIth and XVIIIth centuries / undergraduate study of art history</p> <p>assistant at the Course: Iconology / undergraduate study of art history</p>
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>Ivana Čapeta Rakić, <i>O zaštiti i očuvanju pokretne baštine u Splitu i Dalmaciji</i>, 2020., Split: Filozofski fakultet</p> <p>Ivana Čapeta Rakić, Ružica Gabelica, <i>Važniji primjeri fotografskog dokumentiranja pokretne baštine u splitskoj konzervatorskoj službi do sredine 20. stoljeća // Portal</i>, 11 (2020), 151-171.</p> <p>Ivana Čapeta Rakić, Building and reconstructing public monuments for tourist photography. Two case studies from Dalmatian cities under the protection of UNESCO, Enhancing Sustainable Tourism in Adriatic- Ionian Region through co-creation: the role of Universities and Public-Private Partnerships / Adornato, Francesco ; Betti, Simone ; Caligiuri, Andrea ; Cavicchi, Alessio ; Cerquetti, Mara ; Coltrinari, Francesca ; Lacchè, Luigi ; Perna, Roberto ; Spigarelli, Francesca (ur.). Macerata: Eum edizioni università di macerata, 2018. pp. 255-265</p> <p>Ivana Čapeta Rakić, <i>O propisima i pravnim aspektima zaštite spomenika za vrijeme Druge austrijske uprave u Dalmaciji</i>, Zbornik radova Filozofskog fakulteta u Splitu 9, Split, 2017., pp. 3-18.</p> <p>Ivana Čapeta Rakić, <i>O podrijetlu i značenju ilustracija otisnutih uz četvrto izdanje Marulićeve Judite</i>, Peristil: zbornik radova za povijest umjetnosti, 42 (2018.), pp. 9-20.</p> <p>Ivana Čapeta Rakić, <i>Ponzonijevih deset slika u svodu glavnog oltara splitske katedrale: razmatranja o stilsko-oblikovnim svojstvima, izvornoj funkciji i ikonografsko-ikonološkom</i></p>

	<p><i>aspektu</i>, Radovi instituta za povijest umjetnosti 42 (2018.), pp. 125-140.</p> <p>Ivana Čapeta Rakić, <i>Razmatranja o ikonografiji dvaju reljefnih prizora na romaničkom luku zvonika splitske katedrale</i>, Radovi Instituta za povijest umjetnosti 39 (2015.), pp. 21-32.</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>2020 - today. Project collaborator: PID2019-105070GB-I00. IMPI2: Antes del orientalismo: Figuras de la alteridad en el Mediterráneo de la Edad Moderna: del enemigo interno a la amenaza turca (Before Orientalism: Images of the Otherness in the Early Modern Mediterranean: from the internal enemy to the Turkish threat.) Project leader: dr. Borja Franco Llopis (UNED, Madrid)</p> <p>2019 - today. Project Associate: Islamic Legacy: Narratives East, West, South, North of the Mediterranean (1350-1750) (COST CA18129), WG3 group leader within the project. Main project leader: dr. Antonio Urquizar Herrera (UNED, Madrid)</p> <p>2017 - 2019 Project collaborator: Antes del orientalismo: Las imágenes del musulmán en la Península Ibérica (siglos XV-XVII) y sus conexiones mediterráneas (HAR2016-80354-P. IMPI.), Project leader dr. Borja Franco Llopis (UNED, Madrid)</p> <p>2016. collaborator on the project: "Harmonization of study programs in the field of social sciences and humanities with the needs of the labor market" (HR3.1.15-0008), as the part of the project: Development of proposals for qualification standards for study programs in Art History. Faculty of Humanities and Social Sciences, University of Zagreb, project leader dr. Dragan Bagic (FFZG)</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	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Award of the "Academician Kruno Prijatelj" Foundation for excellence in the field of humanities.

First and last name and title of teacher	Zoraida Demori Staničić, PhD, assistant professor
The course he/she teaches in the proposed study programme	<i>Selected Topics in Medieval Painting and Sculpture</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	
E-mail address	zdemoristanicic@gmail.com
Personal web page	
Year of birth	
Scientist ID	165020

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	Ph.D.
Area and field of election into research or art rank	Scientific Area in Humanities, field of Art History, a branch of the history and theory of art, architecture, urban planning and visual communications
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	retiree
Date of employment	
Name of position (professor, researcher, associate teacher, etc.)	
Field of research	
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Faculty of Humanities and Social sciences
Place	Zagreb
Date	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 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)	Spanish (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> - The art of late antiquity and early Christianity - Museology and protection of cultural heritage - The art of renaissance and mannerism - Art of the humanistic age in Croatia Study of Art History; Faculty of Philosophy, University of Mostar, undergraduate and graduate study <ul style="list-style-type: none"> - History and theory of restoration Academy of Arts in 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)	1. <i>JAVNI KULTOVI IKONA U DALMACIJI</i> , KNJIŽEVNI KRUG SPLIT, 2017. 2. „PRIJEDLOG ZA JACOPA AMIGONIJA (BOGORODICA S DJETETOM) NA VISOVU“, <i>ARS ADRIATICA</i> 2018., pp. 153-162. (with S. CVETNIĆ) 3. „GOSPIN LIK U SLIKAMA I KIPOVIMA U IMOTSKOJ KRAJINI OD 17. DO 20. ST.“, <i>GOSPA U IMOTI</i> , ZBORNIK

	<p>RADOVA (ED.. D. ARAČIĆ I P. LUBINA), IMOTSKI, 2018., pp. 187-208.</p> <p>4. „NOVE SPOZNAJE O TRIPTIHU MAJKE BOŽJE TRSATSKE“, <i>VERA IMAGO G. V. MARIAE TARSACTENSIS</i>, ZBORNIK RADOVA, (Ed. MARINA VICELJA MATIJAŠIĆ) SVEUČILIŠTE U RIJECI, FILOZOFSKI FAKULTET 2019., pp. 31-42,</p> <p>5. „NEPOZNATA SLIKA BOGORODICE S DJETETOM IZ SPLITSKE CRKVE SV. PETRA NA LUČCU I PRIJEDLOG ZA IOANNESA PEREMENIATESA“, <i>CAMBIJEV ZBORNIK II PRILOZI POVIJESTI UMJETNOSTI U DALMACIJI</i> 45, SPLIT 2019., pp. 253-262.</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	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	<p>Plaque of the Faculty of Philosophy, University of Mostar 2018</p> <p>Vicko Andrić Lifetime Achievement Award 2018</p>

First and last name and title of teacher	Dora Derado, teaching assistant
The course he/she teaches in the proposed study programme	<p><i>An interdisciplinary approach to artwork in the teaching fine arts</i></p> <p><i>Methodology of the Research of Art History in the Teaching Process</i></p> <p><i>The History of Exhibiting and Art through Contemporary Exhibition Practices</i></p> <p><i>Interpreting Modernism - Concepts and Meanings</i></p>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	
E-mail address	dderado@ffst.hr / derado.dora@gmail.com
Personal web page	https://www.linkedin.com/in/doraderado/
Year of birth	
Scientist ID	382791
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	Research Assistant, October 1, 2018
Area and field of election into research or art rank	Humanities, Art history (branch of the history and theory of visual arts, architecture, urbanism, and visual communication)
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences

Date of employment	October 1, 2018
Name of position (professor, researcher, associate teacher, etc.)	Research Assistant
Field of research	Humanities, art history (20 th -century art and contemporary art)
Function	Research Assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Master of Arts Education (mag. educ. hist. art.) Master of English language teaching (mag. educ. philol. angl.)
Institution	University of Split, Faculty of Humanities and Social Sciences
Place	Split
Date	June 2, 2017
INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Split
Institution	III. Gymnasium (III. gimnazija), Split, Croatia
Field of training	Humanities (internship, professor of art history)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian, English
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)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Research Assistant for the following courses: Visual Communications, art history undergraduate study program, Faculty of Humanities and Social Sciences in Split (course teacher: doc. dr. sc. Dalibor Prančević) Art of the 20th Century - Fundamental Problems and the End of Modernity, art history undergraduate study program, Faculty of Humanities and Social Sciences in Split (course teacher: doc. dr. sc. Dalibor Prančević) Contemporary Art, art history undergraduate study program, Faculty of Humanities and Social Sciences in Split (course teacher: doc. dr. sc. Dalibor Prančević)
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"> – Derado, Dora. „Accident, Artistic Intent and Error: A Study of (Un)intentionality in post-World War II Croatian Art.“ <i>Sztuka i Dokumentacija</i>, no. 22, spring-summer 2020. (the article has been submitted and is awaiting publication) – Derado, Dora. „The Derogation of Handicraft: Ready-Mades and Appropriation in Croatian Sculpture.“ <i>Zbornik radova Filozofskog fakulteta u Splitu</i>, no. 12, 2019: 57-80. https://hrcak.srce.hr/230645 – Derado, Dora. “Društveni značaj javne skulpture Vaska Lipovca: Ne znamo što imamo dok to ne izgubimo“ (The Social Importance of Vasko Lipovac's Public Sculpture: You Don't Know What You Have until It's Gone), <i>Misliti skulpturu</i>, Split: Faculty of Humanities and Social Sciences of Split, 2019: 27-37.

	<ul style="list-style-type: none"> – Derado, Dora. „Modern and Contemporary Adaptations of the Readymade Strategy in Sculptural Practices on the "Periphery" of Europe“, <i>Sculpture Network</i>, August 2018, https://sculpture-network.org/en/view/article/9361 – Derado, Dora. “Moderna skulptura u Hrvatskoj: stare vrijednosti – novo motrište” (Modern Sculpture in Croatia: Old Values – New Viewpoints), <i>Mogućnosti</i>, 2017.
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>2017 – 2020 Project “Manifestations of Modern Sculpture in Croatia: Sculpture on the Crossroads Between Socio-political Pragmatism, Economic Possibilities and Aesthetical Contemplation” (IP-2016-06-2112) <u>Associate – doctoral student</u> Institution/project coordinator: University of Split, Faculty of Humanities and Social Sciences Project manager: doc. dr. sc. Dalibor Prančević Institution/program financing the project: Croatian Science Foundation</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>2014 – 2016: graduate study programs of Art History and Anglistics, double major (specialization: teacher education) at the Faculty of Humanities and Social Sciences in Split</p> <p>2016 – 2017: internship (March 2, 2018 - Passed the Teacher of Fine Art/Art History vocational exam, IV. Gymnasium Marko Marulić Split)</p>
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	The Rector's Award for Excellence, academic year 2015/2016 (awarded May 2016.)

First and last name and title of teacher	Tonča Jukić, PhD, associate professor
The course he/she teaches in the proposed study programme	<i>Fundamentals of Pedagogy</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+385 21 545 598
E-mail address	tjukic@fst.hr
Personal web page	-
Year of birth	
Scientist ID	290210
Research or art rank, and date of last rank appointment	senior research associate, 7. 2. 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	associate professor, 1. 10. 2019.
Area and field of election into research or art rank	social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.12. 2006.

Name of position (professor, researcher, associate teacher, etc.)	associate professor
Field of research	teaching process, pedagogical science
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	16. 5. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002./2003.
Place	Split
Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, Didactics
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 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)	.
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, Undergraduate study Fundamentals of Pedagogy, Study of Pre-school Education, Undergraduate study Fundamentals of Pedagogy, Teacher Study, Integral study Pedagogy, Health Studies, Graduate studies Creativity as pedagogical challenge, Pedagogy, Undergraduate study
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"> 1. Jukić, T. (2019). Creativity in Education. In <i>Proceedings of the Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i>. Blagoevgrad: Southwest University Neofit Rilski (pp. 11.- 16). 2. Jukić, T. & Mandarić Vukušić, A. (2017/2018). Crisis of Upbringing and Education: How to become a part of the solution rather than being part of the problem. <i>Vospitanie: Journal of Educational Sciences, Theory and Practice</i>. 10(14), 11-20. 3. Bubić, A. & Jukić, T. (2017). Jedna lasta (ne) čini proljeće: perspektiva pojedinca u kontekstu održivog razvoja. <i>Napredak: časopis za pedagogijsku teoriju i praksu</i>, 158 (3), 271-289.
Professional and scholarly articles published in the last five years in subjects of teaching methodology	<ol style="list-style-type: none"> 1. Jukić, T. & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić & A. Mandarić

and teaching quality (5 works at most)	<p>Vukušić (Eds.) <i>Čitanje u ranoj adolescenciji</i>. Split: Filozofski fakultet (pp. 97-121).</p> <p>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>. Split: Filozofski fakultet u Splitu (pp. 25-34).</p> <p>3. Jukić, T., Kostović-Vranješ, V. & Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In S. Kaljača & M. Nikolić (Eds.), <i>Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book)</i>. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli (pp. 314-323).</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016).</p> <p>Member of the project team: Erasmus Plus K2 project COMMIX No. 2016-1-BG01-KA201-023657 (2016 - 2018).</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>Faculty of Natural Sciences and Education University of Split, 6 teaching methodologies</p> <p>Forum for Freedom in Education, Project Reading and Writing for Critical Thinking (RWCT), (since 2006 leads workshops for teachers)</p>
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Silva Kalčić, PhD, assistant professor
The course he/she teaches in the proposed study programme	<p><i>Writing on contemporary arts and architecture - critical theory and interpretation models</i></p> <p><i>The Art-History Workshop I</i></p> <p><i>The Art-History Workshop II</i></p> <p><i>The Art-History Workshop III</i></p>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 579
E-mail address	skalcic@ffst.hr
Personal web page	hsaica.hr/
Year of birth	
Scientist ID	347590
Research or art rank, and date of last rank appointment	Appointed into the scientific research grade of expert associate in the area of humanities, art history (2017), and into the scientific research grade of research associate in the interdisciplinary area of science, art history/ architecture and urbanism (2016)

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 2018
Area and field of election into research or art rank	Humanities, art history
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	October 31, 2018
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	art theory, contemporary art, architecture and design
Function	Lecturer, mentor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	doctor of science
Institution	University of Zagreb, Faculty of Architecture
Place	Zagreb
Date	March 18, 2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2001
Place	Zagreb
Institution	University of Zagreb, Faculty of Textile Technology
Field of training	Fashion Design/Fashion Designer
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 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)	Spanish 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of	Lecturer at the University of Zagreb, Faculty of Textile Technology September 15, 2009 – October 30, 2018

course, study programme where it is/was offered, and level of study programme)	Courses Art history, Visual language, Modern art and design, Contemporary art and design, History and theory of design, Fashion theory
Authorship of university/faculty textbooks in the field of the course	Silva Kalčić, The world toward the labyrinth: essays on high modernism and postmodernism in the 1970s and 1980s, ULUPUH, Zagreb, 2017. ISBN 978-953-327-111-8. Peer reviewers: prof. Vesna Mikić Ph.D. and assist. prof. Krešimir Purgar Ph.D. p.492 https://www.bib.irb.hr/865176 , in the catalogue of Zagreb City Libraries https://katalog.kgz.hr/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Silva Kalčić, "Radicality and Temporality (Julije Knifer, self-portrait and art paradigms of the 20th century)", Conference proceedings of the international scientific congress Image and Anti-image – Julije Knifer and the Problem of Representation, Krešimir Purgar, ed., Center for visual studies, Zagreb, 2017., pp. 101-126, ISBN 978-953-55420-3-2 Reviewers. Blaženka Perica, Ph.D., and. Andrej Mirčev, Ph.D., hrčak.srce.hr review published in A1 magazine Ars Adriatica 7/2017 (379-382); https://www.vizualni-studiji.com/projekti/ and knifer.html https://www.bib.irb.hr/881677</p> <p>Silva Kalčić, „Clothes as a subject and medium of Contemporary Art: Fashion in an expanded field of visual arts“ // Teorija i kultura mode (discipline, pristupi, interpretacije), Paić, Žarko i Purgar, Krešimir, ed., University of Zagreb, Faculty of Textile Technology, Zagreb, 2018., pp. 305-334. ISBN 978-953-7105-71-6 https://bib.irb.hr/datoteka/974832.ZBORNIK_PDF_Teorija_i_kultura_mode.pdf book-textbook</p> <p>Silva Kalčić, "Trauma and Identity in Media, Medialisation and Construct", Proceedings of the international interdisciplinary symposium Philosophy of Media 7, Sead Alić, ed., University North and Center for Philosophy of Media and Media Research, Zagreb, 2018., pp. 358-407, ISBN 978-953-6646-29-6 international peer-review – original scientific paper, http://centar-fm.org/ https://hrcak.srce.hr/index.php?show=toc&id_broj=16510</p> <p>Silva Kalčić, "Referencijalni simbolizam i semiotički aspekt djela umjetnosti i djela dizajna", Proceedings of the international interdisciplinary symposium Philosophy of Media 8, Sead Alić and Marin Milković, ed., University North and Center for Philosophy of Media and Media Research, Zagreb, 2018.,pp. 150-175, ISBN 978-953-7809-87-4, international peer-review – preview scientific paper http://centar-fm.org/ https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=328633</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>Organizer, author and leader of the art criticism workshop How to write about contemporary art and design - Zagreb, Split, Osijek, Croatian section of the International Association of Art Critics (AICA) in cooperation with the Faculty of Philosophy, University of Zagreb, TTF, University of Zagreb, Academy of Arts and Culture of the University of Osijek, ULUPUH in Zagreb, the Museum of Fine Arts in Osijek and the Art Gallery in Split</p> <p>President of HS AICA (Croatian Section of the International Association of Art Critics)</p>

	<p>Collaborator in the project Interdisciplinary study of fashion: artistic, media and historical aspects, holder: University of Zagreb, Faculty of Textile Technology; leader doc. dr. sc. Krešimir Purgar http://www.ttf.unizg.hr/index.php?str=46</p> <p>Interdisciplinary study of fashion: artistic, media and historical aspects, lecturer: University of Zagreb, Faculty of Textile Technology; leader doc. dr. sc. Krešimir Purgar http://bib.irb.hr/datoteka/944963.Teorija_i_kultura_mode.pdf</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 Art History (title: professor of Art History)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2009 The City of Zagreb Annual Prize (art, architecture)

First and last name and title of teacher	Goran Kardum, PhD, full professor
The course he/she teaches in the proposed study programme	<i>Psychology of Nurture and Education</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 591
E-mail address	gkardum@ffst.hr
Personal web page	http://www.ffst.unist.hr/goran.kardum
Year of birth	
Scientist ID	276756
Research or art rank, and date of last rank appointment	Scientific counselor, 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor, 31 th October 2019.
Area and field of election into research or art rank	Social Sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	1.11.2008.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Psychology
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	University of Zagreb, Zagreb

Date	July / 4 / 2007
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 on a scale from 2 (sufficient) to 5 (excellent)	German (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	-
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Psychology of Nurture and Education, 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"> 1. Malenica, K., Kovačević, V., & Kardum, G. (2019). Impact of Religious Self-Identification and Church Attendance on Social Distance toward Muslims. <i>Religions</i>, 10(4), 276. MDPI AG. http://dx.doi.org/10.3390/rel10040276 2. Lehmann, O. V., Kardum, G., & Klempe, S. H. (2018). The search for inner silence as a source for Eudemonia. <i>British Journal of Guidance & Counselling</i>, 0(0), 1–10. https://doi.org/10.1080/03069885.2018.1553295 3. Kralj, Ž. & Kardum, G. (2018). Attitudes toward complementary and alternative medicine, beliefs in after death and religiosity among psychiatrists, psychologists and theologians. <i>Psychiatria Danubina</i>, doi: 10.31219/osf.io/ndc7y 4. Klarin, M., Antičević, V., Kardum, G., Proroković, A. & Sindik, J. (2018). Communication And Social Skills In Education Of Health Occupation Students: Attitudes And Validation On Nationwide Parallel Group Randomized Study. <i>Suvremena psihologija</i>, 20 (1), 39-52. 5. Antičević, V., Kardum, G., Klarin, M., Sindik, J. i Barač, I. (2018). Academic Achievement and Study Satisfaction: The Contribution of High School Success and Personality. <i>Društvena istraživanja</i>, 27 (2), 243-260. https://doi.org/10.5559/di.27.2.03
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	Regular studying during the graduate study of psychology as well as through continuous education during the regular teaching work
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Ljiljana Kolečnik, PhD, associate professor
The course he/she teaches in the proposed study programme	<i>Interpreting Modernism - Concepts and Meanings</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	
E-mail address	ljkoles@ipu.hr
Personal web page	https://www.ipu.hr/article/hr/15/dr-sc-ljiljana-kolesnik
Year of birth	
Scientist ID	179593
Research or art rank, and date of last rank appointment	Senior Scientific Advisor
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 2010
Area and field of election into research or art rank	Humanistic Sciences, Art History
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Institute of Art History, Zagreb
Date of employment	1990
Name of position (professor, researcher, associate teacher, etc.)	Senior research associate
Field of research	History of Modern Art, Theory of Art, Digital Art History
Function	Head of IPU Regional Centre for Art, Culture and New Media
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	07/03/2000
INFORMATION ON ADDITIONAL TRAINING	
Year	1996
Place	London
Institution	The National Trust for Places of Historic Interest or Natural Beauty, Courtauld Institute of Art
Field of training	Application of digital technology in History of Art and Monuments protection
Year	2000
Place	Budapest
Institution	CEU
Field of training	Visual Culture Studies

Year	2003
Place	Budapest
Institution	CEU
Field of training	Visual Culture Studies
Year	2014
Place	Bremen
Institution	Jacobs University
Field of training	History of modern art (artists networks)
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 on a scale from 2 (sufficient) to 5 (excellent)	Slovenian 5
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)	German 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Polish 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Art Criticism and Theory of Art (Study of Art History, Faculty of Humanities and Social Sciences, University of Zagreb, graduate level); History of Modern and Postmodern Art (Study of Art History, Faculty of Philosophy, University of Sarajevo, graduate level); Methodology of Art History, (Study of Art History, Faculty of Philosophy, University of Split, undergraduate level); Interpretations of Modernism (Study of Art History, Faculty of Philosophy, University of Split, graduate level, 2010-2014)
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>Kolešnik, Ljiljana, Nikola Bojić and Artur Šilić. (2016). "Reconstruction of Almir Mavignier's Personal Network and its Relation to the First New Tendencies Exhibition. The example of the Application of Network Analysis and Network Visualisation in Art History". <i>Život umjetnosti: časopis o modernoj i suvremenoj umjetnosti i arhitekturi</i> 99 (50): 58-79.</p> <p>"Zagreb as the Location of the New Tendencies International Art Movement (1961-73)". In <i>Art beyond Borders: Artistic Exchange in Communist Europe (1945-1989)</i>, Bazin, J. P. Dubourg Glatigny and P. Piotrowski (eds.), Budapest: Central European University Press, 2016: 311-321.</p> <p>"Radoslav Putar i proces institucionalno-poetičke rekonfiguracije svijeta umjetnosti 1960-ih i 1970-ih godina". U <i>Radoslav Putar: Kritike, studije i zapisi 1961.-1987.</i>, Vol. I, Lj. Kolešnik (Ed.), Zagreb, Institute of Art History, 2017: 16-38.</p> <p>"The Transition of New Tendencies from Neo-Avant-Garde Subculture to Institutional Mainstream Culture. An Example of</p>

	<p>Network Analysis". In <i>Modern and Contemporary Artists' Networks. An Inquiry into Digital History of Art and Architecture</i>, Kolečnik Ljiljana and Sanja Horvatinčić (eds.), Zagreb: Institute of Art History, 2018: 80-122. DOI: https://doi.org/10.31664/9789537875596.05</p> <p>Kolečnik Ljiljana, Tamara Bjažić, eds. (2018) <i>French Artistic Culture and Central-East European Modern Art</i>. Zagreb: Institute of Art History.</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>National competitive research project CSF, IP-2013-11 / 6270 ARTNET - Modern and Contemporary Art Networks, Art Groups and Associations: Organizational and Communication Models of Collaborative Art Practices of the 20th and 21st Centuries (2014-2018, Project Leader)</p> <p><i>Gender Politics and the Art of European Socialist States</i>, (Getty Program Connecting Art Histories), PL Prof Agata Jakubowska, Adam Mickiewicz University, Poznan, co-leaders Ljiljana Kolečnik, Institute of Art History, Zagreb; Ileana Pintilie, Timisoara University, Timisoara; 2019-2021.</p> <p>International competitive research project CSF - ARRS, IPS-2020-01-3992, Models and Practices of Global Cultural Exchange and Non-aligned Movement. Research in the Spatio-Temporal Cultural Dynamics (2020-2023, head of the Croatian research group)</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	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	2013. Croatian Art Historians Association Annual Award

First and last name and title of teacher	Morana Koludrović, PhD, Associate Professor
The course he/she teaches in the proposed study programme	<i>Didactics</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 589
E-mail address	morana@fst.hr
Year of birth	
Scientist ID	306406
Research or art rank, and date of last rank appointment	Senior Scientific Associate, April 15, 2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, March 27, 2015

Area and field of election into research or art rank	Social sciences, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	April 15, 2008
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Didactics, curriculum design, school pedagogy
Function	Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	March 15, 2013
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 on a scale from 2 (sufficient) to 5 (excellent)	German 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	For a several years she continuously maintains classes in courses of Didactics at several departments of the Faculty of Humanities and Social Sciences, University of Split. Also, she maintains classes in courses of Didactics 1 and Didactics 2 in Arts Academy, University of Split.
Authorship of university/faculty textbooks in the field of the course	1. 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).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. 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 andragoško društvo, 104-111. 2. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2018), Percipirana sigurnost u školi i razredno- nastavno ozračje kao prediktori doživljavanja nasilnih ponašanja, Napredak : časopis za pedagojsku teoriju i praksu, 159(1-2), 31-52. 3. 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. 4. Koludrović, M.; 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. 5. Reić Ercegovac, I.; Alfirević, N.; Koludrović, M. (2016), School Principals' Communication and Co-operation Assessment: The Croatian Experience. U: V. Potočan, M. Ungan i Z. Nedelko (ur.), Handbook of Research on Managerial Solutions in Non-Profit Organizations. Pennsylvania, USA : IGI Global, 276-297.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Priručnik za unapređenje kompetencija nastavnika u visokom obrazovanju (2018), Zagreb: Ministarstvo znanosti i obrazovanja (skupina autora)</p> <p>2. Koludrović, M. (2016), Didaktičke kompetencije i promicanje cjeloživotnog učenja na studijima andragogije. U: M. Koludrović i M. Brčić Kuljiš (ur.), Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih / Contribution to the development of the curricula aimed at adult education professionals. Split: Hrvatsko andragoško društvo, 271-290.</p> <p>3. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75.</p> <p>4. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2016), School governance models and school boards: Educational and administrative aspects. U: N. Alfirević, J. Burušić, J. Pavičić i R. Relja (ur.), School Effectiveness and Educational Management: Towards a South-Eastern Europe Research and Public Policy Agenda. New York : Palgrave Macmillan, 107-125.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>- 2019 – today; project team member (ESF project UP.03.1.1.03.0056 Competence standards of teachers, pedagogues and mentors)</p> <p>- 2016 – 2018; project team member (Erasmus + KA3: Educa T project, Emphasis on developing and upgrading of competences for academic teaching)</p> <p>- 2014 – 2017; team member (field of pedagogy in the Science Center of Excellence for School Effectiveness and Management)</p> <p>- 2014 – 2016; project team member (ESF project HR.3.1.15-0014 Development of Occupational and Qualification Standards for Adult Education)</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>Master's degree in primary education, University of Split</p> <p>M. Sc. Faculty of philosophy, University of Zagreb</p> <p>Ph.D. Faculty of philosophy, University of Zagreb</p> <p>Numerous education in the field of didactics, pedagogy and andragogy</p>
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Sani Kunac, teaching assistant
The course he/she teaches in the proposed study programme	<i>Fundamentals of Pedagogy</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 554 586
E-mail address	skunac@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	352646

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	Social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.4.2016.
Name of position (professor, researcher, associate teacher, etc.)	Teaching assistant
Field of research	Higher Education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. paed. and mag. educ. philol. croat.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split
Date	15.7.2014.
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 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)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, undergraduate study Fundamentals of Pedagogy, double major teachers' studies, graduate studies Creativity as pedagogical challenge, Study of Pedagogy, undergraduate study
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"> 1. Kunac, S. (2015.), Kreativnost i pedagogija. <i>Napredak</i>, 156(4), 423-446. 2. Kunac, S. i Frania, M. (2018). Necessary Skills and Competencies of the 21st Century Teacher – Croatian and Polish Students' Attitudes. In: Dedić Bukvić, E. i Bjelan-Guska, S. (eds.), <i>Zbornik radova 2. međunarodna znanstveno-stručne konferencije „Ka</i>

	<p><i>novim iskoracima u odgoju i obrazovanju</i>“. Sarajevo: Filozofski fakultet Univerziteta u Sarajevu, pp. 65-84.</p> <p>3. Kunac, S. i Batarelo Kokić, I. (2019). Media Coverage of School Behaviour Issues: A Content Analysis of Digital Media Messages. In: Beseda, J., Rohlíková, L., Duffek, V. (eds.), <i>E-learning: Unlocking the Gate to Education around the Globe: 14th conference reader</i>, Prag: Centre for Higher Education Studies, pp. 259-270.</p> <p>4. Kunac, S. (2020). Učestalost čitanja adolescenata i njihovi stavovi o čitanju. U: I. Batarelo Kokić; Bubić, A.; Kokić, T. i Mandarić Vukušić, A. (eds.). <i>Čitanje u ranoj adolescenciji</i>. Split: Sveučilište u Splitu, Filozofski fakultet, pp. 61.-78.</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. Frania, M. i Kunac, S. (2018). Variety of Gamification in the Education - the Polish and Croatian Perspective. In: Beseda, J. i Rohlikova, L. (eds.). <i>DisCo 2018: Overcoming the Challenges and Barriers in Open Education, 13th conference reader</i>. Prag : Centre for Higher Education Studies, pp. 5-20.</p> <p>2. Jukić, T., Kostović-Vranješ, V., Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In: Kaljača, S. i Nikolić, M. (eds.), <i>Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book)</i>. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli, pp 314-323.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. 2016.-2018., researcher, Erasmus Plus K2 project – TaSDI-PBS (2016-1-HR01-KA201-022147)., leader Dr. Ivana Batarelo Kokić, Full Professor</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>Study of Pedagogy and Study of Croatian language and literature - teacher orientation (graduate level) on Faculty of Humanities and Social Sciences, University of Split.</p>
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Željko Peković, PhD, full professor
The course he/she teaches in the proposed study programme	<p>Selected Topics from Dubrovnik Architecture</p> <p><i>Urban planning topics</i></p> <p><i>The Art-History Workshop I</i></p> <p><i>The Art-History Workshop II</i></p> <p><i>The Art-History Workshop III</i></p>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 541 911
E-mail address	zpekovic@ffst.hr
Personal web page	

Year of birth	
Scientist ID	190126
Research or art rank, and date of last rank appointment	Scientific Adviser, 2007.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	full university professor in permanent position, 2012.
Area and field of election into research or art rank	technical science, architecture and urbanism
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split. Department of Art History
Date of employment	2006.
Name of position (professor, researcher, associate teacher, etc.)	full university professor in permanent position,
Field of research	teaching in undergraduate and graduate study of art history
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Architecture, University of Zagreb
Place	Zagreb
Date	27. november 1995.
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)	Franch 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)	English 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	In the field of art history and art culture of the Academy of Arts of the University of Split, he taught courses: Fundamentals of Space Representation and History of Architecture and Urbanism.
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)	Babić, Kristina; Milošević, Ante; Peković, Željko; The Croatian noble house of Zrinski in the region of Pounje, Split: Muzej HAS Split, Core d.o.o. Dubrovnik, 2020 (monografija), Peković, Željko; THE LATE ANTIQUE PALACE IN POLAČE ON THE ISLAND OF MLJET // ASPICE HUNC OPUS MIRUM, Zbornik povodom sedamdesetog rođendana Nikole Jakšića / Jurković, Miljenko ; Josipović, Ivan (ed.).Zadar - Zagreb - Motovun: Sveučilište u Zadru, Sveučilište u Zagrebu, IRCLAMA, 2020. pp. 103-120,

	<p>Peković, Željko; Babić, Kristina; Defensive systems of the Pile Gates in Dubrovnik // FORTIFICATIONS, DEFENCE SYSTEMS, STRUCTURES AND FEATURES IN THE PAST FORTIFIKACIJE, OBRAMBENI SUSTAVI I STRUKTURE U PROŠLOSTI / Tkalčec, Tatjana ; Sekelj Ivančan, Tajana ; Krznar, Siniša ; Belaj, Juraj (ed.). Zagreb: Institut za arheologiju Zagreb, 2019. pp. 299-314,</p> <p>Peković, Željko; Babić, Kristina; Development of the western entrance into Dubrovnik from the 13th to the 16th century // Starohrvatska prosvjeta, III serija - svezak 44-45 (2018), 207-236 (local peer review, article, scholarly),</p> <p>Peković, Željko; Babić, Kristina; CHURCH OF OUR LADY OF CARMEN (ST. JOHN) IN DUBROVNIK // Zbornik radova Filozofskoga fakulteta u Splitu, 10 (2017), 33-56 (local peer review, article, scholarly)</p>
--	---

First and last name and title of teacher	Dalibor Prančević, PhD, associate professor
The course he/she teaches in the proposed study programme	<p><i>Methodology of the Research of Art History in the Teaching Process</i></p> <p><i>The History of Exhibiting and Art through Contemporary Exhibition Practices</i></p> <p><i>Pedagogy and Mediation in Art through Museum and Gallery Spaces and Extraintitutional Initiatives of the 20th and 21st Century</i></p> <p><i>The Art-History Workshop I</i></p> <p><i>The Art-History Workshop II</i></p> <p><i>The Art-History Workshop III</i></p>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 594
E-mail address	dalibor@ffst.hr
Personal web page	
Year of birth	
Scientist ID	306410
Research or art rank, and date of last rank appointment	Research Associate (2013)
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor (2016.)
Area and field of election into research or art rank	Research Associate in the scientific area of the Humanities, scientific area of Art History, branch of the history and theory of visual arts, architecture, urbanism, and visual communication
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	2008
Name of position (professor, researcher, associate teacher, etc.)	Researcher, professor
Field of research	Art history (art of the 20 th century and contemporary art; issues related to exhibition practices and the mediation of art)
Function	Associate Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctor of Philosophy (PhD)

Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	2012
INFORMATION ON ADDITIONAL TRAINING	
Year	2018
Place	Syracuse (NY, USA)
Institution	Syracuse University
Field of training	Fulbright postdoctoral research grant (Humanities: Art History)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
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)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	As a Junior Researcher, and later Assistant Professor, he has taken part in several college courses on the undergraduate and graduate study programmes of the Art History department of the Faculty of Humanities and Social Sciences in Split (Art of the 20th Century - Fundamental Problems and the End of Modernity, Contemporary Art, Pedagogy and Mediation In Art Through Museum and Gallery Spaces and Extraintitutional Initiatives of the 20th and 21st Century, The History of Exhibiting and Art Through Contemporary Exhibition Practices, Visual Communications).
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>"Frano Missia. Lutajući slikar: kronopis jednoga umjetničkog puta" (unofficial translation: Frano Missia. The Wandering Painter: A Chronography of One Artist's Path) Faculty of Humanities and Social Sciences in Split and the Split City Museum, 2019, 384 pp. (Dalibor Prančević, author and book editor)</p> <p>"Between Art Nouveau and the Avant-Garde: The Personal (Ego) Network of Ivan Meštrović and the Map of Critical Reception of His Work during the 1910s", in: <i>Modern and Contemporary Artists' Networks. An Inquiry into Digital History of Art and Architecture</i> (ed. Ljiljana Kolečnik, Sanja Kolečnik), Institute of Art History, Zagreb, 2018, pp. 38–63.</p> <p>"Akademija likovnih umjetnosti u Pragu kao stjecište moderne kiparske scene: iskustvo češkoga i hrvatskoga kulturnog prostora", (unofficial translation: The Academy of Fine Arts in Prague as the Confluence of the Modern Sculptural Scene: the Experience of the Czech and Croatian Cultural Space), in: Barbara Vujanović, Dalibor Prančević, Marijan Lipovac, Jiri Kudela, <i>Ivan Meštrović and the Czechs: Examples of the Croatian-Czech Cultural and Political Reciprocity</i>, Ivan Meštrović Museums and the Croatian-Czech Society, Zagreb, 2018, pp. 60–109.</p>

	<p>"Sculpture by Ivan Mestrovic at the Grafton Galleries in 1917: Critical and Social Contexts", (original scientific paper), <i>Sculpture Journal</i>, 25, Liverpool University Press, 2016, pp. 177–192.</p> <p>"Split, spomenik, drugo (uz suvremene umjetničke intervencije na javnim spomenicima u Splitu)" (unofficial translation: Split, the Monument, the Other (on Contemporary Artistic Interventions in Public Spaces in Split), (preliminary communication), conference proceedings, conference "Problem spomenika: spomenik danas" (unofficial translation: "The Question of the Monument: Monuments Today"), <i>Analiz Galerije Antuna Augustinčića (The Annals of the Antun Augustinčić Gallery)</i>, Klanjec, 2015, pp. 143–158. (co-author: Božo Kesić)</p> <p>"Case-study 'Jugoplastika': memorija, proizvodni rad, dizajn, djetinjstvo", (unofficial translation: A Case Study of 'Jugoplastika': Memory, Production Work, Design, Childhood"), in: <i>Odrastanje 60-ih i 70-ih (Growing up in the 1960s and 1970s)</i> (ed. Vedrana Premuž Đipalo), Ethnographic Museum Split, 2016, pp. 152–190. (co-authors: Alemka Đivoje, Robertina Tomić)</p> <p>"Mrdjan Bajić. Opet i ponovo" (unofficial translation: "Mrdjan Bajić, Again and Again), (exhibition text), Kula Gallery, Split, 2017.</p> <p>"Kažimir Hraste. Kruzer (Scio me nihil scire)" (unofficial translation: "Kažimir Hraste, Cruiser (Scio me nihil scire)", (exhibition text), Kula Gallery, Split, 2019.</p> <p>"Tony Cragg. Skulpture i radovi na papiru (Semantičko pulsiranje kiparske materije, Dinamizam likovnih misli iskazan na papiru)", (unofficial translation: "Tony Cragg. Sculptures and Works on Paper (Semantic Pulsing of Sculptural Material, the Dynamism of Visual Thoughts Expressed on Paper") (exhibition text), Kula Gallery, Split, 2019.</p> <p>"Ante Rašić. (Tragom tatinog pisma)" (unofficial translation: "Ante Rašić (In the Wake of my Father's Letter)", (exhibition text), Kula Gallery, Split, 2019.</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>From 2014 to 2018, he was a participant of the research project of the Croatian Scientific Foundation "Modern and Contemporary Artist Networks, Art groups and Art Associations: Organisation and Communication Models of Artist Collaborative Practices in the 20th and 21st Century" (led by Ljiljana Kolečnik, PhD, Institute of Art History in Zagreb)</p> <p>From 2017 to 2020 the leader of the Croatian Science Foundation project "Manifestations of Modern Sculpture in Croatia: Sculpture on the Crossroads Between Socio-political Pragmatism, Economic Possibilities and Aesthetical Contemplation"</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	Art History and Italian Language and Literature (teacher education specialisation), Faculty of Humanities and Social Sciences in Zagreb. Postgraduate study programme of Art History, Faculty of Humanities and Social Sciences in Zagreb.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	In 2012, along with Alemka Đivoje and Robertina Tomić, he was awarded the annual "Jure Kaštelan" award granted by Slobodna Dalmacija in the area of art. They were awarded for the project "Radni teren Jugoplastika" (unofficial translation: "Working Grounds of Jugoplastika"), 22.11. – 5. 12. 2011.

First and last name and title of teacher	Ivana Prijatelj Pavičić, PhD, full professor
The course he/she teaches in the proposed study programme	<i>Dalmatian School of Painting (selected topics)</i> <i>The Art-History Workshop I</i> <i>The Art-History Workshop II</i> <i>The Art-History Workshop III</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 594
E-mail address	prijatelj@ffst.hr
Personal web page	https://inet1.ffst.hr/intranet/profile?_v1=u9W3hEes6gCDZuiTLX2CODdQv1z92l8yUD9QLAk-II_dR7EcGrs5bCwQFT9p-3izH3mliq3_LJErCdaEUqfBmK9nZRmeTOBazcDVTkNdqH5pThR&_lid=54856#profile_edit_54856
Year of birth	
Scientist ID	171125
Research or art rank, and date of last rank appointment	2012, Full Professor
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	2012 Full Professor
Area and field of election into research or art rank	Humanities, Art history (branch of the history and theory of visual arts, architecture, urbanism, and visual communication)
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	2007
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Art History of Eastern Mediterranean from 14 th to the 19 th century
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctor of Philosophy (PhD)
Institution	University of Zadar, Faculty of Humanities and Social Sciences
Place	Zadar
Date	1994
INFORMATION ON ADDITIONAL TRAINING	
Year	1990 and 1992
Place	Venice, Italy

Institution	Fondazione Giorgio Cini
Field of training	Art History (International Course of High Culture)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
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)	English (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin (3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>As an Associate Professor, she has held the courses of Renaissance and Baroque Art and Renaissance and Baroque Art in Croatia on the Arts Academy in Split from the 7th of February, 2001 until 2007.</p> <p>From 2007 until 2011/2012, at the Arts Academy in Split, she held the courses of the Art of the 15th and 16th Century and Art of the 17th and 18th Century at the Visual Culture and Fine Arts Department and within the departments of Conservation-Restoration, Painting, and Sculpture, she held the courses: Art History III and Art History IV.</p> <p>Within the undergraduate study programme of Art History of the Chair of Art History at the Faculty of Philosophy in Sarajevo (Bosnia and Hercegovina), she was active as a visiting professor (in the summer semesters of 2009/2010 and 2014/2015) leading mandatory courses of Renaissance and Baroque Art as well as Renaissance and Baroque Architecture.</p> <p>From 2007 until 2020 she has held at the Faculty of Humanities and Social Sciences in Split, she held the courses of the Dalmatian School of Painting (Selected Topics), Art of the 15th and 16th Century, Art of the 17th and 18th Century and Metodology of Art History at the Faculty of Humanities and Social Sciences, University of Split.</p>
Authorship of university/faculty textbooks in the field of the course	<p>Prijatelj Pavičić, Ivana (1998). <i>Kroz Marijin ružičnjak. Zapadna marijanska ikonografija u dalmatinskome slikarstvu od 14. do 18. stoljeća</i>, Književni krug Split. (unofficial translation: Through Mary's Rose Garden. Western Marian Iconography in Dalmatian Painting from the 14th to 18th Centuries);</p> <p>Prijatelj Pavičić, Ivana. (2013). <i>U potrazi za izgubljenim slikarstvom. O majstoru Lovru iz Kotora i slikarstvu na prostoru od Dubrovnika do Kotora tijekom druge polovice XV. stoljeća</i>, Dubrovnik, Matica hrvatska – ogranak Dubrovnik. (unofficial translation: <i>In Search of Lost Painting. On the Master Lovro from Kotor and Painting in the Area from Dubrovnik from Kotor During the Second Half of the 15th Century</i>)</p> <p>Prijatelj Pavičić, Ivana. (2018). <i>Schiavoni. Umjetnost i ideologija</i>. Zagreb: Jesenski i Turk. (unofficial translation: <i>Schiavoni. Art and Ideology</i>)</p>
Professional, scholarly and artistic articles published in the last five	<p>"U traganju za neobjavljenom arhivskom građom: novi podaci o dubrovačkom slikarstvu XV. stoljeća," (unofficial translation: "In Search of Unpublished Archival Material: New Information</p>

years in the field of the course (5 works at most)	<p>on Painting in 15th-Century Dubrovnik”), <i>Prilozi povijesti umjetnosti u Dalmaciji</i>, 43/2016., pp. 213–231.</p> <p>“Prilog poznavanju slikarskih kontakata između Dubrovačke Republike, Mletačke Albanije i južne Italije početkom 16. stoljeća s posebnim osvrtom na „slučaj slikara Michelea Greca iz Valone.” (unofficial translation: “A Contribution to the Knowledge of Painters’ Contacts between the Republic of Ragusa, Venetian Albania, and Southern Italy at the Beginning of the 16th Century with an Emphasis on the Case of the Painter Michele Greco from Valona”), <i>Ars Adriatica</i> 7/2017., pp. 167–180.</p> <p>“Prilog poznavanju zastupljenosti i rasprostranjenosti ikonografski srodnih oltarnih slika s prikazom Gospe od Ružarija s likovima savezničkih vladara na području istočnog Jadrana, južne Italije i Provanse,” (unofficial translation: “A Contribution to the Knowledge of the Representation and Prevalence of Iconographically Similar Altarpieces with Depictions of the Madonna of the Rosary with Figures of Allied Rulers in the Area of the East Mediterranean, Southern Italy, and Provence”), <i>Ars Adriatica</i>, 8 (2018): 105-128.</p> <p>“Prikazi alegorija kreposti i mana na minijaturama u kodeksu Bucchia (1466.): usporedna analiza s prikazima u skulpturi druge polovine XV. st.” (unofficial translation: “Depictions of the Allegory of Virility in the miniatures in the Bucchia Codex (1466): a Comparable Analysis with an Overview of Sculptures from the Second Half of the 15th Century”), in: <i>Ivan Duknović i krugovi njegove djelatnosti / Giovanni Dalmata e le opere della sua cerchia</i>, conference proceedings of the international scientific conference (Split, 2010), ed. Radoslav Bužančić, Igor Fisković, Književni krug, Split, 2018, pp. 352–372.</p> <p>“So-called Ohmučević genealogy (Kraljeva Sutjeska genealogy) in the light of the results of recent iconographic, historical, heraldry and restoration research papers, Works of Art on Parchment and Paper, Interdisciplinary Approaches”, Filozofska fakulteta – Arhiv Republike Slovenije, conference proceedings of a conference held in Ljubljana, 6th – 8th of June, 2019, Ljubljana, 2019, pp. 65–72.</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>From 2014 until 2019, she was an participant of the scientific research Visual Arts and Communication of Power in the Early Modern Period (1450–1800): Historical Croatian Regions at the Crossroads of Central Europe and the Mediterranean at the Croatian Science Foundation led by dr. Milan Pelc, of the Zagreb Institute of Art History.</p> <p>From 2018 until 2020 she was an participant of the Project of the International Conference for PhD Students and Recent PhD Graduates</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	Undergraduate teacher study in Art Education and Visual Arts of the Faculty of Natural Sciences, Mathematics and Education, University of Split, a Department of the Faculty of

didactic-pedagogical group of competences	Philosophy of Zadar (Bachelor of Art (B.A.) degree in Art Education and Visual Arts)
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Radoslav Tomić, PhD, full professor
The course he/she teaches in the proposed study programme	<i>Painting of the 17th and 18th century at the Adriatic Coast</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	
E-mail address	rtomic@ipu.hr
Personal web page	
Year of birth	
Scientist ID	161475
Research or art rank, and date of last rank appointment	Full professor tenure
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Scientific adviser
Area and field of election into research or art rank	History of art
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Institute of Art history
Date of employment	1982.
Name of position (professor, researcher, associate teacher, etc.)	Full professor tenure; scientific adviser
Field of research	Art history
Function	Associate professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph ds
Institution	Faculty of Philosophy
Place	Zagreb
Date	1997.
INFORMATION ON ADDITIONAL TRAINING	
Year	1988, 1989, 1990, 1992, 204, 2018
Place	München, Florence, Venice, Vienna
Institution	Goethe Institut, Kunsthistorishes Institut, Fondazione Roberto Longhi, Fondazione Giorgio Cini
Field of training	Art history, german
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) Italian (4) German (2)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Full professor tenure, Faculty of Philosophy Zadar, 1997. – 2014. Full professor tenure, postdoctoral study, Faculty of Philosophy, Zagreb
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>Bocche di Cattaro nei dipinti di Johann Högel Müller, u: <i>Aspice hunc opus mirum. Zbornik povodom sedamdesetog rođendana Nikole Jakšića</i> (urednik: Ivan Josipović, Miljenko Jurković), Zadar – Zagreb – Motovun, 2020., 613 – 620.</p> <p>Il ritratto di Toma Nigler a Spalato, u: <i>Lorenzo Lotto, contesti, significati, conservazione</i> (urednik: Francesca Coltrinari, Enrico Maria Dal Pozzolo), Treviso 2019. 123 – 135</p> <p>Paintings in the church of St Blaise, u: <i>The Collegiate Church of St Blaise in Dubrovnik</i> (urednik: Katarina Horvat – Levaj), Dubrovnik – Zagreb 2019., 251 – 273.</p> <p>Sculpture in the church of St Blaise, u: <i>The Collegiate Church of St Blaise in Dubrovnik</i> (urednik: Katarina Horvat – Levaj), Dubrovnik – Zagreb 2019., 184 – 233.</p> <p>Beatrice Litterini u Splitu, u: <i>Cambijev zbornik II.</i>, (urednik: Radoslav Bužančić), Split 2019., 277 – 285.</p> <p>Slikar Angelo Mancini, u: <i>Šibenik od prvog spomena</i> (urednik: Iva Kurelac), Šibenik – Zagreb 2018., 509 – 521.</p> <p>Štovanje sv. Ivana Nepomuka u Omišu, u: <i>Imago, imaginatio, imaginabile</i> (Zbornik u čast Zvonka Makovića), Zagreb 2018., 181 – 199.</p> <p>Udio Clementa i Giacoma Somazzija u opremi benediktinske crkve u Pagu, u: <i>Umjetnička baština paških benediktinki</i> (urednik: Miroslav Granić), Pag 2018., 153 – 181.</p> <p>Radoslav Tomić, Skulptura od 16. do 18. stoljeća, u: <i>Zborna crkva sv. Vlaho</i> (urednik: Katarina Horvat – Levaj), Dubrovnik – Zagreb 2017., 184 – 233.</p> <p>Slike u crkvi sv. Vlaho, u: <i>Zborna crkva sv. Vlaho</i> (urednik: Katarina Horvat – Levaj), Dubrovnik – Zagreb 2017., 251 – 273.</p> <p>Nikola Božidarević između dubrovačke tradicije i talijanske renesanse, u: <i>Nikola Božidarević. Veliki slikar dubrovačke renesanse</i> (urednik: Pavica Vilač), Dubrovnik 2017., 26 – 48.</p> <p>Paintings in the Cathedral, u: <i>The Cathedral of the Assumption of the Virgin in Dubrovnik</i> (urednik: Katarina Horvat – Levaj), Dubrovnik – Zagreb 2016., 271 – 319.</p>

	Vrboska i njezine umjetnine, u: Vrboska i njezine znamenitosti (urednik: Radoslav Tomić), Vrboska, Župa sv. Lovre – Vrboska, 2016., 187 – 221.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	Annual prize, Croatian Society of Art History, 2008.

First and last name and title of teacher	Ana Torlak, PhD, assistant professor
The course he/she teaches in the proposed study programme	<i>Ancient Mythology and Iconography</i> <i>Ancient Art, Selected Topics</i> <i>The Art-History Workshop I</i> <i>The Art-History Workshop II</i> <i>The Art-History Workshop III</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Faculty of Humanities and Social Sciences, University of Split. Poljička cesta 35, Split, Croatia
Telephone number	+ 385 21 545 599
E-mail address	atorlak@ffst.hr
Personal web page	https://ffst.academia.edu/AnaTorlak
Year of birth	
Scientist ID	331632
Research or art rank, and date of last rank appointment	Research associate, 13.10.2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 14.2.2019.
Area and field of election into research or art rank	Area of humanities, field of art history, branch history and theory of fine arts, architecture, urbanism and visual communications
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	8. July 2011.
Name of position (professor, researcher, associate teacher, etc.)	professor
Field of research	Scientific teaching
Function	

INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	30. June 2015.
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 on a scale from 2 (sufficient) to 5 (excellent)	German 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p>The History of the Art of the Ancient World, undergraduate study of art history</p> <p>The Art of the Roman Empire in Croatia, undergraduate study of art history</p> <p>Ancient mythology and iconography, graduate study of art history</p> <p>Selected Chapters of Ancient Art, graduate Study of Art History</p>
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>Torlak, Ana. Salonitanska Hekata, Prilozi povijesti umjetnosti 44, Split 2019., 331-344.</p> <p>Torlak, Ana. Salonitanski spomenici u privatnim zbirkama na početku XIX. stoljeća, IV. kongres hrvatskih povjesničara umjetnosti, 26.-29.11.2016, Zagreb, 9-19.</p> <p>Jasna Jeličić-Radonić, Torlak, Ana. Imperial Cult Statue In Salona, 15th Colloquium on Roman Provincial Art, Benefactors, Dedicants and Tomb Owners, Society – Iconography – Chronology, 14 – 20 June 2017, Graz – Austrija, 192-198.</p> <p>Torlak, Ana. Prilog poznavanju zbirke antičkih spomenika Carla i Francesca Lanze, Zbornik Filozofskog fakulteta u Splitu, br. 9., 2017., 153-163.</p> <p>Torlak, Ana. Ancient Salona Sculpture and Baron Carnea von Steffaneo, <i>SGEM 2016 3rd International Multidisciplinary Scientific Conference on Social Sciences and Arts</i>, 6 - 9 April, 2016, 11-17.</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	During the regular study of teacher orientation, courses that provide methodological-psychological-didactic-pedagogical competencies are passed
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Frane Prpa, Teaching Assistant
The course he/she teaches in the proposed study programme	<i>Approaches to the interpretation of the relationship between sacral heritage and space in the teaching of fine art</i>
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	
E-mail address	fprpa@ffst.hr
Personal web page	
Year of birth	/
Scientist ID	405682
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	Teaching Assistant, April 1st 2023
Area and field of election into research or art rank	Research Associate in the scientific area of the Humanities, scientific area of Art History, branch of the history and theory of visual arts, architecture, urbanism, and visual communication
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	1. April 2023.
Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	Teaching Assistant
Function	Teaching at the undergraduate and graduate level of Art History
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Master degree in Art History and masters degree in History
Institution	Faculty of Humanities and Social Sciences in Split
Place	Split
Date	December, 2022.
INFORMATION ON ADDITIONAL TRAINING	
Year	academic year 2019/20.
Place	Split
Institution	Conservation Department in Split
Field of training	archival work in institutions
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 language (4)

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	
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>Babić, Kristina i Frane Prpa. "Sakralna slojevitost položaja Pravoslavne Crkve Uspenja Presvete Bogorodice u Drnišu." <i>Croatica Christiana periodica</i>, vol. 47, br. 91, 2023, str. 109-129.</p> <p>Prpa, Frane. „Prikaz zbornika „Zbornik Šime Pilića“. <i>Školski vjesnik : časopis za pedagoškijsku teoriju i praksu</i>, vol. 72, br. 1, 2023., str. 251-256.</p> <p>Prpa, Frane. „Ubikacija osmanskog šarampova u Drnišu“. <i>Zbornik Odsjeka za povijest Filozofskog fakulteta u Splitu</i>, Split, 2024. (u procesu objave)</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	As part of the graduate studies in History and Art History, teaching major, at the Faculty of Humanities and Social Sciences
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

3.4. Optimal number of students

Enrolment quota for the first year of the graduate study programme is 35 students (+ 5 foreign students).

3.5. Estimate of costs per student

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria the annual cost per student of the graduate study programme Art History is 12,500,00 Croatian Kunas.

3.6. Plan of procedures of study programme quality assurance

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.	
Documentation on which the quality assurance system of the constituent part of the University is based:	
<ul style="list-style-type: none"> Regulations on the quality assurance system of the Faculty of Humanities and Social Sciences (www.ffst.unist.hr/images/50013762/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete%20FF.pdf) Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences (www.ffst.unist.hr/images/50013762/Prirucnik%20o%20sustavu%20osiguranja%20kvalitete%20F_F_lipanj%202014..pdf) 	
Description of procedures for evaluation of the quality of study programme implementation:	
Evaluation of the work of teachers and part-time teachers	<p>Student evaluation of teachers' work, evaluation of mentoring, self-evaluation of teaching, evaluation of teaching by colleagues, the assessment of the availability and adequacy of learning materials, institutional coordinated communication with student representatives done by the Quality Improvement Committee and the Management.</p> <p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.4.2.)</i></p>
Monitoring of grading and harmonization of grading with anticipated learning outcomes	<p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p>Self-evaluation</p> <p>Internal student evaluations via anonymous questionnaires once per semester</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.3.)</i></p>

Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	<p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p>All resources are procured regularly whereas, if necessary, resource adequacy is evaluated towards the end of each academic year.</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.5.1.)</i></p>
Availability and evaluation of student support (mentorship, tutorship, advising)	<p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p>Self-evaluation</p> <p>Internal student evaluations via anonymous questionnaires</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.4., article 4.5.)</i></p>
Monitoring of student pass/fail rate by course and study programme as a whole	<p>ISVU system</p> <p>Student Office collects data; the data is collected twice a year, after the second exam term</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.2.4., article 4.3.1.)</i></p>
Student satisfaction with the programme as a whole	<p>Student survey at the end of the semester (CIRCO, https://www.ffst.hr/centri/circo)</p> <p>Self-evaluation</p> <p>Internal student evaluations via anonymous questionnaires</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.2.6.)</i></p>
Procedures for obtaining feedback from external parties (alumni, employers, labour market and other relevant organizations)	<p>E-mail communication with members of the Department</p> <p>Questionnaire</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences, article 4.2.6.)</i></p>
Evaluation of student practical education (where this applies)	<p>Evaluation of student practical education is conducted orally.</p> <p>Students are interviewed by their teacher.</p>
Other evaluation procedures carried out by the proposer	<p>Formal and informal counselling with colleagues from the field on Departmental level and elsewhere</p> <p>Class-shadowing with feedback by colleagues from the field</p> <p><i>(Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences)</i></p>
Description of procedures for informing external parties on the study programme (students, employers, alums)	<p>Faculty Web-pages</p> <p>Prospectus (updated every year)</p> <p>University Open Day</p> <p><i>Universitas</i> – University of Split supplement in <i>Slobodna Dalmacija</i> daily newspaper</p> <p>Participation of teachers and students at the Festival of Science and other similar events</p>