



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

STUDY PROGRAMME

GRADUATE UNIVERSITY STUDY PROGRAMME

PEDAGOGY (DOUBLE-MAJOR)

Amendments:

Class: 003-08/21-05/00043

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Split, December 23, 2015.

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, Croatia
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GENERAL INFORMATION ABOUT THE STUDY PROGRAMME

Name of the study programme	Graduate university study programme in <i>Pedagogy</i> (double-major)		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	-		
Type of study programme	Vocational study programme <input type="checkbox"/>		University study programme <input checked="" type="checkbox"/>
Level of study programme	Undergraduate <input type="checkbox"/>	Graduate <input checked="" type="checkbox"/>	Integrated <input type="checkbox"/>
	Postgraduate <input type="checkbox"/>	Postgraduate specialist <input type="checkbox"/>	Graduate specialist <input type="checkbox"/>
Academic/vocational title earned at completion of study	Master of Arts (MA) in Pedagogy (mag.paed.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The issue of education in modern society is extremely complex and interdisciplinary and it addresses not only pedagogical but also psychological, sociological and political issues. In a complex social and educational environment one of the key experts to interconnect such diverse areas into one system is the pedagogue. The primary role of the pedagogue within educational institutions (early and pre-school institutions, primary and secondary schools, children's homes, institutions educating adults) is to ensure and improve the quality of overall education, participate in curriculum design, participate in constructing the identity of educational institutions, conduct various developmental and action research, provide advice, participate in extracurricular activities, cooperate with parents and parental organizations.

Even though the role of the pedagogue within systems of formal education was recognized a long time ago, the role of professional colleagues – pedagogues – has been emphasised even more. This is due to the fact that educational systems are streaming towards the development of specific competences and advocate the importance of life-long learning which embraces informal learning along with both formal and informal education. There is an increasing need for professional colleagues – pedagogues – who are to design and organize free time activities, actively and professionally operate within sports clubs and different cultural, social and public institutions associated with life-long learning, students' dorms, health institutions, overall education and the professional education of adults.

In order to achieve all the abovementioned tasks, students of the graduate study programme in Pedagogy will be qualified to work both creatively and professionally within educational institutions and rehabilitation centers. Future pedagogues will also be qualified to work in institutions outside the educational system, i.e. in entrepreneurship and the labor market of both private and public sectors. In modern society, the role of a pedagogue has become even more demanding regarding cooperation with parents and team work with teachers at all levels of education.

The graduate study programme in Pedagogy at the Faculty of Humanities and Social Sciences, University of Split, was created due to the lack of professional colleagues – pedagogues – in Croatia and guided by the idea that the study programme in Pedagogy will have a considerable impact in terms of educating and training experts in this field. Ever since the foundation of the double-major study programme in Pedagogy there has been a growing number of students expressing their desire to enrol into pedagogy at the Faculty of Humanities and Social Sciences in Split. The accomplishments of the graduate study programme in Pedagogy are seen through successfully achieved learning outcomes, the continuation of graduate studies in Pedagogy at the same University, and extremely good results for both the teaching staff and the study programme according to the Center for Quality Improvement of the University of Split.

The graduate study programme in Pedagogy is a continuation of the undergraduate study programme in both formal and organizational aspects. While the undergraduate study programme in Pedagogy emphasises the need to recognize, analyze and evaluate fundamental pedagogical settings along with the settings of other related sciences in the field of education in the broad sense, the goal of the graduate study programme in Pedagogy is to prepare the future Masters of Arts in Pedagogy for professional, creative and competent practical work. With regard to the undergraduate study programme in Pedagogy, the knowledge, skills and competences obtained at the graduate study programme are qualitatively expanded thus there is an insistence on responsible, autonomous, individual and group work when applying existing knowledge in practice. In other words, students are trained to apply theory in practice, focusing on a critically-reflexive, creative and innovative approach to educational, professional and advisory issues. Also, one of more relevant learning outcomes of the graduate study programme is acquiring the competences required for scientific research in practice or a scientific education in postgraduate studies.

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

Since the role of a pedagogue is associated with numerous diverse areas in the local community and further, the Department of Pedagogy cooperates with many institutions which specialize in educating future pedagogues. Within the city of Split itself as well as in Split-Dalmatia County, the Department of Pedagogy collaborates with the city, private, religious and alternative institutions of early and pre-school education, primary and secondary schools and children's homes.

Students are encouraged to actively participate within these institutions so as to gain a better insight into the roles of a pedagogue. Furthermore, students are also encouraged to participate in humanitarian and voluntary work within the local community.

For the purposes of gaining the required pedagogical practice and better understanding of the roles awaiting future pedagogues, cooperation with many educational institutions has been achieved. The institutions include institutions of tertiary education, sport organizations, the Agency for Science and Higher Education, the Agency for Mobility and EU Programmes, the Ministry of Science, Education, and Sport, and the Ministry of Health and Social Welfare.

1.3. Compatibility with requirements of professional organizations

There are many professional organizations operating in Croatia, such as the Croatian Pedagogical-Literary Society (HPKZ) and the Croatian Pedagogical Society (HPD), which support not only the importance of promoting education following the scientific approach of solving socially relevant issues, but also consider the applicability of pedagogical, psychological, didactic and methodological activities within the educational process.

The graduate study programme in Pedagogy meets the demands of professional organizations operating in Croatia. Furthermore, this study programme was designed according to the guidelines of many professional organizations from Europe, including the European Educational Research Association (EERA), the European Association for Research on Learning and Instruction (EARLI), the Association for Teacher Education in Europe (ATEE) and other similar local and international associations.

The teaching staff at the graduate study programme in Pedagogy are members of some of the previously named associations in Croatia (HPD, HPKZ – the Split branch) and Europe (EERA, EARLI, ATEE).

1.4. Partners outside the higher education system

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

Moreover, cooperation with the Agency for Science and Higher Education along with the Ministry of Science, Education, and Sport, is of extreme importance.

1.5. Financing

This graduate study programme is financed according to the same criteria as for other double-major study programmes at the Faculty of Humanities and Social Sciences, University of Split.

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

The study programme in Pedagogy is comparable to other double-major graduate study programmes in Croatia (e.g. the Faculty of Humanities and Social Sciences, University of Zagreb, <http://www.ffzg.hr/>, the Faculty of Humanities and Social Sciences, University of Rijeka, <http://www.ffri.hr/>) and some of the study programmes in the European Union (the Faculty of Philosophy, University of Maribor, <http://www.ff.unimb.si/>).

The study programme was created in accordance with European educational structures (ECTS system, studycycles, etc.) and is compatible with other similar study programmes within the European Union, thus establishing student mobility within Erasmus agreements.

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

In accordance with the principles of the Bologna process, the graduate study programme in Pedagogy is open to student mobility, thus allowing students to study (one semester or longer) elsewhere. Students can achieve mobility by enrolling in elective courses according to their preferences at other institutions of higher education within the University of Split, Croatia, or abroad. Students who successfully pass a number of courses in pedagogy will be awarded a total of 30 ECTS credits per year. Of the total number of ECTS credits achieved during graduate study programme in Pedagogy, students can be awarded 3 ECTS credits per elective course. The number of students to be enrolled in each year is regulated by the Faculty council.

Upon completion of the graduate study programme, students can continue their education at different postgraduate specialist and doctoral studies in Croatia and abroad.

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

The study programme is compatible with the Development Strategy of the Faculty of Humanities and Social Sciences, University of Split, due to being focused on the improvement of the teaching process, development of science and the involvement of associates in both scientific and educational activities. It is also focused on the evaluation and improvement of the entire teaching staff. Students are addressed according to the culture of dialogue and in the spirit of cooperation. The Department of Pedagogy encourages life-long learning, research cooperation between teachers and their students as well as the professional development of the staff.

1.9. Current experiences in equivalent or similar study programmes

Since October 2005, the Faculty of Humanities and Social Sciences, University of Split, has been the legal successor of the Primary School Teacher Training College (with a 60 year-long tradition) which can be primarily regarded as a study programme in Pedagogy (class teachers and pre-school educators). At the same time, the Faculty is the legal successor of the Department of Humanities which includes many years of experience in teaching and scientific activities.

It should be noted that in the academic year 2006/2007 the Faculty of Humanities and Social Sciences in Split started the study programme in Pedagogy which was organized as a 5-year period (3 years of undergraduate study programme and 2 years of graduate study programme). Over the years, the study programme in Pedagogy has been critically examined in terms of the compatibility of the anticipated teaching load to all forms of teaching. Depending on personnel conditions, teachers' self-evaluation and students' evaluation, all necessary changes and improvements have been performed.

Students' reflections, during and after the completion of the study programme in Pedagogy, have helped teachers not only in shaping individual courses but also in improving the overall study programme. The modernity, dynamism and flexibility of this study programme, along with its adaptability to the actual needs of the labour market and contemporary pedagogical paradigms, are the basic characteristics of the study programme in Pedagogy at the Faculty of Humanities and Social Sciences in Split.

There is a continual high interest in the study programme in Pedagogy, as shown by the self-evaluation document of the Faculty of Humanities and Social Sciences in Split. It is also necessary to highlight the students' regular fulfilment of all the required academic tasks, which accompanied by excellent results regarding the competences they acquired.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Social science
Duration of the study programme	2 years (4 semesters)
The minimum number of ECTS required for completion of study	60 (120 ECTS)
Enrolment requirements and admission procedure	Undergraduate study programme in <i>Pedagogy</i>

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

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

1. find, analyze and interpret scientific literature related to the field of their profession
2. analyze and explain different theories and approaches in education, critically reflect on their implications to practice
3. apply reflective and critical methods in forming their own assumptions about education
4. design and evaluate activities with different associates included in education by applying new educational paradigms
5. discuss key issues in the field of education at local, national and international level
6. compare and critically reflect on various educational policies and ways of promoting these in the country and abroad
7. suggest and evaluate different approaches to shaping educational policy
8. analyze, compare and evaluate the specific aspects of curriculum design in Croatia with some other countries of the EU
9. design curriculum based on relevant legislation and educational starting points required for the development of modern curricula
10. apply the basic principles of effective communication with all the members included in education
11. identify, understand and appreciate the needs of both the institution and the participants of the educational process and evaluate the duly response to their needs
12. explain the specific aspects of working with children with special educational needs
13. explain and develop critical thinking about theoretical concepts of long distance education along with different approaches to teaching in virtual environment
14. conduct self-reflection, reflective dialogue and reflection on their practical work
15. independently conduct scientific research and interpret the results of different studies in education
16. apply the basic statistical procedures in scientific research
17. write MA thesis

2.3. Employment possibilities

Interest in hiring a Master of Arts in Pedagogy is remarkable not only due to the lack of professional educators – pedagogues – but also due to the graduates' high level of acquired knowledge, skills and competences. At the end of the graduate study programme students are given the opportunity to work in different educational settings (early and pre-school institutions, primary and secondary schools,

children's homes, institutions educating adults) and other institutions in both public and private sectors and non-governmental organizations.

2.4. Possibilities of continuing studies at a higher level

Upon the completion of the graduate study programme in Pedagogy, students are awarded the title of Master of Arts in Pedagogy which provides them the possibility of continuing their education at specialist and doctoral studies in the field of social sciences.

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

Upon the completion of the undergraduate study programme in Pedagogy, students may enrol into the graduate study programme in Pedagogy. In order to enrol into the graduate study programme, students are required to obtain at least 90 ECTS credits out of a total of 180 ECTS credits.

2.6. Structure of the study

The graduate study programme in Pedagogy is structured as a double-major study programme and can thus be combined with any other double-major study programme at the Faculty of Humanities and Social Sciences in Split (Croatian Language and Literature, English Language and Literature, Italian Language and Literature, History, Art History or Philosophy).

The graduate study programme in Pedagogy lasts for two years (four semesters) and carries 60 out of a total of 120 ECTS credits. It can be combined with any other double-major study programme at the Faculty of Humanities and Social Sciences in Split. The enrolment quota is 36 students. Students who achieve a total minimum of 42 ECTS credits in both study programmes can enrol into the following study year.

2.7. Guiding and tutoring through the study system

The Department of Pedagogy, along with the Faculty of Humanities and Social Sciences, take care of the students' needs on several levels. There is one student representative from each study programme year at the Department of Pedagogy and two student representatives on the Departmental council. The Head of Department is responsible for all student related issues, whereas the teaching staff may be contacted during their office hours or by e-mail to meet students' needs. Also, the Centre for Student Counselling, operating within the Faculty of Humanities and Social Sciences in Split, is responsible for providing the necessary advice and help to students (individually or in groups).

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

Graduate students in Pedagogy may enroll in one elective course with a minimum of 3 ECTS from other study programs of the Faculty, depending on the specific interests of each student. The list of courses is available on the Faculty's website. They are also given the opportunity to participate in optional study programmes within both the Faculty and the University of Split.

2.9. List of courses offered in a foreign language as well (name which language)

Partnership Between Family and Educational Institutions, Comparative Pedagogy, Educational Policies, Distance Learning, Interpersonal Communication Skills, Educational Neuroscience, Introduction to Social Psychology.

2.10. Criteria and conditions for transferring the ECTS credits

Students who have achieved at least 42 ECTS credits in a preceding academic year are considered students of the following year. Students who did not pass all the courses in a given year in the next year have to enrol first into those courses they failed. Students who accomplish *the* minimum of 60 ECTS

credits in the preceding year are allowed to enrol into courses the sum of which is 75 ECTS credits in the following year.

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

2.11. Completion of study

<i>Final requirement for completion of study</i>	BA thesis <input type="checkbox"/> MA thesis <input checked="" type="checkbox"/>	BA exam <input type="checkbox"/> MA exam <input type="checkbox"/>
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	All exams passed and all obligations completed at the study programme in <i>Pedagogy</i>	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	MA thesis is a scientific research which requires the students to demonstrate their competence in understanding the pedagogical theory, their competence in carrying out the research and interpreting the obtained results. MA thesis is approved by the supervisor and graded positively by two other members of the evaluation committee. MA thesis is defended before an evaluation committee consisting of three members.	

2.12. List of mandatory and elective courses

LIST OF COURSES							
Year of study: I							
Semester: I							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD42	Family Pedagogy	30	15	15	0	4
	FFPD13	Methodology of Pedagogical Research	30	15	15	0	4
	FFPD66	Common course: Psychology of Motivation and Socialization in the Classroom	30	30	0	0	2,5 (5)
	HZX004	Common course: Sociology of Education	30	30	0	0	2,5 (5)
	Total						13
Elective	FFPD62	Psychology of Religiosity	15	30	0	0	3
	FFPD106	Research in Early Education	15	30	0	0	3
	FFPD107	Interpersonal Communication Skills	15	15	15	0	3
	FFPD111	Free Time Pedagogy	15	30	0	0	3
	FFPD120	Developmental psychopathology	30	15	0	0	3
Students choose one (1) elective course. Apart from the above elective courses, it is possible to enroll in other elective courses within the study program.							

LIST OF COURSES							
Year of study: I							
Semester: II							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD12	Statistics in Pedagogy	30	0	15	0	4
	FFPD43	Partnership Between Family and Educational Institutions	15	15	15	0	3
	FFPD71	Common course: Comparative Pedagogy	30	30	0	0	2,5 (5)
	FFPD14	Common course: Methodology of Creating a Curriculum	30	30	0	0	2,5 (5)
	Total						12
Elective	FFPD06	Action Research in Practice of a Pedagogue	15	30	0	0	3
	FFPD108	Introduction to Qualitative Research In Education	15	30	0	0	3
	FFPD63	Psychology of Consciousness	15	30	0	0	3
	FFPD65	Educational Neuroscience	15	30	0	0	3
	FFPD112	Extracurricular and After-school Activities	15	30	0	0	3
Students choose one (1) elective course. Apart from the above elective courses, it is possible to enroll in other elective courses within the study program.							

List of courses							
Year of study: II							
Semester: III							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD33	The Pedagogue in Educational Institution	30	15	15	0	5
	FFPD89	Evaluation and Self-Evaluation In Contemporary School	15	30	0	0	3
	FFPD72	Educational Policy	30	15	0	0	4
	Total						12

2.13. Course description

NAME OF THE COURSE		FAMILY PEDAGOGY				
Code	FFPD42	Year of study	1.			
Course teacher	Maja Ljubetić, Ph. D., Full professor	Credits (ECTS)	4			
Associate teachers	Anita Mandarić Vukušić, Ph. D., Assistant Professor	Type of instruction (number of hours)	P	S	V	T
			30	15	15	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Acquire basic - general knowledge in the field of study;- Identify, understand and respect the peculiarities of family community,- To enable students to adequately and timely respond to the specific needs of family members;- Successfully communicate orally and in writing and present their own creations;- Develop skills in the use of information from various sources and use them for practical purposes;- To enable students to work in teams.					
Course enrolment requirements and entry competences required for the course	No					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student upon completion of the course be able to:</p> <ul style="list-style-type: none">- Correctly interpret the fundamental concepts in the field of family pedagogy (the family in the pedagogical and psychological sense, parenting, assessment and self-assessment)- Analyze and arguments to explain various theories and approaches to the understanding of the family,- Develop and implement an action plan to work with parents applying new paradigm in access to family,- Develop material suitable for teaching parents (raising awareness of the role, responsibilities, functions, styles of parenting, communication, self-assessment, relationships, etc.). <p>Carry out and interpret simple research tasks in the field of family pedagogy.</p>					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following facilities:</p> <ol style="list-style-type: none">1. The first family - movement, problems and perspectives - definition of the family, from modern to vital families)2. Second family unit as a system3. Characteristics of modern family4. functional and dysfunctional families5. family atmosphere and family functioning6. modern family in Croatia7. parenthood - relationship, role and / or process?8. parenthood and factors that affect it;9. parenting styles and children behavior as possible responses to them,10. influence of mother and father to child development and education,11. pedagogical education of parents as a prerequisite parental educational competence12. Self-assessment and (meta-level) - attitude, effects13. relations and communication processes (family-school-kindergarten)14. communication habits that endanger and enhance human relationships15. Conducting effective interviews with parents					
	☑lectures		☑independent assignments			

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class (lectures 100%, seminars and exercises 90%), which includes the execution of individual assignments, write a seminar paper, follow the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		Activity	
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project	0,5	(Other)	
Grading and evaluating student work in class and at the final exam	Student work is monitored and evaluated during the semester and at the final exam. The grade from the course consists of: two successfully passed colloquia (60%), preparation of the project assignment and its presentation (20%) and independently prepared and presented seminar paper (20%). By successfully passing both colloquia, students are exempted from taking the final exam. 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
	Čudina-Obradović, M. Obradović, J. (2006). Psihologija braka i obitelji. Zagreb, Golden Marketing - Tehnička knjiga (odabrana poglavlja).				2	-
	Ljubetić, M. (2007) Biti kompetentan roditelj. Zagreb, Mali profesor.				15	-
	Ljubetić, M. (2011) Stabilna obitelj i poželjno roditeljstvo u kaotičnom svijetu (moguća) stvarnost ili iluzija? (Imaju li perspektivu i/ili alternativu?) U: Nove paradigme ranog odgoja (Maleš, D. ur.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.				6	-
	Ljubetić, M. (2012) Nosi li dobre roditelje roda?! Odgovorno roditeljstvo za kompetentno dijete. Zagreb. Profil International. (odabrana poglavlja)				15	-
	Maleš, D., Kušević, B. (2011). Nova paradigma obiteljskog odgoja. U: Nove paradigme ranog odgoja (Maleš, D. ur.). Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.				15	-
	Pašalić-Kreso, A. (2004). Koordinate obiteljskog odgoja. Sarajevo, Jež (odabrana poglavlja).				6	-
	Pećnik, N., Radočaj, T., Tokić, A. (2011.). Uvjerjenja javnosti o ispravnim roditeljskim postupcima prema djeci najmlađe dobi. Društvena istraživanja, Časopis za opća društvena pitanja 113, 20 (3), 626 – 646.				1	-
	Stričević, I. (2011) Jačanje roditeljskih kompetencija kroz programe obrazovanja roditelja. U: Nove paradigme ranog odgoja (Maleš, D. ur.). Zagreb,				6	-

	Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju.		
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Benett, J., Grimley, L. K. (2001) Parenting in the Global Community: A Cross-Cultural International 2. Perspective. In: Fine, M. J. & Lee, S. W. (Eds.) Handbook of Diversity in Parent Education. Accademic Press. (odabrana poglavlja) 3. Covey, R.S. (1998) Sedam navika uspješnih obitelji ? Kako izgraditi izvrsnu obiteljsku kulturu u uzburkanom svijetu? Zagreb, Mozaik knjiga. 4. Longo, I. (2000) Roditeljstvo se može učiti. Zagreb, Alinea. 5. Maleš, D. (1984) Psihosocijalni elementi pedagoške atmosfere u obitelji. Split, Školski vjesnik, br. 3-4; (str. 187-197). 6. Maleš, D. (1999) Uloga majke i oca u odgoju djeteta. U: Obitelj u suvremenom društvu. Zagreb, Državni zavod za zaštitu materinstva i mladeži. 7. Milanović, M., Stričević, I., Maleš, D., Sekulić-Majurec, A. (2000) Skrb za dijete i poticanje ranog razvoja djeteta u Republici Hrvatskoj. Zagreb, UNICEF-Ured za Hrvatsku i Ministarstvo prosvjete i športa RH, Targa. 8. Collins, W. A., Russell, G. (1991) Mother-child and father-child relationships in middle childhood and adolescence: A developmental analysis. Developmental Review, 11, 99-136 9. Žižak, A. (1997) Kompetentnost roditelja za odgoj djece. Pomozimo im rasti - priručnik za partnerstvo odgojitelja i roditelja. Zagreb, Ministarstvo prosvjete i športa RH, UNICEF, Kustoš. 10. Eric D. Widmer (2010). Family Configurations: a Structural Approach to Family Diversity, England, Ashgate Publishing Limited. 11. Ljubetić, Maja (2012). The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindergartens. Saarbrücken, Germany : LAP LAMBERT Academic Publishing GmbH & Co. KG(monografija). 12. 		
Quality assurance methods that ensure the acquisition of exit competences	Quality is monitored through records of: class attendance, constructive and active participation in classes, performance in tasks, passed colloquia / exams and self-assessment and collaborative assessment of the quality of the teaching process. External assessment: Student evaluation lists.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		METHODOLOGY OF PEDAGOGICAL RESEARCH					
Code	FFPD13	Year of study	1.				
Course teacher	Tonča Jukić, Ph. D., Associate Professor	Credits (ECTS)	4				
Associate teachers	Melita Anušić, Teaching Assistant	Type of instruction (number of hours)	L	S	P	T	
			30	15	15	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To enable students for initial independent and successful implementation of scientific research work; for usage of scientific literature and research results during studies and in future work; for writing professional and scientific papers in accordance with the requirements of the methodology.						
Course enrolment requirements and entry competences	None.						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none">- explain the gnoseological basis and epistemological characteristics of science- explain the characteristics of scientific knowledge- distinguish qualitative and quantitative methodology- indicate the basic characteristics of the data collection procedures- create different instruments for data collection- analyze scientific papers and to identify the characteristics of good professional and scientific work- based on research problems, set up research and select appropriate procedures for data collection-conduct a research- discuss methodological issues					
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <p>Introduction to methodology - basic definitions (2 L)</p> <p>Gnoseological basis and epistemological characteristics of science (2 L)</p> <p>Society and science, classification of science (2 L)</p> <p>Characteristics and problems of scientific cognition. (2 L)</p> <p>Basics of pedagogical research methodology (2 L)</p> <p>Limits and possibilities of pedagogical research (1 L)</p> <p>Sources for choosing research problems. (1 L)</p> <p>Types and methods of pedagogical research (2 L)</p> <p>Action research. (2 L)</p> <p>Research project. (4 L)</p> <p>Techniques and instruments for data collection. (4 L)</p> <p>Data analysis methods. (2 L)</p> <p>Characteristics of good professional and scientific paper. (2 L)</p> <p>Writing reports and applying research results. (2 L)</p> <p>Seminar:</p> <p>Analysis of scientific papers and research projects. (5 S)</p> <p>Independent / team development of a research project (5 S)</p> <p>Presentation of research projects (5 S)</p> <p>Exercises:</p> <p>Discussions on methodological issues and solving methodological problems (15 V)</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to participate in lectures (80%), seminars (80%) and exercises (80%), present a seminar paper, conduct research and write a research report, pass a test and act in accordance with ethical and scientific principles in higher education .					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research	1	Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	The overall grade will be formed with regard to the realization of the following elements: presentation of a seminar paper (25%), taking a test (25%), conducting a research and writing a research report (50%). Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Milas, G. (2009). Metode istraživanja u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. (selected chapters)	3	-
	Milat, J. (2005). Osnove metodologije istraživanja. Zagreb: Školska knjiga (selected chapters)	13	-
	Mužić, V. (2002). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa (selected chapters)	10	-
Optional literature (at the time of submission of study programme proposal)	Opić, S. (2016). Znanstveno proučavanje odgoja i obrazovanja. U: Matijević, M., Bilić, V. i Opić, S. <i>Pedagogija za učitelje i nastavnike</i> (str. 356-423). Zagreb: Školska knjiga i Učiteljski fakultet Sveučilišta u Zagrebu.	10	-
	-Cohen, L., Manion, L. i Morrison, K. (2007). Metode istraživanja u obrazovanju. Jastrebarsko: Naklada Slap. (odabrana poglavlja)		
	-Jurić, V (2004). Metodika rada školskog pedagoga. Zagreb: Školska knjiga (odabrana poglavlja).		
	-McNiff, J. (2002). Action research for professional development: Concise advice for new action researchers (dostupno: http://www.jeanmcniff.com/booklet1.html)		
Quality assurance methods that ensure the acquisition of exit competences	- Tkalcac Verčić, A., Sinčić Ćorić, D., Pološki Vokić, N. (2010). Priručnik za metodologiju istraživačkog rada: kako osmisлити, provesti i opisati znanstveno i stručno istraživanje. Zagreb: M.E.P. d.o.o. (odabrana poglavlja)		
	-Vujević, M. (2001). Uvođenje u znanstveni rad u području društvenih znanosti. Zagreb: Školska knjiga (odabrana poglavlja)		
	-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		

NAME OF THE COURSE		PSYCHOLOGY OF MOTIVATION AND SOCIALIZATION IN THE CLASSROOM					
Code	FFPD66	Year of study	1				
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	2,5 (5)				
Associate teachers		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	Introduce students to basic concept relevant for understanding motivation and social processes in classroom and wider educational context.						

	Introduce students to psychological aspects of special education and provide direct experience with special education students					
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">- basic computer literacy- reading in English language					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none">- state and explain basic theoretical concepts relevant for understanding motivation in educational context;- determine and apply an adequate approach to support students' motivation for learning but also in a wider context of classroom behaviour;- describe and explain basic principles of efficient communication with students and parents and classroom management;- describe and explain specifics of special education and explain basic elements of legal regulation of special education;- compare different approaches in special education.					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">1. Psychology of motivation: need theories and learning theories (2L)2. Psychology of motivation: cognitive theories (2L)3. Understanding and working with student motivation (2L)4. Teacher-student communication (2L)5. Classroom as a group process (2L)6. Classroom management (2L)7. School and classroom as an educational context (2L)8. Preliminary exam (2L) <p>Special education</p> <ul style="list-style-type: none">9. Introduction; learning difficulties; ADHD (2L)10. Language, speech, reading and writing difficulties (2L)11. Behavioural and emotional difficulties (2L)12. Physical difficulties; mental retardation, autism (2L)13. Gifted students (2L)14. Working with parents who have children with special needs (2L)15. Preliminary exam (2L) <p>SEMINARS:</p> <ul style="list-style-type: none">1. Practical implications of psychological theories of motivation (2S)2. Applying behaviorist principles in classroom (2S)3. Applying attributional approach in the classroom (2S)4. Self-regulation (2S)5. Basics of efficient communication: Active listening (4S)6. Basics of efficient communication: Expressing complete messages (4S)7. Basics of efficient communication: Providing Feedback (4S)8. Group cohesion (2S)9. Special education – approaches and practice (2S)10. Difficulties in acquiring reading and writing (2S)11. Work with gifted students (2S)12. Communicating with parents (2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend lectures (80%) and seminar (80%), present their seminar work, complete practical training, and pass two written tests (or final exam).					
Screening student work(name the	Class attendance	2	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	1	(Other)	
	Tests	1.5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade will be based on: presentation of seminar work (30%) and two written tests (70%). Students who do not take or pass one or both of the tests will have a written final exam. Detailed criteria for grading and evaluating specific elements are described in the class repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Reeve, J. (2010). Razumijevanje motivacije i emocija. Jastrebarsko: Slap.			3	-	
Optional literature (at the time of submission of study programme proposal)	Schunk, D., Meece, J., Pintrich, P. (2014). Motivation in Education: Theory, Research and Applications. Essex (UK): Pearson Education Limited. Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. i VERN, d.o.o Slavin, R. E.(2006). Educational psychology: Theory and practice. New York: Pearson. Wearmouth, J. (2009). A Beginning Teacher's Guide to Special Education Needs. New York.Open University Press. + literature from recent periodicals					
Quality assurance methods that ensure the acquisition of exit competences	-class attendance, class activity, successfully completing tasks -student questionnaire on the quality of teaching and teachers at the university level -passed exam and the fulfillment of the other obligations prescribed by the syllabus -individual consultations -students' self-assessment of the learning outcomes they achieved -collaborative assessment of the implementation and quality of the teaching process					

NAME OF THE COURSE		SOCIOLOGY OF EDUCATION					
Code	HZX004	Year of study	1				
Course teacher	Ivanka Buzov, Ph. D., 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	-						

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+2S) 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	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> 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 eachactivity 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	<p>In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements:</p> <ol style="list-style-type: none"> 1. Oral exam, - 70% 2. Prepared and presented seminar paper in accordance with the instructions of teachers - 20% 3. Class activity: success in solving individual and group tasks - 10% <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)	<p>Title</p>	<p>Number of copies in the library</p>	<p>Availability via other media</p>
	<p>1. Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.</p>	<p>10</p>	<p>No</p>
	<p>2. Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Pristupi i izazovi: Rijeka: Filozofski fakultet.</p>	<p>1</p>	<p>Available online</p>
	<p>3. Pilić, Š. (2008.), /ur./, Obrazovanje u kontekstu tranzije. Split: HPKZ, pp.. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244</p>	<p>10</p>	<p>No</p>
Optional literature (at the time of submission of study programme proposal)	<p>-Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall.</p> <p>-Baranović, B. /ur./ (2006). Nacionalni kurikulum u europskim zemljama i Hrvatskoj: komparativan prikaz. Sociologija i prostor: časopis za istraživanje prostornog i sociokulturnog RAZVOJA, 44(2/3):181-200.</p> <p>-Barber, B. (1963.) Some problems in the Sociology of Professions, <i>Daedalus</i>, 92(4): 669-688.</p> <p>-Bernstein, B. (1994.), Jezik i društvene klase. Beograd: BIGZ.</p> <p>-Bourdieu, P. i Passeron, J. C. (2000.), Reproduction in Education, Society and Culture. London: Sage Publications.</p> <p>-Buzov, I. (2009). Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak TITIUS, 1(1): 303-315.</p> <p>-Durkheim, E. (1996.), Obrazovanje i sociologija, Societas, Zagreb. 11.</p> <p>-Giddens, A. (2007.), Sociologija, Zagreb: Nakladni zavod, (16. Poglavlje – Obrazovanje, str. 494-536)</p> <p>-Hagège, H. (2019). <i>Education for Responsibility. Science, Society and New Technologies Series- Education Set</i>. London and New York: <i>ISTE Ltd & John Willey and Sons</i>.</p> <p>-Jal, M. & Scott, D.(2018) Education in a New Society: Renewing the Sociology of Education 1st Edition, University of Chicago Press</p> <p>-Lesourne, J. (1993.) Obrazovanje i društvo: izazovi 2000.godine. Educa, Zagreb, str. 79-104.</p> <p>-Liessmann, K.P. (2006.), Teorija neobrazovanosti: zablude društva znanja, Zagreb, Naklada Jesenski i Turk.</p> <p>-Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju, Drugi kao polazište, Nova prisutnost 7, 59-84 26.</p> <p>-Obrazovanje za poduzetništvo - E4E: Znanstveno stručni časopis o obrazovanju za poduzetništvo, Zagreb: Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski.</p> <p>-Pastuović, N. (2012). Obrazovanje i razvoj, Institut za društvena istraživanja i učiteljski fakultet, Zagreb.</p> <p>-Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja, Znamen, Zagreb (V. Poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371).</p>		

	<p>- ilić, Š. (2008). <i>Knjiga o nastavnicima</i>. Split: Filozofski fakultet, dostupno na https://www.ffst.unist.hr/download/repository/Pilic_nastavnici.pdf</p> <p>-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,</p> <p>- Štulhofer, A. (1992). Mitologija obrazovnih šansi. <i>Theleme</i>, 38, 2, 61-72. 36.</p> <p>- Vujčić, V. (1990.), <i>Obrazovne šanse</i>, Školske novine, Zagreb.</p> <p>- Vujčić, V. (1989.), <i>Obrazovanje i društvo</i>, CDD, Zagreb.</p> <p>-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> <p>NOTE: Optional literature also serves as a basis for seminar literature, which is usually supplemented by newer bibliographic units from the sociology of education.</p>
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, individual consultations, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations. Students' self-assessment of achieved learning outcomes, collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		STATISTICS IN PEDAGOGY				
Code	FFPD12	Year of study	1			
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	4			
Associate teachers	Bruno Barać, Assistant	Type of instruction (number of hours)	L	S	E	F
			30	0	15	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The goal of this course is to familiarize students with basic statistical terms and analyses relevant for conducting research in educational sciences.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: - organize data collected in a research study - prepare collected data for statistical analysis - independently conduct descriptive statistical analysis - explain the requirements for using inferential statistics methods - formulate research and statistical hypotheses - compare different statistical analyses based on research goals - choose a statistical analysis approach appropriate for the formulated research goal - statically compare two data sets - interpret the obtained results.					
Course content broken down in detail by weekly	Methodology and statistics in research. Basic statistical terms. Data collection. Descriptive statistics. Grouping the data.					

class schedule (syllabus)	Presenting data using tables. Presenting data using graphs. Measures of central tendency. Measures of data variability. Normal distribution. Z-values. Inferential statistics. Testing hypotheses. Parameter estimation. t-test. Chi-square test. Correlation					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to: - actively participate in classes: lectures 70%, exercises 75% - conduct themselves in line with ethical and scientific principles of higher education - participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes - pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests - meet deadlines for activities within the course - complete individual and group tasks in a timely manner and to the best of their ability - actively and constructively participate in class					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 60% 3. successful fulfilment of individual and group tasks and class activity – 40% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Petz, B., Kolesarić, V., Ivanec, D. (2012). Petzova statistika. Jastrebarsko: Naklada Slap.				4	-
	Bubić, A. (2015). Osnove statistike u društvenim i obrazovnim znanostima. Split: University of Split.				15	-
Optional literature (at the time of submission of study programme proposal)	Mejovšek, M. (2007). Metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: Naklada Slap. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja. Zagreb: Educa. Milas, G. (2009). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap.					

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 fulfilment of the other obligations prescribed by the syllabus - individual consultations
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NAME OF THE COURSE		PARTNERSHIP BETWEEN FAMILY AND EDUCATIONAL INSTITUTIONS				
Code	FFPD43	Year of study	1			
Course teacher	Maja Ljubetić, Ph. D., Full professor	Credits (ECTS)	3			
Associate teachers	Ana Ribičić, Teaching Assistant	Type of instruction (number of hours)	P	S	V	T
			15	15	15	0
Status of the course	Mandatory	Percentage of application of e-learning	0 %			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- Acquire basic - general knowledge in the field of study;- Identify, understand and take into account the peculiarities of the partnership family and the local community;- To enable students to adequately and timely respond to the specific needs of family members;- Successfully communicate orally and in writing and present their own creations;- Develop skills in the use of information from various sources and use them for practical purposes;- To enable students to work in teams					
Course enrolment requirements and entry competences required for the course	Attended the course Family Pedagogy.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student upon completion of the course be able to:</p> <ul style="list-style-type: none">- Correctly interpret the fundamental concepts in the field of family partnerships and community (family, institution, community, cooperation vs. Partnership)- Analyze and arguments to explain various theories and approaches to understanding the partnership family and the local community,- Develop a plan and independently perform activities aimed at strengthening the parent / teacher competence,- Develop a specific plan and program of activities aimed at building partnerships and program of pedagogical education of parents,- Carry out and interpret simple research tasks in the field of family and community partnerships.- Self operate an effective discussion with parents and other factors of the educational process.					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following facilities:</p> <ul style="list-style-type: none">- The principles of the construction, maintenance and improvement of relations (2+2+2);- The expectations of parents and teachers of the partnership between family, educational institutions and local communities (2+2+2);- Motivation of stakeholders in educational process for partnership (2+2+2);- Quality of communication (2+2+2);					

	<ul style="list-style-type: none">- Involvement vs. Engagement (2+2+2);- The functioning of the microsystem (family / school /) and possibility of their cooperation (1+1+1);- Types of communication with parents (1+1+1);- The role of educators in pedagogical education of parents (1+1+1);- Quality management (parents, children) (1+1+1);- Advisory work with parents (1+1+1)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, monitoring the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	0,5
	Experimental work		Report		Activity	
	Essay		Seminar essay	0,5	homework	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student work is monitored and evaluated during the semester and at the final exam. The grade from the course consists of: two successfully passed colloquia (60%), practical work (20%) and independently prepared and presented seminar paper (20%). By successfully passing both colloquia, students are exempted from taking the final exam. 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	
	Handbook of school-family partnership (2010) Christenson, S.L. & Reschly, A.L. (Ed.), Taylor & Francis (odabrana poglavlja).			1	-	
	Ljubetić, M. (2014) Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajednice. Zagreb, Element.			15	-	
	Ljubetić, M. (2011) Partnerstvo obitelji, vrtića i škole - vježbe, zadatci, primjeri. Zagreb: Školska knjiga, 2011. (priručnik).			2	-	
	Maleš, D. (1988) <i>Suradnja predškolske ustanove i obitelji kao pretpostavke uspješnog odgojnog djelovanja</i> . Pojavni oblici poremećaja u ponašanju djece u predškolskim ustanovama i uvjeti života u obitelji. Zagreb, Fakultet za defektologiju Sveučilišta u Zagrebu.			1	-	
	Višnjić Jevtić, A., Visković, I., Rogulj, E., Bogatić, K., Glavina E. (2018). Izazovi suradnje: Razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima. Zagreb, Alfa.			20	-	

	Spajić-Vrkaš, V; Stričević, I; Maleš, D; Matijević, M. (2004) <i>Poučavati prava i slobode: priručnik za učitelje osnovne škole s vježbama za razrednu nastavu</i> . Zagreb, Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo	2	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Rosić, V., Zloković, J. (2003). Modeli suradnje obitelji i škole. Đakovo Pedagoška biblioteka za učitelje i odgajatelje. Kolo I., «Tempo» d.o.o. Đakovo, str. 10-70. 2. Maleš, D. (1995) Pedagoško obrazovanje roditelja. U: Pedagoško obrazovanje roditelja – Međunarodni znanstveni kolokvij. Rijeka, Sveučilište u Rijeci, Pedagoški fakultet u Rijeci. 3. Maleš, D. (1996) Od nijeme potpore do partnerstva između obitelji i škole. Zagreb, U: Društvena istraživanja god. 5, br. 1 (21), (str.75-87). 4. Ljubetić, M. (2000) Važno je znati kako živjeti. Zagreb, Alinea. 5. Dinkmeyer, D., Mc Kay, G. D., Dinkmeyer, J. S. (1989) Parenting young children –helpful strategies based on systematic training for effective parenting (STEP). Inc. Minnesota, American guidance service. XXX Internet sources, www.		
Quality assurance methods that ensure the acquisition of exit competences	Quality is monitored through records of: class attendance, constructive and active participation in classes, performance in tasks, passed colloquia / exams and self-assessment and collaborative assessment of the quality of the teaching process. External assessment: Student evaluation lists.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	COMPARATIVE PEDAGOGY						
Code	FFPD71	Year of study	1				
Course teacher	Ivana Batarelo Kokić, Ph. D., Full Professor	Credits (ECTS)	2,5 (5)				
Associate teachers	Melita Anušić, 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	<p>The main goal of the course is to introduce students to methods, main concepts and current issues in the area of comparative pedagogy. The course facilitates students' understanding of the main advantages and limitations of international comparative research, introduction to research methodology and the main theoretical issues in comparative pedagogy.</p> <p>Course content:</p> <ul style="list-style-type: none">- Main factors in comparative pedagogy- Comparative pedagogy development- Quantitative and qualitative approaches in comparative pedagogy- Types and levels of comparisons in comparative pedagogy research- The levels of comparison: culture, place, time, value, educational attainment, educational policy, pedagogical novices and learning- Current research approaches in comparative pedagogy						
Course enrolment requirements and	Undergraduate degree in pedagogy.						

entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course, students will be able to: <ul style="list-style-type: none">- explore meaning by comparison in the area of pedagogy and reflect on relevant factors in comparative research- explore research and practitioners literature while considering main factors of comparison- use reflective and critical methods in formation of educational assumptions- know main research methods used in the area of comparative pedagogy- discuss main educational issues on local, national and international level					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course / Main postulates of comparative pedagogy (2L + 2S)2. Comparative pedagogy development (2L + 2S)3. Researchers in comparative pedagogy (2L + 2S)4. Research methods in comparative pedagogy (2L + 2S)5. Research perspectives in comparative pedagogy (2L + 2S)6. Comparing places (2L + 2S)7. Comparing educational policies (2L + 2S)8. Midterm exam (1L + 1S)9. Comparing educational institutions (2L + 2S)10. Comparing ways of learning (2L + 2S)11. Comparing pedagogical innovations (2L + 2S)12. Comparing times (2L + 2S)13. Comparing cultures (2L + 2S)14. Comparing values (2L + 2S)15. Comparing educational attainments (2L + 2S)16. Final exam (1L + 1S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular course attendance, student seminar presentations and participation in online discussions.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		Online discussions	0,5
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Students will be evaluated based on the course attendance and participation in online discussions (20%), completion of seminar tasks (30%), midterm exam and final written exam (50%).					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Dufour, B., Curtis, W. (ur.) (2012). Studij odgojno-obrazovnih znanosti - Uvod u ključne discipline. Zagreb: Educa.			6	-	

	Zhao, Y. (2012). Američko obrazovanje u doba globalizacije. Zagreb: Educa.	6	-
	Vrcelj, S. (2005). U potrazi za identitetom-iz perspektive komparativne pedagogije. Rijeka: HFD.	-	YES
	Batarelo Kokić, I. (2015). Uvod u komparativnu pedagogiju. Predavanja.	-	YES
Optional literature (at the time of submission of study programme proposal)	Madelin, A. (1992). Osloboditi školu: obrazovanje a la carte. Zagreb: Educa. Walford, G. (1992). Privatne škole - iskustvo u deset zemalja. Zagreb: Educa. Antić, S. (ur) (1993). Školstvo u svijetu, Zagreb: HPKZ. Benavot, A., Braslavsky, C., Truong, N. (2007). School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education. Dordrecht: Springer. Articles published in Current Issues in Comparative Education. Available at: http://www.tc.edu/cice/		
Quality assurance methods that ensure the acquisition of exit competences	-class attendance, class activity, successfully completing tasks -student questionnaire on the quality of teaching and teachers at the university level -passed exam and the fulfillment of the other obligations prescribed by the syllabus -individual consultations -students' self-assessment of the learning outcomes they achieved -collaborative assessment of the implementation and quality of the teaching process		

NAME OF THE COURSE		METHODOLOGY OF CREATING A CURRICULUM				
Code	FFPD95	Year of study	1			
Course teacher	Morana Koludrović, Ph. D., Assistant Professor	Credits (ECTS)	2,5 (5)			
Associate teachers	-	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	As part of the course, students will learn about determination and theoretical foundations of curriculum design considering the conceptual, historical and methodological starting points. They will analyze, compare and evaluate the pedagogical and methodological approaches to curriculum design considering the social context, and considering the effects of different theories of education and learning in the approach to curriculum design. Students will differentiate, analyze and interpret the specific characteristics of some curricula, and be trained in the evaluation and design of the curriculum in the early and pre-school education and the system of general and compulsory education.					
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able: - to explain and analyze the specifics of curriculum design with regard to its conceptual, historical, social and methodological starting points. - to analyze, compare and evaluate the specifics of structuring the curriculum in Croatia and some European Union countries in the system of general and compulsory education. - to analyze and evaluate the specifics of structuring the curriculum in some reform pedagogical conceptions. - to analyze, review, compare and evaluate the role of specific factors that influence the structure of the curriculum.					

	- to plan and design curriculum using the relevant legislation and educational starting points for design of modern curricula.					
Course content broken down in detail by weekly class schedule (syllabus)	<div>1. The conceptual, historical and methodological basis of curriculum design (3L + 3S)</div> <div>2. The role of social phenomena (knowledge society, the process of globalization) in the curriculum design (3L + 3S)</div> <div>3. Reform of the education and curriculum; contemporary approaches of curriculum design through the example of Croatian and EU countries (3L + 3S)</div> <div>4. Educational - methodological paradigm of curriculum development considering the effects of different theories of school and learning in curriculum approach of education (2L + 2S)</div> <div>5. Constructivist curriculum; Humanistic oriented curriculum (2L + 2S)</div> <div>6. National Curriculum Framework (starting points, principles, objectives, structure) (2L + 2S)</div> <div>7. Specifics of the curriculum design in general and compulsory education (2L + 2S)</div> <div>8. Specifics of the curriculum design in preschool education (2L + 2S)</div> <div>9. Specifics of curriculum design in reform educational concepts (2L + 2S)</div> <div>10. School Curriculum (structure, methodology development, evaluation) (2L + 2S)</div> <div>11. Competences as a starting point of modern curriculum design (2L + 2S)</div> <div>12. The role of participants in the curriculum approach (2L + 2S)</div> <div>13. The role of self-evaluation and evaluation of the school curriculum (2L + 2S)</div> <div>Seminars are organized as workshops in which students prepare, critically cogitate and discuss issues, current events and problems important for classroom management and plan new strategies of prevention and resolution of detected problems. In the implementation of the seminar active participation, cooperative learning and teamwork are expected from students.</div>					
Format of instruction	<div><input checked="" type="checkbox"/> lectures</div> <div><input checked="" type="checkbox"/> seminars and workshops</div> <div><input type="checkbox"/> exercises</div> <div><input type="checkbox"/> on line in entirety</div> <div><input type="checkbox"/> partial e-learning</div> <div><input type="checkbox"/> field work</div>			<div><input checked="" type="checkbox"/> independent assignments</div> <div><input checked="" type="checkbox"/> multimedia</div> <div><input type="checkbox"/> laboratory</div> <div><input type="checkbox"/> work with mentor</div> <div><input type="checkbox"/> (other)</div>		
Student responsibilities	<div>Participate in the educational process: lectures 80% and seminars 80%.</div> <div>Behave in accordance with ethical and scientific principles in higher education.</div> <div>Actively and constructively participate in the teaching process.</div> <div>Participate and perform teaching and extracurricular (individual, group and research) activities that enable the acquisition of learning outcomes provided by the course.</div> <div>Create and present a seminar paper according to established criteria.</div> <div>Pass the oral exam.</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 value of the course)	Class attendance	2	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1,5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<div>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:</div> <div>1. Seminar paper - 40%</div> <div>2. Success in solving individual and group tasks - 20%</div> <div>3. Class activity, participation in discussions during classes and seminars - 10%</div> <div>4. Oral exam - 30%</div>					

	Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Koludrović, M.; Vučić, M. (2018), Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (urednička knjiga).		yes
	Previšić, V, (ur.) (2007), Kurikulum: teorije, metodologija, sadržaj, struktura. Zagreb: Školska knjiga.	2	-
	Marsh J. C. (1994), Kurikulum - temeljni pojmovi. Zagreb: Educa.	1	-
	Aktualni zakonski i podzakonski propisi i kurikulumi		yes
	Jordan, A., Carlile, O., Stack, A. (2008), Approaches to Learning: A Guide for Teachers. Berkshire: Open University Press.		
	Slunjski, E. (2011), Kurikulum ranog odgoja: istraživanje i konstrukcija. Zagreb: Školska knjiga.	5	-
Optional literature (at the time of submission of study programme proposal)	Glasser W. (1994), Kvalitetna škola. Zagreb: Educa. Legrad L. (1993), Obrazovne politike. Zagreb: Educa. Milat J. (2005), Pedagogija - teorija osposobljavanja. Zagreb: Školska knjiga. Stool L., Fink, D. (2001), Mijenjajmo naše škole. Zagreb: Educa. Knoll, J. H. (2009), Lifelong learning. A new term for an old idea. The search for historical roots. Odgojne znanosti, 11(1), 103-118. Key competences for lifelong learning. European Reference Framework (2007), http://ec.europa.eu/dgs/education_culture/publ/pdf/ll-learning/keycomp_en.pdf McKenzie, P., Santiago, P. (2005), Teachers Matter: Attracting, Developing and Retaining Effective Teachers. OECD Publishing.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		THE PEDAGOGUE IN EDUCATIONAL INSTITUTION					
Code	FFPD33	Year of study	2				
Course teacher	Anita Mandarić Vukušić, Ph. D., Assistant Professor	Credits (ECTS)	5				
Associate teachers	Melita Anušić, Teaching Assistant	Type of instruction (number of hours)	P	S	V	T	
			30	15	15	0	
Status of the course	Mandatory	Percentage of application of e-learning	0 %				

COURSE DESCRIPTION	
Course objectives	<ul style="list-style-type: none"> - Identify, understand and respect the needs (institutions) / stakeholders of the educational process and to assess the timely and adequate response to their needs; - To enable students to independently conduct certain groups of stakeholders in the educational process; - To enable students to organize and carry out programs and activities with the aim of raising the quality of the institution and the individual segments; - Develop a positive attitude towards lifelong learning; - Actively participate in activities that enable the development of professional competencies of educator; - Self present practices with theoretical explanation.
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>The student upon completion of the course be able to:</p> <ul style="list-style-type: none"> - correctly interpret and respond to the needs of stakeholders in the educational process, - carry out and interpret simple research tasks required to raise the quality of institutions, - critically reflect modern pedagogical theory and its implications for practice, - develop and implement activities aimed at raising the quality of the institution and the individual segments, - develop educational documentation required for the work of pedagogues - to document and evaluate the practices and apply contemporary knowledge of education for the purpose of its improvement, - carry out self-reflection, reflective dialogue and reflection practices.
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following topics:</p> <ul style="list-style-type: none"> - Personality traits and professional competence of pedagogues in the educational institution (kindergarten, schools, home) (5L+2S) - Legislation (kindergarten, school and home); The role of the educator in the community learning (5L+2S) - The role and tasks of the educator to (10L+6S): <ul style="list-style-type: none"> - Children/students (triage, children with special needs, individual work with children with special needs, design and implementation of the program, cooperation with experts in the local community); - Educators/teachers (cooperation and help educators/teachers in the humanization of space to work and creating an educational context, cooperation in the development and management of pedagogical documentation, documentation process, the construction of the curriculum, continuing education teachers, educators guiding beginners who are in the process of introducing the independent work and preparation for the professional exam; cooperation in the design and implementation of innovation and project design, preparation and conduct of the presentation of achievements in professional conferences and journals, cooperation with the aim of raising the quality of kindergarten teachers activities for children and their parents, the survey and processing the results of surveys for parents); - Parents (PTA meetings, workshops for parents, advisory work with parents); - Expert Team / Principal / (founder kindergarten); Community (professionals, cultural institutions, media information). - Other tasks educator (typical jobs and tasks) (10L+5S): <ul style="list-style-type: none"> - Mentoring (by educators - trainees, active participation in professional meetings and in journals, - Documenting his own actions and documentation institutions; Development and educational activities (harmonization of individual vision of the development and

	construction of a shared vision; Development Plan institutions Quality Team) and research activities (projects, research) <ul style="list-style-type: none">- Self-evaluation and evaluation (in person and share the process);- Publication of scientific papers (in person, share processes);- Lifelong learning pedagogues (formal, informal).- Demonstration classes in educational institution (15 E)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Attend classes regularly (lectures 80%, seminars 80%, exercises 90%), create a work documentation/portfolio, timely and quality performance of individual and group tasks, actively and constructively participate in classes, and pass the oral exam.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	2	Research		Practical training	
	Experimental work		Report	1	Portfolio	1,5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the students, the final grade in the course is formed with regard to the realization of the following elements: 1. created a work documentation/portfolio - 70% 2. oral exam – 20% 3. class activity, participation in discussions during classes – 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
	Jurić, V. (2004). Metodika rada školskog pedagoga. Zagreb, Školska knjiga.			5		-
	Staničić, S. i Resman, M. (2020). Pedagog u vrtiću, školi i domu. Zagreb: Znamen.			5		-
	Kostović-Vranješ,V i Ljubetić, M. (2008). „Kritične točke“ pedagoške kompetencije učitelja. Osijek, Život i škola, časopis za teoriju i praksu odgoja i obrazovanja, 20(2008), 2; 147-162.			-		Yes
	Ljubetić, M. i Kostović-Vranješ, V. (2008). Pedagoška (ne)kompetencija učitelja/ica za učiteljsku ulogu. Odgojne znanosti, 10(2008), 1(15); 209-230.			-		Yes
	Nacionalni okvirni kurikulum (2010), http://www.mzos.hr			-		http://www.mzos.hr

	ZAKONI O ODGOJU I OBRAZOVANJU REPUBLIKE HRVATSKE: Zakon o predškolskom odgoju i obrazovanju Zakon o odgoju i obrazovanju u osnovnoj i srednjoj školi Zakon o strukovnom obrazovanju Zakon o umjetničkom obrazovanju xxx. Državni pedagoški standard predškolskog odgoja i naobrazbe xxx. Državni pedagoški standard osnovnoškolskog sustava odgoja i obrazovanja xxx. Državni pedagoški standard srednjoškolskog sustava odgoja i obrazovanja	-	http://www.nn.hr
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Day, Ch. (1999): Developing Teachers, The Challenges of Lifelong Learning. London, Falmer Press. 2. Glasser, W. (1994) Kvalitetna škola. Zagreb, Educa. 3. Glasser, W. (1999) Nastavnik u kvalitetnoj školi. Zagreb, Educa. 4. Stoll, L.; Fink, D. (2003) Mijenjamo naše škole. Zagreb, Educa. 5. Rađenović, A., Smiljanić, M. (2007) Priručnik za razrednike. Zagreb: Alinea. 6. Miljević-Ridički, R., Maleš, D., Rijavec, M. (2001). Odgoj za razvoj. Zagreb: Alinea. 7. Bičanić, J. (2009). Vježbanje životnih vještina - Priručnik za razrednike. Zagreb: Alinea. 		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks, student questionnaire on the quality of teaching and teachers at the university level, students' self-assessment of the learning outcomes they achieved, collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		EVALUATION AND SELF-EVALUATION IN CONTEMPORARY SCHOOL					
Code	FFPD89	Year of study	2				
Course teacher	Morana Koludrović, Ph. D., Associate Professor	Credits (ECTS)	3				
Associate teachers	Ante Grčić, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Course objectives are to train students for implementation of self-evaluation in educational process, and also for the assessment and evaluation of pupils achievement in school. During the course, students will be trained to create, evaluate and apply the various instruments for monitoring and evaluation of student achievement.						
Course enrolment requirements and entry competences	None.						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: - Define, explain and distinguish the basic concepts in the field of school docimology Explain and analyze the role of evaluation, assessment and self-evaluation in the educational process - Analyze, evaluate and create various instruments for monitoring and evaluating student progress - Compare and evaluate methods of self- evaluation and assessment in different pedagogical concepts					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">- The role of self-evaluation, evaluation and assessment in the contemporary educational- Individualization in the process of evaluation and assessment- School grades (evaluation, assessment and evaluation of knowledge)- Metric characteristics of school marks. Factors affecting the evaluation.- Revised Bloom's Taxonomy- Peculiarities of making objective type tasks and knowledge tests- Peculiarities of the oral tests- Motivation, self-efficacy and assessment- Classroom teaching atmosphere and evaluation- The role of participants in the educational process in the self-assessment, evaluation and assessment- Assessment characteristics of evaluation and assessment with regard to certain teaching areas- The role and possibilities of implementation of self-assessment in the curricular approach- Peculiarities of self-assessment, evaluation and assessment in some reform pedagogical concepts- Characteristics of evaluation and assessment for students with specific learning disabilities					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the educational process: lectures 80% and seminars 80%. Behave in accordance with ethical and scientific principles in higher education. 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.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student	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:					

work in class and at the final exam	1. Seminar paper - 30% 2. Success in solving individual and group tasks - 10% 3. Class activity, participation in discussions during classes and seminars - 10% 4. Oral exam - 50% Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vizek Vidović i sur. (2003), Psihologija obrazovanja. Zagreb: IEP-Vern, 419-463).	5	-
	Nacionalni okvirni kurikulum za predškolski odgoj i obrazovanje te opće obvezno i srednjoškolsko obrazovanje. (2011), www.mzos.hr	-	YES
	Matijević, M: (2004), Ocjenjivanje u osnovnoj školi. Zagreb: Tipex.	1	-
	Relevantni zakonski i podzakonski akti te drugi relevantni dokumenti iz područja vrednovanja i ocjenjivanja u osnovnoj i srednjoj školi.	-	YES
Optional literature (at the time of submission of study programme proposal)	Grgin, T. (1999), Školsko ocjenjivanje znanja. Jastrebarsko: Naklada Slap.	1	-
	Pravilnik o načinima, postupcima i elementima vrednovanja učenika u osnovnoj i srednjoj školi, www.mzo.hr Kyriacou, C. (2001), Temeljna nastavna umijeća. Zagreb: Educa. Matijević, M. (2007), Evaluacija u nastavnom kurikulumu škole. U: V. Previšić (ur.), Kurikulum: teorije, metodologija, sadržaj, struktura. Zagreb: Školska knjiga, 309-350.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		EDUCATIONAL POLICY					
Code	FFPD72	Year of study	2				
Course teacher	Ivana Batarelo Kokić, Ph. D., Full Professor	Credits (ECTS)	4				
Associate teachers	Melita Anušić, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The course 'Educational policy' is designed to develop pedagogy students' critical thinking on educational policies. The course content focuses on different ways in which educational policy is implemented in Croatia and in the world.						
Course enrolment requirements and entry competences	No prerequisites.						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course, students will be able to: <ul style="list-style-type: none">- Propose and evaluate different approaches to educational policy design- Compare and critically think about different educational policies and the ways of its implementation- Compare and think critically about different educational policies and ways of educational policy implementation in Croatia and world- Analyse educational policy implementation in different educational systems and on different levels of educational system- Independently explore, analyse and interpret educational policy literature					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course; Introduction to seminars (1L+1S) 2. Framework for design and educational policy implementation (2L+1S) 3. Educational policy and higher education (2L+1S) 4. Market orientation in higher education (2L+1S) 5. Liberal and neoliberal higher education (2L+1S) 6. Technology and educational values (2L+1S) 7. Compulsory education and students rights (2L+1S) 8. Pluralism and educational systems (2L+1S) 9. Midterm Exam (1L+1S) 10. Educational policy in intercultural society (2L+1S) 11. Intercultural education (2L+1S) 12. Intercultural competence development (2L+1S) 13. Educational policy and inclusive education (2L+1S) 14. Educational financing (2L+1S) 15. Human resource management in educational institutions (2L+1S) 16. Final exam (1L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participation in at least 80% of lecture and 80% of seminar classes, students will present selected course topics through seminar papers and online discussions. Students will pass a written test and achieve a minimum of 65% accuracy on the final/midterm test.					
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		Online discussions	0,5
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,75	Oral exam		(Other)	
	Written exam	0,75	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percept of participation in the class activities and online discussions (20%), completion of seminar tasks (30%), and midterm and final test results (50%). The additional evaluation and grading criteria for particular course tasks 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	
	Zhao, Y. (2012). Američko obrazovanje u doba globalizacije. Zagreb: Educa.			6	-	

	Legrand, L. (1993). <i>Obrazovne politike</i> . Zagreb: Educa.	3	-
	Žiljak, T. (2007). <i>Europski okvir za nacionalne obrazovne politike</i> . <i>Anali Hrvatskog politološkog društva</i> , 3(1), 261-281.	-	YES
	Žiljak, T. (2005). <i>Politike cjeloživotnog učenja u Europskoj uniji i Hrvatskoj</i> . <i>Političko obrazovanje</i> , 1(1), 67-95.	-	YES
	Batarelo Kokić, I., Podrug, A., & Mandarić Vukušić, A. (2019). <i>Operacionalizacija obrazovnih politika o pravima djece: analiza dokumenata Republike Hrvatske i Sjedinjenih Američkih Država</i> . <i>Školski vjesnik</i> , 68(2), 352-369.	-	YES
Optional literature (at the time of submission of study programme proposal)	Education Policy Analysis Archives. Dostupno na: http://epaa.asu.edu/ojs/ Lesourne, J. (1993). <i>Obrazovanje i društvo</i> . Izazovi 2000 godine. Zagreb: Educa. OECD (2004). <i>Education Policy Analysis 2004</i> . Paris: OECD. OECD (2011). <i>Education at a Glance: OECD Indicators, 2011</i> . Edition. Paris: OECD. Stoll, L., Fink, D. (2000). <i>Mijenjajmo naše škole: kako unaprijediti kvalitetu i djelotvornost naših škola</i> . Zagreb: Educa.		
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; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom, assessment of the seminar presentation and the written exam.		

NAME OF THE COURSE		DISTANCE EDUCATION					
Code	FFPD86	Year of study	2				
Course teacher	Ivana Batarelo Kokić, Ph. D., Full Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The course goal is to provide students with an overview of the main distance education concepts and provides insights into the main postulates of digital communication and distance education platforms.						
Course enrolment requirements and entry competences required for the course	No prerequisites.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course, students will be able to: <ul style="list-style-type: none">- review of the main postulates of distance education- critically think about theoretical concepts of distance education- compare diverse technologies used in distance education- compare diverse types of online communication- critically think about different approaches to teaching in an online environment- determine level of accessibility for web based educational materials- review literature on distance education, virtual learning and teaching						
Course content broken down in	1. Introduction to the course; Introduction to seminars (1L+2S) 2. Theories of distance education (1L+2S)						

detail by weekly class schedule (syllabus)	3. Historical development of distance education (1L+2S) 4. Learning with computer technology (1L+2S) 5. Education 1.0/2.0/3.0 (1L+2S) 6. Open educational resources (1L+2S) 7. Intellectual property (1L+2S) 8. Virtual universities (1L+2S) 9. Massive open online courses – MOOC (1L+2S) 10. Midterm exam (1L+2S) 11. Web Accessibility (1L+2S) 12. Characteristics of online learners (1L+2S) 13. Serious games and virtual worlds (1L+2S) 14. Cooperative learning in virtual environment (1L+2S) 15. Final exam (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participation in at least 80% of lecture and 80% of seminar classes, students will present selected course topics through seminar papers and online discussions. Students will pass a written test and achieve a minimum of 65% accuracy on the final/midterm test.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Online discussions	0,25
	Essay		Seminar essay	0,25	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percept of participation in the class activities and online discussions (20%), completion of seminar tasks (30%), and midterm and final test results (50%). The additional evaluation and grading criteria for particular course tasks 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
	Strugar, V., Kolak, A., Markić, I. (ur.) (2020). Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19. Zagreb: HAZU, HPD, Element.				6	-
	Garrison, D. R., Anderson, T., Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education. The Internet and Higher Education, 2(2–3), 87–105.				-	YES
	Moore, M. G. (2019). The theory of transactional distance. U M. G. Moore, Diehl , W. C. (ur.), Handbook of distance education, (str. 1-15). New York, NY: Routledge.				-	YES
Optional literature (at the time of submission of study	Kokić, I. B., Blažević, I., & Kurz, T. (2019). Primary School Teachers' Readiness for Online Learning. U: E-learning: Unlocking the Gate to Education around the Globe: 14th conference reader Publisher: Centre for Higher Education Studies Prague					

programme proposal)	
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; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom, assessment of the seminar presentation and the written exam.

NAME OF THE COURSE		CRITICAL THEORIES IN PEDAGOGY					
Code	FFPD88	Year of study	2				
Course teacher	Tonča Jukić, Ph. D., Associate Professor	Credits (ECTS)	2				
Associate teachers	Joško Barbir, M. Sc., Assistant	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Enabling students for critical thinking and argumentative discussion on educational topics. Understanding the fundamental starting points and objectives of critical theories in pedagogy and their contribution to pedagogical theory and practice.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - determine and analyze the basic premises of critical theories in pedagogy - specify the names of the most important representatives of critical theory in pedagogy and discuss about their ideas and starting points - compare and critically discuss about different educational goals - discuss about critical approach as a starting point in improving education - explain the importance of emancipation - critically analyze educational texts - discuss about educational topics with arguments						
Course content broken down in detail by weekly class schedule (syllabus)	Contents: - introduction to the course, the selection of seminar topics (1L) - critical thinking (2L + 2S) - aims of education (2L + 2S) - Frankfurt School (2L + 2S) - Freire and pedagogy of liberation (2L + 3S) - John Dewey and progressive pedagogy (2L + 3S) - Apple and Giroux and critical pedagogy (3L + 3S) - conclusions (1L)						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				

Student responsibilities	Students are required to participate in lectures (80%) and seminars (80%), prepare and present a seminar paper and pass a written exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The overall grade will be formed with regard to the realization of the following elements: preparation and presentation of a seminar paper (50%) and taking a written exam (50%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Apple, M. W. Away with all teachers: the cultural politics of home schooling. http://www.asu.edu/educ/epsI/EPRU/resources/Apple.Away.Tchrs/Apple.Away.rtf				-	yes
	Burbules, N. C. and Berk, R. (1999). Critical Thinking and Critical Pedagogy: Relations, Differences, and Limits. IN: Popkewitz, T. S. and Fendler, L. (ed.): <i>Critical Theories in Education</i> . New York: Routledge				-	yes
	Cohen, L., Manion, L, Morrison, K. (2007). <i>Metode istraživanja u obrazovanju</i> . Zagreb: Naklada Slap (selected chapters)				2	-
	Freire, P. (2002). <i>Pedagogija obespravljenih</i> . Zagreb: Odraž				5	-
	Giroux, H. A. (2003). Public Pedagogy and the Politics of Resistance: Notes on a critical theory of educational struggle. <i>Educational Philosophy and Theory</i> , 35 (1), 5-16					yes
	Marples, R. (ur.) (2005). <i>The Aims of Education</i> . London i New York: Routledge (selected chapters)				1	-
	Masschelein, J. I Ricken, N. (2005). „Bildung“ and Criticque. U: Gur-Ze'ev, I. (ur.): <i>Critical Theory and Critical Pedagogy today. Toward a New Critical Language in Education</i> . Haiha: University Press Haifa, str. 208-225				-	yes
	Westbrook, R. B. (1993). John Dewey. Prospects: the quarterly review of comparative education (Paris, UNESCO: International Bureau of Education), 23 (1/2), 277-291				-	yes
Optional literature (at the time of submission of study programme proposal)	1. Corradetti, C. The Frankfurt School and Critical Theory. Dostupno: http://www.iep.utm.edu/frankfur 2. DeLeon, A. P. i Ross, E. Wayne (ur.) (2010). Critical Theories, Radical Pedagogies, and Social Education: New Perspectives for Social Studies Education. Rotterdam/Boston/Taipei: Sense Publishers 3. Jessop, S. (2012). Critical Theory and Education (dostupno: https://www.philosophy-of-education.org/uploads/papers2012/Jessop_S.pdf) 4. Mac Naughton, G. (2005). Doing Foucault in Early Childhood Studies: Applying poststructural ideas. London i New York: Routledge					

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
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NAME OF THE COURSE	PSYCHOLOGY OF RELIGIOSITY						
Code	FFPD62		Year of study		1		
Course teacher	Goran Kardum, Ph. D., Full Professor		Credits (ECTS)		3		
Associate teachers		Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective		Percentage of application of e-learning		0%		
COURSE DESCRIPTION							
Course objectives	To introduce students to the specific areas of psychology of religion with an emphasis to critical thinking about relation between psychology and religion in the complex relation among different religion experience and behavior.						
Course enrolment requirements and entry competences required for the course	None						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. explain importance of religion and spirituality in the context of nurture, education, research and conseling 2. analysis of reletaion between psychological dimensions (cognition, motivation, personality) and religion/spirituality 3. explain healthy and mature elements of religion and spirituality in the context of psychological counseling 4. evaluation of research in the field of psychology of religion and spirituality						
Course content broken down in detail by weekly class schedule (syllabus)	1. Dimensions of religion/spirituality. Psychological correlates of beliefs. 2. Religion orientation and motivation. 3. Religion phenomenon and neuroscience. 4. Psychology of personality and religion behavior. 5. Developmental psychology in the context of religion. 6. Religion of children and adolescents. 7. Religion and health, psychological well-being. 8. Psychological coping with stressful events and spirituality. 9. Psychological dimensions of repentance, forgiveness and confession. 10. Psychological dimensions of sins and sacrifice. 11. The role of religion behavior in the context of counselling. 12. Healthy and unhealthy religiosity. 13. Maturity and immaturity mechanisms of religion behavior.						
	☑ lectures			☑ independent assignments			

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students should attend lectures, adopt knowledge from the prescribed literature, actively and critically approach the theoretical knowledge and make a final seminar paper.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Activity	0,5
	Essay		Seminar essay	0,5	Continous assesment	0,5
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade on the course is the result of systematic monitoring of activities and work in the classroom (40%), seminars (20%) and continuous testing of knowledge (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
	Ćorić, Š. Š. (2002). Psihologija religioznosti. Jastrebarsko: Naklada Slap.				1	yes
	Spilka, B., Hood, R. W. Jr. & Gorsuch, R. L. (2009). The psychology of religion: An empirical approach (Fourth Edition). Englewood Cliffs, N. J.: Prentice-Hall.				1	yes
	Handouts, Scientific articles – online databases				-	Yes
Optional literature (at the time of submission of study programme proposal)	Volney P. Gay, Michael B., Stephan Carlson (Contributor), Tom Gregor (Contributor), Gary Jensen (Contributor), Alicia Juarrero (Contributor), John McCarthy (Contributor), Jeff Schall (Contributor), Edward Slingerland (Contributor). (2009). Neuroscience and Religion: Brain, Mind, Self, and Soul. Lexington Books: Plymouth. Hill, P. C., & Hood, R. W., Jr. (Eds.). (1999). Measures of religiosity. Birmingham, AL: Religious Education Press. Koenig, H., King, D., Carson, V.B. (2012). Handbook of religion and health. Oxford University Press, Inc. New York. Paloutzian, R. F., Park, C. L. (2005). Handbook of the Psychology of Religion and Spirituality. The Guilford Press; New York.					
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					

NAME OF THE COURSE		RESEARCH IN EARLY EDUCATION				
Code	FFPD106	Year of study	1.			
Course teacher	Maja Ljubetić, Ph. D., Full Professor	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	-Acquire basic - general knowledge in the field of study -Identify, understand and respect the characteristics of early education and the specifics of his research, -Successfully communicate orally and in writing and present your own creations -Develop skills in the use of information from various sources and use them for practical purposes -To enable students to work in teams					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will upon completion of the course be able to: - Correctly interpret the fundamental concepts in the field of early education (philosophy, concepts and principles in the approach to the understanding and study of early education); - Analyze and arguments to explain different theories and approaches in the study of early education, - Design and implement a concrete plan of research in institutions of early and preschool education, - Carry out and interpret simple research tasks in the field of early education, - Use information from various sources and apply them in research of early education					
Course content broken down in detail by weekly class schedule (syllabus)	1. The first modern theory and practice of early education - the foundation, the philosophy, the perspective of development; (2L + 4S) 2. The basic paradigm of research in early education (quantitative and qualitative approaches) (2L + 4S) 3. Ethnographic research in early-education data collection, analysis, interpretation, documentation (ethnographic records); (2L + 4S) 4. Documentation and reflection (2L + 4S) 5. Role of Action Research in curriculum development institutions of early education; (2L + 4S) 6. Improving quality of early education institutions - self-assessment and evaluation; (1L + 2S) 7. "Construction Theory" (1L + 2S) 8. "Pedagogy of listening" (1L + 2S) 9. "Relational pedagogy" (1L + 2S) 10. "Theory in action" (1L + 2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class (lectures 100%, seminars and exercises 90%), which includes the execution of individual assignments, write a seminar paper, follow the relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	1	Practical training	
	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	Student work is monitored and evaluated during the semester. The grade from the course consists of: conducted and presented research (60%) and independently prepared and presented seminar paper (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
	Cohen, L., Manion, L, Morrison, K. (2007), Metode istraživanja u odgoju i obrazovanju. Zagreb: Naklada Slap (selected chapters)				1	-
	Miljak, A. (2009), Življenje djece u vrtiću – Novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima. Zagreb: SM Naklada d.o.o.				10	-
	Rinaldi, C. (1998), Projected Curriculum Constructed Through Documentation- Progettazione: An Interview with Lella Gandini. In: Edwards, C. P., Gandini, L., Forman, G. (eds.), The Hundred Languages of Children- The Reggio Emilia Approach, Advanced Reflections. London: Ablex Publishing Corporation, 113-126.				1	-
	Sekulić-Majurec, A. (2000), Kvantitativan i/ili kvalitativan pristup istraživanjima pedagoških fenomena – neke aktualne dileme. Napredak, 141 (3): 289-300				1	-
	Slunjski, E. (2011) Kurikulum ranog odgoja – istraživanje i konstrukcija. Zagreb, Školska knjiga.				5	-
	Mendeš, B., Marić, Lj., Goran, Lj. (2020) Dijete u svijetu igre: teorijska polazišta i odgojno-obrazovna praksa. Zagreb, Golden Marketing-Tehnička knjiga. (odabrana poglavlja: 1.).				20	
Optional literature (at the time of submission of study programme proposal)	Giudici, C., Rinaldi, C. (ed.) (2001), Making Learning Visible- Children as Individual and Group Learners. Reggio Children: Municipality of Reggio Emilia. (selected chapters) Sekulić-Majurec, A. (2007), Kraj rata paradigmi pedagoških istraživanja. U: Previšić i dr. (ur): Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja, Prvi kongres pedagoga Hrvatske, Svezak 1. Zagreb: Hrvatsko pedagogijsko društvo, 348-364. Siraj-Blatchford, I. (2010), The EPPE settings in the context of English pre-schools. U: Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., Taggart, B.(ur.) Early Childhood Matters: Evidence from the Effective Pre-school and Primary Education project. Routledge, Taylor & Francis Group (str. 8-23)					

	<p>Šagud, M. (2006), <i>Odgajatelj kao refleksivni praktičar</i>. Petrinja: Visoka učiteljska škola u Petrinji. (selected chapters)</p> <p>Vujičić, L. (2011), <i>Novi pristup istraživanju kulture vrtića</i>. U: Maleš, D. (ur.) <i>Nove paradigme ranog odgoja</i>. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu – Zavod za pedagogiju, str. 209-237.</p>
Quality assurance methods that ensure the acquisition of exit competences	<p>Quality is monitored through records of: class attendance, constructive and active participation in classes, performance in tasks, passed colloquia / exams and self-assessment and collaborative assessment of the quality of the teaching process.</p> <p>External assessment: Student evaluation lists.</p>

NAME OF THE COURSE		INTERPERSONAL COMMUNICATION SKILLS				
Code	FFPD107	Year of study	1			
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	3			
Associate teachers	Toni Maglica, Ph. D., Postdoctoral Researcher	Type of instruction (number of hours)	L	S	P	T
			15	15	15	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	To introduce students to contemporary scientific approaches in the field of interpersonal communication. To practice and implement basic communication skills.					
Course enrolment requirements and entry competences required for the course	Entrance competencies: <ul style="list-style-type: none">- basic computer literacy- reading in English language					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none">- describe and explain conceptual model of interpersonal communication with special focus on interpersonal skills;- describe, explain and compare the importance of different interpersonal communication skills in professional and personal life situations;- evaluate own level of interpersonal communication skills;- use interpersonal communication skills in in professional and personal life situations					
Course content broken down in detail by weekly class schedule (syllabus)	1.Introduction - Conceptual models of interpersonal communication and interpersonal skills (1L+1S+1P) 2.Non-verbal communication (1L+1S+2P) 3.Listening (1L+2S+2P) 4.Asking questions (1L+2S+1P) 5.Reinforcing communication (1L+1S+1P) 6.Reflecting (1L+2S+2P) 7.Preliminary exam (1L) 8.Explaining (1L+1S+1P) 9.Self-disclosure (1L+1S+1P) 10.Starting and ending interactions (1L+1S+1P) 11.Assertive communication (1L+1S+1P) 12.Persuasive communication (2L+1S+1P) 13.Negotiation (1L+1S+1P) 14.Preliminary exam (1L)					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to participate in lectures (80%), seminars (80%) and exercises (80%), present a seminar paper and pass 2 colloquia.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The overall grade will be formed with regard to the realization of the following elements: presentation of a seminar paper (30%) and taking 2 tests (70%). The method of taking the exam for students who do not attend the tests is a written exam. 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
	Hargie (2011). <i>Skilled Interpersonal Communication</i> (5th edition). London: Routlege.				-	yes
Optional literature (at the time of submission of study programme proposal)	Adler, R.B. & Rodman G. (2006). <i>Understanding human communication</i> . New York: Oxord University Press.					
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					

NAME OF THE COURSE	FREE TIME PEDAGOGY						
Code	FFPD111	Year of study	1				
Course teacher	Dr.Ines Blažević, Assistant Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	elective	Percentage of application of e-learning	0 %				

COURSE DESCRIPTION						
Course objectives	Within the framework of this course, students will be introduced to the pedagogical aspects and implications of free time as a social phenomenon. They will analyse theoretical approaches and interpretations of free time as well as its place in the education system. Students will also be trained to actively engage in researching free time activities of children and the young.					
Course enrolment requirements and entry competences required for the course	-					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">– define basic concepts of free time pedagogy– cite the historical development of free time pedagogy as a scientific discipline– describe the basic theoretical approaches to free time pedagogy– define and explain the specific problems of studying free time pedagogy within the framework of pedagogical science– identify the pedagogical implications of the structure, content and place of spending free time– explain the importance of the relationship between spending quality free time and prevention of behavioural disorders– devise spending quality free time programs aiming for a higher quality social life of an individual					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course (1L + 2S) 2. Pedagogy of free time within the framework of pedagogical sciences (1L + 2S) 3. Historical development of free time pedagogy as a scientific discipline (1L+ 2S) 4. Theoretical approaches to free time pedagogy (1L + 2S) 5. An interdisciplinary approach to researching free time (1l + 2S) 6. Pedagogical implications of the structure, content and place of spending free time (1L + 2S) 7. Free time as a system of open social and cultural communication (1L + 2S) 8. Preliminary exam (1L + 2S) 9. Researching free time (1L + 2S) 10. Extracurricular and after school activities in students' free time (1L + 2S) 11. Free time and media (1L + 2S) 12. Free time and prevention of behavioural disorders (1L + 2S) 13. Free time and tourism (1L + 2S) 14. Programs on spending quality free time (1L + 2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Student responsibilities	Student duties include class participation at lectures (80%) and seminars (80%), writing and presenting a seminar paper, and passing two preliminary exams (or a written final exam).					
Screening student work(name the proportion of ECTS credits for eachactivity so that	Class attendance	1.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	

the total number of ECTS credits is equal to the ECTS value of the course)	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade is formed with regard to the following elements: 1. seminar paper – 33.4% 2. preliminary exam 1 – 33.3% 3. preliminary exam 2 – 33.3% Students who do not take preliminary exams will be graded on the basis of the written final exam. 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	Available in other media	
	Ilišin, V. (2001). Djeca i mediji: uloga medija u svakodnevnom životu djece. Državni zavod za zaštitu obitelji, materinstva i mladeži, Zagreb.			1	NE	
	Janković, V. (1976). Slobodno vrijeme u suvremenoj pedagoškoj teoriji i praksi. Zagreb: PKZ			1	NE	
	Livazović, G. (2018). Uvod u pedagogiju slobodnog vremena. Osijek: Filozofski fakultet			4	-	
	Plenković, J. (2000). Slobodno vrijeme mladeži. Sveučilište u Rijeci, Rijeka.			1	NE	
	Pejić Papak, P. i Vidulin, S. (2016). Izvannastavne aktivnosti u suvremenoj školi. Zagreb: Školska knjiga			1	NE	
	Previšić, V. (1987). Izvannastavne aktivnosti i stvaralaštvo. Zagreb: Školske novine			1	NE	
	Previšić, V. (2000). Slobodno vrijeme između pedagojske teorije i odgojne prakse. Napredak, 141, 4, 403-410			1	NE	
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none">- Argyle, M. (1996): The Social Psychology of Lesure. London: Penguin- Blažević, I. (2016). Igra i izvannastavne aktivnosti u prirodoslovnom i društveno-humanističkom području. U: Ivon, H. i Mendeš, B. (ur.): Dijete, igra, stvaralaštvo. Split – Zagreb: Filozofski fakultet Sveučilišta u Splitu i Savez društava "Naša djeca" Hrvatske, 43-52.- Huizinga, J. (1987). Homo ludens. Zagreb: Matica Hrvatska- Larson, R.W., Verma, S. (1999). How children and adolescents spend time across the World: Work, play, and developmental opportunities. Psychological Bulletin, 125, 6, 701-736.- Leburic, A., Koludrovic, I. T. (1996.). Mladi danas: drukčiji, ali isti. Društvena istraživanja, 5, 5-6, 963-975- Krippendorff, J. (1986). Putujuće čovječanstvo: za novo poimanje slobodnog vremena i turizma. Zagreb: Liber- Martinić, T. (1977). Slobodno vrijeme i suvremeno društvo. Zagreb: Informator- Mlinarević, V., Brust Nemet, M. (2012). Izvannastavne aktivnosti u školskom					

	kurikulumu. Osijek: Učiteljski fakultet u Osijeku - Perasović, B. (2001): Urbana plemena. Zagreb: Hrvatska sveučilišna naklada
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process

NAME OF THE COURSE		DEVELOPMENTAL PSYCHOPATHOLOGY					
Code	FFPD120	Year of study	I.				
Course teacher	Ina Reić Ercegovac, Ph. D., Associate Professor	Credits (ECTS)	3				
Associate teachers	Katija Kalebić Jakupčević, Ph. D., Postdoctoral researcher Bruno Barać, Assistant	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	30%				
COURSE DESCRIPTION							
Course objectives	The aim of this course is to introduce students to basic concepts of childhood developmental psychopathology which will enable them to recognise and adequately respond to different developmental difficulties as well as to improve the quality of psychophysical child development in the framework of educational work.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course students will be able to: 1. Identify and explain basic concepts of developmental psychopathology 2. Explain basic knowledge and determinants of developmental psychopathology 3. Recognise specific behaviours in various psychopathological disorders 4. Analyse and categorise specific psychopathological disorders with the aim of adequately reacting to children with difficulties 5. Interact appropriately with children and their parents based on specific psychopathological determinants						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to developmental psychopathology, aetiology and process of developing various forms of difficulties 2. Risk and protective factors of different disorders 3. Contemporary theoretical paradigms of developmental psychopathology 4. A bridge to psychopathology: from normal to psychopathological development 5. Phenomenology, classification and prevalence of psychological difficulties in childhood 6. Attention deficit, hyperactive disorder 7. Oppositional defiant disorder 8. Colloquium/exam 9. Anxiety disorders 10. Depression, grieving						

	11. Autism disorder 12. Chronic disorders and child psychopathology 13. Other childhood disorders: psychotic disorder, eating disorder, addiction 14. Prevention and treatment, child mental health care 15. Colloquium/exam					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Class attendance, active participation in teaching assignments, success in solving individual and group assignments, prepared and presented seminar paper, successfully passed two tests (positive grade from both tests is equivalent to a written exam)					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade on the course is the result of systematic monitoring of activities and work in the classroom (50%), seminar work (20%) and colloquium (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	
	1.Wenar, C. (2003). Razvojna psihopatologija i psihijatrija. Jastrebarsko: Naklada Slap			1	No	
	2.Vulić-Prtorić, A. (2003). Depresivnost u djece i adolescenata. Jastrebarsko: Naklada Slap.			1	No	
	3.Davison, G. C. i Neale, J. M. (1999). Psihologija abnormalnog doživljavanja i ponašanja. Jastrebarsko: Naklada Slap. (odabrana poglavlja)			1	no	
Optional literature (at the time of submission of study programme proposal)	1.Ambrosi - Randić, N. (2004). Razvoj poremećaja hranjenja. Jastrebarsko: Naklada Slap. 2.Bašić, J. (2009). Teorije prevencije: prevencija poremećaja u ponašanju i rizičnih ponašanja djece i mladih. Školska knjiga: Zagreb 3.Cicchetti, D., Ackerman, B., & Izard, C. (1995). Emotions and emotion regulation in developmental psychopathology. Development and Psychopathology, 7(1), 1-10. doi:10.1017/S0954579400006301 4.Dawson, G. (2008). Early behavioral intervention, brain plasticity, and the prevention of autism spectrum disorder. Development and Psychopathology, 20(3), 775-803. doi:10.1017/S0954579408000370 5.Forbes, M.K., Tackett, J.L. et al. (2016). Beyond comorbidity: Toward a dimensional and hierarchal approach to understanding psychopathology across the lifespan. Developmental Psychopathology, 28(4), 971–986. 6.Kocijan - Hercigonja, D., Buljan - Flander, G., i Vučković, D. (2004). Hiperaktivno dijete. Uznemireni roditelji i odgajatelji. 4. izdanje. Jastrebarsko: Naklada Slap.					

	<p>7.Lacković-Grgin, K. (2000). Stres u djece i adolescenata. Jastrebarsko: Naklada Slap.</p> <p>8.Osterling, J., Dawson, G., & Munson, J. (2002). Early recognition of 1-year-old infants with autism spectrum disorder versus mental retardation. <i>Development and Psychopathology</i>, 14(2), 239-251. doi:10.1017/S0954579402002031</p> <p>9.Pollak, S.D. (2015). Developmental psychopathology: recent advances and future challenges. <i>World Psychiatry</i>, 14(3), 262–269.</p> <p>10.Sroufe, L. (1997). Psychopathology as an outcome of development. <i>Development and Psychopathology</i>, 9(2), 251-268. doi:10.1017/S0954579497002046</p> <p>11.Vulić-Prtorić, A. (2001). Razvojna psihopatologija: normalan razvoj koji je krenuo krivim putem. <i>Radovi Filozofskog fakulteta u Zadru</i>, 40(17), 161-186.</p> <p>12.Vulić-Prtorić, A. (2002). Obiteljske interakcije i psihopatološki simptomi u djece i adolescenata. <i>Suvremena psihologija</i>, 5, 1-2.</p>
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)	

NAME OF THE COURSE		ACTION RESEARCH IN PRACTICE OF A PEDAGOGUE					
Code	FFPD06	Year of study	2				
Course teacher	Tonča Jukić, Ph. D., .Associate Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To familiarize students with the basic problems of action research and the ways of its implementation in educational institutions. Understand the purpose of action research in the context of raising the quality of educational practice and in context of lifelong learning of educators, teachers and professional associates. To enable students for conducting action research.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">-explain the basic characteristics of action research,-differentiate ways of implementing action research-spot and set the problem of action research,-to plan, conduct and evaluate action research,- develop instruments for data collection,-collect, arrange and present the data in the study,-critically evaluate the results and the educational process as a whole,-write a report on an action research- critically assess and evaluate own practice						

Course content broken down in detail by weekly class schedule (syllabus)	Content: - action research in educational practice (definition and characteristics) (2L +4S) - the new paradigm of education - a challenge for theorists and practitioners. (2L +4S) - reception of action research in European countries (2L +4S) - four variants of action research (1L + 2S) - basic features of action research (1P + 2 S) - analysis of the general plan of action research (1P + 2 S) - techniques in action research (1P + 2 S) - methods of evaluation and self-evaluation (1P + 2 S) - qualitative and quantitative research. Triangulation (1P + 2 S) - significance of action research for educational institutions (1P + 2 S) - educator as a reflective practitioner and action researcher (1P + 2 S) - criticism of action research (1P + 2 S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to participate in lectures (80%) and seminars (80%), plan, conduct, present and evaluate action research, write an action research report, pass an oral exam and behave in accordance with ethical and scientific principles in higher education .					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research	1	Practical training	-
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The overall assessment will be formed with regard to the realization of the following elements: plan, implementation, presentation and evaluation of action research, action research report (70%) and oral exam (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
	Bognar, B. (2009). Učitelji i učenici – akcijski istraživači. U: Puževski, V., Strugar, V. (ur.), Škola danas, za budućnost: znanstveno-praktični obzori, str. 195.-204., HPKZ, Ogranak Križevci, Ogranak Bjelovar				-	Web
	Bognar, B. (2006). Akcijska istraživanja u školi. Odgojne znanosti, 8 (1), 209-228				-	Web
	Miljak, A. (1996). Humanistički pristup teoriji i praksi predškolskog odgoja – model Izvor. Zagreb: Persona				1	-
	Slunjski, E. (2011). Kurikulum ranog odgoja: istraživanje i konstrukcija. Zagreb: Školska knjiga, str. 59-143.				5	-

	ERATO (2011). Metodološki vodič za dječje vrtiće. Zagreb: Golden marketing	6	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Jukić, T. (2012). Facebook kao medij za aktivno učenje u visokome školstvu. U: Hrvatić, N. i Klapan, A. (ur.) Pedagogija i kultura: teorijsko-metodološka određenja pedagogijske znanosti (znanstvena monografija). Zagreb: Hrvatsko pedagogijsko društvo, str. 183-189. 2. Jukić, T. (2010). Osposobljavanje studenata predškolskog odgoja za akcijsko istraživanje. U: Bacalja, R. (ur.), Zbornik radova s međunarodnoga znanstveno-stručnog skupa Perspektive cjeloživotnog obrazovanja učitelja i odgojitelja. Zadar: Sveučilište u Zadru Odjel za izobrazbu učitelja i odgojitelja, 337-347 3. Jukić, T. (2010). Akcijska istraživanja na razini odgojno-obrazovne ustanove. Školski vjesnik – Časopis za pedagoška i školska pitanja, 59 (3), 363-372 4. Petrović-Sočo, B. (2009). Mijenjanje konteksta i odgojne prakse dječjih vrtića. Zagreb. Mali profesor 5. Sekulić-Majurec, A. (2000). Kvantitativni i/ili kvalitativni pristup istraživanju pedagoških fenomena. Napredak, 141 (3), 289-300. 6. Šagud, M. (2006). Odgajatelj kao reflektivni praktičar. Petrinja: Visoka učiteljska škola 		
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 		

NAME OF THE COURSE		INTRODUCTION TO QUALITATIVE RESEARCH IN EDUCATION					
Code	FFPD108	Year of study	1				
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	3				
Associate teachers	Ivan Buljan, Ph. D., Lecturer	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To introduce students to contemporary approaches to qualitative research in education, and provide practical experience of conducting a qualitative study of smaller scope..						
Course enrolment requirements and entry competences required for the course	None. -basic computer literacy -reading in English language						

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: -describe and explain basic characteristics of qualitative approach, compare qualitative and quantitative research, understand their purposes and scope; -describe, explain and compare basic characteristics of most common contemporary qualitative approaches; -describe, explain and compare different ways of obtaining and analysing qualitative data; -plan and conduct a qualitative study od smaller scope.					
Course content broken down in detail by weekly class schedule (syllabus)	<div>1. Introduction: When and why to do qualitative research? (1L+2S)</div> <div>2. Philosophical foundations of social research (1L+2S)</div> <div>3. Research problems and adequate methods (1L+2S)</div> <div>4. Case studies (1L+2S)</div> <div>5. Interviews and focus groups (1L+2S)</div> <div>6. Observation (1L+2S)</div> <div>7. Questionnaires and document data (1L+2S)</div> <div>8. Preliminary exam (1L+2S)</div> <div>9. Coding and analysing qualitative data (1L+2S)</div> <div>10. Planning a qualitative study (1L+2S)</div> <div>11. Conducting, analysing and writing a qualitative study (4L+8S)</div> <div>12. Preliminary exam (1L+2S)</div>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend lectures (80%) and seminar (80%), present their seminar work, complete practical training, and pass two written tests (or final exam).					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade will be based on: presentation of seminar work (40%) and two written tests (60%). Students who do not take or pass one or both of the tests will have a written final exam. Detailed criteria for grading and evaluating specific elements are described in the class repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Halmi, A. (2005). Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima. Slap: Jastrebarsko.			1	no	

Optional literature (at the time of submission of study programme proposal)	-Miles, M.B., Huberman, A.M., Saldana, J. (2014). Qualitative data analysis. Thousand Oaks (CA): SAGE. -Richards, L. & Morse, J.M. (2007). User's Guide to Qualitative Methods. Thousand Oaks: SAGE. -Willig, C. (2008). Introducing Qualitative Research in Psychology. Maidenhead: Open University Press. -Denzin, N.K., Lincoln, Y.,S. (2005). Handbook of Qualitative Research. Thousand Oaks: SAGE. -Seidman, I. (2013). Interviewing as Qualitative Research: A Guide for Researchers in Education and the Social Sciences. New York: Columbia University Teachers College Press.
Quality assurance methods that ensure the acquisition of exit competences	-class attendance, class activity, successfully completing tasks -student questionnaire on the quality of teaching and teachers at the university level -passed exam and the fulfillment of the other obligations prescribed by the syllabus -individual consultations -students' self-assessment of the learning outcomes they achieved -collaborative assessment of the implementation and quality of the teaching process

NAME OF THE COURSE	PSYCHOLOGY OF CONSCIOUSNESS						
Code	FFPD63	Year of study	1				
Course teacher	Goran Kardum, Ph. D., Full Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Theoretical and empirical approaches and methodological features of psychology of consciousness. To introduce students to the specific areas of psychology of consciousness with an emphasis to conscious phenomenology, location of experience, neural correlates of consciousness and relation among consciousness, self, psyche and behavior.						
Course enrolment requirements and entry competences required for the course	None						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. understanding different operacionalization of consciousness, analyse subjective, intersubjective and objective dimensions 2. understanding of theoretical background 3. analyse different states and dimensions of consciousness 4. recognize neural correlates of consciousness and understanding awareness 5. recognize alteration of consciousness induced by different substances and techniques 6. explain and understanding different changes of states of consciousness						

Course content broken down in detail by weekly class schedule (syllabus)	7. evaluation of research according to the field of consciousness.					
	1. Consciousness – what it is.					
	2. Discernment of consciousness according to other related dimensions as cognition, mind and common sense.					
	3. Categorization of different states of consciousness.					
	4. Neural correlates – brain. Neuroscience of consciousness.					
	5. Measure of consciousness and research methodology					
	6. Wakefulness					
	7. Sleep stages					
	8. Experiences during sleep and consciousness					
	9. Psychoactive substances and consciousness					
	10. Unconsciousness and different level of consciousness					
	11. Art, music and consciousness					
	12. Cross-cultural research and finding – types and changes of consciousness					
13. Near death experience, clinical death and consciousness						
Format of instruction	<input checked="" type="checkbox"/> lectures			<input checked="" type="checkbox"/> independent assignments		
	<input checked="" type="checkbox"/> seminars and workshops			<input checked="" type="checkbox"/> multimedia		
	<input type="checkbox"/> exercises			<input type="checkbox"/> laboratory		
	<input type="checkbox"/> on line in entirety			<input checked="" type="checkbox"/> work with mentor		
	<input type="checkbox"/> partial e-learning			<input type="checkbox"/> (other)		
	<input type="checkbox"/> field work					
Student responsibilities	Students should attend lectures, adopt knowledge from the prescribed literature, actively and critically approach the theoretical knowledge and make a final seminar paper.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Activity	0.5
	Essay		Seminar essay	0.5	Continous assesment	0.5
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade in the course is a result of participation in classes and completion of in-class activities (40%), seminar paper (20%) and oral exam (40%). The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Velmans, M. (2009). Understanding Consciousness. NY: Psychology Press.				1	yes
	Lecture notes				1	yes
	Scientific articles – online databases				-	Yes
Optional literature (at the time of submission of study programme proposal)	Bernard J. B. (1997). In the Theater of Consciousness: The Workspace of the Mind. NY: Oxford University Press. Blackmore, S. (2012). Consciousness: An Introduction. NY: Oxford University Press. Blackmore, S. (2006). Conversations on Consciousness. NY: Oxford University Press.					

	St. James, J. D., Schneider, W., & Eschman, A. (2010). PsychMate Student Kit. Sharpsburg, PA: Psychology Software Tools, Inc.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.

NAME OF THE COURSE		EDUCATIONAL NEUROSCIENCE				
Code	FFPD65	Year of study	1.			
Course teacher	Dr. Darko Hren, Associate Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The goal of this course is to familiarize students with biological mechanisms underlying human experiences and behaviors, primarily those related to learning and teaching.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: - explain the structure and main principles of the neural system development - explain the fundamental biological mechanisms underlying cognitive processes, with an emphasis on attention, memory, learning and motivation - explain how the structure and functions of the nervous system are connected with human experiences, behaviors and students' educational outcomes - describe and use some strategies for increasing the efficacy of learning and teaching based on findings from educational neuroscience - critically evaluate the relevance of neuroscientific studies in education - plan the teaching process based on findings from educational neuroscience.					
Course content broken down in detail by weekly class schedule (syllabus)	1.Educational neuroscience: Introduction to the field. 2.Methods for studying the structure and function of the nervous system. 3.Main constructs in educational sciences: Memory, learning and motivation. 4.Neuron and principles of communication among neurons. 5.Main divisions of the nervous system. 6.Neocortical organization and lateralization of brain function. 7.Phylogenetic and ontogenic development of the nervous system. Plasticity of the nervous system. 8.Biological mechanisms underlying human memory, learning and other higher cognitive processes. Implications for organizing learning and teaching. 9.Biological mechanisms underlying human emotions, stress and motivation. Implications for organizing learning and teaching.					

	10. Learning how to read and acquiring mathematical skills: Findings from educational neuroscience. 11. Cognitive development and learning. 12. Teaching based on findings from educational neuroscience.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to: - actively participate in classes: lectures 70%, seminars 75% - conduct themselves in line with ethical and scientific principles of higher education - participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes - write and present a seminar paper in line with previously determined criteria - pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests - meet deadlines for activities within the course - complete individual and group tasks in a timely manner and to the best of their ability - actively and constructively participate in class					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	0.5	Oral exam		(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. written and presented seminar paper in line with the course teacher's instructions – 30% 3. successful fulfilment of individual and group tasks and class activity – 20% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Pinel, J.P. (2001). Biološka psihologija. Jastrebarsko: Naklada Slap.			1	-	
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. i VERN, d.o.o.			5	-	
Optional literature (at the time of submission of study programme proposal)	Blakemore, S.J., Frith, U. (2005). The Learning Brain: Lessons for Education. Oxford: Blackwell. Dehaene, S. (2013). Čitanje u mozgu: Znanost i evolucija ljudskog izuma. Zagreb: Algoritam. Howard-Jones, P. (2010). Introducing Neuroeducational Research. Abingdon: Routledge.					

	15. Preliminary exam (1L + 2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Student responsibilities	Student duties include class participation at lectures (80%) and seminars (80%), writing and presenting a seminar paper, and passing two preliminary exams (or a written final exam).					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report	0.5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>The grade is formed with regard to the following elements:</p> <p>1. seminar paper – 33.4% 2. preliminary exam 1 – 33.3% 3. preliminary exam 2 – 33.3%</p> <p>Students who do not take preliminary exams will be graded on the basis of the written final exam. Criteria for evaluating and grading individual elements are described in the course repository.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Available in other media
	Blažević, I. (2016). Igra i izvannastavne aktivnosti u prirodoslovnom i društveno-humanističkom području. In: Ivon, H., Mendeš, B. (ed.): Dijete, igra, stvaralaštvo. Split – Zagreb: Filozofski fakultet Sveučilišta u Splitu i Savez društava "Naša djeca" Hrvatske, 43-52				1	yes
	Mlinarević, V., Brust Nemet, M. (2012). Izvannastavne aktivnosti u školskom kurikulumu. Osijek: Učiteljski fakultet u Osijeku				1	no
	Pejić Papak, P., Vidulin, S. (2016). Izvannastavne aktivnosti u suvremenoj školi. Zagreb: Školska knjiga				1	no
	Previšić, V. (1987). Izvannastavne aktivnosti i stvaralaštvo. Zagreb: Školske novine				1	no
Optional literature (at the time of	- Huizinga, J. (1987). Homo ludens. Zagreb: Matica Hrvatska					

submission of study programme proposal)	<ul style="list-style-type: none"> - Larson, R.W., Verma, S. (1999). How children and adolescents spend time across the World: Work, play, and developmental opportunities. <i>Psychological Bulletin</i>, 125, 6, 701-736 - Previšić, V. (2000). Slobodno vrijeme između pedagogijske teorije i odgojne prakse. <i>Napredak</i>, 141, 4, 403-410 - Šiljković, Ž., Rajić, V., Bertić, D. (2007). Izvannastavne i izvanškolske aktivnosti, <i>Odgojne znanosti</i>, 9 (2), 113-145 - Zrilić, S., Košta, T. (2009). Učitelj – kreator izvannastavnih aktivnosti. <i>Magistra ladertina</i>, 4 (1), 159 - 170
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

NAME OF THE COURSE		FEMINIST PEDAGOGY					
Code	FFPD102	Year of study	2.				
Course teacher	Anita Mandarić Vukušić, Ph. D., Assistant Professor	Credits (ECTS)	3				
Associate teachers	Melita Anušić, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	0 %				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Gain basic - general knowledge in the area of feminist pedagogy and its contemporary scientific conceptions- understand significance of feminist pedagogy in the educational process- explore cultural and psychosocial aspect of gender roles and its correlation with sexual education- recognize and analyze the expectations of different gender roles in education- analyze and evaluate gender equality context in educational praxis- develop positive attitudes about active participation in protection of gender equality and healthy sexual development of children.						
Course enrolment requirements and entry competences required for the course	None						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: <ul style="list-style-type: none">- interpret and critically reflect on basic theoretical and scientific conceptions of feminist pedagogy- analyze and explain gender stereotypes in educational process based on educational contents and context						

	<ul style="list-style-type: none">- evaluate the role of teacher in encouragement of gender role development of children- evaluate self-pedagogical role in encouragement of gender role development and sexual health of children- analyze different sources and contents and understanding gender stereotypes- create a program of activities aimed at changing gender stereotypes and encouragement of gender equality.					
Course content broken down in detail by weekly class schedule (syllabus)	The course includes the following topics: 1. The foundation of feminist pedagogy (2L+4S) 2. Basic characteristics of feminist pedagogy (2L+4S) 3. Feminist theories (2L+4S) 4. Cultural and psychosocial aspect of development of gender roles and differences (2L+4S) 5. Finding gender inequalities and stereotypes in education (2L+4S) 6. Feminization of teaching profession - effect on teachers' professional role (2L+4S) 7. Culture of educational institution and respecting the right to difference (2L+4S) 8. Importance of encouragement of personal and social health development of children as future active participants of society (2L+4S) 9. Exploring gender stereotypes in educational contents (2L+4S) 10. Creating content for the investigation of gender stereotypes and encouragement of gender equality to improve the culture of institution (2L+4S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Attend classes regularly (lectures 80%, seminars 80%), prepare and present a seminar essay according to pre-established criteria, and pass a written exam and achieve a minimum of 50% - 64% accuracy on the exam.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course, and the obligations of the students, the final grade in the course is formed with regard to the realization of the following elements: 1. written exam – 50% 2. created and presented seminar essay in accordance with the instruction of teacher – 40% 3. class activity - 10%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the	Title			Number of copies in the library	Availability via other media	

library and via other media)	Baranović, B. (2000). "Slika" žene u udžbenicima. Zagreb: Institut za društvena istraživanja u Zagrebu.	1	
	Butler, J. (2005). Raščinavanje roda. Sarajevo: Šahinpašić.	1	
	Freire, P. (2002). Pedagogija obespravljenih. Zagreb: Odras - Održivi razvoj zajednice.	3	
	Hooks, B. (2004). Feminizam je za sve: strastvena politika. Zagreb: Centar za ženske studije.	1	
	Moir, Anne i Jessel, D. (2001). Muški spol, ženski spol, Zagreb, Izvor.	1	
	Mušanović, M. 1995. Spolni stereotipi učitelja i netolerantna komunikacija u razredu. U: Education for tolerance: approaches, conceptions and solutions, Rijeka, Pedagoški fakultet u Rijeci.	1	
	Vrcelj, S. i Mušanović, M. (2011). <i>Kome još (ne)treba feministička pedagogija</i> . Rijeka: Hrvatsko futurološko društvo.		yes
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Barada, V., Janušić, J., Kašić, B., Pešut, J. (2003). Institucionalizacija ženskih studija u Hrvatskoj: akcijsko istraživanje. Zagreb: Centar za ženske studije. 2. Kitzinger, C. and Wilkinson, S. (1996). Deconstructing Heterosexuality: a Feminist Social-constructionist Perspective. In: (ur.) Charles, N. i Hughes-Freeland, F.: Practicing Feminism: Identity, Difference, Power. Routledge. 3. Hooks, B. (1989). Talking Back: Thinking Feminist, Thinking Black, poglavlje Towards a Revolutionary Pedagogy 4. Rich, A. (1980). Compulsory Heterosexuality and Lesbian Existence. In Blood, Bread, and Poetry (1994): Selected Prose, 1979-1985. New York: Norton. 5. Sielert, U. (2008). Uvod u seksualnu pedagogiju. Zagreb: Educa. 		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, 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, and students' self-assessment of the learning outcomes they achieved, collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		INTRODUCTION TO SOCIAL PSYCHOLOGY					
Code	FFPD64	Year of study	2				
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	30%				

COURSE DESCRIPTION						
Course objectives	To introduce students to fundamentals of Social Psychology					
Course enrolment requirements and entry competences required for the course	None. Entrance competencies: - basic computer literacy - basic understanding of scientific methodology - reading in English language					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - Explain and compare automatic and controlled process of social cognition and explain the role of heuristics in everyday decision-making; - Explain basic principles of attribution process and differences in attributions between actor and observer; - Critically approach the “truth” of social perception and social cognition in general; - Understand different theoretical approaches to explaining development of self-concept; - Explain mechanisms of self-justification and self-serving biases ; - Explain the nature of attitudes and basic processes of creation and change of attitudes; - Describe and compare processes of informational and normative social influence; - Describe and explain the way group membership influences individual's behavior, and compare costs and benefits of group decision making. - Explain basic approaches to understanding prosocial behavior; - Explain differences between prejudice, stereotype and discrimination and explain how processes of social cognition and perception affect development of prejudice; - Describe and explain classic research related to covered topics					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to area of social psychology (2L+4S) 2. Theoretical and methodological approaches in social psychology (2L+4S) 3. Development and socialization through childhood, adolescence and adulthood (1L+2S) 4. Social cognition (1L+2S) 5. Social perception (1L+2S) 6. Self-concept and self-justification processes (1L+1S) 7. Attitudes and attitude change (1L+2S) 8. Group processes and group influence (1L+2S) 9. Inter- and intra- group relations (1L+2S) 10. Social power and social influence (1P+2S) 11. Agression and aggressive behavior (1L+2S) 12. Prejudice, stereotype and discrimination (1L+2S) 13. Educational implications of social psychology research (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend lectures (80%) and seminar (80%), present their seminar work, complete practical training, and pass two written tests (or final exam).					
	Class attendance	1.5	Research		Practical training	

NAME OF THE COURSE		PREVENTION OF BEHAVIORAL PROBLEMS					
Code	FFPD53	Year of study	2				
Course teacher	Maja Ljubetic, Ph. D., Full Professor	Credits (ECTS)	3				
Associate teachers	Toni Maglica, Ph. D., Postdoctoral Researcher	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	-to achieve basic, general knowledge from the field- prevention of behavioral problems, recent researches in prevention, effectiveness of prevention programs -to recognize and understand etiology and phenomenology of behavioral problems -to capacitate students for adequate and duly responding on specific needs of children and youth that tends to, or already manifest behavioral problems -successfully written and oral communicating and presenting their own works;						

	-develop skills of using different source information and using them properly in practice					
Course enrolment requirements and entry competences required for the course	No					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	-adequate interpreting basic terms from prevention sciences -analyze and explaining with arguments different prevention researches and practices -development of preventive programs -readiness on early detection of behavioral problems -to figure out and conduct communication activity plan for children and youth in risk -to conduct and interpret smaller research tasks from social pedagogy -making quality choices of preventive strategies, levels of prevention, models and preventive programs					
Course content broken down in detail by weekly class schedule (syllabus)	1. Prevention as a science and prevention of behavioral problems. Levels of prevention (1L+2S) 2. Social impact of prevention. Primary and universal prevention (1L+2S) 3. Ecological theory; Secondary and tertiary prevention, Selective and Indicated prevention (1L+2S) 4. Risk and protective factors as platform for prevention (1L+2S) 5. Risk and protective factors in bio-psychological characteristics and characteristics of families (1L+2S) 6. Risk and protective factors in school context and among peers (1L+2S) 7. Risk and resilience concept focused on school context. Examples of preventive programs in schools (1L+2S) 8. Risk and protective factors in local community and wider social conditions (1L+2S) 9. Risk and protective factors in free time activities, local community, visiting local CSO's that are conducting preventive programs 10. Methods and techniques of planning prevention programs. Preventive programs in social welfare system. (1L+2S) 11. Conducting and evaluating behavioral problem preventive programs (1L+2S) 12. Standards for prevention (1L+2S) 13. National preventive programs (1L+2S) 14. Preventive programs as an local community answer on behavioral problems 15. National strategy for prevention (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	To participate in the teaching process (lectures 80% and seminar 80%) To behave in accordance with ethical and scientific principles in higher education classes To prepare seminar work according to predetermined criteria Present seminar work according to predetermined criteria Pass the oral exam					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam	0.5	(Other)	

<i>equal to the ECTS value of the course)</i>	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of students, the final assessment of the course shall be formed with regard to the following elements: Prepared seminar work in accordance with teachers' instructions - 30% Seminar work presented in accordance with the instructions - 20% Teaching activity, participation in discussions during instruction and seminars, consultations - 10% Oral exam - 40% Evaluation and evaluation criteria for individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Bašić, J. (2009) Teorija prevencije. Školska knjiga. Zagreb			1	no	
Optional literature (at the time of submission of study programme proposal)	<p>-Bašić, J., Kranželić Tavra, V. (2004): O ponašanju učenika i njihovoj pojavnosti u školi (U) Bašić, J., Koller-Trbović, N., Uzelac, S. (ur.): Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja. Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu, 107-118.</p> <p>-Ferić, M. (2003): "Partnerstvo" programa usmjerenih obitelji i zajednice (u)Bašić, J. Janković, J. (ur.) Lokalna zajednica – Izvorište nacionalne strategije prevencije poremećaja u ponašanju djece i mladih, Državni zavod za zaštitu obitelji, materinstva i mladeži, Povjerenstvo Vlade Republike Hrvatske za prevenciju poremećaja u ponašanju djece i mladih, 74-83.</p> <p>-Kranželić Tavra, V. (2002): Rizični i zaštitni čimbenici u školskom okruženju kao temelji uspješnije prevencije poremećaja u ponašanju djece i mladih. Hrvatska revija za rehabilitacijska istraživanja, 38,1,1-12.</p> <p>-Ferić, M. (2006): Obitelj u prevenciji poremećaja u ponašanju djece i mladih: Istarska županija - zajednica usmjerena na obitelj . Edukacijsko-rehabilitacijski fakultet Sveučilišta u zagrebu. Doktorska disertacija. (str. 54-62, 75-82)</p> <p>-Ferić Šlehan, M. (2008): Rizični i zaštitni čimbenici u obiteljskom okruženju: razlike u procjeni mladih i njihovih roditelja, Hrvatska revija za rehabilitacijska istraživanja,44,1,15-26.</p> <p>-Biglan, A., Brennean, P. A., Floster, S. L., Holder, H. D. (2004). Helping Adolescents at Risk. Prevention of Multiple Problem Behaviors. New York, London: The Guilford Press.</p> <p>-Coie, J.D., Watt, N.F., West, S.G., Hawkins, J.D., Asarnow, J.R., Markman, H.I., Ramey, S.L., Shure, M.B., Long, B. (1993). The Science of Prevention: A Conceptual Framework and Some Direction for National Research Program. American Psychologist, 48, 10, 1013-1021.</p> <p>-McWhirter, R., McWhirter, B., McWhirter, A., McWhirter, E. (1993). At-Risk Youth: A Comprehensive Response. Brooks/Cole Publishers, CA.</p> <p>-Peters, D. R., McMahon, J.R. (1992). Preventing Antisocial Behavior: Intervention from Birth through Adolescence. The Gilford Press, NY.</p>					
Quality assurance methods that ensure the acquisition of exit competences	The ways of quality monitoring that ensure the acquisition of determined learning outcomes are as follows: attendance, teaching activity and success in performing obligations related to the preparation of seminar work, self-assessment of achieved learning outcomes by students; independent consultations; oral exam; student Survey on the quality of teaching and teachers at university level					
Other (as the proposer wishes to add)						

Code	FFPD119	Year of study	2			
Course teacher	Tonča Jukić, Ph. D., Associate Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	To empower students to think analytically, critically and creatively about the contemporary challenges of upbringing in the context of values.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: -identify european socio-cultural and educational values in the context of croatian society -recognize, analyze and evaluate contemporary educational challenges - distinguish traditional and contemporary values in education and society -argumentate contemporary challenges of upbringing in the context of traditional and contemporary values in upbringing and society - encourage common values in upbringing -create answers to contemporary challenges of upbringing - design and conduct creative workshops in which they will raise awareness of their values and set them in relation to values in education and society and with contemporary challenges of upbringing					
Course content broken down in detail by weekly class schedule (syllabus)	Introduction to the course, determining students' interests (1 L) The phenomenon of upbringing: essential determinants, doubts and perspectives (2 L) Features of upbringing in modern and postmodern society (3 L) Pedagogical optimism and pedagogical pessimism. Educational Realism (3 L) Values in upbringing. Values in society. Relationship between traditional and contemporary values (3 L) Contemporary challenges of upbringing and values: family, educational institutions, society. The role of pedagogues and parents (3 L) Seminars (30 S): Students critically discuss contemporary challenges of upbringing in the context of values. They design and conduct creative workshops in which they will raise awareness of their values and set them in relation to values in education and society and with the contemporary challenges of upbringing.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are required to participate in lectures (80%), seminars (80%), participate in practical training (design and conduct creative workshops on values) and pass a written exam.					
Screening student work(name the	Class attendance	1,5	Research		Practical training	0,5

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The overall assessment will be formed with regard to the realization of the following elements: practical teaching work (30%) and written exam (70%). Evaluation and evaluation criteria for individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ferić, I. (2007). Univerzalnost sadržaja i strukture vrijednosti: podaci iz Hrvatske. <i>Društvena istraživanja</i> , 16 (1-2 (87-88)), 3-26.			1	yes	
	Golubović, A. (2013). Aktualnost Rousseauovih promišljanja filozofije odgoja s posebnim osvrtom na moralni odgoj. <i>Acta Iadertina</i> , 10 (1), 25-36.			-	yes	
	Ledić, J. (1999). <i>Škola i vrijednosti</i> . Rijeka: Filozofski fakultet (selected chapters)			1	yes	
	Milat, J. (2005). <i>Pedagogija (ili) Teorija osposobljavanja</i> . Zagreb: Školska knjiga (selected chapters)			10	no	
	Polić, M. (2006). Odgoj i pluralizam. <i>Filozofska istraživanja</i> , 26 (1), 27-36			-	yes	
	Polić, M. (2005). Vrijednosno i spoznajno u suvremenom odgoju. <i>Filozofska istraživanja</i> , 25 (2), 373-387			-	yes	
	Pranjić, M. (2012). Antipedagogija i suvremeni koncepti odgoja. <i>Pedagogijska istraživanja</i> , 9 (1), 9-24			-	yes	
	Rakić, V., Vukušić, S. (2010). Odgoj i obrazovanje za vrijednosti. <i>Društvena istraživanja</i> , 19 (4-5), 771-795			-	yes	
	Vican, D. (2006). Odgoj i obrazovanje u Hrvatskoj u kontekstu europskih vrijednosti. <i>Pedagogijska istraživanja</i> , 3 (1), 9-20			1	yes	
	Vujčić, V. (2013). <i>Opća pedagogija. Novi pristup znanosti o odgoju</i> , Zagreb: Hrvatski pedagoško-književni zbor (selected chapters)			1	no	
	Vukasović, A. (2001). <i>Pedagogija</i> . Zagreb: Hrvatski katolički zbor MI. (selected chapters)			-	yes	
	Vukasović, A. (2010). Odgojna preobrazba u teleologijskom i aksiologijskom ozračju. <i>Odgojne znanosti</i> , 12 (1), 97-117			-	yes	
	Optional literature (at the time of submission of study programme proposal)	-Biddulph, S. (2007). <i>Tajna sretne djece</i> . Zagreb: Mozaik knjiga -Balaban, J. (2007). Vrednote u Hrvatskoj između deklarativnog i stvarno življenog. <i>Bogoslovska smotra</i> , 77 (4), 793-805. -Ferić, I. i Kamenov, Ž. (2006). Vrijednosti kao prediktori stavova i ponašanja: postoji li utjecaj redoslijeda mjerenja? <i>Društvena istraživanja</i> , 16 (1-2), 51-71. -Franc, R., Sučić, I., Šakić, V. (2008). Vrijednosti kao rizični i zaštitni čimbenici socijalizacije mladih. <i>Diacovensia</i> , 16 (1-2), 135-148 -Halstead, J. i Taylor, M. (2000). Learning and teaching about values: A review of recent research. <i>Cambridge Journal of Education</i> , 30 (2), 169-202				

	<p>-Hoblaj, A. (2005). Vrijednosno usmjereni odgoj u vrijednosno usmjerenoj školi. <i>Filozofska istraživanja</i>, 25 (2), 389-411</p> <p>- Jukić, R. (2013). Moralne vrijednosti kao osnova odgoja. <i>Nova prisutnost</i>, 11 (3), 401-417.</p> <p>-Juul, J. (1996). Vaše kompetentno dijete: za nove temeljne vrijednosti obitelji. Zagreb: Educa</p> <p>-Lovat, T., Fleming, D. (2015). Creativity as Central to Critical Reasoning and the Facilitative Role of Moral Education: Utilizing Insights from Neuroscience. <i>Creative Education</i>, 6, 1097-1107, dostupno: http://dx.doi.org/10.4236/ce.2015.611108</p> <p>- Maleš, D., Stričević, I. (2005). Odgoj za demokraciju u ranom djetinjstvu: priručnik za rad s djecom predškolske dobi na razvoju humanih vrijednosti. Zagreb: Udruženje Djeca prva</p> <p>- Pavlović, P. V. (1996). <i>Filozofija odgoja</i>. Zagreb: Hrvatska sveučilišna naklada (odabrana poglavlja)</p> <p>- Spajić-Vrkaš, V; Stričević, I; Maleš, D; Matijević, M. (2004). <i>Poučavati prava i slobode: priručnik za učitelje osnovne škole s vježbama za razrednu nastavu</i>. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu: Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo</p> <p>-Vukasović, A. (1991). Odgoj za etičke vrijednosti u obitelji i školi. <i>Obnovljen život</i>, 46 (1), 49-58.</p>
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, 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, and students' self-assessment of the learning outcomes they achieved, collaborative assessment of the implementation and quality of the teaching process.

NAME OF THE COURSE		Professional practice in the teaching base					
Code	HZX009	Year of study	2. Graduate study				
Course teacher	All teachers in scientific-teaching professions who participate in teaching	Credits (ECTS)	5				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			0	30	40	80	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Introduce students to specific practical conditions in the teaching base and train 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 have the right to apply for the Internship Competition before the beginning of the second year of graduate study. Considering the available places for internships in teaching bases, in the case of a larger number of registered students than the number of available places for internships in host organizations, a selection procedure is carried out according to the Ordinance on professional internships at the Faculty of Humanities and Social Sciences.						
Learning outcomes expected at the level of the course (4 to 10)	Course learning outcomes: 1. Apply the knowledge and skills acquired during the undergraduate and graduate studies necessary for independent observation and solving more complex specific problems in a real work environment.						

learning outcomes)	2. Prepare a Report on Professional Practice Prepare a Report on Professional Practice and explain and critically evaluate the performed tasks with the attachment of relevant documentation Individual learning outcomes: 1. Explain the structure of the selected teaching base. 2. Identify and illustrate the challenges posed by the work environment and create processes to deal with specific challenges. 3. Analyze and evaluate specific practical situations based on recent scientific sources. 4. (Co) organize, monitor, document and evaluate processes in the teaching base. 5. Analyze the problems arising from specific work tasks in the teaching base and suggest processes for solving them. 6. Document personal practice and reflexively evaluate it critically.					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work tasks with work with a mentor from the teaching base. Professional practice lasts 80 working hours. With the consent of the mentor from the Faculty the mentor from the teaching base plans work tasks. The remaining 70 working hours relate to mentoring (10 hours mentor / teacher from the Faculty, 20 working hours mentor from the teaching base), literature research (10 working hours), preparation of the Report on professional practice (20 working hours), preparation and implementation of defense Reports to the mentor from the Faculty (10 working hours).					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	- 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. - 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. - Adhere to the time frames required to perform professional practice. - Actively and constructively act in the teaching base and report to the mentor on Faculty during the performance of this course. - Develop and defend a Report on Professional Practice.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Literature research and consultation with mentors	0,5	Practical training	3
	Experiment al work		Preparation and defense of professional practice Report	0,5	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	<p>Professional practice is descriptively evaluated by mentors of the teaching base and of the Faculty. The mentor from the teaching base continuously monitors the regularity of coming to practice, diligence and success in solving the set work tasks.</p> <p>At the end of the internship, the mentor assigns one of the following two descriptive grades to the student:</p> <ul style="list-style-type: none"> • The student has successfully completed a professional internship • The student did not successfully complete the internship. <p>In case the student has not successfully completed the internship, the internship mentor should explain the grade in writing, and the mentor from the Faculty enters the grade of the internship "Not passed".</p> <p>If the mentor's grade from the teaching base "Student has successfully completed a professional internship" is a mentor from the Faculty, analyzes the Professional Practice Report, discusses 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 prepared and defended the Internship Report • The student did not successfully prepare and defend the Professional Practice Report. <p>If the mentor from the Faculty gave the grade "Student did not successfully prepare and defend the Report on professional practice" the grade should be explained in writing.</p> <p>The subject Professional Practice is considered passed only if the descriptive grades of both mentors have confirmed the successful implementation of professional practice / Report on professional practice. If the descriptive grades of both mentors are positive, the mentor from the Faculty enters the descriptive grade "Passed" in the student index.</p> <p>In accordance with the learning outcomes of the course and the obligations of the student, a descriptive grade is formed with regard to the realization of the following elements:</p> <ol style="list-style-type: none"> 1. Achieved practical work, - 60% 2. Prepared and presented Report, in accordance with the instructions of mentors - 20% 3. Consultations with mentors and independent research - 20%
Required literature	Professional literature is defined by the mentor from the teaching base.
Optional literature	Optional literature is defined by the mentor from the teaching base.
Quality assurance methods that ensure the acquisition of exit competences	<p>Before joining the professional practice in the teaching base the mentor / teacher from the Faculty explains the instructions for performing the practice, documenting the process and compiling the Report on professional practice.</p> <p>During the professional practice, the mentor / teacher from the Faculty, the mentor in the teaching base and the student hold consultations on the process, records are kept on the student's presence and activities. The realized professional practice is continuously monitored as a team through discussion, (self) analysis and (self) evaluation</p> <p>After completing the internship, the student fills out a survey on the quality of the internship in accordance with the Rules.</p>
Other (as the proposer wishes to add)	

3. STUDY PERFORMANCE CONDITIONS

3.1. Places of the study performance

Buildings of the constituent part (name existing, under construction and planned buildings)	
Identification of building	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 associate teachers

Course	Teachers and associate teachers
Family Pedagogy	Maja Ljubetić, Ph. D., Full professor Anita Mandarić Vukušić, Ph. D., Assistant Professor
Methodology of Pedagogical Research	Tonča Jukić, Ph. D., Associate Professor Melita Anušić, Teaching Assistant
Common course: Psychology of Motivation and Socialization in the Classroom	Darko Hren, Ph. D., Associate Professor
Common course: Sociology of Education	Ivanka Buzov, Ph. D., Assistant Professor Tea Gutović, Teaching Assistant
Psychology of Religiosity	Goran Kardum, Ph. D., Full Professor
Research in Early Education	Maja Ljubetić, Ph. D., Full Professor
Interpersonal Communication Skills	Darko Hren, Ph. D., Associate Professor Toni Maglica, Ph. D., Postdoctoral Researcher
Free Time Pedagogy	Ines Blažević, Ph. D., Assistant Professor
Developmental Psychopathology	Ina Reić Ercegovac, Ph.D., Associate Professor Katija Kalebić Jakupčević, Ph.D., Postdoctoral Researcher Bruno Barać, Assistant
Statistics in Pedagogy	Darko Hren, Ph. D., Associate Professor Bruno Barać, Assistant
Partnership Between Family and Education Institutions	Maja Ljubetić, Ph. D., Full Professor Ana Ribičić, Teaching Assistant
Common course: Comparative Pedagogy	Ivana Batarelo Kokić, Ph. D., Full Professor Melita Anušić, Teaching Assistant

Common course: Methodology of Creating a Curriculum	Morana Koludrović, Ph. D., Associate Professor
Action Research in Practice of a Pedagogue	Tonća Jukić, Ph. D., Associate Professor
Introduction to Qualitative Research In Education	Darko Hren, Ph. D., Associate Professor Ivan Buljan, Ph. D., Lecturer
Psychology of Consciousness	Goran Kardum, Ph. D., Full Professor
Educational Neuroscience	Darko Hren, Ph. D., Associate Professor
The Pedagogue in Educational Institution	Anita Mandarić Vukušić, Ph. D., Assistant Professor Melita Anušić, Teaching Assistant
Evaluation and Self-Evaluation In Contemporary School	Morana Koludrović, Ph. D., Associate Professor Ante Grčić, Teaching Assistant
Educational Policy	Ivana Batarelo Kokić, Ph. D., Full Professor Melita Anušić, Teaching Assistant
Feminist Pedagogy	Anita Mandarić Vukušić, Ph. D., Assistant Professor Melita Anušić, Teaching Assistant
Introduction to Social Psychology	Darko Hren, Ph. D., Associate Professor
Prevention of Behavioural Problems	Maja Ljubetić, Ph. D., Full Professor Toni Maglica, Ph. D., Postdoctoral Researcher
Values and Contemporary Challenges of Upbringing	Tonća Jukić, Ph. D., Associate Professor
Distance Education	Ivana Batarelo Kokić, Ph. D., Full Professor
Critical Theories in Pedagogy	Tonća Jukić, Ph. D., Associate Professor Joško Barbir, M. Sc., Assistant
Professional Practice at a Teaching Base	all teachers appointed to scientific-teaching grades who are involved in teaching

3.3. Curriculum vitae of the course teachers

First and last name and title of teacher	Bruno Barac, Asisstant
The course he/she teaches in the proposed study programme	Developmental Psychopathology Statistics in Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	(021) 329284
E-mail address	bbarac@ffst.hr
Personal web page	http://inet1.ffst.hr/bruno.barac
Year of birth	
Scientist ID	
Research or art rank, and date of last rank appointment	mag.psych. 2015.
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	Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of humanities and social sciences, University of Split
Date of employment	05.11.2017.

Name of position (professor, researcher, associate teacher, etc.)	Assistant teacher
Field of research	Psychology
Function	Assistant teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Master of psychology
Institution	University of Zadar
Place	Zadar
Date	26.09.2015
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Gestalt psychotherapist
Institution	Psihika Ltd (EAPTI) – European Accredited Psychotherapy Training Institute – Psychotherapy, Educational and Counselling Center
Place	Zadar
Date	22.08.2020.
INFORMATION ON ADDITIONAL TRAINING	
Year	2015.
Place	
Institution	Cambridge English Language Assessment- Part of the University of Cambridge
Field of training	Cambridge English Proficiency Qualification (C2 Proficiency)
INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Newcastle upon Tyne
Institution	Pearson Assessment
Field of training	ADOS-2 Clinical Workshop
INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Split
Institution	Hrvatska psihološka komora
Field of training	Licence for psychological practice
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- 5 (excellent)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language – 2 (sufficient)
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)	/
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. Bubić, A., Barać, B. and Ivanović, A. (2018). Predictors of beliefs about psychological services among future teachers and educators. U M. Kurki (ur.), <i>7th European Conference on Mental Health</i> (str.113). Split 2. Bubić, A., Barać, B. and Tošić, A. (2018). Odrednice roditeljske uključenosti u školski život djece. In M. Nikolić, A. Tokić, V. Čubela Adorić, A. Dodaj, Lj. Gregov, L. Ivanov, I. Macuka, M. Nekić, and. Tucak Junaković, P. Valerjev, M.

	<p>Vidaković (ed.). <i>XXI. Psychology days in Zadar – Book of Abstracts</i> (p. 41). Zadar: University of Zadar, Department of psychology</p> <p>3. Barać, B. and Vulić- Prtorić, A. (2016). Što ustvari ispituje Test očiju? Neke metodološke teškoće ispitivanja teorije uma Testom očiju. <i>Klinička psihologija</i>, 9(2), 217- 238 doi:10.21465/2016-KP-2-0002</p> <p>4. Šimić, N. and Barać, B. (2014). Ispitivanje fundamentalne frekvencije glasa i njenog varijabiliteta kod nisko i visoko anksioznih sudionica. In A. Slišković (ed.) <i>Book of Abstracts XIX Psychology days in Zadar</i> (p. 29-31.)Zadar: University of Zadar, Department of psychology</p> <p>5. Barać, B. and Vulić-Prtorić, A. (2020). Odnos stilova humora i teorije uma. // XXII. Days of psychology in Zadar, Zadar, Croatia, 2020. (poster)</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?	Course for the acquisition of teacher's competences, University of Zadar, 60 ECTS
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Joško Barbir, M. Sc., Asisstant
The course he/she teaches in the proposed study programme	Critical Theories in Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35, Split
Telephone number	(02) 329284
E-mail address	jbarbir@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	366034
Research or art rank, and date of last rank appointment	Assistant-27.11.2017
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 fields, pedagogy field
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences Split, University of Split
Date of employment	27. 11. 2017

Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	High education
Function	Assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Master of science in the field of social sciences.
Institution	Faculty of Humanities and Social Sciences Rijeka
Place	Rijeka, Croatia
Date	2002.
INFORMATION ON ADDITIONAL TRAINING	
Year	2018.
Place	Zadar, Croatia
Institution	University of Zadar.
Field of training	Doctoral studies
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
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 (3)
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)	Action research in practice of pedagogue - Department of pedagogy. Basic methodology of pedagogical research - Department of early childhood education. Didactics - Teaching course graduate study programme. Pedagogical communication - Department of pedagogy
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	-
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	"The role of quality of family interactions on the behaviour of children in bullying, family and contemporary society – challenges and perspectives" – Banja Luka, 2020
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?	Faculty of Humanities and Social Sciences Rijeka, Study of Pedagogy, Graduate Professor of Pedagogy..
PRIZES AND AWARDS	

Prizes and awards for teaching and scholarly/artistic work	
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First and last name and title of teacher	Ivana Batarelo Kokić, Ph. D., Full Professor
The course he/she teaches in the proposed study programme	Comparative Pedagogy; Education Policy; Distance Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329284
E-mail address	batarelo@ffst.hr
Personal web page	http://marul.ffst.hr/~batarelo/dokuwiki
Year of birth	
Scientist ID	257575
Research or art rank, and date of last rank appointment	Scientific Advisor, 3. 12. 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 22. 2. 2018
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	1.10.2008
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Higher education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Arizona State University
Place	Tempe, AZ, SAD
Date	9.12.2002
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 (level 5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (level 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"> • <i>Comparative Pedagogy</i> – core course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split • <i>Educational Policy</i> – core course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split • <i>Distance Education</i> – core course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split

	<ul style="list-style-type: none"> • <i>Educational and developmental strategies</i> - elective course, graduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb
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"> • Batarelo Kokić, I., (2020). Učim od doma: školovanje u vrijeme pandemije COVID19 bolesti. U: Kolak, A. i Markić, I. (ur.) Školovanje od kuće i nastava na daljinu u vrijeme HR-COVID-19 (str. 7-25). Zagreb: HAZU, HPD, Element. • Batarelo Kokić, I., Podrug, A., & Mandarić Vukušić, A. (2019). Operationalization of Children's Rights Education Policy: Analysis of The Documents Issued in The Republic Of Croatia and in The United States of America. <i>Školski vjesnik</i>, 68(2.), 370-388. • Batarelo Kokić, I., Rukavina, S. (2017). Learning from Digital Video Cases: How Future Teachers Perceive the Use of Open Source Tools and Open Educational Resources, <i>Knowledge Cultures</i>, 5(5), 115-130. • Batarelo Kokić, I. (2014). Intercultural competence of teachers college students with the use of information and communication technology. <i>Pedagoški istraživanja</i>, 11 (2), 51-51.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> • Jandrić, P., Hayes, D., ... Batarelo Kokić, I., ...& Hayes, S. (2020). Teaching in The Age of Covid-19. <i>Postdigital Science and Education</i>, 2(2), 106–1230. • Batarelo Kokić, I., Blažević, I., & Kurz, T. (2019). Primary School Teachers' Readiness for Online Learning. In Beseda, Jan, Rohlíková, Lucie, Duffek, Václav (ur.). E-learning: Unlocking the Gate to Education around the Globe - 14th conference reader (str. 370-379). Prague: Center for Higher Education Studies. • Kurz, T.L., Batarelo Kokić, I. & Novosel, V. (2019). The Depth and Breadth of Learning how to Trade Stocks through Simulated Play. In K. Graziano (Ed.), <i>Proceedings of Society for Information Technology & Teacher Education International Conference 2019</i> (pp. 1827-1831). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE). • Kurz, T. L., Batarelo Kokić, I. (2014). Predilections on requisite pedagogical Content for mathematics and science video cases. <i>Technology, Instruction, Cognition and Learning</i>, 9(4), 275-293.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	<ul style="list-style-type: none"> • Undergraduate study (Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb) • Master studies (Educational Media and Computers, Arizona State University, USA) • Doctoral studies (Interdisciplinary PhD in Curriculum and Instruction, Arizona State University, USA)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	<ul style="list-style-type: none"> • DAAD Fellowship (KMRC, Tuebingen; 2005.-2006.) • Graduate Academic Scholarship (Arizona State University; 2000.-2001)
First and last name and title of teacher	Ines Blažević, Ph. D., Assistant Professor

The course he/she teaches in the proposed study programme	Free Time Pedagogy Extracurricular and After-school Activities
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/545-586
E-mail address	iblazevic@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	324682
Research or art rank, and date of last rank appointment	Research Associate, 29.5.2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 27.6.2017.
Area and field of election into research or art rank	area: social science field: pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	24.7.2017.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	teaching, science, research
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	9.11.2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	2020.
Place	Zagreb
Institution	Forum for Freedom in Education
Field of training	Active learning and critical thinking in higher education
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 – 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)	-
Professional, scholarly and artistic articles published in the last five	1. Bulić, M i Blažević, I. (2020). <i>The impact of online learning on student motivation in science and biology classes</i> . In: Revija za

years in the field of the course (5 works at most)	<p>elementarno izobraževanje (Journal of elementary education), 13, 1, 73-87.</p> <p>2. Batarelo Kokić, I., Blažević, I. i Kurz, t. (2019). <i>Primary School Teachers Readiness for Online Professional Development</i>. In: Beseda, Jan ; Rohlíková, Lucie ; Duffek, Václav (ed.): E-learning: Unlocking the Gate to Education around the Globe: 14th conference reader. Prag: Centre for Higher Education Studies, 370-379.</p> <p>3. Blažević, I. (2018). Vrednovanje i izbor digitalnih medija u nastavi. In: Dedić Bukvić, E. I Bjelan-Guska, S. (ed.): Ka novim iskoracima u odgoju i obrazovanju. Sarajevo: Filozofski fakultet, 529 – 544.</p> <p>4. Batarelo Kokić, I. i Blažević, I. (2016). <i>The relationship between Teachers Entrepreneurial Competence, Level of Job Satisfaction and Work Readiness</i>. In: Matijeć, M i Žiljak, T. (ed.): Book of Proceedings of the 7th International Conference on Adult Learning Who Needs Adult Education? Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih, Hrvatsko andragoško društvo, 80 – 87.</p> <p>5. Blažević, I. (2016) <i>Igra i izvannastavne aktivnosti u prirodozlovnome i društveno-humanističkom području</i>. In: Ivon, H. i Mendeš, B. (ed.): Dijete, igra i stvaralaštvo. Zagreb: Filozofski fakultet Sveučilišta u Splitu i Savez društava "Naša djeca" Hrvatske, 43 – 52.</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. Blažević, I. (2020). <i>Mogućnosti poticanja čitanja kod učenika u prvom odgojno-obrazovnom ciklusu</i>. In: Batarelo Kokić, I. i ect. (ed.): Čitanje u ranoj adolescenciji. Split: Filozofski fakultet, 123 – 143.</p> <p>2. Blažević, I., Mišurac, I. i Marasović, A. (2019). <i>Mogućnosti primjene Montessori pristupa u početnoj nastavi matematike</i>. In: Nesimović, S. i Mešanović – Meša, E. (ed.): Prozor u svijet obrazovanja, nauke i mladih. Sarajevo: Pedagoški fakultet, 21 – 36.</p> <p>3. Blažević, I., Mišurac, I. i Jurić, J. (2019). <i>Identification and work with the gifted children in primary education</i>. In: Herzog, J. (ed.): Contemporary aspects of giftedness. Hamburg: Verlag Dr-Kovač, 9-19.</p> <p>4. Bulić, M. i Blažević, I. (2017). <i>Odgoj i obrazovanje za održivi razvoj u suvremenom kurikulumu</i>. In: Radeka, I. (ed.): Održivi razvoj i odgojno-obrazovni sustav Hrvatske. Zadar, Sveučilište u Zadru. 203. – 210.</p> <p>5. Blažević, I. (2016). <i>Interkulturalizam u nastavi prirode i društva</i>. Školski vjesnik: časopis za pedagoška i školska pitanja, 65. tematski broj, 189 - 200.</p> <p>6. Blažević, I. (2016). <i>Family, peer and school influence on childrens social development</i>. World Journal of Education, 6. 2: 42 – 49.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. Commix – Erasmus plus KA 2 project – participation</p> <p>2. TaSDi-PBS - Erasmus plus KA 2 project – participation</p> <p>3. Competency standards of teachers, pedagogues and mentors – HKO project</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	Teacher Training College in Split – graduate study

didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Ivanka Buzov, Ph. D., Assistant Professor
The course he/she teaches in the proposed study programme	Sociology of Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Split, Poljička cesta 35
Telephone number	(021) 329284
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	Faulty of Humanities and Social Sciences, University of Split
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	Ph. D.
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)</i> ; Sociology of education - <i>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 (ERASMUS plus – University of Split and research centres form Bulgaria, Cyprus, Great Britain, Poland and Romania. 4. 2014-2016: Boys' reading (ERASMUS plus - Strategic Partnerships – University of Split and research centres and faculties form Austria, Cyprus, Greece, Poland, Portugal and Romania. 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)
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	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Darko Hren, Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Introduction to Qualitative Research in Education Interpersonal Communication Skills Psychology of Motivation and Socialisation in the Classroom Introduction to Social Psychology Statistics in Pedagogy Educational Neuroscience
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329284
E-mail address	dhren@ffst.hr
Personal web page	https://inet1.ffst.hr/darko.hren
Year of birth	
Scientist ID	277083
Research or art rank, and date of last rank appointment	Associate Professor, 25.9.2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	interdisciplinary sciences (psychology, pedagogy)
Area and field of election into research or art rank	interdisciplinary sciences (psychology, pedagogy)
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	April 2009.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	meta-research, scientific publishing process, health aspects of elite athletes
Function	Head of Chair of Psychology, ISVU coordinator
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, Zagreb
Place	Zagreb
Date	October 2008
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
COMPETENCES FOR THE COURSE	

<p>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>	<p>Bachelor and Master level:</p> <p>2017 - today Introduction to qualitative research methods in education (Faculty of Humanities and Social Sciences, Split)</p> <p>2015 - today Psychology of motivation and socialization in the classroom (Faculty of Humanities and Social Sciences, Split)</p> <p>2011 - today Communication skills (Faculty of Humanities and Social Sciences, Split)</p> <p>2008 - today Social Psychology (Faculty of Humanities and Social Sciences, Split)</p> <p>2008 - today Introduction to Scientific Literacy (Faculty of Humanities and Social Sciences, Split)</p> <p>2009 - 2014 Pedagogical Psychology (Faculty of Humanities and Social Sciences, Split)</p> <p>2005 - 2010 Study Skills (Medical School, Zagreb University)</p> <p>2002 - 2008 Introduction to Scientific Research in Medicine (Medical School, Zagreb University)</p> <p>2003 - 2008 Planning and Writing a Scientific Paper (ongoing professional education of physicians)</p> <p>Graduate level:</p> <p>2017 - today Quasi-Experimental and Non-Experimental Study Designs (Medical School, University of Split)</p> <p>2014 - today Basic Statistics for Linguists (Faculty of Humanities and Social Sciences, Split)</p> <p>2004 - 2009 Statistical and methodological consultations for PhD candidates (Medical School, University of Split)</p> <p>2007 - 2009 Clinical Biostatistics (Medical School, University of Split)</p>
<p>Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)</p>	<p>Tomljenović, H., Bubić, A. & Hren, D. (2020). Decision making processes underlying avoidance of mandatory child vaccination in Croatia – a qualitative study. <i>Current Psychology</i>. https://doi.org/10.1007/s12144-020-01110-7</p> <p>Vidak, M., Buljan, I., Tokalić, R., Lunić, A., Hren, D., Marušić, A. (2020). Perception of organizational ethical climate by university staff and students in medicine and humanities: a cross sectional study. <i>Science and Engineering Ethics</i>. https://doi.org/10.1007/s11948-020-00270-w</p> <p>Glonti, K., Boutron, I., Moher, D., Hren, D. (2020). Journal editors' perspectives on the communication practices in biomedical journals: a qualitative study. <i>BMJ Open</i>, 10:e035600</p> <p>Karačić, J., Dondio, P., Buljan, I., Hren, D., Marušić, A. (2019). Languages for different health information readers: multitrait-multimethod content analysis of Cochrane systematic reviews textual summary formats . <i>BMC Medical Research Methodology</i>, 19:75-79.</p> <p>Sharp, M., Tokalić, R., Gómez, G., Wager, E., Altman, D.G., Hren, D. (2019). A cross-sectional bibliometric study showed suboptimal journal endorsement rates of STROBE and its extensions. <i>Journal of Clinical Epidemiology</i>, 107:42-50</p>
<p>Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)</p>	

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	H2020 MARIE SKLODOWSKA-CURIE INNOVATIVE TRAINING NETWORKS (ITN): Methods in Research on Research (projekt br: 676207). Trajanje 2016-2020. Scientist-in-Charge
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Faculty of Humanities and Social Sciences, Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	2002 - Special Rector's reward for creation, organization and conducting of the project "Successful studying" - a series of workshops with a goal of fostering study skills and motivation of students.

First and last name and title of teacher	Tonča Jukić, Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Methodology of Pedagogical Research Critical Theories in Pedagogy Action Research in Practice of a Pedagogue Values and Contemporary challenges of Upbringing
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	+385 21 545 598
E-mail address	tjukic@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	290210
Research or art rank, and date of 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	University of Split, Faculty of Humanities and Social Sciences
Date of employment	1.12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Pedagogy, methodology
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	16. 5. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002./2003.
Place	Zagreb
Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, didactics

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)
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>Basic methodology of pedagogical research, Study of Pre-school Education, Undergraduate study Methodology of scientific-research work, Teacher Study, Integral Study</p> <p>Action research in early and pre-school education, Study of Pre-school Education, Graduate study Systematic Pedagogy, Pedagogy, Undergraduate study Fundamentals of Pedagogy, double-major teacher studies, graduate studies</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. Jukić, T. (2019, June). Creativity in Education. In <i>Proceedings of the Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i> (pp. 11-16). South-West University Neofit Rilski.</p> <p>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.</p> <p>3. Bubić, A., Jukić, T., & Šijaković, E. (2016). Čitanje kroz igru: važnost poticanja čitanja od najranije dobi. In H. Ivon & B. Mendeš (ur.) <i>Zbornik radova znanstvene konferencije s međunarodnom suradnjom "Dijete, igra, stvaralaštvo"</i> (pp. 53-64). Split - Zagreb: Filozofski fakultet u Splitu; Savez društava "Naša djeca" Hrvatske</p> <p>3. Jukić, T. (2015). Upoznavanje baštine kroz akcijsko istraživanje u ranom i predškolskom odgoju i obrazovanju. <i>Školski vjesnik</i>, 64 (3), 424-438.</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. Jukić, T., & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić i A. Mandarić Vukušić (Eds.) <i>Čitanje u ranoj adolescenciji</i>. (pp. 97-121). Split: Filozofski fakultet.</p> <p>2. Jukić, T., Kostović-Vranješ, V. & Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In S. Kaljača i M. Nikolić (Eds.) <i>Unapređenje kvalitete života djece i mladih. Tematski zbornik (1st part)</i> (pp. 314-323). Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli.</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> (pp. 25-34). Split: Filozofski fakultet u Splitu.</p>

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016). Member of the project team: Erasmus Plus K2 project <i>COMMIX</i> No. 2016-1-BG01-KA201-023657 (2016 - 2018)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Faculty of Natural Sciences and Education University of Split, (1996-2000), 6 teaching methodologies Forum for Freedom in Education, Project Teaching and writing for Critical Thinking, (RWCT), (since 2006. leads workshops for teachers)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Katija Kalebić Jakupčević, Ph. D., Postdoctoral Researcher
The course he/she teaches in the proposed study programme	Developmental Psychopathology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35, Split
Telephone number	021 545586
E-mail address	kkalebicjakupcevic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	345266
Research or art rank, and date of last rank appointment	Research associate, 12.2.2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Postdoctoral researcher, 2016.
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, University of Split
Date of employment	1.1.2019.
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral researcher
Field of research	Psychology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	2008.
Place	Zagreb
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Field of training	Postgraduate studies, Specialization in clinical psychology
INFORMATION ON ADDITIONAL TRAINING	
Year	2010.
Place	Zagreb

Institution	CABCT
Field of training	Supervision in Cognitive-behavioral therapy
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (2)
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)	
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"> - Kalebić Jakupčević, K. i Živčić-Bećirević, I. (2017). Contribution of rumination, mindfulness, thought suppression and metacognitive beliefs in depression. <i>Psihologijske teme</i>. 26(2), 335-354. - Koludrović, M. i Kalebić Jakupčević, K. (2017). The relationship between classroom climate and school achievement of primary school students. <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>. 66(4), 557-572. - Kalebić Jakupčević, K. i Reić Ercegovac, I. (2016). Dobne i spolne razlike u depresivnosti kod djece i adolescenata na području grada Splita. <i>Paediatrica Croatica</i>. 60(4), 133-140. - Kalebić Jakupčević, K. i Živčić-Bećirević, I. (2016). Cognitive and metacognitive processes in depressive disorder. <i>Socijalna psihijatrija</i>. 44(3), 185-195. - Kuzmanić Šamija, R., Kolić, K., Markić, J., Polić, B., Kalebić Jakupčević, K., Lozić, B., Lazibat, I., Unić, I. i Zemunik, T. (2014). Correlation of serial MRI findings and clinical outcome in the first Croatian patient with acute necrotizing encephalopathy. <i>Croatian medical journal</i>, 55(4), 431-433.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> - Koludrović, M. i Kalebić Jakupčević, K. (2017). The relationship between classroom climate and school achievement of primary school students. <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>. 66(4), 557-572.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>2018. - leader of professional support workshops for parents in the conditions of more demanding parenting "We grow together": Centre for parental support "We grow together", UNICEF, Croatia</p> <p>2018. - coordinator of the preventive program "I represent myself - I respect you"; Family Centre, Centre for Social Welfare</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Study of Psychology, University of Zadar

First and last name and title of teacher	Goran Kardum, Ph. D., Full Professor
The course he/she teaches in the proposed study programme	Psychology of Consciousness, Psychology of Religion
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	(021) 329284
E-mail address	gkardum@ffst.hr
Personal web page	(021) 329284
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	University of Split, Faculty of Humanitatis and Social Sciences
Date of employment	October 2008.
Name of position (professor, researcher, associate teacher, etc)	Professor
Field of research	Scientific and teaching activities
Function	Department of Psychology
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	4. July, 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, 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)	Psychology of religion (graduate studies), Psychology of consciousness (graduate studies), Psychology of Education (graduate studies), Developmental Psychology (undergraduate and graduate studies) at the Faculty of Humanities and Social Sciences. Neuroscience at the Medical School, University of Split
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five	1. Malenica, K., Kovačević, V., & Kardum, G. (2019). Impact of Religious Self-Identification and Church Attendance on

years in the field of the course (5 works at most)	<p>Social Distance toward Muslims. <i>Religions</i>, 10(4), 276. MDPI AG. http://dx.doi.org/10.3390/rel10040276</p> <p>2. Glumac, S., Karanović, N. & Kardum, G. (2019). Postoperative cognitive decline after cardiac surgery: a narrative review of the current knowledge in 2019. <i>Medical science monitor</i>, doi: 10.12659/MSM.914435</p> <p>3. 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</p> <p>4. Vucinovic, M., Kardum, G., Vukovic, J., Vucinovic, A. (2018). Maturation Changes of Delta Waves in Monozygotic and Dizygotic Infant Twins. <i>Journal of Experimental Neuroscience</i>, 12, 1-9 doi:10.1177/1179069518797108</p> <p>5. 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</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?-pedagoške kompetencije?	Regular studying during the graduate study of psychology as well as through continuous education during the regular teaching work
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Morana Koludrović, Ph. D, Associate Professor
The course he/she teaches in the proposed study programme	Methodology of creating a curriculum; Evaluation and self-evaluation in contemporary school
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35, 21 000 Split
Telephone number	(021) 329284
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	Associate Professor, February 17, 2021
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.)	associate professor
Field of research	Didactics, curriculum design, school pedagogy
Function	Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
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, curriculum design and (self)assessment on 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.
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. 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. Koludrović, M.; Brčić Kuljiš, M. (2016), Doprinos razvoju kurikulumu namijenjenih stručnjacima u obrazovanju odraslih / Contribution to the development of the curricula aimed at adult education professionals. Split: Hrvatsko andragoško društvo (urednička knjiga). 3. Brčić Kuljiš, M.; Koludrović, M.; Popović, T. (2016), Izrada standarda zanimanja i standard kvalifikacije stručnjaka za obrazovanje odraslih. Zbornik radova 7. međunarodne konferencije o obrazovanju odraslih Kome treba obrazovanje odraslih?, Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih, 47-55. 4. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75. 5. Koludrović, M. (2015), Kurikuluski i kompetencijski pristup obrazovanju budućih nastavnika i odgajatelja. U: H.

Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>Ivon i B. Mendeš (ur.), kompetencije suvremenog učitelja i odgajatelja – izazov za promjene, 11-23.</p> <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. 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). 3. Ljubetić, M.; Reić Ercegovac, I.; Koludrović, M. (2016), Quality partnership as a Contextual Prerequisite of Successful Learning of Young and Preschool-Aged Children. Journal of Education and Learning, 5(1), 78-87. 4. 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. 5. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2018), Percipirana sigurnost u školi i razredno- nastavno ozračje kao prediktori doživljavanja nasilnih ponašanja, Napredak: časopis za pedagogijsku teoriju i praksu, 159(1-2), 31-52.
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"> - 2019 – today; project team member (ESF project UP.03.1.1.03.0056 Competence standards of teachers, pedagogues and mentors) - 2016 – 2018; project team member (Erasmus + KA3: Educa T project, Emphasis on developing and upgrading of competences for academic teaching) - 2014 – 2017; team member (field of pedagogy in the Science Center of Excellence for School Effectiveness and Management) - 2014 – 2016; project team member (ESF project HR.3.1.15-0014 Development of Occupational and Qualification Standards for Adult Education)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	<p>Master's degree in primary education, University of Split M. Sc. Faculty of philosophy, University of Zagreb Ph.D. Faculty of philosophy, University of Zagreb Numerous education in the field of didactics, pedagogy and andragogy</p>
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Maja Ljubetić, Ph. D., Full Professor
The course he/she teaches in the proposed study programme	Family pedagogy; Partnership of family and educational institution; Research in early childhood education; Prevention of behavioral disorders
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split

Telephone number	(021) 329284
E-mail address	ljubetic@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	217545
Research or art rank, and date of last rank appointment	Scientific Adviser, 19. 12. 2016
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 14. 02. 2017.
Area and field of election into research or art rank	Teaching activity, scientific research work
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	01.10.2005.
Name of position (professor, researcher, associate teacher, etc)	Professor, Researcher
Field of research	Social sciences, pedagogy
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctorate of science
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	06.7.2004.
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 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)	-
INFORMATION ON ADDITIONAL TRAINING	
Year	1996.-2002.
Place	Spli-Kranj-Zagreb
Institution	William Glasser Institute
Field of training	Formal education in Choice theory/Lead management/Quality school (BP supervisor; AP supervisor)
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
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)	-

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>-Ljubetić, M., Maglica, T. Social and emotional learning and care policy in Croatia. <i>International journal of evaluation and research in education</i>, 9 (2020), 3; 650-659.</p> <p>-Ljubetić, M., Ina Reić Ercegovac, I., Mandarić Vukušić, A. Percepcija obiteljske komunikacije adolescenata i njihovih roditelja: Rezultati preliminarnog istraživanja. <i>Nova prisutnost: časopis za intelektualna i duhovna pitanja</i>, Vol. XVIII No. 2, 2020., 279-292.</p> <p>-Maglica, Toni; Reić Ercegovac, Ina; Ljubetić, M. Mindful parenting and behavioural problems in preschool children. <i>Hrvatska revija za rehabilitacijska istraživanja</i>, 56 (2020), 1; 44-57.</p> <p>-Visković, I., Ljubetić, M. The expert opinion on quality of family functioning in Croatia. <i>International journal of cognitive research in science, engineering and education</i> (2019), 7 (3): 1-11.</p> <p>-Reić Ercegovac, I., Ljubetić, M. Svjesnost u roditeljstvu majki i očeva djece različite dobi: Validacija hrvatske inačice upitnika. <i>Psiholgijske teme</i> (2019) 28 (2): 397-418.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>-Ljubetić, M. (2020) Sukonstrukcija znanja i stjecanje pedagoških vještina u visokoškolskoj nastavi na daljinu: sveučilišni priručnik. Split, Sveučilište u Splitu, Filozofski fakultet</p> <p>-Ljubetić, M., Maglica, T. Vukadin, Ž. Social and Emotional Learning and Play in Early Years. <i>Educational Reforms Worldwide, BCES Conference Book</i> / Popov, N., Wolhuter, C., de Beer, L., Hilton, G., Ogunleye, J., Achinewhu-Nworgu, E., Niemczyk, E. (ur.). Sofia, Bulgaria: Bulgarian Comparative Education Society, 2020. str. 122-128.</p> <p>-Ljubetić, M. Learning about practice in practice. <i>Proceedings 4th International Conference on Teacher Education (INCTE)</i> / Pires, Manuel Vara; Mesquita, Cristina; Lopes, Rui Pedro; Mendes Silva, Elisabete; Santos, Graça; Patrício, Raquel; Castanheira, Luís (ur.). (2019). Bragança: Instituto Politécnico de Bragança, str. 692-701.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Scientific research project "Empowering the family for the development of positive relationships and family togetherness" (project leader prof. Jasminka Zloković, PhD, code. uniri-drustv-18-6 1132, at the University of Rijeka, Faculty of Philosophy
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 preschool education, study of pedagogy, master's degree in special education and doctorate in pedagogy
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Toni Maglica, Ph. D., Postdoctoral Researcher
The course he/she teaches in the proposed study programme	Prevention of Behavioural Problems

GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35
Telephone number	(021) 329284
E-mail address	tmaglica@ffst.hr
Personal web page	https://www.bib.irb.hr/pregled/znanstvenici/364892
Year of birth	
Scientist ID	364892
Research or art rank, and date of last rank appointment	-
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Postdoctoral researcher, 20.3.2019.
Area and field of election into research or art rank	Social sciences, Educational and rehabilitation sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	7.9.2017.
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral researcher
Field of research	Educational and rehabilitation sciences; social pedagogy, prevention of behavioural problems
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctoral degree
Institution	Faculty of Education and Rehabilitation Sciences, University of Zagreb
Place	Zagreb
Date	10.10.2017.
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
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)	Child and Society, Department of Early and Preschool Education and Care, undergraduate study programme Contemporary childhood and children's rights, Department of Early and Preschool Education and Care, graduate study programme Behavioural problems in Early Childhood; Department of Early and Preschool Education and Care, graduate study programme Social and emotional learning in behavioural problems prevention, Early and Preschool Education and Care, graduate study programme
Authorship of university/faculty textbooks in the field of the course	-

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Ljubetić, M., Maglica, T. (2020). Social and emotional learning in education and care policy in Croatia. <i>International Journal of Evaluation and research in Education</i>, 9, 3, 650-659. 2. Maglica, T. (2019). Social and emotional learning preventing children's behavioural problems. <i>Livro de Atas Proceedings</i>, 415-426 3. Maglica, T., Ribičić, A., Ljubetić, M. (2020). Social and emotional competencies and academic achievement in elementary school students. <i>Zbornik odseka za pedagogiju</i>, 25-48. 4. Maglica, T. (2016). Prevencija mentalnih i ponašajnih poremećaja. <i>Zaštita mentalnog zdravlja djece i mladih- uloga javnozdravstvenih projekata</i>. Nastavni zavod za javno zdravstvo Splitsko-dalmatinske županije.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Maglica, T., Vorgić Krvavica, R. (2018). <i>Komunikacija i grupna dinamika</i> . M. Koldurović i M. Vučić (ur.) <i>Učimo cjeloživotno učiti i poučavati: priručnik za nastavnike u obrazovanju odraslih</i> . Agencija za strukovno obrazovanje i obrazovanje odraslih. Zagreb.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ol style="list-style-type: none"> 1. Youth Gambling in Croatia, scientific project, Faculty of Education and Rehabilitation Sciences, University of Zagreb 2. Positive Youth Development, scientific project, Faculty of Education and Rehabilitation Sciences, University of Zagreb 3. Developing Science and Practice in teacher education, professional- scientific project, Penn State University & Faculty of Humanities and Social Sciences, University of Split 4. Improvement of Inclusivity of Initial Teacher Education for Early Childhood Education and Care, professional project, Faculty of Teacher Education, University of Zagreb
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Faculty of Education and Rehabilitation Sciences, University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Anita Mandarić Vukušić, Ph. D., Assistant Professor
The course he/she teaches in the proposed study programme	Family pedagogy, The Pedagogue in Educational Institution, Feminist pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	021 545 586
E-mail address	amandari@ffst.hr
Personal web page	/
Year of birth	
Scientist ID	323396

Research or art rank, and date of last rank appointment	Research associate, 18. 6. 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 22. 1. 2020.
Area and field of election into research or art rank	Social Science, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split, Department of Pedagogy
Date of employment	1. 11. 2009.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Family pedagogy, Pedagogue in educational institution, Pedagogy and childhood, Pedagogy and the development of human potential, Feminist pedagogy
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	6. 7. 2016.
INFORMATION ON ADDITIONAL TRAINING	
Year	2019.
Place	Split
Institution	Faculty of Economy, University of Split
Field of training	<i>Unaprjeđenje znanja i vještina za provedbu programa društveno korisnog učenja, u sklopu projekta Praktično-Aktivno-Zajedno-Interdisciplinarno! (PAZI) – programi društveno korisnog učenja</i>
INFORMATION ON ADDITIONAL TRAINING	
Year	2019.
Place	Bragança, Portugal
Institution	Instituto Politecnico de Braganca, Escola Superior de Educacao
Field of training	Erasmus mobility, Professional development of pedagogues
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, 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)	Family pedagogy and Partnership between family and educational institutions at the Department of Pre-school education, Teacher education and Pedagogy (undergraduate and graduate degree); Pedagogy and Childhood at the Department of Pedagogy (undergraduate degree); Pedagogy and the Development of Human Potential at the Department of Pedagogy (undergraduate degree); The Pedagogue in Educational Institution at the Department of Pedagogy (graduate degree); Feminist pedagogy at the Department of Pedagogy (graduate degree); Professional development and life-long learning of pre-school teacher at the Department of Pre-school education (graduate degree).

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, Ivanka; Mandarić Vukušić, Anita (2020). Enriching reading experiences for boys in early adolescence: Findings of the focus group discussions. U: Gómez Chova, L.; López Martínez, A.; Candel Torres, I. (ur.): <i>14th International Technology, Education and Development Conference (INTED2020 Proceedings)</i>, Valencia, Španjolska: IATED Academy, str. 5894-5902. doi:10.21125/inted.2020.15902. 2. Mandarić Vukušić, A. i Bubić, A. (2019). Self-monitoring and self-evaluation in educator profession. U: Pires, Manuel V., Mesquita, Cristina, Lopes, Rui P., Santos, Elisabete M. S. G., Patricio, Raquel i Castanheira, Luis (ur.). <i>IV Encontro Internacional de Formação na Docência (INCTE)/ 4th International Conference on Teacher Education (INCTE)</i> (str. 767-778). Bragança: Instituto Politecnico de Bragança, Escola Superior de Educacao. 3. Batarelo Kokić, Ivana; Podrug, Anđela; Mandarić Vukušić, Anita (2019). Operacionalizacija obrazovnih politika o pravima djece: analiza dokumenata Republike Hrvatske i Sjedinjenih Američkih Država, <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>, 68 (2019), 2; 352-412. 4. Mandarić Vukušić, A. (2018). Self-evaluation of Parental Competence – Differences Between Parents with Pedagogical and Non-Pedagogical Professions. <i>World Journal of Education</i>, Vol. 8, No. 2 (2018). DOI: https://doi.org/10.5430/wje.v8n2p1 URL: https://doi.org/10.5430/wje.v8n2p1 5. Ljubetić, M., Mandarić Vukušić, A., Pezo, K. (2017). Pedagogues and Social Workers—Challenges of Collaboration. U: <i>9th International Scientific Forum, ISF 2017</i>, 23.-24. November. Cambridge, UK: University of Cambridge, Proceedings, str. 167-189.
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. 2019.- today, project member: <i>Osnaživanje obitelji za razvoj pozitivnih odnosa i obiteljskog zajedništva</i>, (uniri-drustv-18-6, Univeristy in Rijeka, prof.dr.sc. Jasminka Zloković). 2. 2019. – today, member of research team: UP.03.1.1.03.0056, <i>Kompetencijski standardi nastavnika, pedagoga i mentora</i>, Europski socijalni fond, prof.dr.sc. Igor Radeka) 3. from 2016. till 2017., researcher: EduMAP: <i>Broad Research on Adult Education in the EU</i> (European Union, Horizon 2020, Research and Innovation Programme, No. 693388), University of Tampere (http://www.uta.fi/edu/en/research/projects/edumap/index.html). 4. from 2016. till 2018., researcher: COMMIX, (European Commission; Erasmus Plus K2: Strateška partnerstva; Nuber: 2016-1-BG01-KA201-023657), prof. dr. sc. Ivane Batarelo Kokić. 5. from 2014. till 2016., project member: <i>Boys Reading</i>, (European Commission; Erasmus Plus K2: Strateška partnerstva; Number. 2014-1-HR01-KA200-007171), voditeljice prof. dr. sc. Ivane Batarelo Kokić.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	<ul style="list-style-type: none"> - 2009. Faculty of Humanities and Social Sciences, University of Zadar, Department of Pedagogy (4 years) - 2004. Faculty of Humanities and Social Sciences, University of Split, Department of Pre-school Education (2 years)

didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Ina Reić Ercegovac, Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Developmental Psychopathology
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329284
E-mail address	inareic@ffst.hr
Personal web page	/
Year of birth	
Scientist ID	235650
Research or art rank, and date of last rank appointment	Higher Research Associate, 7. 6. 2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14. 7. 2017.
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, University of Split
Date of employment	1. 12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Developmental psychology
Function	Vice Dean for Teaching and Students' Affairs
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb
Date	4. 5. 2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	2016.
Place	Split
Institution	Agency for Vocational Education and Training and Adult Education; Faculty of Humanities and Social Sciences Split
Field of training	Adult education in Croatia
Year	2012.
Place	Zagreb
Institution	University of Zagreb
Field of training	Education for Equal Opportunities at Croatian Universities
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 (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)	Course teacher in: Basics of Developmental Psychology (Undergraduate and Graduate study in primary education) Developmental Psychology I (Undergraduate study in early and preschool education) Attachment across the Lifespan (Graduate study in early and preschool education) Psychology of Parenting (Graduate study in early and preschool education) Psychology of Childrens' Drawings (Graduate study in early and preschool education)
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1.Maglica, T., Reić Ercegovac, I., Ljubetić, M. (2020). Mindful parenting and behavioral problems in preschool children. <i>Hrvatska revija za rehabilitacijska istraživanja</i> , 56(1), 44-57. doi: 10.31299/hrri.56.1.4. 2.Ljubetić, M., Reić Ercegovac, I. (2020). The relationship between mindful parenting, cognitive parental awareness and subjective well-being of adolescents. <i>Metodički ogledi</i> , 1(27), 103 – 126. 3.Čeko, J., i Reić Ercegovac, I. (2020). Explaining students' test anxiety and depression: The role of family interaction quality, <i>ST OPEN</i> , 1, http://st-open.unist.hr/index.php/st-open/article/view/13/11 4.Reić Ercegovac, I. (2016). Doživljeno vršnjačko nasilje: relacije s dobi, spolom, razrednim ozračjem i školskim uspjehom. <i>Školski vjesnik, časopis za pedagoška i školska pitanja</i> , 65(2), 251-272. 5.Kalebić Jakupčević, K. i Reić Ercegovac, I. (2016). Dobne i spolne značajke depresivnosti u adolescenciji. <i>Paediatrica Croatica</i> , 60, 139-145.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	1.Reić Ercegovac, I. (2017). Psihologijski sadržaji i ishodi učenja u obrazovanju odraslih. U: M. Brčić Kuljiš i M. Koludrović (ur.), <i>Doprinos razvoju kurikulumu namijenjenih stručnjacima u obrazovanju odraslih</i> . Zagreb: Hrvatsko andragoško društvo. 2.Koludrović, M. i Reić Ercegovac, I. (2017). Does higher education curriculum contribute to prospective teachers' attitudes, self-efficacy and motivation? <i>World Journal of Education</i> , 7 (1), 93-104. 3.Koludrović, M. i Reić Ercegovac, I. (2015). Academic Motivation in the Context of Self-Determination Theory in Initial Teacher Education. <i>Croatian Journal of Education</i> , 17, Sp.Ed.No.1
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	Graduate study in Psychology, University of Zadar (Professor of Psychology)

competences?-pedagoške kompetencije?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-

3.4. Optimal number of students

Enrolment quota is 36 students.

3.5. Estimate of costs per students

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 in Pedagogy is 12,500.00 Croatian kunas.

3.6. Plan of procedures of study programme quality assurance

Inkeeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.

Documentation on which the quality assurance system of the constituent part of the University is based:

- Regulations on the quality assurance system of the Faculty of Humanities and Social Sciences in Split, available at <http://www.ffst.hr/images/50013762/Pravilnik%20o%20sustavu%20osiguravanja%20kvalitete%20FF.pdf>
- Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences in Split, available at [http://www.ffst.hr/images/50011747/prirucnik.o.sustavu.za.unaprjedjivanje.kvalitete.FFST%20\(1\).pdf](http://www.ffst.hr/images/50011747/prirucnik.o.sustavu.za.unaprjedjivanje.kvalitete.FFST%20(1).pdf)
- Handbook on the quality assurance system of the University of Split is available at http://www.ffst.hr/images/50011747/Prirucnik_osiguravanja_kvalitete_svust.pdf

Description of procedures for evaluation of the quality of study programme implementation:

- For each procedure the method needs to be described (most often questionnaires for students or teachers, and self-evaluation questionnaire), name the body conducting evaluation (constituent part, university office), method of processing results and making information available, and timeframe for carrying out evaluation
- If procedure is described in an attached document, name the document and the article.

Evaluation of the work of teachers and associates	<p>Method: questionnaire for student evaluation of the quality of teachers and the teaching/learning process; self-evaluation questionnaire</p> <p>Body conducting evaluation: Board for Quality Improvement, special committee (if necessary), Faculty administration. Evaluation procedure is conducted among all the students across all study programme years.</p> <p>Evaluation procedure: The results are analyzed by the Center for Quality Improvement and submitted both to the Dean and the Head of the Quality Board</p> <p>Information available: Faculty webpages</p> <p>Timeframe: at the end of each semester</p>
Monitoring of grading and harmonization of grading with anticipated learning outcomes	<p>Method: rules and criteria for student evaluation</p> <p>Body conducting evaluation: course teacher, Head of the Department, Committee for education</p> <p>Evaluation procedure: procedures, rules and criteria for student evaluation refer to exam mode, conditions for taking the exam, preliminary exam evaluation, seminars, active participation in class, final exam and other obligations, prerequisites for obtaining teacher's signature, list of references, information about the teacher, assistant and similar. Students are acquainted with the grading, teacher's office hours, conditions for taking preliminary and final exam through faculty and departmental webpages housing syllabi and through introductory lectures</p> <p>Information available: Faculty webpages, departmental webpages housing syllabi</p> <p>Timeframe: continuous</p>
Evaluation of availability of resources (spatial, human, IT) in the process of teaching and learning	<p>Faculty provides adequate and appropriate educational resources for the study programmes. The Faculty also supports the students' teaching and non-teaching activities according to the specific needs of both the study programmes and the students making them easily accessible (equipped lecture rooms, the library, literature, support in extracurricular activities, support for students with disabilities...).</p>
Availability and evaluation of student support (mentorship, tutorship, advising)	<p>Method: questionnaire for the evaluation of mentorship</p> <p>Body conducting evaluation: Board for Quality Improvement, Faculty administration.</p> <p>Evaluation procedure: the student anonymously fills in a questionnaire after the defence of the diploma/final thesis and while withdrawing the entire documentation from the student office ("referada"). The student office collects questionnaires and delivers them to the Board for Quality improvement. Twice during the academic year the Quality Board collects, enters, processes, analyzes and interprets the data.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: continuous</p>
Monitoring of student pass/fail rate by course and study programme as a whole	<p>Method: analysis of success in passing exams</p> <p>Body conducting evaluation: course teacher, Head of the Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: Student office collects the data on exam results along with an average grade for the students</p>

	<p>who passed the exam for every course in every exam period. It also collects the data on the percent of students who pass the final exam through preliminary exams without the obligation of taking an oral exam.</p> <p>Information available: Faculty administration and Faculty council</p> <p>Timeframe: twice a year at the end of second exam period</p> <p>Method: analysis of success in studying</p> <p>Body conducting evaluation: Student office, Head of Department, Board on Quality Improvement, Vice Dean for Education and Student Affairs, Faculty council</p> <p>Evaluation procedure: Student office keeps record of the number of students enrolled in each study year and each study group according to the number of students enrolling for the first time or repeating the study year.</p> <p>Information available: Faculty administration and members of some of the Departments</p> <p>Timeframe: every year until 30th October</p>
Student satisfaction with the programme as a whole	<p>Method: questionnaire evaluating the students' satisfaction with the overall study programme</p> <p>Body conducting evaluation: Head of Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: The Head of Department creates a data base of students of particular study group (students' e-mail). At the end of undergraduate/graduate study programme the students are contacted so as to anonymously fill in a questionnaire expressing their satisfaction with the learning outcomes. The results are analysed by the Head of the Department.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	<p>Method: questionnaire for alums and employers</p> <p>Body conducting evaluation: Head of Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: previously contacted alums fill in an on-line self-evaluation questionnaire regarding the competences obtained throughout their education at the Faculty. Some selected employers may also be contacted to express their satisfaction with the alums in terms of evaluating their competences acquired at the Faculty.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>
Evaluation of student practical education (where this applies)	
Other evaluation procedures carried out by the proposer	Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences in Split
Description of procedures for informing external parties on the study programme (students, employers, alums)	<p>Method: informing the public about the study programme, the intended learning outcomes, qualifications to be awarded, the teaching/learning procedures, evaluation procedures, the learning opportunities available to students</p>

	<p>Body conducting evaluation: Departmental secretary, Head of Department, IT Department, Faculty secretary, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: Each study programme must be previously approved by the National Council for Higher Education. IT Department sets the study programme on Faculty webpages in accordance with the Head of Department and the Vice Dean for Education and Student Affairs.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>
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