



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

GRADUATE STUDY PROGRAMME

Philosophy (double-major); specialization: teacher education

Class: 602-04/16-02/0002

Reg. No: 2181-190-02-2/1-16-0003

Split, December 2015

GENERAL INFORMATION OF HIGHER EDUCATION INSTITUTION

Name of higher education institution	Faculty of Humanities and Social Sciences in Split
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GENERAL INFORMATION OF THE STUDY PROGRAMME

Name of the study programme	Graduate university study programme <i>Philosophy</i> (double-major); specialization: teacher education		
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) of education in Philosophy (mag.educ.phil.)		

INTRODUCTION

1.1. Reasons for starting the study programme

The idea of organizing *Philosophy* studies has been present ever since the foundation of the Department of Humanities in Split. The development of the Humanities and Social Studies was unthinkable without philosophy and the foundation of the Faculty of Humanities and Social Sciences in Split became meaningful upon establishing *Philosophy* studies.

The study of philosophy is further justified by the fact that, apart from Split, the most southern city providing the opportunity of studying philosophy is Zadar which is at the very north of the Middle Dalmatia. The entire Central and South Dalmatia gravitate the city of Split including a certain number of residents of Bosnia and Herzegovina thus accounting together for more than half a million people. Given the fact that a substantial proportion of the students at the University of Split come from the outside of the city itself, it is reasonable to expect the interest for studying philosophy.

It was the fact that *Philosophy* studies at the University of Zadar separated from the University of Split in 2003 which gave final impetus to initiating the study of *Philosophy* in Split. It was possible to study philosophy at the University of Zadar since 1956. However, the study of *Philosophy* was formally a constituent part of the University of Split from 1974 to 2003. When the University of Zadar became independent, Split lost its dislocated *Philosophy* studies which made the initiation of this study programme at the Faculty of Humanities and Social Sciences, University of Split, indispensable. The aim of the graduate study programme in *Philosophy* at the Faculty of Humanities and Social Sciences in Split is to educate experts in the field of philosophy so as to be able to pursue their education at the postgraduate study programme in *Philosophy*. Upon the completion of the graduate study programme in *Philosophy* the students acquire specific competences which enable them numerous employment possibilities in the field of education, culture, publishing, media and many social institutions.

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

The Department of Philosophy collaborates with the Croatian Philosophical Society not only in organizing forums and public lectures but also in organizing the symposium *Mediterranean Roots of Philosophy* which is extremely relevant to the local community. The Split Circle, a branch of the Croatian Philosophical Society, is very active in both organizing public debates and forums and collaborating with the Faculty of Humanities and Social Sciences in Split.

1.3. Compatibility with requirements of professional organizations

The study programme in *Philosophy* is in line with the requirements of professional organizations such as the Croatian Philosophical Society (CPS) and the Croatian Society for Analytic Philosophy (CSAP).

1.4. Name possible partners outside the higher education system that expressed interest in the study programme

The Croatian Philosophical Society (CPS) and the Croatian Society for Analytic Philosophy (CSAP).

1.5. Financing

Ministry of Science, Education, and Sport.

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 *Philosophy* is fully compatible to other study programmes in *Philosophy* at all other universities in Croatia and the European Union.

The graduate study programme in *Philosophy* is comparable to the graduate study programme in *Philosophy* at the University of Zagreb ([URL:http://www.ffzg.unizg.hr/filoz/preddipl-studij/](http://www.ffzg.unizg.hr/filoz/preddipl-studij/)) and the Faculty of Arts, University of Ljubljana ([URL:http://www.ff.uni-lj.si/en/1/Study/Departments/Department-of-Philosophy.aspx](http://www.ff.uni-lj.si/en/1/Study/Departments/Department-of-Philosophy.aspx)).

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

The students have the opportunity of attending elective courses provided by other study programmes at the Faculty of Humanities and Social Sciences in Split and provided by other constituents of the University of Split. Furthermore, the students who have enrolled in the study programme in *Philosophy* at the University of Split can finish their education at any other university in Croatia and vice versa.

The students can achieve mobility through Erasmus+ programmes which has already been successfully achieved.

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 focuses on the Mediterranean, and, along with the international and interdisciplinary symposium *Mediterranean Roots of Philosophy*, demonstrates compatibility with the mission and the strategy of the Faculty of Humanities and Social Sciences, University of Split.

The study programme in *Philosophy* is also compatible with the trends in both the EU and Croatia since it encourages not only critical but also analytical and logical thinking.

1.9. Current experiences in equivalent or similar study programmes

The teaching staff who propose and plan the graduate study programme in *Philosophy* includes experts from diverse fields of philosophy whose academic and scientific references are in accordance with the tasks imposed by this study programme. Education at the Department of Philosophy, depending on the requirements of the

study programme, will be additionally enriched through the engagement of eminent associates in this field.

The study programme in *Philosophy* has been successfully implemented within the faculty of Humanities and Social Sciences in Split since 2005.

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Philosophy
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>Philosophy</i> . 180 ECTS (90 ECTS for double-major study programme)

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

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

- understand the nature of the teaching process, know the techniques and methods of teaching Philosophy, Ethics and Logics, be able to choose appropriate teaching strategies
- prepare a lesson plan for the chosen teaching unit
- design and hold classes in Philosophy, Logics and Ethics applying the appropriate teaching methodology
- apply the scientific methodology and explain the main guidelines and approaches to studying philosophy
- design and analyze the study programme in *Philosophy*, *Ethics* and *Logics*
- distinguish different schools of ethics and the solutions to the moral questions they represent
- define a broader range of basic ethical concepts and issues
- define the goals of teaching Philosophy, Logics and Ethics
- analyze and apply the techniques of assessing and evaluating student achievement
- apply philosophical reasoning so as to develop critical and independent thinking in students
- explain the arguments in favour of relevant philosophical theses
- specify and explain the difference of philosophy from other scientific fields
- evaluate the impact of philosophy in the formation of the world view in historical periods
- apply reflective and critical methods in forming personal assumptions about philosophical concepts

- organize an official philosophical debate
- manage and lead students' projects in the field of philosophy (billboards, exhibitions...)
- differentiate philosophical disciplines according to the field of inquiry
- publicly display philosophical arguments in essay form
- discuss philosophical problems and issues
- describe and evaluate the role of logical research in contemporary philosophy and science
- promote the role of critical thinking in education

2.3. Employment possibilities

Graduates of *Philosophy* will be able to take on jobs in different workplaces and various institutions in the area of economy. Most of the students are expected to look for employment within educational institutions including secondary schools (particularly in gymnasiums) where they can teach Logics, Philosophy and Ethics.

The skills acquired during the study of *Philosophy* provide opportunities for students to work in publishing and the newspaper industry and other media (radio, television...). Plentiful employment options within the institutions in the area of culture are also available.

2.4. Possibilities of continuing studies at a higher level

The Master of Arts in Philosophy can enrol in postgraduate study programme in *Philosophy* at the Faculty of Humanities and Social Sciences in Split and can also enrol in comparable postgraduate studies offered at numerous universities abroad.

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

Students who completed the double-major undergraduate study programme in *Philosophy* in one of the universities in Croatia can enrol in the graduate study programme in *Philosophy* at the Faculty of Humanities and Social Sciences in Split. In order to enrol the graduate study programme, students are required to obtain at least 90 ECTS credits (i.e. 180 ECTS credits).

2.6. Structure of the study

One academic year contains two semesters. Students are required to take classes which are divided into courses and seminars. Courses refer to class attendance and include some form of either oral or written exam as a key component of the final grade. Seminars almost exclusively refer to students' individual work and include an essay as a part of the final grade. Courses and seminars are mandatory to all the students whereas a portion of ECTS credits is to be obtained by enrolling into elective courses and seminars. The graduate study programme in *Philosophy* is completed upon writing and defending the diploma thesis.

2.7. Guiding and tutoring through the study system

The selection of graduate students is defined in Chapter 2, paragraph 1. The selection of graduate students will be carried out in accordance with the chosen theme, the permission of both mentor and supervisor and the decision of the Departmental council. Mandatory requirements of both the supervisor and the mentor include providing information, monitoring and guiding the student while writing the diploma thesis. Graduate student are required to fulfil their obligations and to consult the mentor and the supervisor.

The students are in constant contact with their professors and the Faculty administration. Faculty webpages provide e-mail contacts of the entire teaching staff. Intranet (www.ffst.hr), which was introduced in the fall of 2013, provides and ensures not only a constant interaction between the teachers and the students but also continuous access to all the relevant information about the classes and the courses. The students can consult their course teachers for help and advice during their office hours.

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

All students can enroll 1 course a year through elective courses offered at other relevant level programs at the Faculty of Humanities and Social Sciences in Split. The list of courses offered to all students is available on the Faculty's web page.

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

Elective course Philosophy of Globalization (30 lectures) can be organized in a foreign language.

2.10. Criteria and conditions for transferring the ECTS credits

Students who have achieved more than 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 had 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 *Philosophy*. 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 type="checkbox"/>	BA exam <input type="checkbox"/> MA exam <input type="checkbox"/>
<i>Requirements for final/diplomathesis or final/diploma/exam</i>	All exams passed.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	MA thesis graded by the evaluation committee.	

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	7SU30	Contemporary Philosophy I	30	15	0	0	4
	7ML30	Logic III	30	0	0	0	3
	HZX003	Psychology of education*	30	30	0	0	2,5
	HZX004	Sociology of education*	30	30	0	0	2,5
	Total		120	75	0	0	12
Elective	8FG30	Philosophy of Globalization	30	0	0	0	3
	IEP15	Intentionality	30	0	0	0	3
	IPM30	Philosophy and postmodern	30	0	0	0	3
	IEO30	Ethics in Education	30	0	0	0	3
	IFD30	Philosophy with Children	30	0	0	0	3
Indicate how many elective courses are chosen: 1							

* Courses *Psychology of Education* and *Sociology of Education* are mandatory courses, and part of the common core of courses in the educational double-major study programme. ECTS credits are evenly distributed on both of the students' major programmes (2,5 ECTS for each major, 5 ECTS in total).

List of courses							
Year of study: I							
Semester: II							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	8SU30	Contemporary Philosophy II	30	0	0	0	3
	9FZ30	Philosophy of Science	30	15	0	0	4
	XZX001	Fundamentals of Pedagogy*	30	30	0	0	2,5
	HZX002	Didactics*	30	30	0	0	2,5
	Total		120	75	0	0	12

Elective	IBE30	Bioethics	30	0	0	0	3
	IOF30	Introduction to Oriental Philosophies	30	0	0	0	3
	IEF30	Existentialist philosophy	30	0	0	0	3
	ISV30	Consciousness	30	0	0	0	3
	8FP30	Philosophy of Law	30	0	0	0	3
Indicate how many elective courses are chosen: 1							

* Courses *Fundamentals of pedagogy* and *Didactics* are mandatory courses, and part of the common core of courses in the educational double-major study programme. ECTS credits are evenly distributed on both of the students' major programmes (2,5 ECTS for each major, 5 ECTS in total).

List of courses							
Year of study: II							
Semester: III							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	9MN30	The Methodology of Teaching Philosophy	15	15	0	0	3
	9PL30	Philosophy of Politics	30	0	0	0	3
	9FU30	Philosophy of Mind	30	0	0	0	3
	9F030	Philosophy of Education	30	0	0	0	3
	Total		105	15	0	0	12
Elective	8FG30	Philosophy of Globalization	30	0	0	0	3
	IEP15	Intentionality	30	0	0	0	3
	IPM30	Philosophy and postmodern	30	0	0	0	3
	IE030	Ethics in Education	30	0	0	0	3
	IFD30	Philosophy with Children	30	0	0	0	3
	HZX009	Professional Practice at a Teaching Base*	0	30	40	80	5
Indicate how many elective courses are chosen: 1							

List of courses							
Year of study: II							
Semester: IV							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	10PSP	Practicum and Teaching Practice	0	25	35	0	5
	10IDR	MA Thesis	0	0	0	0	10
	Total		0	25	35	0	15
Elective	IBE30	Bioethics	30	0	0	0	3
	IOF30	Introduction to Oriental Philosophies	30	0	0	0	3
	IEF30	Existentialist philosophy	30	0	0	0	3
	ISV30	Consciousness	30	0	0	0	3

	8FP30	Philosophy of Law	30	0	0	0	3
	HZX009	Professional Practice at a Teaching Base*	0	30	40	80	5
	Students are not required to choose an elective course.						

2.13. Course description

NAME OF THE COURSE		BIOETHICS					
Code	IB30	Year of study		I., II.			
Course teacher	Bruno Ćurko, Assistant Professor	Credits (ECTS)		3			
Associate teacher	Anita Lunić, Senior Assistant	Type of instructions (teaching hours per semester)	P	S	V	T	
			30	0	0	0	
Course status	Elective	Percentage of e-learning		/			
COURSE DESCRIPTION							
Course goals	An introduction to the main issues of bioethical thought, founded on interdisciplinary research of bioethics phenomena through different perspectives and analysis. This should translate into capabilities of connecting these theoretical approaches with concrete bioethical problems which, ultimately, enables the students to develop a critical way of thinking about them.						
Course enrolment requirements and entry competences required for the course	Completed undergraduate studies in Philosophy or Sociology						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon the completion of the course, the students should be able to: - elaborate on the specificity and importance of bioethics as a discipline - understand the difference between ethics and bioethics - define the main issue of bioethics in contemporary debates - critically discuss these issues in relation to different perspectives and schools of thought - be acquainted with the main authors and their seminal works in the field - connect all of the above with everyday experience						
Course content broken down in detail by weekly class schedule (syllabus)	1. Course plan and program, introduction to obligatory literature (2) 2. Introduction to the field, it's history, influences and discoveries (4) 3. Methodological differentiation between bioethics and other disciplines (particularly ethics) (4) 4. Outline of dominant positions in bioethics via representative texts (4) 5. Discussions on concrete issue – using the previously studied positions in analysis and argumentation (4) 6. Integrative bioethics as a specific perspective within the field, founded in Croatia (4) 7. Closing considerations, discussion founded on literature analysis and the outline of the current state of the debates. (4) 8. The expansion potential of bioethics now and in the future (4)						
Instruction format	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> individual tasks <input type="checkbox"/> multimedija <input type="checkbox"/> laboratorij <input type="checkbox"/> mentorski rad <input type="checkbox"/> (ostalo upisati)			
Student responsibilities	Regular attendance and participation in discussions relevant for the course and eventual exam.						
	Class attendance	1	Research	/	Practical work	/	

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work	/	Report	/	Reading diary	1
	Essay	/	Seminarski rad	/	(other)	
	Midterm test	/	Oral exam	1	(other)	
	Written exam	/	Project	/	(other)	
Grading and evaluating student work in class and at the final exam	The overall work put into the course throughout the semester is graded. The final grade is a consequence of class attendance and participation, the essay grade and the final oral exam grade. The latter includes the evaluation of the literature read, i.e. the quality of the student's understanding.					
Obligatory reading	Naslov				Broj primjeraka u knjižnici	Dostupnost putem ostalih medija
	Ante Čović, Etika i bioetika, Pergamena, Zagreb, 2004.					Ostale knjižnice i E-oblik
	Mislav Kukoč (ur.), Društvena istraživanja (23-24), Institut za primijenjena društvena istraživanja, Zagreb, 1996.					Ostale knjižnice i E-oblik
Optional literature	Nada Gosić, <i>Bioetika in vivo</i> , Pergamena, Zagreb, 2005. Iva Rinčić Legra, <i>Bioetika i odgovornost u genetici</i> , Pergamena, Zagreb, 2007. Ante Čović, Nada Gosić, Luka Tomašević (ur.), <i>Od nove medicinske etike do integrativne bioetike</i> , Pergamena, Zagreb, 2009. Lidija Gajski, <i>Lijekovi ili priča o obmani</i> , Pergamena, Zagreb, 2009. Valerije Vrčec, <i>GMO između prisile i otpora</i> , Pergamena, Zagreb, 2010. Aleksandra Frković, <i>Medicina i bioetika</i> , Pergamena, Zagreb, 2010. Nada Gosić, <i>Bioetičke perspektive</i> , Pergamena, Zagreb, 2011. Iva Rinčić, Amir Muzur, <i>Fritz Jahr i rađanje europske bioetike</i> , Pergamena, Zagreb, 2012. Van Rensselaer Potter, <i>Bioethics: Bridge to the Future</i> Van Rensselaer Potter, <i>Global Bioethics</i> , Michigan State University Press, Michigan, 1988. Peter Singer, <i>Liberation of Animals</i> Peter Singer, A. M. Viens (ed.), <i>The Cambridge Textbook of Bioethics</i> , Cambridge University Press, New York, 2008. Bonnie Steinbock, <i>The Oxford Handbook of Bioethics</i> , Oxford University Press, New York, 2007. Jacob Dahl Rendtorff, Peter Kemp (ed.), <i>Basic Ethical Principles in European Bioethics and Biolaw</i> , Vol. I – Autonomy, Dignity, Integrity and Vulnerability, Center for Ethics and Law & Institut Borja de Bioetica, Barcelona, 2000. Jacob Dahl Rendtorff, Peter Kemp (ed.), <i>Basic Ethical Principles in European Bioethics and Biolaw</i> , Vol. II – Partner's Research, Center for Ethics and Law & Institut Borja de Bioetica, Barcelona, 2000. Amir Muzur, Hans-Martin Sass (ed.), <i>Fritz Jahr and the Foundations of Global Bioethics, The Future of Integrative Bioethics</i> , LIT, Berlin, 2012.					
	Quality assurance methods that ensure the acquisition of exit competences					
Consultations, class attendance and participation, course and professor evaluation at the semester's end.						

Other (according to the proposer's wishes)	/
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NAME OF THE COURSE		DIDACTICS				
Code	HZX002	Year of study	1 st			
Course teacher	Morana Koludrović, PhD, associate professor	Credits (ECTS)	5			
Associate teachers	Ante Grčić, teaching assistant	Type of instruction (number of hours)	L	S	E	F
			30	30		
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Within the course, students will get to know the basics of modern didactics in such a way that they can apply the acquired competences in their own teaching process with special emphasis on the competence - based and constructivistic - based approach to planning, organizing, implementing and evaluating the educational process.					
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Upon completion of this course, students will be able to:</p> <ul style="list-style-type: none">- analyse different didactic theories and approaches regarding the organization of the educational process, the roles of participants in the educational process, social and economic factors.- apply the principles of competence -based and constructivist – based approaches in educational process- analyse curricula regarding their purpose and goals- choose didactic strategies, methods, media, and social forms of work in accordance with learning outcomes and respecting the individual characteristics of students- design a teaching process based on constructive alignment- choose appropriate didactical approaches, methods, and techniques for evaluating student achievement and self-evaluation- define forms and evaluate effective ways of cooperation with parents, students, employees of the educational institution and the local community					
Detailed course content by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Determinants of contemporary didactics based on competence and curriculum approach of education: educational, social, and economic context (2P)2. The role of the teacher in contemporary education process (1P)3. Educational atmosphere and environment. Educational and classroom management. (2P)4. Characteristics of students and individualization in modern educational process and didactics (2P)5. National, subject, and school curriculum (3P)6. The theory of constructive alignment (2P)7. Planning and organizing the teaching process (2P)8. Teaching strategies, methods, and social forms of work (3P)9. Teaching media (2P)10. Implementation of the teaching process (1P)11. (Self) evaluation in educational process (1P)12. Evaluation of student achievements: types, methods, approaches (2P)13. Techniques and methods of (self) evaluation (2P)14. Parents' meetings and individual parents' income (1P)					

	15. The educational role of teaching and teachers (class management; cooperation with the local community) (2P) 16. Reform pedagogies and pedagogical pluralism (2P)					
Types of teaching	X lectures X seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			X independent assignments X multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student obligations	Participate in the educational process: lectures 80% and seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Plan, organize and present the plan of the teaching unit. Actively and constructively participate in the teaching process. Participate and perform teaching and extracurricular (individual, group and research) activities that enable the acquisition of learning outcomes provided by the course. Create and present a seminar paper according to established criteria. Pass the written exam (passed two colloquia are equivalent to a written exam).					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Written exam (i.e. successfully passed two colloquia) - 50% 2. Seminar paper - 20% 3. Success in solving individual and group tasks - 20% 4. Class activity, participation in discussions during classes and seminars - 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Miljković, D.; Strugar, V.; Cindrić, M. (2016), <i>Didaktika i kurikulum</i> . Zagreb: Učiteljski fakultet.				10	
	Bognar, L., Matijević, M. (2005). <i>Didaktika</i> . Zagreb: Školska knjiga. (odabrana poglavlja)				2	
	Pivac, J. (2010), <i>Izazovi školi</i> . Zagreb: Školska knjiga				1	
	Vizek Vidović, V. i sur. (2014), <i>Psihologija odgoja i obrazovanja</i> . Zagreb: IEP-VERN. (odabrana poglavlja)				5	
	Previšić, V. (ur.) (2007), <i>Kurikulum: Teorije – Metodologija – Sadržaj – Struktura</i> . Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlja)				2	
Optional literature (at the time of submission of study programme proposal)	1. Koludrović, M.; Rajić, V. (2019), <i>Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju</i> - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152. 2. Riiavec, M.; Miliković, D. (2010). <i>Pozitivna disciplina u razredu</i> . Zagreb: IEP.					

	<ol style="list-style-type: none"> 3. Koludrović, M. (2013), Mogućnosti razvijanja kompetencija učenja u suvremenoj nastavi. <i>Pedagogijska istraživanja</i>, 10(2), 295-307. 4. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. <i>Život i škola</i>, 62(3), 65-75. 5. Gudjons, H. (1994), <i>Pedagogija – temeljna znanja</i>. Zagreb: Educa. 6. Kyriacou, C. (1995). <i>Temeljna nastavna umijeća</i>. Zagreb: Educa. 7. Marsh, J.C. (1994). <i>Kurikulum: temeljni pojmovi</i>. Zagreb: Educa. 8. Meyer, H. (2002). <i>Didaktika razredne kvake</i>. Rasprave o didaktici, metodici i razvoju škole. Zagreb: Educa. 9. Stoll, L., Fink, D. (2000), <i>Mijenjajmo naše škole</i>. Zagreb: Educa. 10. Koludrović, M. (2013), <i>Problemsko učenje u kurikulumu obrazovanja nastavnika</i>. Zagreb: Sveučilište u Zagrebu. 11. Studenti prema preporuci nastavnika, a sukladno odabiru seminarske teme odabiru i drugu znanstvenu i stručnu te on line i tiskanu literaturu. 12. Relevant and current laws in the field of education
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
Other (as the proposer wishes to add)	

NAME OF THE COURSE		EXISTENTIAL PHILOSOPHY					
Code	IEF30	Year of study	I. and II.				
Course teacher	Tonči Kokić, Full Professor	Credits (ECTS)	3				
Associate teachers	Anita Lunić, Senior Assistant	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	The emergence and development of existentialism. Understanding of the main concepts and essential structures of existential philosophy. Identification and comprehension of the existential authors' works within their historical context. Reading and interpretation of the texts written by existential philosophers.						
Course enrolment requirements and entry competences required for the course	No requirements						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Having successfully completed the course, a student should be able to: 1. provide reasons for the emergence of existentialism; 2. describe its development and historical importance; 3. explain its impact on philosophy of the 20th century; 4. present key thoughts of an individual existential thinker (Kierkegaard, Nietzsche, Heidegger, Sartre, Camus, Jaspers) 5. critically evaluate and conclude about the impact and possible existential approach to reality						
Course content broken down in detail by weekly	Kierkegaard- the 'father of existentialism': existential dialectic, religious background and existential stages (6) F. Nietzsche: existential dialectic in the time of nihilism (2)						

class schedule (syllabus)	M. Heidegger: existential analytics as fundamental ontology (6) J-P. Sartre: existentialism as humanism (4) A. Camus: absurdity of existence (4) K. Jaspers: enlightening of existence (4) Impact of existentialism (4)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular class attendance, critical review of a book.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Critical review of a book	1
	Essay	/	Seminar essay	/	Work in small group	0, 5
	Tests	/	Oral exam	1	(Other)	/
	Written exam	0,5	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	Activity in small groups and research od literature - 20% Critical review of a book from required literature on existential philosophy or other literature approved by a professor - 30% Written exam - 50%					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Kierkegaard, S. (2000). <i>Strah i drhtanje</i> , Verbum, Split.				/	Rest of libraries and E-form
	Heidegger, M. (1985). <i>Bitak i vrijeme</i> , Naprijed, Zagreb. (§§ 9, 29-38, 46-53)				/	Rest of libraries and E-form
	Sartre, J. P. (1964). <i>Egzistencijalizam je humanizam</i> , Veselin Masleša, Sarajevo.				1	Rest of libraries and E-form
	Camus, A. (1998). <i>Mit o Sizifu</i> , Matica hrvatska, Zagreb.				1	Rest of libraries and E-form
Optional literature (at the time of submission of study programme proposal)	Golubović, A. (2008). <i>Recepcija Kierkegaarda u Hrvatskoj</i> , Filozofska istraživanja, Vol.28 No.2., str. 253 – 270. Jaspers, K. (2011). <i>Filozofska vjera</i> , Breza, Zagreb.. Berdjajev, N. (1984). <i>Ja i svijet objekata</i> , KS, Zagreb. Student's research on the literature on existentialism and their classification is envisaged					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, activity in small groups, research of the literature on croatian and other languages, evaluation of a review of an independently studied book (basic elements, style, judgment), passed exam, student questionnaire on the quality of teaching and teachers at the university level.					
Other (as the proposer wishes to add)	/					

NAME OF THE COURSE		ETHICS IN EDUCATION					
CODE	IEO30	Year of study	I., II.				
Course teacher	Perislava Bešić Smlatić, Lecturer	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	P	S	V	T	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	/				
OPIS PREDMETA							
Course objectives	The aim of the course is to analyse, discuss and thematise social ideals, values and ethical theories that play a key role in educational processes. In addition, the relationship between teachers and students in terms of authority and autonomy, respect for a person's integrity, impartiality and equality as a starting point for achieving better educational processes and outcomes will be analysed.						
Course enrolment requirements and entry competences required for the course	None.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After passing the exam, the student will be able to: 1. explain the role of ethics in education 2. analyze the pluralism of moral values 3. explore social ideals and institutional values 4. compare ethical theories in education 5. explain the role of intellectual freedoms and censorship 6. connect ethical systems with educational processes 7. recognize philosophical / ethical theoretical perspectives on education 8. implement teaching in accordance with ethical educational standards						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lecture 2. General concepts in ethics and ethical theories 3. The role of ethics in education 4. Critical Thinking and Ethics in Education 5. Rights, freedoms and the democratic environment 6. Pluralism of moral values and educational processes 7. Pluralism of moral values and educational processes 8. Autonomy, integrity, impartiality 9. The relationship between personal autonomy and authority in educational processes 10. Code of Ethics of the Committee on Ethics in Science and Higher Education 11. University Code of Ethics 12. Conflict Situations in Education 13. The relationship of collaboration and competition. 14. Intellectual Freedoms and Censorship 15. Final hour						
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				

	<input type="checkbox"/> field work					
Student responsibilities	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (80%). Pass an oral exam. If the student chooses to take the exam through a seminar paper, the student is required to write and present a seminar paper in line with previously determined criteria.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria (90%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Dewey, J., <i>Democracy and Education: An Introduction to the Philosophy of Education</i> , The Macmillan Company, New York 1941.				/	Yes
	Gutmann, A., <i>Democratic Education</i> , Princeton University Press, Princeton 1999				/	Yes
	Clark, J., „The Ethics of Teaching and the Teaching of Ethics“, New Zealand Journal of Teachers' Work, Volume 1, Issue 2, 80-84, 2004.				/	Yes
	Gluchmanova, M., „The importance of ethics in the teaching profession“ <i>Procedia - Social and Behavioral Sciences</i> 176 (2015) 509 – 513				/	Yes
	<i>Ethics and educational policy</i> , ur. Kenneth A.Strike & Kieran Egan, Routledge & Kegan Paul, 1978.				/	Yes
	Etički kodeks Odbora za etiku u znanosti i visokom obrazovanju file:///C:/Users/korisnik/Downloads/Eticki_kodeks.pdf				/	Yes
	Etički kodeks Sveučilišta u Splitu http://www.unist.hr/Portals/0/docs/sveuciliste/Eticki-kodeks-nacrt-24072009.pdf				/	Yes
Optional literature (at the time of submission of study	1. Bruce Moghtader, <i>Foucault and Educational Ethics</i> . Palgrave Pivot, 2016. 2. Gert J.J. Biesta, <i>Good Education in an Age of Measurement: Ethics, Politics, Democracy</i> , Paradigm Publishers 2010.					

programme proposal)	3. Les Brown, <i>Justice, Morality And Education. A New Focus in Ethics in Education</i> , Leslie Melville Brown 1985. 4. <i>Ethics for researchers</i> http://ec.europa.eu/research/participants/data/ref/fp7/89888/ethics-for-researchers_en.pdf
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PHILOSOPHY OF GLOBALIZATION					
Code	8FG30	Year of study		I. and II.			
Course teacher	/	Credits (ECTS)		3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning		/			
COURSE DESCRIPTION							
Course objectives	Rethinking the essence of globalization, its genesis and historical development in the context of the Western philosophical tradition. The conceptual analysis of globalization, and critical consideration of different definitions and approaches to globalization and its various dimensions.						
Course enrolment requirements and entry competences required for the course	Completed B.A. in philosophy.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After attending the course students should be able to:</p> <ul style="list-style-type: none">- understand and identify the phenomenon, the problem and the process of globalization;- conceptualize and differentiate the various dimensions of the intricate and complex globalization issues and processes and problems;- identify different approaches to globalization;- give proper judgment of normative aspects of globalization;- critically discuss the key issues of globalization;- apply knowledge of the theoretical aspects of globalization in the solution of various practical problems of globalization impacts in the contemporary social, political, cultural and economic life;- identify and denounce social traps arising from ideology of neo-liberal globalism promoted by corporations and dictate of the free market.						
Course content broken down in detail by weekly class schedule (syllabus)	<p>1 Curriculum; exam literature (2)</p> <p>2 Gnoseological-methodological aspects and dimensions of globalization: multidimensionality, interdisciplinarity, transdisciplinarity and pluriperspectivism of globalization. Definitions of globalization (2)</p> <p>3 Conceptual analysis of globalization: globalization, <i>mondialisation</i>, globalism, universalism, cosmopolitanism, internationalism, glocalization (2)</p> <p>4 The concept of the world in philosophy (2)</p>						

	5 History of 'globalization' - globalization in philosophy of history (2) 6 Globalization and new theoretical paradigms (2) 7 The structuration of globalization (2) 8 Economic globalization / globalization of economy (2) 9 Political globalization / globalization of politics: globalization, nation-state and the issue of sovereignty (2) 10 Democracy and globalization (2) 11 Social aspects of globalization (2) 12 Globalization of culture: religion and globalization (2) 13 Anti-globalization movements and tendencies (2) 14 Crisis of neoliberal globalization 15 Globalization in the 21 st Ct; reforming globalization and potentials for its humanization					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (80%). Pass an oral exam. If the student chooses to take the exam through a seminar paper, the student is required to write and present a seminar paper in line with previously determined criteria.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria (90%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Kukoč, Mislav (Ed.) (2011) <i>Filozofija i globalizacija / Philosophy and Globalization</i> / Croatian Philosophical Society, Zagreb				5	Other libraries and e-form
Optional literature (at the time of submission of study programme proposal)	1. Beck, Ulrich (2003) <i>Što je globalizacija? Zablude globalizma – odgovori na globalizaciju</i> . Zagreb: Vizura. 2. Beck, Ulrich (2004) <i>Moć protiv moći u doba globalizacije: Nova svjetskopolitička ekonomija</i> . Zagreb: Školska knjiga. 3. Friedman, Thomas L. (2010) <i>Svijet je ravna ploča : Globalizirani svijet u 21. stoljeću</i> . Zagreb: Algoritam (<i>The World is Flat</i>)					

	<ol style="list-style-type: none"> 4. Kiely, Ray (2005) <i>Empire in the Age of Globalization: US Hegemony and Neoliberal Disorder</i>. London: Pluto Press 5. Küng, Hans (2007) <i>Svjetski ethos za svjetsku politiku</i>. Zagreb: Intercon. 6. Küng, Hans (2007) <i>Svjetski ethos za svjetsko gospodarstvo</i>. Zagreb: Intercon. 7. Nancy, Jean-Luc (2004) <i>Stvaranje svijeta ili mondijalizacija</i>, Zagreb: Jesenski i Turk 8. Robertson, Roland (1992) <i>Globalization: Social Theory and Global Culture</i>. London: Sage 9. Rupert, Mark (2000) <i>Ideologies of Globalization: Contending visions of a New World Order</i>. London & New York: Routledge 10. Scholte, Jan Aart (2000) <i>Globalization: a critical introduction</i>. New York: Palgrave. 11. Singer, Peter (2005) <i>Jedan svijet: etika globalizacije</i>. Zagreb: Ibis grafika 12. Stiglitz, Joseph (2004) <i>Globalizacija i dvojbe koje izaziva</i>. Zagreb: Algoritam 13. Šimac, Neven (2001) <i>Izazovi i zamke globalizacije</i>. Zagreb: Udruga za demokratsko društvo – HKD Napredak 14. Beck, Ulrich & Grande, Edgar (2006) <i>Kozmopolitska Europa: Društvo i politika u drugoj moderni</i>. Zagreb: Školska knjiga 15. Castells, Manuel (2000) <i>Uspori umreženog društva</i>. Zagreb: Golden marketing. 16. Castells, Manuel (2002) <i>Moć identiteta</i> Zagreb: Golden marketing. 17. Chossudovsky, Michel (2008) <i>Globalizacija bijede i novi svjetski poredak</i>. Zagreb: Prometej 18. Francis Fukuyama, <i>Kraj povijesti i posljednji čovjek, (The End of History and the Last Man)</i> Hrvatska sveučilišna naklada, Zagreb, 1994. 19. Giddens, Anthony (2005) <i>Odbjegli svijet: Kako globalizacija određuje naše živote</i>. Zagreb: Klub studenata sociologije Diskrepancija – Naklada Jesenski i Turk. 20. Huntington, Samuel P. (1996) <i>The Clash of Civilizations and the Remaking of World Order</i>. New York: Simon & Schuster. 21. Hardt, Michael; Negri, Antonio (2003) <i>Imperij</i>, Zagreb: Arkzin – Multimedijalni institut 22. Kukoč, Mislav (2006) „Democracy and Neo-liberal Globalization“, <i>Synthesis philosophica</i>, 42, vol. 21 fasc. 2, pp. 373-383. 23. Marx, Karl – Engels, Friedrich (1998) <i>Komunistički manifest</i> (predgovor: S. Žižek: Bauk još uvijek kruži!). Zagreb: Arkzin (<i>Manifest der kommunistischen Partei</i>) 24. Milardović, Anđelko (2004) <i>Pod globalnim šeširom: Društva i države u tranziciji i globalizaciji</i>. Zagreb: Centar za politološka istraživanja. 25. Milardović, A. Riggs F. W., Teune, H. (2002) <i>Mali leksikon globalizacije</i>. Zagreb: Centar za politološka istraživanja. 26. Milardović, A. Pauković, D. Vidović, D. (Ed.) (2008): <i>Globalization of Politics</i>. Zagreb: Political Science Research Centre. 27. Monbiot, George (2006) <i>Doba dogovora: Manifest za novi svjetski poredak</i>. Zagreb: Algoritam 28. Ritzer, George (1999) <i>Mekdonaldizacija društva: Istraživanje mijenjajućeg karaktera suvremenog društvenog života</i>, Zagreb: Naklada Jesenski i Turk – Hrvatsko sociološko društvo. 29. Senghass, Dieter (2002) <i>The Clash within Civilizations: Coming to terms with cultural conflicts</i>. London and New York: Routledge. 30. Vidović, D. Pamuković, D. (Ur.) (2006) <i>Globalizacija i neoliberalizam: Refleksije na hrvatsko društvo</i>. Zagreb: Centar za politološka istraživanja. 31. Wallerstein Immanuel (1995) <i>After Liberalism</i>. New York: The New Press 32. Čović, Ante (ur. bloka) (1987) Problem svijeta u filozofiji. <i>Filozofska istraživanja</i>, 20 (1/1987) 33. Baruzzi, Arno – Barišić, Pavo (ur. bloka) Pojam svijeta u njemačkom idealizmu i njegove preobrazbe. <i>Filozofska istraživanja</i>, 27 (4/1988) 34. Čović, Ante (ur.) (1990) Svijet u filozofiji – filozofija u svijetu. <i>Filozofska istraživanja</i>, 38-39 (5-6/1990)
Quality assurance methods that ensure the	<p>Class attendance, class activity, success in performing tasks.</p> <p>Student survey on the quality of teaching and teachers at the university level.</p> <p>Passed the exam and fulfilled other syllabus obligations.</p>

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

NAME OF THE COURSE		PHILOSOPHY AND POSTMODERN				
Code	IPM30	Year of study	I. and II.			
Course teacher	Marita Brčić Kuljiš, Associate Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The main aim of the course 'Contemporary Philosophy II' is an introduction to the discussion of the general sense of historical study and display philosophy, providing insight into the fundamental concepts, meanings, origins and basic directions and philosophers of the 20th century.					
Course enrolment requirements and entry competences required for the course	None required.					
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. examine critically the idea of postmodernism; 2. compare postmodern conception 3. analyze original works of postmodern; 4. critically review ideas of identity, culture 5. compare different views of postmodern authors; 6. connect knowledge from philosophy to other areas and fields					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the contemporary philosophy 2. Friedrich Nietzsche 3. Lyotard, J. F 4. Richard Rorty 5. Emmanuel Lévinas 6. Jean Baudrillard 7. Jacques Derrida 8. Gianni Vattimo 9. Elizabeth Wright 10. Jean-Francois Lyotard 11. S. Žižek 12. Zygmunt Bauman 13. Terry Eagleton 14. Christopher Butler 14. Final hour					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

	<input type="checkbox"/> field work					
Student responsibilities	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (80%). Pass an oral exam. If the student chooses to take the exam through a seminar paper, the student is required to write and present a seminar paper in line with previously determined criteria.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria(90%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Lyotard, J. F, <i>The Postmodern Explained: Correspondence, 1982–1985.</i>				/	Yes
	G. Vattimo, <i>The End of Modernity: Nihilism and Hermeneutics in Post-modern Culture</i> , Translated by John R. Snyder, Polity Press, 1991				/	Yes
	Michel Foucault, <i>Power/Knowledge</i> , Pantheon BookS, New York				/	Yes
	Elizabeth Wright, <i>Lacan i postfeminizam</i> , Zagreb : Naklada Jesenski i Turk, 2001.				/	Yes
	S. Žižek, 2016 <i>The Wagnerian Sublime: Four Lacanian Readings of Classic Operas</i> , Berlin:Verlag der Buchhandlung Walther König				/	Yes
	Jacques Derrida, <i>Heidegger: The Question of Being and History</i> (Chicago: University of Chicago Press, 2016,				/	Yes
	Jean-Francois Lyotard, <i>The Postmodern Condition: A Report on Knowledge</i>				/	Yes
	Jean Baudrillard, <i>Simulacra and Simulation</i> (1981)				/	Yes
	Zygmunt Bauman, <i>Liquid Fear</i> . Cambridge, 2006.				/	Yes
Optional literature (at the time of submission of study programme proposal)	1. Terry Eagleton, <i>Culture and the Death of God</i> (2014) 2. Christopher Butler, <i>Postmodernism a very short introduction</i> 3. Kritika moderne : socijalna filozofija, filozofija znanosti, teorija racionalnosti: otvoreno društvo : Hans Lenk, Carl Friedrich von Weizsaecker, Juergen Habermas, Paul Feyerabend, Richard Rorty, Peter Sloterdijk, Kostas Axelos, Gianni Vattimo, Will Kymlicka / Abdulah Šarčević, Sarajevo : Svjetlost : Bemust, 2005. 4. Richard Rorty, <i>Contingency, Irony, and Solidarity</i> . Cambridge: Cambridge University Press. 1989.					

	5. Emmanuel Lévinas, (<i>Totality and Infinity: An Essay on Exteriority</i>)
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		POLITICAL PHILOSOPHY				
Code	9PL30	Year of study	II.			
Course teacher	Marita Brčić Kuljiš, Associate Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The study of the basic concepts of political philosophy and the development of political thought with an emphasis on various forms of the political community of the polis and the republic to its present state and parliamentary democracy. Training students for critical thinking policy.					
Course enrolment requirements and entry competences required for the course	None required.					
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. The first to take a stand for or against particular thesis of political philosophy; 2. Second science to deal with the basic issues and problems of political philosophy; 3. Define the key philosophical and political terms; 4. To interpret leading theories and trends of political philosophy; 5. comparison of individual views and arguments. 6. critically examine and evaluate the thesis and attitudes.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Basic themes and questions of political philosophy. 2. Definition, development of word and concept policy. 3. term and the definition of the state and other forms of political community. 4. Plato establishment of political philosophy. 5. Aristotle's practical philosophy and policy features. 6. Breakdown of state constitutions. 7 Correlation of ethics and politics. 8. Changes constitution and causes of rebellion. 9. Renaissance Aristotle's practical philosophy. 10.Machiavellianism and antimakijavelizam, illusion and being in politics. Features 11. ruler, success in politics, unity Honestum and utile. 12. Debate on Livy. 13. Republicanism and civic virtues. 14. Liberal theory states of Locke to Rawls. 15. Theory of deliberative and cosmopolitan democracy.					
	<input type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

Format of instruction	<input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on linein 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	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (80%). Pass an oral exam. If a student chooses to take the exam through a seminar paper, a student is required to write and present a seminar paper in line with previously determined criteria.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria (90%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Aristotel (1988). <i>Politika</i> , Globus, Zagreb..				1	/
	Machiavelli (1975)., <i>Vladar</i> , Sveučilišna naklada Liber, Zagreb..				/	Yes
	Pažanin, A. (1973) <i>Filozofija i politika</i> , Fakultet političkih nauka Sveučilišta u Zagrebu, Zagreb..				/	Yes
	Plant, R.(2002). <i>Suvremena politička misao</i> , Naklada Jesenski i Turk, Zagreb.				1	/
	Leo Strauss, Joseph Cropsey (ur.) (2006), <i>Povijest političke filozofije</i> , GM, Zagreb.				1	/
Optional literature (at the time of submission of study programme proposal)	1. Platon, <i>Država</i> ,Naklada Jurčić, Zagreb,2004.; <i>Državnik</i> Sveučilišna naklada Liber, Zagreb, 1977. 2. Aristotel, <i>Nikomahova etika</i> , Hrvatska sveučilišna naklada, Zagreb 1992. 3. Ciceron, <i>Država</i> , Demetra, Zagreb, 1995. 4. Augustin, <i>O Državi Božjoj</i> , Kršćanska sadašnjost, Zagreb 1995-1996. 5. Thomas Hobbes, <i>Levijatan</i> , Naklada Jesenski i Turk,Zagreb, 2004. 6. John Locke, <i>Dvije rasprave o vladi</i> , Filozofska biblioteka, Zagreb 2013 7. Baruch Spinoza, <i>Politički traktat</i> , Kultura, Beograd, 1957. 8. Charles Montesquieu, <i>O duhu zakona</i> , Demetra, Zagreb, 2003. 9. Jean-Jacques Rousseau, <i>Društveni ugovor</i> , Prosveta, Beograd, 1949. 10. Immanuel Kant, <i>Pravno-politički spisi</i> , Politička kultura, Zagreb, 2000. 11. Max Weber, <i>Politika kao poziv</i> , Naklada Jesenski i Turk, Zagreb, 2006 12. Hannah Arendt, <i>Što je politika? Disput</i> , Zagreb 2013. 13. Joachim Ritter, <i>Metafizika i politika</i> 14. John Rawls, <i>Politički liberalizam</i> , Kruzak, Zagreb, 2000. 15. Friedrich August Hayek, <i>Put u ropstvo</i> , Kruzak, Zagreb, 2001. 16. Robert Nozick, <i>Anarhija,država i utopija</i> , Naklada Jesenski i Turk, Zagreb 2003.					

Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PHILOSOPHY OF EDUCATION				
Code	9FO30	Year of study	II.			
Course teacher	Marita Brčić Kuljiš, Associate Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Introduction to the philosophical way of thinking in the field of pedagogy. Through the analysis of the philosophical teachings student will receive appropriate philosophical knowledge that can be applied in the educational process.					
Course enrolment requirements and entry competences required for the course	None required.					
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. Interpret the relationship of contemporary philosophy to orientations in the science of education. 2. Explain the problem of educational value. 3. Comparing different educational practice. 4. A critical review of their own educational practice. 5. Develop awareness of creativity, self-development, initiative. 6. Develop awareness of the creativity, initiative, initiative 7. Analyze the role of education in the education and upbringing in education; 8. Promote the role of critical thinking in the educational process. 9. Conduct classes on the topics and contents of the course, as well as related systems and disciplines.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory Lecture 2. The role of education in philosophy and philosophy in education; education in the spirit of humanism 3. Political aspects of education - education for the community, multiculturalism, 4. Education for democracy and democratic education 5. Education for critical thinking - the role of philosophy and self-reflection 6. Philosophy of Education and Postmodern thinking 7. Philosophy in perspective of lifelong learning 8. On the logical form of pedagogical theory. The special character of relations the logical consequences of the normative theories of education. 9. The logical form of pedagogical theory. The special character of relations the logical consequences of the normative theories of education. 10. Philosophy of pedagogy: the structure and orientation of educational theory					

	since the independence of pedagogy as a philosophical discipline to contemporary branching science of education in relation to the underlying philosophical assumptions. 11. Characteristics of conceptual change in the history of ideas and the individual development considered the example of the concept of time with pedagogical consequences: openness to knowledge and education for openness. 12. Pedagogical act as communication activities. 13. Theory of argumentation and education: pragma-dialectic communicative rationality, of classrooms as well as the research community. 14. Theory of argumentation and education: pragma-dialectic communicative rationality, of classrooms as well as the research community. 15. Final hour					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (80%). Pass an oral exam. If the student chooses to take the exam through a seminar paper, the student is required to write and present a seminar paper in line with previously determined criteria.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria (90%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Dewey, J.,Democracy and Education: An Introduction to the Philosophy of Education, The Macmillan Company, New York, 1941.				/	Yes
	Hufnagel, E.,Filozofija pedagogike, Demetra, Zagreb 2002.				1	/
	Lyotard, J. F.,Postmoderno stanje: Izvještaj o znanju, Ibis, Zagreb 2005.					Yes
	Kant, I. Što je to prosvjetiteljstvo? U Pravno-politički spisi, Politička kultura, Zagreb 2000.				1	/
	Kant, Schelling, Nietzsche, Ideja univerziteta (ur. Despot, B.), Globus, Zagreb 1991.				/	Yes
	Polić, M., <i>K filozofiji odgoja</i> , Zagreb 1993.				/	Yes
	Marinkovic. J.. Utemeljenost odgoja u filozofiji				1	/

	König, E. i Zedler, P. Teorije znanosti o odgoju. Zagreb: Educa, 2001.	1	/
	Noddings, N. (1998) <i>Philosophy of Education</i> . Oxford: Westview Press.	/	Yes
	Brezinka, W. (1992). <i>Philosophy of Educational Knowledge: An Introduction to the Foundations of Science of Education, Philosophy of Education and Practical Pedagogics</i> . Springer Netherlands	/	Yes
	Lipman, M., <i>Thinking in Education</i> . Cambridge: Cambridge University Press, 2003.	/	Yes
Optional literature (at the time of submission of study programme proposal)	<p>Platon, Protagora, u: Platon, Protagora/Sofist. Naprijed, Zagreb 1975.</p> <p>Aristotel, Nikomahova etika, Hrvatska sveučilišna naklada, Zagreb 1992.</p> <p>Dieter Lenzen, Vodič za studij znanosti o odgoju - što može, što želi, Zagreb, Educa 2002.</p> <p>Nietzsche, F., Schopenhauer kao odgajatelj, Matica hrvatska, Zagreb 2003.</p> <p>Canivez, P., Odgojiti građanina?, Durieux, Zagreb 1999.</p> <p>Lyotard, J. F., Postmoderno stanje: Izvještaj o znanju, Ibis, Zagreb 2005.</p> <p>Morin, E., Odgoj za budućnost, Educa, Zagreb 2002.</p> <p>Legrand, L., Moralna izobrazba danas: Ima li to smisla?, Educa, Zagreb 1995.</p> <p>Vuk-Pavlović, P., Filozofija odgoja, Hrvatska sveučilišna naklada, Zagreb 1996.</p> <p>Gutmann, A., <i>Democratic Education</i>, Princeton University Press, Princeton 1999</p> <p>Filozofija odgoja: obrazovni portal (uređuje B. Žarnić) (http://www.ffst.hr/~berislav/phed Milan Polić (1997.) Čovjek, odgoj svijet: mala filozofijsko-odgojna razložba. Hrvatski Leskovac: Kruzak</p> <p>Encyclopaedia of Philosophy of Education, Michael A. Peters, Paulo Ghiradelli Jr., Paul Standish i Berislav Žarnić (ured.) (199X) http://www.ffst.hr/ENCYCLOPAEDIA</p> <p>Peters, M., B. Žarnić, T. Besley i A. Gibbons. Encyclopaedia of Educational Philosophy and Theory. http://eepat.net</p> <p>Metodički ogledi: časopis za filozofiju odgoja. Hrvatsko filozofsko društvo.</p>		
Quality assurance methods that ensure the acquisition of exit competences	<p>Class attendance, class activity, success in performing tasks.</p> <p>Student survey on the quality of teaching and teachers at the university level.</p> <p>Passed the exam and fulfilled other syllabus obligations.</p>		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		PHILOSOPHY OF LAW					
Code	8FP30	Year of study	II.				
Course teacher	/	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning	20 %				
COURSE DESCRIPTION							
Course objectives	Knowledge of the main topics, representatives and orientations of philosophy of law. Making students competent for interpretation and critical assessment of the crucial concepts and problems of the philosophy of law with particular emphasis on the rationalist philosophy of law.						
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)	Understanding of the main currents and development of philosophy of law. Getting acquaintance with notable philosophers and their works. Comparison of philosophical standpoints and argumentation. Critical reconsideration and assessment of philosophical thesis and attitudes. Own argumentation of thesis for and against standpoints of certain philosophers.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Fundamental issues and main orientations of philosophy of law. 2. Concept and development of philosophy of law from Heraclitus to Aristotle. 3. Stoic natural law and Roman law. 4. Thomas Aquino and Hugo Grotius on natural law. 5. John Locke and Jean-Jacques Rousseau on law of nature. 6. Legal positivism, legal realism, and historical school of law. 7. Currents of the modern philosophy of law: jurisprudence of interests, general theory of law, topic and new rhetoric, renovation of natural law, theory of discourse. 8. Rationalist law theory from Kant and Hegel to Dworkin and Alexy. 9. Inception and structure of Kant's Metaphysics of Morals, idea of human rights and private law. 10. Kant's public law, social theory of state and rule of law. 11. Right to resistance, just punishment, idea of eternal peace, and law of the world citizen. 12. Hegel's works on law theory and structure of the Elements of the Philosophy of Right. 13. Abstract law, moral and Hegel's concept of social morality. 14. Critics of contractual theory and natural state, human rights theory of Hegel. 15. Civic society and state, concept of freedom in Hegel's philosophy of law, critics of eternal peace idea and war as prime-mover of the world history.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Conduct themselves in line with the ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (80%). Pass an oral exam. If the student chooses to take the exam through a seminar paper, the student is required to write and present a seminar paper in line with previously determined criteria.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Active participation in classes	1
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	1	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars (10%). A student can pass an oral exam (90%) or prepared and presented a seminar paper in line with previously determined criteria (90%).					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Kant, I. (1999). <i>Metafizička čudoređa</i> , Zagreb : Matica hrvatska.	1	/
	Hegel, G.W.F. (1964). <i>Osnovne crte filozofije prava</i> . Sarajevo : Veselin Masleša.	1	/
	Platon (1974). <i>Zakoni – Nomoi</i> , Zagreb : Naprijed, ili Ciceron, <i>Zakoni – De legibus</i> , Demetra, Zagreb.	/	Yes
	Aristotel (1948). <i>Ustav atenski</i> . Zagreb : Izdavački zavod Jugoslavenske akademije znanosti i umjetnosti.	1	/
	Grotius, H. <i>O pravu rata i mira</i>	/	Yes
	Montesquieu, C. (2003). <i>O duhu zakona</i> Zagreb : Demetra.	/	Yes
	Radbruch, G. (1980). <i>Filozofija prava</i> . Beograd : Nolit.	/	Yes
	Kelsen, H. (2012) <i>Čista teorija prava</i> . Zagreb : Naklada Breza.	/	Yes
	Dworkin, R. (2003). <i>Shvaćanje prava ozbiljno</i> . Zagreb : KruZak,.	/	Yes
Optional literature (at the time of submission of study programme proposal)	Herbert Lionel Adolphus Hart, <i>The Concept of Law</i> , Oxford, 1961. John Rawls, <i>A Theory of Justice</i> , 1971. Leo Strauss, <i>Natural Law and History</i> , Sarajevo, 1971. Hans Welzel, <i>Naturrecht und materiale Gerechtigkeit</i> , Göttingen 1951. Helmut Coing, <i>Grundzüge der Rechtsphilosophie</i> , Berlin, 1976. Hasso Hofmann, <i>Einführung in die Rechts- und Staatsphilosophie</i> , Darmstadt, 2000. Detlef Horster, <i>Rechtsphilosophie</i> , Stuttgart, 2014. Chaim Perelman / Lucie Olbrechts Tyteca. <i>Traité de l'argumentation: La nouvelle rhétorique</i> . Paris, 1958. Berislav Perić, <i>System of State and Law</i> , Zagreb, 2009. Berislav Perić, <i>Structure of Law</i> , Zagreb, 2009. Ljubomir Tadić, <i>Philosophy of Law</i> , Zagreb, 1983. Pavo Barišić, <i>Dialectics of Social Morality. Foundation of Philosophy of Law by Hegel</i> , Zagreb, 1988. Branimir Lukšić, <i>Law and Ethics</i> , Zagreb, 1995. Pavo Barišić, <i>Philosophy of Law of Ante Starčević</i> , Zagreb, 1996. Miomir Matulović, <i>Human Rights</i> . Zagreb, 1996.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		PHILOSOPHY WITH CHILDREN					
Code	IFD30	Year of study	I., II.				
Course teacher	Bruno Ćurko, Associate Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective	Percentage of application of e-learning					

COURSE DESCRIPTION						
Course objectives	The aim of the course is to encourage students to understand the development, utility, and importance of philosophy with children, its theoretical foundation and practical utility. The aim of the course is to further understand philosophy as a life-giving discipline.					
Course enrolment requirements and entry competences required for the course	Enrolled in graduate studies					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After successful completion of the course, the student will be able to: - explain what <i>Philosophy with children</i> is and, what skills it develops in children; - compare different <i>Philosophy with children</i> programs in the world; - analyze different philosophy programs with children; - qualify for teaching as part of a <i>Philosophy with children</i> program; - be familiar with all relevant contemporary programs <i>Philosophy with children</i> ; - to become aware of the connection and difference between critical, caring and creative thinking; - to develop an awareness of the usefulness of philosophy with children in contemporary society.					
Course content broken down in detail by weekly class schedule (syllabus)	<i>1. From critical thinking theory to Philosophy with children. (2 hours)</i> <i>2. John Dewey - reflective thinking (2 hours)</i> <i>3. John Dewey - Learning to Think (2 hours)</i> <i>4. Edward Glaser, Robert Ennis, Richard Paul, Matthew Lipman and other successors Dewey Teachers (2 hours)</i> <i>5. Matthew Lipman and the Development of Philosophy with Children (2hours)</i> <i>6. Lipman's theory of Multidimensional thinking (2 hours)</i> <i>7. Philosophical inquiry / community of philosophical researchers (2 hours)</i> <i>8. Creative thinking and philosophy with children (2 hours)</i> <i>9. What is a caring Thinking? Is it an essential component of a Philosophy with children? (2 hours)</i> <i>10. Methods of working in Philosophy with children in Francophone countries (2 hours)</i> <i>11. Oscar Brenifer's "Socratic Method" (2 hours)</i> <i>12. Neo-Socratic Petit Philosophy Method (2 hours)</i> <i>13. Other methods of Philosophy with children in the world. (2 hours)</i> <i>14. Philosophy with children and early ethical education. (2 hours)</i> <i>15. The usefulness of Philosophy with children (2 hours)</i>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	/					
Screening student work (name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is	Class attendance	/	Research	/	Practical training	/
	Experimental work	/	Report	/	Active participation in class	1
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	1	(Other)	

equal to the ECTS value of the course)	Written exam	1	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The course grades and evaluates the entire work of student: attending of lessons, writing of seminar, reading and making notes of the elected literature, and final the oral exam. The final mark arises from partaking in the teaching course, seminar essay, interpreting of at least two philosophical works, and oral exam.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Fisher, R. (2005) Teaching Children to Think. Cheltenham: Nelson Thornes			/	1	
	Polić, M. (1991) »Autentičnost filozofskog mišljenja u nastavi filozofije«, <i>Metodički ogledi</i> , vol. 2), 1, pp. 15–2			/	1	
	Wartenberg, T.E. (2009) „Big Ideas for Little Kids: Teaching Philosophy through Children's Literature“ New York: Rowman & Littlefield Publishers, Inc.			/	1	
	Brenifier, O. (2004) Što je dobro i zlo? Zagreb: Profil International.			/	1	
	Lipman, M. (2003) <i>Thinking in Education</i> . Cambridge: Cambridge University Press.			/	1	
	Dewey, J. (1997) <i>How We Think</i> . New York: Courier, Dover Publications.			/	1	
	Lipman, M.; Sharp, A. M.; Oscanyan, F. S. (1980) <i>Philosophy in the Classroom</i> . Philadelphia: Temple University Press.			/	/	
	Bruno Ćurko (2017) <i>Kritičko mišljenje u nastavi filozofije, logike i etike</i> , Zagreb: Hrvatsko filozofsko društvo.			1	/	
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none">- Halpern, Diane F. (1996) <i>Thought and Knowledge: An Introduction to Critical Thinking</i>. New Jersey: Lawrence Erlbaum.- Haynes, Joana. (2003) <i>Children as Philosophers: Learning through Enquiry and Dialogue in the Primary Classroom</i>. Oxon: Routledge.- Vaughn, Lewis. (2008) <i>The Power of Critical Thinking: Effective Reasoning about Ordinary and Extraordinary Claims</i>. New York: Oxford University Press.- Sprod, Tim. (2001) <i>Philosophical Discussion in Moral Education: The Community of Ethical Inquiry</i>. London: Routledge.- Ćurko, Bruno. (2014) „Can 'Philosophy with children' motivate students for quality thinking?“ u <i>Challenges in Building Child Friendly Communities Proceedings of International Conference Zadar 2014</i>, Croatia. Berbić Kolar, Emina. Bognar, Branko. Sablić, Marija. Sedlić, Božica (ur.). Slavonski Brod : Europe House Slavonski Brod, 2014. Str. 117-123.- Ćurko, Bruno; Kragić, Ivana. (2009) „Igra – put k multidimenzioniranom mišljenju. Na tragu filozofije za djecu“, <i>Filozofska istraživanja</i>, vol. 29 (2009), 2, pp. 303–310.- Gregory, Maughn. (2011) „Philosophy for Children and Its Critics: A Mendham Dialogue“, u: <i>Philosophy for Children in Transition: Problems and Prospects</i>, Vansieleghem, Nancy; Kennedy, David (ur.), London: Wiley-Blackwell, 2011.- Ćurko, Bruno; Kragić, Ivana. (2008) „Filozofija za djecu – primjer Male filozofije“, <i>Život i škola – časopis za teoriju i praksu odgoja i obrazovanja</i>, vol. 56 (2008), 20, pp. 61–68.- Mongin, Jean Paul. (2011) <i>Ludi dan profesora Kanta</i>. Zagreb: Školska knjiga.- <i>Philosophy a school of freedom - Teaching philosophy and learning to philosophize: Status and prospects</i>“ Unesco. 2007					

Quality assurance methods that ensure the acquisition of exit competences	Personal consultations, evaluation of attendance at lectures, active participation in discussions, written and oral examination.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PHILOSOPHY OF MIND				
Code	9FU30	Year of study	II.			
Course teacher	Dario Škarica, Full Professor	Credits (ECTS)	3			
Associate teachers	Ljudevit Hanžek, Assistant Professor	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	The objective of the course is familiarizing students with philosophy of mind, according to its main topics and problems: supervenience, mental content, mental causation, computational theory of mind, connectionism, consciousness. Particular focus will be on precise exposition of concepts and theoretical positions, on detailed presentation of concrete arguments and counterarguments, and on introducing students to the wider interdisciplinary context.					
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 attending the course, students will be able to: 1. Precisely understand mind-body problem: particular positions (dualism, behaviorism, identity theory, functionalism, eliminativism and fictionalism), and arguments for and against particular positions. 2. Precisely understand concepts of supervenience and content, and problems related to those concepts; 3. Precisely understand the problem of mental causation; 4. understand the achievements of artificial intelligence, especially its relevance to philosophical problems of mind, and especially detailed and precise introduction to computational theory of mind and connectionism; 5. Precise introduction to philosophical problem of consciousness, and especially detailed introduction to the problems of explanatory gap and knowledge argument;					
Course content broken down in detail by weekly class schedule (syllabus)	Course (15X2) 1. Introductory lecture (2L) 2. Dualism (2L) 3. Behaviorism, identity theory (2L) 4. Functionalism (2L) 5. Eliminativism, fictionalism (2L) 6. Supervenience (2L) 7. Mental content (2L) 8. Mental causation (2L) 9. Artificial intelligence (2L)					

	10. Computational theory of mind (2L) 11. Chinese room argument (2L) 12. Connectionism (2L) 13. Consciousness (2L) 14. Explanatory gap (2L) 15. Knowledge argument (2L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are obligated to regularly attend class, to participate in debates, to take an oral test, and oral exam.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Class activity	/
	Essay	/	Seminar essay	/	Reading journal	/
	Tests	0,5	Oral exam	0,5	Participating in debates	1
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The final grade derives from: 1. participating in discussions 2. oral test 3. oral exam Criteria for grading and evaluating particular elements of the course are described in more detail in the repository of the course web page.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	1. Berčić, B. (2012) <i>Filozofija - svezak drugi</i> , Ibis grafika 2. Block, N., O. Flanagan, G. Guzeldere (eds.)(1997), <i>The Nature of Consciousness</i> , Cambridge, Mass., MIT Press 3. Chalmers, D.; (ed.) (2002) <i>Philosophy of Mind: Classical and Contemporary Readings</i> , Oxford University Press 4. Crane, T. (2001), <i>Elements of Mind</i> , Oxford, Oxford University Press 5. Heil, J. (2012) <i>Philosophy of Mind: A Contemporary Introduction</i> (3rd ed.), Routledge 6. Hudoletnjak Grgić, M.; Pećnjak, D.; Grgić, F. (ur.) (2011) <i>Aspekti uma</i> , Institut za filozofiju, Zagreb (Godišnjak za filozofiju) 7. Prijić, S.; Mišćević, N. (ur.) (1993) <i>Filozofija psihologije: zbornik tekstova</i> , Hrvatski kulturni dom Ravenscroft, I. (2005) <i>Philosophy of Mind. A Beginner's Guide</i> . Oxford University Press			/		Teacher will provide the literature

	8. Russel, S. J.; Norvig, P. (2003) <i>Artificial Intelligence. A Modern Approach</i> . (Second edition) Prentice Hall		
Optional literature (at the time of submission of study programme proposal)	Armstrong, D. (1968) <i>A Materialist Theory of Mind</i> , Routledge Baars, B. (1988) <i>A Cognitive Theory of Consciousness</i> . Cambridge University Press Bechtel, W.; Abrahamsen, A. (1991) <i>Connectionism and the Mind</i> , Blackwell Campbell, K. (1984) <i>Body and Mind</i> , University of Notre Dame Press Carruthers, P. (2000) <i>Phenomenal Consciousness</i> . Cambridge University Press Chalmers, D. (1996) <i>The Conscious Mind</i> , Oxford University Press Dennett, D. (1991) <i>Consciousness Explained</i> , Boston: Little and Brown Fodor, J. (1975) <i>The Language of Thought</i> , Thomas Y. Crowell Company Hart, W. D. (1988) <i>Engines of the Soul</i> , Cambridge University Press Hill, C. (1991) <i>Sensations: A Defense of Type Materialism</i> , Cambridge University Press Kim, J. (1998) <i>Mind in a Physical World</i> , Bradford Kripke, S. (1980) <i>Naming and Necessity</i> , Harvard University Press Mackenzie, B. (1977) <i>Behaviorism and the Limits of Scientific Method</i> , Routledge & Kegan Paul. Robinson, H. (2016) <i>From Knowledge Argument to Mental Substance: Resurrecting the Mind</i> , Cambridge University Press		
Quality assurance methods that ensure the acquisition of exit competences	Office hours, student attendance records, active participation in discussions, anonymous class and teacher evaluations at the end of the semester		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		PHILOSOPHY OF SCIENCE				
Code	9FZ30	Year of study	1.			
Course teacher	Tonči Kokić, Full Professor	Credits (ECTS)	4			
Associate teachers	Dalibor Lovrić, Lecturer	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Obligatory	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	Introduction to the basic theoretical approaches in the philosophy of science.					

Course enrolment requirements and entry competences required for the course	No requirements					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. Demonstrate basic general knowledge and understanding of the relationship between philosophy and all specialised fundamental scientific disciplines 2. Explain the relationship between logic and particular philosophical disciplines 3. Describe the relationship between philosophy and ethics, and that between ethics and contemporary political philosophy 4. Demonstrate the possibility of original development with regards to knowledge acquired within the framework of this course and knowledge acquired in the students' other study major 5. Develop theoretical assumptions for practical (primarily logical and ethical) guarantee of future of their nation and country 6. Teaching classes from Philosophy of science					
Course content broken down in detail by weekly class schedule (syllabus)	1. Status of logic and ethics in philosophy and specialised scientific disciplines 2. Criticism of aprioristic and empiricist ideas in philosophy of science 3. Axiomatic logical system and applied mathematical formalism 4. Moral foundations of contemporary philosophy of society 5. Philosophical aspects of contemporary physical paradigms					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to participate in a minimum of 70% of lectures and 70% of seminars, to study the prescribed literature, to write a seminar paper on an agreed topic, to pass a colloquium and an oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research	/	Practical training	/
	Experimental work	/	Report	0,5	Reading diary: notes on the required literature	/
	Essay	/	Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Active participation in classes (15%), paper (10%), seminar paper (25%), colloquium (25%) and oral exam (25%) are assessed					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Lelas, S. (1990) <i>Promišljanje znanosti</i> , Zagreb, Hrvatsko filozofsko društvo,			1	/	
	Supek, I.(1992). <i>Teorijska fizika i struktura materije</i> , Školska knjiga, Zagreb.			/	1	

	Supek, I.(1976). <i>Kvantna teorija: fizika i filozofija</i> Zagreb, Jugoslavenska akademija znanosti i umjetnosti.	1	/
	Supek, I. (1994). <i>Počela fizike: uvod u teorijsku fiziku</i> , Zagreb : Školska knjiga,	1	/
	Supek, I. (1991). <i>Filozofija, znanost, humanizam</i> , Zagreb, SNL,	1	/
	Supek, I. (1985). <i>Znanost i etika</i> , Jugoslavenska akademija znanosti i umjetnosti, Zagreb,	1	/
	Blanuša, D. „Teorija relativnosti“	/	1
	Petković, T.(2001). <i>Uvod u modernu kozmologiju i filozofiju</i> , Gradska knjižnica Juraj Šižgorić ; Zagreb : Element.	1	/
	Petković, T. (1990). <i>Eksperimentalna fizika i teorija spoznaje</i> , Zagreb: Školska knjiga.	1	/
	Jakić, M. (1989), <i>Filozofija o znanosti</i> . Hrvatsko filozofsko društvo, Zagreb,	1	/
	Jakić, M. (1993), <i>Filozofija znanosti H. Putnama</i> , Zagreb : Hrvatsko filozofsko društvo.	1	/
Optional literature (at the time of submission of study programme proposal)	Foreign language literature.		
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 and collaborative assessment of the implementation and quality of the teaching process.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		INTENTIONALITY					
Code	IEP15	Year of study	I. and II.				
Course teacher	Ljudevit Hanžek, Assistant Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Elective course	Percentage of application of e-learning	-				
COURSE DESCRIPTION							
Course objectives	Understanding fundamental philosophical problems related to the notions of intentionality and mental representation. Development of a deeper insight to a number of philosophically relevant issues, primarily in metaphysics, philosophy of mind, epistemology and philosophy of language.						

Course enrolment requirements and entry competences required for the course	No requirements.
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>After attending the course, student will be able to:</p> <ol style="list-style-type: none"> 1. Define a concept of an intentional state and concepts closely related to it (propositional attitude, propositional content...) 2. Cite historical foundations of the contemporary understanding of intentionality 3. Clarify key philosophical problems connected to the notion of intentionality (e.g. unclear ontological status of intentional objects) 4. Recognize the importance of the concept of intentionality in definitions of other important philosophical concepts (e.g. meaning and action) 5. Present and compare different theories of intentionality in contemporary philosophy of mind 6. Evaluate different theories of intentionality based on their explanatory power and scope 7. Apply basic claims of different theories of intentionality on the concrete examples of intentional states
Course content broken down in detail by weekly class schedule (syllabus)	<p>Course (15x2 Lectures)</p> <ol style="list-style-type: none"> 1. Intentionality (2L). History of the idea. Aristotle: forms that "enter the soul". Thomas Aquinas and <i>esse intentionale</i>. Brentano on intentionality as "mark of the mental". 2. Ontological status of intentional objects (2L). Problems generated by Brentano's theory of intentionality. Problem of inexistence and the difference content/object (Twardowski). Problem of thoughts on non-existent objects (Meinong and theory of objects). 3. Contemporary view of intentionality (2L). Intentionality in contemporary philosophy. Mental representation. Propositional content of an intentional state. Original and derived intentionality. Content's dependence on the environment. Naturalization of intentionality. 4. Semantics of intentional states (2L). Semantic properties of propositional attitude attributions. Difference between an intensional and extensional context. Intensionality of propositional attitude attributions. <i>De re</i> and <i>de dicto</i> propositional attitude attributions. 5. Externalist theories of mental content (2L). Externalism on the content of propositional attitudes. Putnam's Twin Earth example. Burge's arthritis example (social externalism). Externalism and subjective indiscernibility (Katalin Farkas). 6. Teleosemantics I: Dretske (2L). Dretske's indicator semantics. Dretske's understanding of information (veridicality, transitivity, nomological groundedness). Representation as having a function of indication. Explaining the possibility of error. 7. Teleosemantics II: Millikan (2L). Millikan's consumer semantics. Concept of Proper function. Normal explanation and Normal condition. Representation content as a Normal condition of proper functioning of the representation's consumer. 8. Teleosemantics III: problems (2L). Problem of indeterminacy of function. Teleosemantic response: distinction between evolutionarily relevant properties from the irrelevant ones. Swampman. Teleosemantic response: historical basis of function. Issue of scientific relevance of historically based classifications. 9. Fodor's theory of asymmetric dependence (2L). Possibility of error as a key virtue of the theory. Theory of asymmetric causal dependence. Synchronic dependence of the causal relation of Y and representation of X on the causal relation of X and the representation of X. Problem of causal relation of an object subjectively indiscernible from X and the representation of X. Problem of non-instantiated properties (fictional entities). 10. Methodological individualism and explanatory importance of intentional content (2L). Fodor's claim on the irrelevance of environmentally individuated content for the explanation of behavior. Dependence of the scientific classification of objects on their causal powers. Causal inefficacy of the relational properties of intentional states. "Wide computationalism" (Robert Wilson).

	<p>11. "Narrow" mental content (2L). Distinction between "wide" and "narrow" mental content. Argument from exclusivity of mental state's intrinsic properties in causing behavior. Argument from subject's epistemically privileged access to the contents of their mental states. Descriptivity of "narrow" content.</p> <p>12. Arguments against externalism (2L). Segal's critique of externalism. Segal's interpretation of externalism: possessing a certain concept as dependent on the subject's relational properties. Limiting the debate on nomologically possible scenarios; critique of classical examples based on their nomological impossibility/implausibility. Possessing a concept as extensionally independent. Critique of social externalism: idiosyncratic concept possession.</p> <p>13. Intentionality of perception I: content of perceptual experience (2L). Content of perceptual experience as accuracy conditions or veridicality conditions of experience. Argument from persistence of illusion. Intentionalis: supervenience of the phenomenal character of experience on the intentional content of experience.</p> <p>14. Intentionality of perception II: Arguments for intentionalism (2L). Byrne's argument; change in the phenomenal character of experience is a change in the way the world is appearing to the subject. Change in the way the world is appearing to the subject implies a change in the intentional content of experience. Block's counterexample to strong intentionalism: Inverted Earth. Change in the intentional content of experience without a change in the phenomenal character of experience.</p> <p>15. Intentionality of emotions and bodily sensations (2L). Intentionalism about emotions and pain. Perceptual/affective content of the experience of pain. Emotions as representations of objects external to the subject as possessing evaluative properties and causally related to bodily changes.</p>					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, oral exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Activity during class	/
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	2	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The final grade is determined by oral exam. Criteria for grading and evaluating particular elements of the course are described in more detail in the repository of the course web page.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Miščević, N. (1990) <i>Uvod u filozofiju psihologije</i> , Zagreb: Grafički zavod Hrvatske.			1	/	
	Miščević, N. i Prijić-Samaržija, S. (ur.) (1993) <i>Filozofija psihologije</i> , Rijeka: Hrvatski kulturni dom.			1	/	
	Lycan, W. (2011) <i>Filozofija jezika: suvremeni uvod</i> , Hrvatski studiji Sveučilišta u Zagrebu.			1	/	

	Zahavi, D. (2011) <i>Husserlova fenomenologija</i> , Zagreb: AGM.	1	/
Optional literature (at the time of submission of study programme proposal)	1. Dretske, F. (1991) <i>Explaining Behavior</i> . Cambridge, MA: Bradford, MIT. 2. Dretske, F. (1995) <i>Naturalizing the Mind</i> . Cambridge, MA: MIT Press. 3. Dreyfus, H. L. i Hall, H. (ed.) (1982) <i>Husserl, Intentionality and Cognitive Science</i> . Cambridge, MA: MIT Press. 4. Fodor, J. A. (1990) <i>A Theory of Content and Other Essays</i> . Cambridge, MA: MIT Press. 5. Fodor, J.A. (1981) <i>Representations</i> . Cambridge, MA: MIT Press. 6. Fodor, J.A. (1987). <i>Psychosemantics</i> . Cambridge, MA: MIT Press. 7. Gallagher, S. i Zahavi, D. (2008) <i>The Phenomenological Mind: An Introduction to Philosophy of Mind and Cognitive Science</i> . Routledge: New York. 8. Jacob, P. (1997) <i>What Minds Can Do</i> . Cambridge: Cambridge University Press. 9. Millikan, R. (1984) <i>Language, Thought and Other Biological categories</i> . Cambridge, MA: MIT Press. 10. Rorty, R. (1979) <i>Philosophy and the Mirror of Nature</i> . Princeton University Press. 11. Searle, J. (1983) <i>Intentionality: An Essay in the Philosophy of Mind</i> . Cambridge University Press. 12. Searle, J. (1992) <i>The Rediscovery of Mind</i> . MIT Press.		
Quality assurance methods that ensure the acquisition of exit competences	Records of class attendance, class and teacher evaluation at the end of the semester, office hours.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		MA THESIS				
Code	10IDR	Year of study	II.			
Course teacher	/	Credits (ECTS)	10			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			0	10	0	0
Status of the course	Mandatory	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Writing an MA thesis.					
Course enrolment requirements and entry competences required for the course	Submitting the MA thesis is possible only after achieving a positive grade in all courses of the graduate study programme.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After attending the course, students will be able to: 1. independently research the literature on a particular academic topic 2. differentiate relevant content in a philosophical text from the irrelevant ones 3. clearly present the argumentative structure of a philosophical text 4. critically review the theses expounded in a philosophical text					
Course content broken down in detail by weekly class schedule (syllabus)	-/					
	<input type="checkbox"/> lectures		<input checked="" type="checkbox"/> independent assignments			

NAME OF THE COURSE		LOGIC 3					
Code	7ML30	Year of study	I				
Course teacher	Dario Škarica, Full Professor	Credits (ECTS)	3				
Associate teachers	Gabriela Bašić Hanžek, Senior Assistant	Type of instruction (number of hours)	P	S	V	T	
			30	0	0	0	
Status of the course	Compulsory course	Percentage of application of e-learning	20%				
OPIS PREDMETA							

OPIS PREDMETA

Course objectives	Introduction to metatheoretical investigation of first-order logic and its consequences in epistemology, philosophy of science, philosophy of language, and ontology. Introduction to recent trends in logical research in philosophy.
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>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> - define main semantical concepts of the first-order logic using set-theoretical models; - make conceptual distinctions in the light of parallel syntactical and semantical characterization of the first-order logic; - formulate theorems about the relationship between deductive and semantic systems of the first-order logic; - describe the role of logical research in philosophy and science; - argue about the epistemological, linguistic and ontological consequences of the main meta-theoretical results; - appreciate the value of philosophical logic and logical philosophy
Course content broken down in detail by weekly class schedule (syllabus)	<p>(Lectures: 15 sessions with 2 teaching hours each)</p> <ol style="list-style-type: none"> 1. Introductory discussion of the role of logical investigations in contemporary philosophy with a reference to selected examples from philosophy (e.g., Searle's and Vanderveken's illocutionary logic), social science (e.g., Arrow's impossibility theorem), and natural science (e.g., quantum logic). 2. A historical overview of the project of axiomatization of knowledge and its limitations. 3. Set theory as the theory of concept extension. Naive set theory and the discovery of its inconsistency. 4. Set theory as the founding theory with respect to the semantics of first-order logic. 5. The ways of getting out of set-theoretical paradoxes and the question of basic ontological intuitions. 6. Basic notions of and principles in the semantics of the first order logic. Philosophical import of Tarski's definition of the concept of "being true with respect to an interpretation". 7. Properties of consequence relation in the first-order logic. Tarskian consequence relation versus consequence relations in non-classical logics. 8. The problem of relationship between logical semantics and logical syntax and its epistemological significance. An outline of the soundness proof for the first-order logic. 9. The completeness proof for the first-order logic. The main features and the structure in Henkin's proof of the completeness theorem. 10. The problem of the expressive-power of language in the light of Löwenheim-Skolem's theorem and Skolem's paradox. The problem of linguistic limitations imposed on the possibility of knowledge (with a reference to Putnam). 11. Formative test (optional). 12. Main steps and ideas in Gödel's proof of incompleteness theorem (counting, parallel interpretations, recursion, representation, self-referentiality). Limitations of consistency proofs. Epistemological consequences of Gödel's results. 13. Computability and incomputability: Church's thesis, Turing machines, "Halting Problem". The theorem of undecidability of the first-order logic.

	14. The language of philosophy and its logic. The basics of modal logic: Kanger-Kripke semantics of accessible possible worlds; frame properties and their axiomatic characterizations; applications of modal logic. 15. Alethic modal logic and ontology. Deontic logic and normativity.					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to attendance to at least 80% lectures and active participation (assignments and discussions), students are obliged to study the literature and pass a final written exam. Formative test isn't mandatory.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Independent tasks	/
	Essay	/	Seminar essay	/	(Other)	
	Tests	/	Oral exam	opt.	(Other)	
	Written exam	2	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Overall work on the course is evaluated: active participation during lectures and written exam. Further evaluation criteria are available at the course repository					
Required literature (available in the library and via other media)	Naslov			Broj primjeraka u knjižnici	Dostupnost putem ostalih medija	
	1. Jon Barwise i John Etchemendy (1999) <i>Language, Proof and Logic</i> . (Part III. Application and Metatheory). Stanford: CSLI Publications [the translation and didactic adaptation in 3. below]			2	Open knowledge.	
	2. George Boolos, John P. Burgess i Richard C. Jeffrey (2002) <i>Computability and Logic</i> . (chapters 3, 5, 10). Cambridge University Press [the translation and didactic adaptation in 3. below]			/	Open knowledge.	
	3. Berislav Žarnić (2004) <i>Simbolička logika: Priručnik</i> (a didactic compilation of translations, solved exercises, and original texts). Manuscript. pp. 149-322, http://marul.ffst.hr/~logika/pilot/skripta.pdf			/	Open knowledge.	
	<i>Otvoreno znanje: Logika 3</i> (a collection of learning resources and tools). http://paideia.ffst.hr/~logika			/	Open knowledge.	
Optional literature (at the time of submission of study programme proposal)	- George Boolos (1998) <i>Logic, Logic, and Logic</i> . Harvard University Press - Willard Van Orman Quine (1963) <i>From a Logical Point of View: 9 Logico-Philosophical Essays</i> . Harvard University Press. - Johan van Benthem (2011) <i>Modal Logic for Open Minds</i> . Stanford: CSLI. - Srećko Kovač (2013) <i>Svojstva klasične logike: skripta</i> . Zagreb: Hrvatski studiji. https://www.hrstud.unizg.hr/images/50014183/Svojstva_klasicne_logike.pdf - Susan Haack (2005) <i>Filozofija logikā</i> . Zagreb: Hrvatski studiji.					

	- Dov Gabbay i John Woods (2006) <i>Logic and the Modalities in the Twentieth Century. Handbook of the History of Logic: Vol. 7.</i> Elsevier.
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 METHODOLOGY OF TEACHING PHILOSOPHY					
Code	9MN30	Year of study	II.				
Course teacher	Bruno Ćurko, Associate Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is the analysis of certain philosophical doctrines and their impact on educational orientation which will allow the student to conduct logical analysis and critical examination of teaching practice.						
Course enrolment requirements and entry competences required for the course	Enrollment in the 3rd semester of graduate study in philosophy.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of the course students should be able to: - correctly interpret the fundamental concepts of the methodology of teaching philosophy 1. Describe and explain various theories of the modern science of education 2. Describe, explain various contemporary theories of the science of education. 3. Describe and explain the assumptions underlying concrete pedagogical choice. 4. Describe and explain basic characteristics of the formal learning process 5. Apply the principle of cooperative communication to the analysis of teaching communication 6. Prepare and analyses lesson plans.						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lesson: to introduce students to the objectives, contents and methods of teaching and the requirements of the course (1L+1S) 2. Determination of the position of philosophy of education and methodology of teaching philosophy within the philosophical disciplines as a whole (1L+1S) 3. Impact of understanding of basic concepts ("man", "language", "knowledge") on the choice of theoretical orientation in educational theory (1L+1S) 4. Phenomenological direction and hermeneutical orientation of the science of education (1L+1S) 5. Analytical direction and empirical orientation of education (1L+1S) 6. Critical theory of society and critical orientation of educational theory (1L+1S) 7. Basic ideas of postmodern philosophy and its reception in the science of education (1L+1S) 8. Constructivist philosophy of education and its didactic consequences (1L+1S) 9. The question of the subject of eductaion: the theory of intellectual and moral development: J.Piaget (1L+1S)						

	10. The question of subject of education: the theory of moral development Kohlberg, L. (1L+1S) 11. The question of the goal of education: a classic attitude - intellectual and moral virtues (J.F.Herbart, S. Basariček) (1L+1S) 12. Differentiation of levels and types of educational goals (B.Bloom, L. Resnick) (1L +1S) 13. Dilemma: problematic or historical approach to teaching philosophy (1L+1S) 14. The role of philosophy in education: contemporary trends in education (1L+1S) 15. Synthesis (1L + 1S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, recording lectures and participation in discussions in order to prepare for examinations					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	0,5	Research	/	Practical training	/
	Experimental work	/	Report	/	Lesson planning	0,5
	Essay	0,5	Seminar essay	/	(Other)	
	Tests	/	Oral exam	1,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	Overall performance of all students in college is being estimated during the semester. The final grade is calculated from participation in the work in the classroom and seminars, grades from essays, analysis of lesson plans and knowledge of test literature.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Koenig, Eckad, i Zedler, Peter: Theorien der Erziehungswissenschaft			1		/
	Marinković: Metodika nastave filozofije			1		/
	Glaserfeld, Ernest von (1989.) Cognition, construction of knowledge, and teaching, Synthese 80: 121-140			/		e-book
	Kohlberg, Lawrence (1976.) The claim to moral adequacy of a Highest Stage of Moral Judgment, Journal of Philosophy 40: 630-646			/		e-book
	Suppes,Patrick (1995.) The Aims of Education. U: A. Neiman(ured.) Philosophy of Education str. 110-126 Urbana, Illinois:Philosophy of Education Society, University of Illinois			/		e-book
Optional literature (at the time of submission of study programme proposal)	1. Approved textbooks and philosophy, logic and ethics. 2. Educational software for teaching philosophy, logic and ethics. 3. New school curricula for logic, ethics and philosophy 4. Bruner, Jerome (2000.) Kultura obrazovanja, Zagreb: Educa 5. Ekkehard E. Martens(1983.): Einführungen in die Didaktik der Philosophie Wissenschaftliche Buchgesellschaft, Darmstadt					
Quality assurance methods that	Active participation in lectures and seminars, consultations, evaluation of course, and evaluation of teacher work.					

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

NAME OF THE COURSE		FUNDAMENTALS OF PEDAGOGY				
Code	HZX001	Year of study	1. year of graduate study			
Course coordinator(s)	Tonča Jukić, Ph.D., Assoc. Professor	Credit value (ECTS)	2,5 (5)			
Associates	Sani Čavar, assist.	Course delivery types (hours per semester)	L	S	P	T
			30	30	0	0
Course status	Obligatory	E-learning percentage	20%			
COURSE DESCRIPTION						
Course objectives	To enable students to undertake the critical scientific study of pedagogy as the theory and practice of developing competencies for life, for organisational skills and effective professional and scientific engagement with pedagogical issues and activities in education and training.					
Course admission requirements and entrance competences required	None.					
Expected learning outcomes at a course level (4-10 outcomes)	<ul style="list-style-type: none">- to explain the epistemological characteristics of pedagogy- to critically analyze and compare traditional and modern definitions of basic pedagogical terms and different understandings of pedagogy as a science- to argue the basic postulates of pedagogy as a theory of competencies- to identify the advantages and disadvantages of pedagogical theories of personality development- to distinguish the qualitative levels in an individual's development and teachers' tasks in their implementation- to explain aspects and methods of pedagogical work in the development of competencies- to set pedagogy and andragogy in relation- to explain the need for the theoretical and practical development of competencies for intercultural relations- to explain the reasons why curriculum development is a pedagogical problem- to critically reflect and discuss on basic pedagogical conceptions and reform pedagogies and identify their strengths and weaknesses- to take a stand on the need to respect the rights, needs and interests of each individual and his uniqueness					
Course content elaborated in detail according to the timetable	<ul style="list-style-type: none">- Introduction to the course. (2L + 2S)- Scientific definition - epistemological characteristics of pedagogy. Pedagogy in scientific systems and the scientific system of pedagogy. (2L + 2S)- Socio-historical dimensions and the development of pedagogy. The basic postulates of pedagogy as theory of competencies. (4L + 4S)- Different pedagogical paradigms. (4L + 4S)- Reform pedagogies. (2L + 2S)- Basic characteristics of the school system. (2L + 2S)- Development of curriculum as a pedagogical problem. (2L + 2S)					

	<ul style="list-style-type: none">- Pedagogical theories of personality development. Competence approach in pedagogy. The qualitative levels in individual's development. (4L + 4S)- Aspects and methods of pedagogical work in development of competencies. (2L + 2S)- The relation between pedagogy and andragogy in the system of lifelong learning. (2L + 2S)- Development of competencies for sustainable development and life in a plural society (2L + 2S)- Conclusions of the course. (2L + 2S)					
Course delivery types	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Students' duties	Students are required to participate in lectures (80%) and seminars (80%), present a seminar paper and pass 2 preliminary exams.					
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Course attendance	2	Researching	/	Practical work	/
	Experimental work	/	Term paper	/	(Other)	
	Essay	/	Seminar paper	0,5	(Other)	
	Preliminary exams	2,5	Oral exam	/	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating students' work during the course and in the final exam	The final grade for the course is formed according to the completion of the following elements: presenting the seminar paper (20%) and passing 2 preliminary exams (80%) or a written exam. The assessment and marking criteria of individual elements can be found in the course repository.					
Obligatory reading list (available in the library and in other media)	Title			Number of copies in the library		Available in other media
	Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi, Zagreb: Educa (selected chapters)			4		/
	König E. Zedler, P.(2000). Teorije znanosti o odgoju. Zagreb: Educa (selected chapters)			3		/
	Malić, J., Mužić, V. (1981). Pedagogija, Zagreb: Školska knjiga (selected chapters)			1		/
	Milat, J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga			1		/
	Vukasović, A. (1990). Pedagogija. Zagreb: HKZ „Mi” (selected chapters)			1		-
Additional reading list	<ol style="list-style-type: none">1. Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa2. Gudjons, H. (1994). Pedagogija - temeljna znanja. Zagreb: Educa - (selected chapters)3. Delors, J. (1998). Učenje - blago u nama. Zagreb: Educa - (selected chapters)4. Hentig, von H. (2008), Što je obrazovanje? Zagreb: Educa5. Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa					

	6. Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa 8. Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško- književni zbor 9. Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa
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		PRACTICUM AND TEACHING PRACTICE				
Code	10PSP	Year of study	II.			
Course teacher	Marko Jakić, Assistant Professor	Credits (ECTS)	5			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			0	25	35	0
Status of the course	Mandatory	Percentage of application of e-learning				
COURSE DESCRIPTION						
Course objectives	The aim of the course is to prepare the student for independent creation, preparation and teaching of philosophy, logic, and ethics based on contemporary methodological starting points.					
Course enrolment requirements and entry competences required for the course	Enrollment in the 4 th semester of graduate study.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	By the end of this course students should be able to: independently determine educational aims and outcomes of teaching 1. independently create and analyze lesson plans 2. come up with and implement lessons using appropriate teaching methods 3. design and deliver a lesson using appropriate teaching methods 4. analyze the effectiveness of the lesson 5. analyse and apply the techniques of valuation and evaluation of student achievement 6. apply philosophical thinking for the development of critical and independent thinking in students 7. analyse and apply the procedures for the establishment of philosophical thinking					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introductory lesson: To present students with the course and their duties (1L+1S) 2.Philosopher - teacher (1L+1S) 3. Determination of teaching aims in Philosophy, Logic and Ethics lesson (1L+2S) 4. Contemporary teaching versus traditional teaching (1L+2S) 5. Planning and preparing lessons in teaching Philosophy, Logic and Ethics (1L+2S) 6. Guidelines for structuring content for teaching Philosophy, Logic and Ethics (1L+2S) 7. Methods for introducing philosophical thinking (1L+2S) 8. Guidelines for teaching Philosophy, Logic and Ethics (1L+2S)					

	9. Concepts and classification methods in teaching Philosophy, Logic and Ethics (1L+2S) 10. The role of the text in teaching Philosophy, Logic and Ethics (1L+2S) 11. Philosophical dialogue and discussion (1L+2S) 12. Method of demonstration and written works in teaching Philosophy, Logic and Ethics (1L+2S) 13. Essays in philosophy (1L+2S) 14. Monitoring and evaluation of the teaching of Philosophy, Logic and Ethics (1L+2S) 15. Synthesis (1L+1S)					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Regular attendance, recording lectures and participation in discussions in order to prepare for examinations.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	0,5	Research	/	Practical training	1
	Experimental work	/	Report	/	Teaching and classroom management	1
	Essay	/	Seminar essay	/	Lesson planning	1
	Tests	/	Oral exam	1,5	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student's work in class and at the final exam	Grading and evaluating overall student's performance during the semester. The final grade is based on assessment in the oral examination, performing a teaching process analysis of lesson plans, and knowledge of test literature.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Marinković, Josip (2008.) <i>Metodika nastave filozofije</i> , Zagreb, Školska knjiga			/	/	
	Marinković, Josip (1990.) <i>Filozofija kao nastava</i> , Zagreb, HFD,			/	/	
	Marinković, Josip, (2008.), <i>Učiteljstvo kao poziv</i> , Zagreb, Kruzak			/	/	
	Kyriacou, Chris (2001.), <i>Temeljna nastavna umijeća</i> , Zagreb, Educa,			1	/	
	Časopis Metodčki ogledi br.8(1994),br.16(2002), br.17(2003.), Zagreb, HFD,			/	e-oblik	
	Meyer, Hilbert (2005.), <i>Što je dobra nastava</i> , Zagreb, Erudita,			/	/	
	Odobreni udžbenici i filozofije, logike i etike			/	/	
	Kalin, Boris (2003.) <i>Povijest filozofije</i> - priručnik za nastavnike, Zagreb, Šk. knjiga			/	/	
	Miošić, Igor (2009.) <i>Priručnik za nastavu filozofije</i> , Zagreb, Profil			/	/	
	Kalin, Boris (2003.) Priručnik za nastavnike uz udžbenik G. Petrovića			/	/	
	Kovač, Srećko(2004.) Priručnik uz Logiku			/	/	

Optional literature (at the time of submission of study programme proposal)	Marinković, Josip (1987.) Ogleđi iz filozofije odgoja, Zagreb, Školske novine" Jensen, Eric, (2003.): Super teaching Gudjons(1994.):Paedagogisches Journal Methodical Review, Zagreb, Croatian Philosophical Society
Quality assurance methods that ensure the acquisition of exit competences	Active participation in lectures and seminars, evaluation of classes at the end of the semester.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PSYCHOLOGY OF NURTURE AND EDUCATION					
Code	HZX003	Year of study	1 st year of graduate study				
Course coordinator(s)	Goran Kardum, Full Professor	Credit value (ECTS)	5				
Associates	Linda Lušić Kalcina, Senior Assistant	Course delivery types (hours per semester)	L	S	P	T	
			30	30	0	0	
Course status	Mandatory	E-learning percentage	0%				
COURSE DESCRIPTION							
Course objectives	Theoretical, empirical approaches and methodological features of psychology of nurture and education.To introduce students to the specific areas of education and development in childhood and adolescents with an emphasis to cognitive, emotional, social and culture dimensions in practical work with children and adolescents.						
Course admission requirements and entrance competences required	None						
Expected learning outcomes at a course level (4-10 outcomes)	Upon completion of the course, students will be able to: 1. distinguish scientific and nonscientific approach in psychology of nurture and education 2. understanding the elements of development and development theories 3. operacionalization of basic concepts of behavioral approach 4. operacionalization of basic concepts of psychodynamic approach 5. operacionalization of basic concepts of cognitive approaches of memory and learning processes 6. explain and understanding environmental factors that affect learning and memory 7. analyse and understanding the role of temeperamen and personality traits in the context of learning and memory 8. understand the basic principles of psychometric characteristics of knowledge tests and assessment						
Course content elaborated in detail	1. Psychology of nurture and education; science and practice 2. Methodological principles in the field of nurture and education 3. Biological basis of neuronal signalization and neurotransmitters in the behavior regulation						

according to the timetable	4. Genetics, nurture and education, epigenetics and behavioral genetics 5. Psychodynamic theory; scientific evaluation 6. Behavioral theories 7. Cognitive and social cognitive approach of development, learning and memory 8. Intelligence; different theories and approaches 9. Emotion; the role, theory and researches in the field of nurture and learning 10. Motivation and attribution theories 11. Abnormal behavior – concepts and theory 12. Abnormal behavior – classification and main deviating behaviour 13. Cross-cultural research and finding 14. Social and communication skills 15. Pre-exam II					
Course delivery types	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely on line <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input 6"="" type="checkbox/>(note down other types)</td></tr><tr><td>Students' duties</td><td colspan="/> Course attendance, class activity, successfully completing tasks; write and present a seminar paper in line with previously determined criteria; pass a written exam (or an equivalent of 2 tests)		
Following up students' work (note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value):	Course attendance	2	Researching	/	Practical work	/
	Experimental work	/	Term paper	/	(note down other types)	/
	Essay	/	Seminar paper	1	(note down other types)	/
	Preliminary exams	2	Oral exam	/	(note down other types)	/
	Written exam	/	Project	/	(note down other types)	/
Grading and evaluating students' work during the course and in the final exam	Final grade is a result of course attendance and activity in in-class assignments (40%), seminar paper (20%) and preliminary tests/written exam (40%). The assessment and marking criteria of individual elements can be found in the course repository.					
Obligatory reading list (available in the library and in other media)	Title				Number of copies in the library	Available in other media
	Handouts, lectures				/	/
	Selected scientific articles from databases				/	Yes
	Vlasta Vizek Vidović, Majda Rijavec, Vesna Vlahović - Štetić, Dubravka Miljković, Psihologija obrazovanja, Zagreb 2003.				1	/
Additional reading list	Berk, L. (2006). Psihologija cjeloživotnog razvoja (chapters 1-3). Jastrebarsko: Naklada Slap. Nietzel M. T., Bernstein D. A., Milich, R. (2001). Dječja klinička psihologija, u: Uvod u kliničku psihologiju (365-413). Jastrebarsko: Naklada Slap. Santrock, J. W. (2003). Life-Span Development. New York: McGraw Hill. Vasta, R., Haith, M., Miller, S. (1998 or other). Dječja psihologija. Jastrebarsko: Naklada Slap.					

	Wenar, C. (2003). <i>Razvojna psihopatologija i psihijatrija: od dojenačke dobi do adolescencije</i> . Jastrebarsko: Naklada Slap.
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		SOCIOLOGY OF EDUCATION					
Code	HZX004	Year of study	1				
Course teacher	Ivanka Buzov, Associate Professor	Credits (ECTS)	2,5 (5)				
Associate teachers	Toni Popović, Senior Assistant Darija Ivošević, 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	10%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is to acquire knowledge about the basic terms of sociology of education, and particularly about the relationship between educational subsystems and global social system. Then the aim is also to introduce students about the major sociological theories of education and contemporary educational perspectives in sociology. Also, gaining knowledge about the social basis of the teaching profession and the processes of action of educational institutions in modern society.						
Course enrolment requirements and entry competences required for the course	Enrolled graduate study.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course, students will be able to: 1. Describe and define the basic concepts of the sociology of education; 2. Explain the social context of education; 3. Recognize sociological theoretical perspectives on education; 4. Identify the impact of social and technological change on the development of education; 5. Link the system of educational institutions and the social importance of the role of teachers (characteristics of professions).						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to course (guideline through course topics, mode, literature, methods, deadlines, exam), clarification of basic concepts.(2L+2S) 2. The creation and development of the sociology of education; Subject and methods of sociology of education, relation to other sociological disciplines.(2L+2S) 3. Sociological approach and relevant theoretical concepts of education, Part I.: functionalist, liberal and socialdemocratic perspectives. (2L+2S) 4. Sociological approach and relevant theoretical concepts of education, Part II.: Conflict and Interactionist perspectives. (2L+2S) 5. The social character of education: inequalities in education; educational opportunity inequalities (2L+2S)						

	6. The sociology of school education.(2L+2S) 7. Colloquium (1st), Service Learning (1+1L+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. Education for entrepreneurship (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 type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	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	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Oral exam, - 70% 2. Prepared and presented seminar paper in accordance with the instructions of teachers - 20% 3. Class activity: success in solving individual and group tasks - 10% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the	Title			Number of copies in the library		Availability via other media

library and via other media)	1. Haralambos, M., Holbron, M. (2002). Sociologija: Teme i perspektive. (str. 773-882). Zagreb: Golden marketing.	10	No
	2. Ledić, J., Miočić, I., Turk, M. (2016). Europska dimenzija u obrazovanju: Pristupi i izazovi: Rijeka: Filozofski fakultet.	1	Yes
	3. Pilić, Š. (2008.), /ur./, Obrazovanje u kontekstu tranzije. Split: HPKZ, pp.. 45-57; 59-66; 129- 145; 149-162; 165-174; 239-244	10	No
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - Ballantine, J. H. (1993). The Sociology of Education. Englewood Cliffs: Prentice Hall. - 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. - Barber, B. (1963.) Some problems in the Sociology of Professions, <i>Daedalus</i>, 92(4): 669-688. - Bernstein, B. (1994.), Jezik i društvene klase. Beograd: BIGZ. - Bourdieu, P. i Passeron, J. C. (2000.), Reproduction in Education, Society and Culture. London: Sage Publications. - Buzov, I. (2009). Obrazovanje za okoliš: kratak pregled razvoja koncepta, Godišnjak TITIUS, 1(1): 303-315. - Durkheim, E. (1996.), Obrazovanje i sociologija, Societas, Zagreb. 11. - Giddens, A. (2007.), Sociologija, Zagreb: Nakladni zavod, (16. Poglavlje – Obrazovanje, str. 494-536) - Hagège, H. (2019). <i>Education for Responsibility. Science, Society and New Technologies Series- Eduaction Set.</i> London and New York: <i>ISTE Ltd & John Willey and Sons.</i> - Jal, M. & Scott, D. (2018) Education in a New Society: Renewing the Sociology of Education 1st Edition, University of Chicago Press - Lesourne, J. (1993.) Obrazovanje i društvo: izazovi 2000.godine. Educa, Zagreb, str. 79-104. - Liessmann, K.P. (2006.), Teorija neobrazovanosti: zablude društva znanja, Zagreb, Naklada Jesenski i Turk. - Ninčević, M. (2009). Interkulturalizam u odgoju i obrazovanju, Drugi kao polazište, Nova prisutnost 7, 59-84 26. - Obrazovanje za poduzetništvo - E4E: Znanstveno stručni časopis o obrazovanju za poduzetništvo, Zagreb: Visoka škola za ekonomiju, poduzetništvo i upravljanje Nikola Šubić Zrinski. - Pastuović, N. (2012). Obrazovanje i razvoj, Institut za društvena istraživanja i učiteljski fakultet, Zagreb. - Pastuović, N. (1999). Edukologija. Integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja, Znamen, Zagreb (V. Poglavlje: Sociologija cjeloživotnog obrazovanja i odgoja, str. 316-371). - Pilić, Š. (2008). <i>Knjiga o nastavnicima.</i> Split: Filozofski fakultet, dostupno na https://www.ffst.unist.hr/download/repository/Pilic_nastavnici.pdf - 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, - Štulhofer, A. (1992). Mitologija obrazovnih šansi. Theleme, 38, 2, 61-72. 36. - Vujčić, V. (1990.), Obrazovne šanse, Školske novine, Zagreb. - Vujčić, V. (1989.), Obrazovanje i društvo, CDD, Zagreb. - Waller, R. (2012). Sociologija obrazovanja. U: Duffour, B. i Curtis, W. Studij odgojno-obrazovnih znanosti. Zagreb: Educa, str. 123-151. 		

	NOTE: Optional literature also serves as a basis for seminar literature, which is usually supplemented by newer bibliographic units from the sociology of education.
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		CONTEMPORARY PHILOSOPHY I					
Code	7SU30	Year of study	1st year of graduate level study				
Course teacher	Marko Jakić, Assistant Professor Anita Lunić, Senior Assistant	Credits (ECTS)	4				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	High				
COURSE DESCRIPTION							
Course objectives	The main aim of the course 'Contemporary Philosophy I' is an introduction to the discussion of the general sense of historical study and display philosophy, providing insight into the fundamental concepts, meanings, origins and basic directions and philosophers of the late 19th century and of the 20th century.						
Course enrolment requirements and entry competences required for the course	None required.						
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 the importance of the fundamental directions and philosophers of the late late 19th and 20th centuries; 2. Identify philosophical problems and solutions in the original texts philosophers of the late 19th and 20th centuries; 3. comparing views and arguments of philosophers and philosophical trends of the late 19th and 20th centuries 4. critically discuss the main contemporary philosophical problems and schools of the late 19th and 20th centuries; 5. prepare work / article / text of philosophical problems of the late 19th and 20th centuries; 6. maintain public lecture about philosophical issues 19th and 20th centuries; 7. discuss philosophical issues of the late 19th and 20th century 8. conduct classes on the topics and contents of the course, as well as related systems and disciplines..						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the contemporary philosophy 2. Wilhelm Dilthey 3. Pragmatism: Charles Pierce, William James 4. John Dewey 5. Phenomenology: Edmund Husserl, 6. Phenomenology: Edmund Husserl, Max Scheler 7. Martin Heidegger						

	<div>8. Martin Heidegger</div> <div>9. Existentialism: Jean - Paul Sartre</div> <div>10. Existentialism: Karl Jaspers, Albert Camus</div> <div>11. Frankfurt school: Adorno, Marcuse</div> <div>12. Frankfurt school: Adorno, Marcuse</div> <div>13. Frankfurt school: Horkheimer, Habermas</div> <div>14. Frankfurt school: Horkheimer, Habermas</div> <div>15. Final hour</div> <div>1. Introduction to the contemporary philosophy</div> <div>2. Wilhelm Dilthey, <i>Introduction to the Human Sciences</i></div> <div>3. John Dewey, <i>Logic: The Theory of Inquiry</i> (1938)</div> <div>4. Edmund Husserl, <i>Cartesian Meditations</i>, 1960 [1931]. Cairns, D., trans. Dordrecht: Kluwer.</div> <div>5. Martin Heidegger, <i>Introduction to Metaphysics</i>, trans. by Gregory Fried and Richard Polt (New Haven: Yale University Press, 2000)</div> <div>6. Martin Heidegger, <i>Being and Time</i>, trans. by John Macquarrie and Edward Robinson (London: SCM Press, 1962); re-translated by Joan Stambaugh (Albany: State University of New York Press, 1996), chapter 65.</div> <div>7. Karl Jaspers, <i>The Future of Mankind</i>. translated by E. B. Ashton. Chicago: University of Chicago Press.</div> <div>8. Albert Camus , <i>The Myth of Sisyphus</i> (Le Mythe de Sisyphe) (1942).</div> <div>9. Erich Fromm, <i>Escape from Freedom</i> (U.S.), <i>The Fear of Freedom</i> (UK) (1941)</div> <div>10. Jean-Paul Sartre, <i>Existentialism is a Humanism</i> / <i>L'existentialisme est un humanisme</i> (1946)</div> <div>11. T. W. Adorno i M. Horkheimer: <i>Dialectic of Enlightenment</i> (1947)</div> <div>12. Jürgen Habermas, <i>The Philosophical Discourse of Modernity</i> (1985)</div> <div>13. Theodor W. Adorno, <i>Negative Dialectics</i> (1966)</div> <div>14. Herbert Marcuse, <i>One-Dimensional Man</i> (1964).</div> <div>15. Nikolaj Nikolaj Berdjajev, <i>Sudbina čovjeka u suvremenom svijetu : za razumijevanje naše epohe</i> , Verbum, Split, 2007.</div>					
Format of instruction	<div><input type="checkbox"/> lectures</div> <div><input 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 type="checkbox"/>independent assignments</div> <div><input 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	Conduct themselves in line with ethical and scientific principles of higher education. Participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes (80%). Write and present seminar paper in line with previously determined criteria. Submit a seminar paper before taking an oral exam. Pass an oral 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	/	Active participation in classes	0,5
	Essay	/	Seminar essay	1	(Other)	
	Tests	/	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	
Grading and evaluating student work in class and at the final exam	The assessment and marking criteria of individual elements can be found in the course repository. The overall work of the student during the class is evaluated. Activity in class, participation in discussions during class and seminars. The exam is					

	taken orally. Activity in class (10%), an oral exam (60%) and prepared seminar paper (30%).		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Danilo Pejović, <i>Suvremena filozofija Zapada</i> , Matica hrvatska, Zagreb, 1999.	1	Ne
	Milan Galović, <i>Suvremena filozofija I i II</i> , Školska knjiga, Zagreb, 1996.	1	Ne
	Martin Heidegger, <i>Being and Time</i> , trans. by John Macquarrie and Edward Robinson (London: SCM Press, 1962);		Da
	Edmund Husserl, <i>Cartesian Meditations</i> , 1960 [1931]. Cairns, D., trans. Dordrecht: Kluwer.		Da
	T. W. Adorno i M. Horkheimer: <i>Dialectic of Enlightenment</i> (1947)		Da
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Wilhelm Dilthey, <i>Introduction to the Human Sciences</i> 2. James, W. (2001) <i>Pragmatism</i> http://www.gutenberg.org/files/5116/5116-h/5116-h.htm 3. John Dewey, <i>Logic: The Theory of Inquiry</i> (1938) 4. Karl Jaspers, <i>The Future of Mankind</i>. translated by E. B. Ashton. Chicago: University of Chicago Press. 5. Albert Camus, <i>The Myth of Sisyphus</i> (Le Mythe de Sisyphe) (1942). 6. Erich Fromm, <i>Escape from Freedom (U.S.)</i>, <i>The Fear of Freedom (UK)</i> (1941) 7. Jean-Paul Sartre, <i>Existentialism is a Humanism / L'existentialisme est un humanisme</i> (1946) 8. Jürgen Habermas, <i>The Philosophical Discourse of Modernity</i> (1985) 9. Theodor W. Adorno, <i>Negative Dialectics</i> (1966) 10. Herbert Marcuse, <i>One-Dimensional Man</i> (1964). 11. Marx, W. (2005). <i>Fenomenologija Edmunda Husserla</i>, Naklada Breza, Zagreb. 		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks. Student survey on the quality of teaching and teachers at the university level. Passed the exam and fulfilled other syllabus obligations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		CONTEMPORARY PHILOSOPHY II					
Code	8SU30	Year of study	I.				
Course teacher	Ljudevit Hanžek, Assistant Professor	Credits (ECTS)	3				
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F	
			30	0	0	0	
Status of the course	Compulsory course	Percentage of application of e-learning	/				
COURSE DESCRIPTION							
Course objectives	The main aim of the course 'Contemporary Philosophy II' is an introduction to the discussion of the general sense of historical study and presentation of philosophy, providing insight into the fundamental concepts, meanings, origins and basic directions and philosophers of the 20th century.						

Course enrolment requirements and entry competences required for the course	None required.					
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 the importance of the fundamental directions and philosophers of the 20th and 21st centuries; 2. Identify philosophical problems and solutions in the original texts philosophers of the 20th and 21st centuries; 3. Compare views and arguments of philosophers and philosophical trends of the 20th and 21st century 4. Critically discuss the main contemporary philosophical problems and schools of the 20th and 21st century; 5. Prepare work / article / text of philosophical problems of the 20th and 21st centuries; 6. Hold a public lecture about philosophical issues 20th and 21st centuries; 7. Discuss philosophical issues of the 20th and 21st century 8. Teach a class in contemporary philosophy, according to the contents of the course and related topics					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the contemporary philosophy 2. The language, structure, history: F. de Saussure 3. C. Levi - Strauss 4. M. Foucault 5. M. Foucault 6. John Rawls 7. Hans-Georg Gadamer 8. Hans-Georg Gadamer 9. Bertrand Russell 10. Ludwig Wittgenstein 11. Postmodern: Gianni Vattimo, Jacques Derrida 12. Feminist Philosophy 13. Feminist Philosophy 14. Final hour					
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Passed exam and the fulfillment of the other obligations prescribed by the syllabus.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	(Other)	
	Essay	/	Seminar essay	/	(Other)	
	Tests	1	Oral exam	1	(Other)	
	Written exam	/	Project	/	(Other)	

Grading and evaluating student work in class and at the final exam	The final grade is determined by written test and oral exam. Criteria for grading and evaluating particular elements of the course are described in more detail in the repository of the course web page.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Danilo Pejović, <i>Suvremena filozofija Zapada</i> , Matica hrvatska, Zagreb, 1999.	1	/
	Milan Galović, <i>Suvremena filozofija I i II</i> , Školska knjiga, Zagreb, 1996.	1	/
	Michel Foucault, <i>Power/Knowledge</i> , Pantheon Books, New York	/	1
	Bertrand Russell, <i>Human Knowledge: Its Scope and Limits</i> . London: George Allen & Unwin	/	1
	Ludwig Wittgenstein, <i>The Blue and Brown Books</i> , 1958.	/	1
	<i>The Gadamer Reader: A Bouquet of the Later Writings</i> . Ed. by Richard E. Palmer. Evanston, IL: Northwestern University Press, 2007	/	1
Optional literature (at the time of submission of study programme proposal)	Hannah Arendt, <i>Vita activa</i> , August Cesarac, Zagreb, 1991. Carol Pateman, <i>The disorder of women: democracy, feminism, and political theory</i> . Stanford, California: Stanford University Press. M. Foucault, <i>Madness and Civilization: A History of Insanity in the Age of Reason</i> London: Routledge, 2006. John Rawls, <i>Political Liberalism</i> , New York: Columbia University Press, 1993. Gianni Vattimo, <i>Transparentno društvo</i> , Algoritam, Zagreb, 2008. Claude Levi Strauss, <i>Antropologija i moderni svijet</i> , TIM Press, Zagreb, 2013. Jaques Derrida, <i>Sablasi Marxa</i> , Hrvatska sveučilišna naknada, Zagreb, 2002 Karl R. Popper, <i>Bijeda historizma</i> , Kruzak, Zagreb 1996. Slavoj Žižek, <i>Živjeti na kraju vremena</i> , Fraktura, Zaprešić, 2012.		
Quality assurance methods that ensure the acquisition of exit competences	Attendance record, student questionnaire on the quality of teaching and teachers at the university level, individual consultations.		
Other (as the proposer wishes to add)	/		

NAME OF THE COURSE		INTRODUCTION TO ORIENTAL PHILOSOPHIES				
Code	IOF30	Year of study	I. and II.			
Course teacher	/	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning	/			
COURSE DESCRIPTION						
Course objectives	Introduction to Oriental Philosophies aims at introducing students to non-European traditions of Thought and Philosophy.					

	<p>Students are given basic information on philosophy in Arabic language and its main thinkers. Arabic philosophy is important because it had a great impact on medieval European philosophy.</p> <p>The course equally introduces students to Indian philosophy as one of the richest and most developed philosophical traditions of mankind. General acquaintance with Indian philosophical systems, the problems discussed and with Indian thinkers is a substantial contribution to the study of philosophy.</p>
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)	<p>The course will enable students:</p> <ol style="list-style-type: none"> 1. to articulate clearly how Arabic philosophy influenced the history of European philosophy 2. to understand the main problems in Arabic and Indian philosophy 3. to identify the leading ideas of the most notable medieval Arabic and Indian philosophers 4. to check the universal validity of Greek philosophical thought in the medium of another language 5. to explain the specific features of 'Oriental philosophy' in Arab Empire and in India 6. to discuss the aspects of Islamic mysticism and of Indian philosophical schools.
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. How philosophy started speaking Arabic 2. Relationship between philosophy and religion. First principle. Creation. God and the world. 3. Causality: is the essence of the first principle reason or will? 4. 'Oriental philosophy' – Islamic mysticism 5. Al-Kindī. Al-Fārābī. Avicenna. Al-Ġazālī. Averroës. Maimonides. 6. Impact of Arabic philosophy on Europe 7. The concept of philosophy in India. The sources for the history of Indian philosophy. The periods. 8. The Vedas. Beginnings of speculation in the saṃhitās. The Upaniṣads. The great teachers: Uddālaka Āruṇi, Yājñavalkya Vājasaneyā. The basic notions: prajāpati, ātman, brahman, sat, prāṇa, prajñā, bhūta, karman, etc. 9. Buddhist and Jinist philosophy. Origins. Buddha's four noble truths, cognition, ethics, meditation, the five skandhas, causality: the dependent origination, logic. The basic notions: saṃsāra, nirvāṇa, dharma, saṃskāra, vijñāna, prajñā, śīla, dhyāna, etc. Jinist categories: jīva and ajīva, karman and kaivalya; cosmology, ethics, logic, eschatology. 10. Philosophy of the Sanskrit epics and Purāṇas. The Bhagavadgītā: jñāna, karman, bhakti. 11. Philosophical schools of the Older Buddhism: Theravāda and Sarvāstivāda (Vaibhāṣika and Sautrāntika). Schools of the Mahāyāna: Madhyamaka and Yogācāra. Basic Madhyamaka concepts: śūnya, dharma, prasaṅga, ucchedavāda and śāśvatavāda, upadāna and nirvāṇa, etc. Basic Yogācāra concepts: the classification of dharmas, saṃskāras, the eight cittas, ālayavijñāna, yoga, cittamātra, tathatā, etc. 12. Brahmanical philosophical schools: Nyāya and Vaiśeṣika, Sāṃkhya and Yoga. Vedic renaissance: Pūrvamīmāṃsā and Uttaramīmāṃsā or Vedānta. Basic notion of each school. Epistemology, ontology, logic, ethics, eschatology of each school. Great thinkers, esp. in Vedānta: Śaṃkara, Rāmānuja, Madhva. 13. Tantric philosophy of Śivaism and Śaktism. Neohinduist and modern Indian philosophy.

	14. Conclusions: contributions and challenges of Indian philosophy.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input 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 6"="" type="checkbox/>(other)</td></tr><tr><td>Studentresponsibiliti
es</td><td colspan="/> In addition to participation in at least 60% of lecture classes, students will adopt course contents by: reading the primary literature, keeping a reading diary, distinguishing and studying open questions related to the reviewed content. Students will pass oral 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	Research	/	Practical training	/
	Experimental work	/	Report	/	Reading diary: notes on primary literature	0,5
	Essay	/	Seminar essay	/	Active participation in the course	0,5
	Tests	/	Oral exam	1	(Other)	/
	Written exam	/	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 (10%), and results on the oral exam which includes evaluation of reading diary and primary literature (90%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Henri Corbin, <i>Historija islamske filozofije</i> ;				/	/
	Fakhry, M. (2004). <i>A History of Islamic Philosophy</i> ; Columbia University Press				/	/
	Bučan, D. (2013). <i>Uvod u arapsku filozofiju</i> , Split: Filozofski fakultet,				/	/
	Tucci, Giuseppe (1977.), <i>Storia della filosofia indiana</i> , Bari. Srp. prijev. 1982.: <i>Istorija indijske filozofije</i> , Nolit, Beograd.				/	/
	Hiriyanna, M. (1917.), <i>Outlines of Indian Philosophy</i> , London. Hrv. prijev. 1980.; hrv. prijevod: Hiriyanna (1980). <i>Osnove indijske filozofije</i> , Naprijed, Zagreb				/	/
	Glasenapp, Helmuth von (1949.), <i>Die Philosophie der Inder</i> , KrönerStuttgart.				/	/
	Optional literature (at the time of submission of study programme proposal)	Croatian translation of Arabic philosophical works: 1. Al-Fārābī, <i>Knjiga o slovima</i> , Demetra, Zagreb, 1999. 2. Al-Fārābī, <i>Uzorita država</i> , Demetra, Zagreb 2011. 3. Al-Ġazālī, <i>Nesuvislost filozofâ</i> , Hrvatska sveučilišna naklada, Zagreb 1993. 4. Al-Ġazālī, <i>Izbavljenje od zablude</i> , El-Kalem, Sarajevo 1989. 5. Averroës, <i>Nesuvislost nesuvislosti</i> , Naprijed, Zagreb 1988. 6. Averroës, <i>Knjiga prosudbene rasprave</i> , Demetra, Zagreb 2006. 7. Avicenna, <i>Knjiga naputaka i opasaka</i> , Demetra, Zagreb 2000. 8. Avicenna, <i>Metafizika I. i II.</i> , Demetra Zagreb 2011./2012. 9. Ibn Ṭufayl, <i>Živi sin Budnoga</i> , Veselin Masleša, Sarajevo 1985. 10. Majmonid, Moses, <i>Vodič za one što dvoje I. i II.-III.</i> , Demetra, Zagreb 2008./2009. Surveys of Indian philosophy: 11. Veljačić, Čedomil (1958.), <i>Filozofija istočnih naroda I. Indijska filozofija & selected texts</i> , Zagreb. 12. Vellačić, Čedomil (1978.), <i>Razmeđa azijskih filozofija I – II</i> , Zagreb.				

	13. Iveković, Rada (1981.), Pregled indijske filozofije, Zagreb. 14. Ježić, Mislav (1999.), Rgvedske upanišadi, Zagreb. 15. Radhakrishnan, Sarvepalli (1923., 1927.), Indian Philosophy I – II, Oxford. Srp. prijev. 1964.: Indijska filozofija I – II, Beograd. 16. Dasgupta, Surendranath (1922.), A History of Indian Philosophy I – V, Cambridge. 17. Sinha, Jadunath (2rev1987.), Indian Philosophy I – III, Delhi. 18. Leaman, Oliver (ur.) (2001.), Encyclopaedia of Asian Philosophy, London - New York
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.
Other (as the proposer wishes to add)	/

NAME OF THE COURSE		PRACTICAL TRAINING IN 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 learning outcomes)	Course learning outcomes:						
	<div>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.</div> <div>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</div> <div>Individual learning outcomes:</div> <div>1. Explain the structure of the selected teaching base.</div> <div>2. Identify and illustrate the challenges posed by the work environment and create processes to deal with specific challenges.</div>						

	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 type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> independent tasks <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	- 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
	Experimental 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	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. At the end of the internship, the mentor assigns one of the following two descriptive grades to the student: • The student has successfully completed a professional internship • The student did not successfully complete the internship. 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>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)	/

NAME OF THE COURSE		CONSCIOUSNESS				
Code	ISV30	Year of study	I. and II.			
Course teacher	Dario Škarica, Full Professor	Credits (ECTS)	3			
Associate teachers	/	Type of instruction (number of hours)	L	S	E	F
			30	0	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	In the introductory part of the course, the objective is to familiarise the student with the problem of consciousness, its history, philosophical and epistemological aspects, and with the philosophical, as well as interdisciplinary approach to consciousness. In the central part of the course, the objective is to familiarise the student with Baars' theory					

	of consciousness, which is currently perhaps the most influential theory of consciousness across various disciplines. The lectures will be focused on particular key topics within the theory: limited capacity of consciousness, consciousness and working memory, internal consistency of conscious content, global access, informativeness, consciousness and the unconscious, context (intentions, ideomotor theory, attention, and the self). In the final lecture, the reception of Baars' theory of global workspace will be dealt with.	
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"> • detailed familiarity with Baars' theory of consciousness (the theory of global workspace), its pivotal concepts and tenets. • solid knowledge of the reception of Baars' theory of consciousness. • clear understanding of the methodological and epistemological problems of consciousness. • clear understanding of the philosophical approach to consciousness. • clear understanding of the interdisciplinary approach to consciousness. • solid knowledge of the history of philosophical, psychological and scientific researches into consciousness (particularly within the three main paradigms: introspectionism, behaviorism, and cognitivism). • solid knowledge of the history of philosophical, psychological, and scientific reflections about and researches into the unconscious, from Platonism, through Leibniz, to the positions endorsed in the 19th and 20th centuries. 	
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none"> 1. introduction: philosophical problem of consciousness. 2. introduction: history of the problem of consciousness (introspectionism, behaviorism, cognitive psychology). 3. introduction: history of the concept of the unconscious (Platonism, Leibniz, 19th and 20th centuries). 4. introduction: methodological and epistemological problem of consciousness (Merikle, Kihlstrom, Baars). 5. Baars' theory of consciousness: main idea and basic concepts. 6. Baars' theory of consciousness: limited capacity of consciousness, consciousness and working memory. 7. Baars' theory of consciousness: internal consistency and global access. 8. Baars' theory of consciousness: context and conscious experience. 9. Baars' theory of consciousness: informativeness of conscious experience. 10. Baars' theory of consciousness: intentions, spontaneous problem solving, stream of consciousness. 11. Baars' theory of consciousness: ideomotor theory of voluntary control. 12. Baars' theory of consciousness: attention as control of access to consciousness. 13. Baars' theory of consciousness: the self as the dominant context of experiences and action. 14. Baars' theory of consciousness: functions of consciousness. 15. reception of Baars' theory of global workspace. 	
Format of instruction	<input type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)
Student responsibilities	Regular class attendance, oral exam.	

Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research	/	Practical training	/
	Experimental work	/	Report	/	Participation in lectures	/
	Essay	/	Seminar essay	/	(Other)	/
	Tests	/	Oral exam	2	(Other)	/
	Written exam	/	Project	/	(Other)	/
Grading and evaluating student work in class and at the final exam	The final course grade is based on oral exam and class attendance. Criteria for grading and evaluating particular elements of the course are described in more detail in the repository of the course web page.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Baars, Bernard J., 1988, <i>A cognitive theory of consciousness</i> , Cambridge: Cambridge University Press.			/	Yes	
	Baars, Bernard J., 2002, The Conscious access hypothesis: origins and recent evidence, <i>Trends in Cognitive Sciences</i> 6 (1), str. 47-52.			/	Yes	
	Baars, Bernard J., 1986, <i>The Cognitive Revolution in Psychology</i> , New York i London: The Guilford Press.			/	Yes	
	Sternberg, Robert J., 2005, <i>Kognitivna psihologija</i> , Jastrebarsko: Naklada Slap.			1	/	
	Velmans, Max, 2009, <i>Understanding Consciousness</i> , London: Routledge.			1	/	
	Frith, Chris, i Rees, Geraint, 2007, A brief history of the scientific approach to the study of consciousness. U: Max Velmans i Susan Schneider (ur.), <i>The Blackwell Companion to Consciousness</i> , Blackwell.			/	Yes	
	Velmans, Max, 2007, An epistemology for the study of consciousness. U: Max Velmans i Susan Schneider (ur.), <i>The Blackwell Companion to Consciousness</i> , Blackwell.			/	Yes	
	Merikle, Philip M., Smilek, Daniel, i Eastwood, John D., 2001, Perception without awareness: perspectives from cognitive psychology, <i>Cognition</i> 79, str. 115-134.			/	Yes	
	Kihlstrom, John F., 1996, Perception without awareness of what is perceived, learning without awareness of what is learned. U: Max Velmans (ur.), <i>The Science of Consciousness</i> , London i New York: Routledge.			/	Yes	
	Tye, Michael, 2007, Philosophical problem of consciousness. U: Max Velmans i Susan Schneider (ur.), <i>The Blackwell Companion to Consciousness</i> , Blackwell.			/	Yes	
	Malatesti, Luka, 2011, Maryno znanstveno znanje. U: Maja Hudoletnjak Grgić, Davor Pečnjak i Filip Grgić, <i>Aspekti uma</i> , Zagreb: Institut za filozofiju.			/	Yes	

	Zahavi, Dan, 2006, Intencionalnost i iskustvo, <i>Filozofska istraživanja</i> 26 (2), str. 319-337.	1	/
Optional literature (at the time of submission of study programme proposal)	1. Baars, Bernard J., 1997, <i>In the Theater of Consciousness. The Workspace of the Mind</i> , New York i Oxford: Oxford University Press. 2. Baars, Bernard J., 2007, The global workspace theory of consciousness. U: Max Velmans i Susan Schneider (ur.), <i>The Blackwell Companion to Consciousness</i> , Blackwell. 3. Baars, Bernard J., i McGovern, Katharine, 1996, Cognitive views of consciousness. U: Max Velmans (ur.), <i>The Science of Consciousness</i> , London i New York: Routledge. 4. Eysenck, Michael W., i Keane, Mark T., 2005, <i>Cognitive Psychology. A Student's Handbook</i> , Hove and New York: Psychology Press. 5. Gardiner, John M., 1996, On consciousness in relation to memory and learning. U: Max Velmans (ur.), <i>The Science of Consciousness</i> , London i New York: Routledge. 6. Hothersall, David, 2002, <i>Povijest psihologije</i> , Jastrebarsko: Naklada Slap. 7. Malatesti, Luca, 2011, Thinking about Phenomenal Concepts, <i>Synthesis Philosophica</i> 52 (2/2011), str. 391-402. 8. Merikle, Phil, 2007, Preconscious processing. U: Max Velmans i Susan Schneider (ur.), <i>The Blackwell Companion to Consciousness</i> , Blackwell. 9. Merikle, Philip M., i Daneman, Meredyth, 1998, Psychological investigations of unconscious perception, <i>Journal of Consciousness Studies</i> 5 (1), str. 5-18. 10. Mladić, Damir, i Spajić, Ivan, 2011, Subjektivnost i filozofski problem svijesti. U: Maja Hudoletnjak Grgić, Davor Pećnjak i Filip Grgić, <i>Aspekti uma</i> , Zagreb: Institut za filozofiju. 11. Petz, Boris, 2003, <i>Uvod u psihologiju</i> , Jastrebarsko: Naklada Slap.		
Quality assurance methods that ensure the acquisition of exit competences	Student questionnaire on the quality of teaching and teachers at the university level		
Other (as the proposer wishes to add)	/		

3. PERFORMING CONDITIONS OF STUDY PROGRAMME

3.1. Place of performing the study programme

Integral buildings	
Identification of a building	Poljičanka, No. of cadastral plot 7840/28 K. O. Split
Location of a building	Poljička cesta 35, 21000 Split
Year of built	1991.
Total area in m ²	7967,10 m ²

3.2. List of teachers and associates by the courses

Course	Teacher and Associates
Bioethics	Bruno Ćurko, Assistant Professor Anita Lunić, Senior Assistant
Didactics	Morana Koludrović, Associate professor Ante Grčić, Teaching Assistant
Existential Philosophy	Tonći Kokić, Full Professor Anita Lunić, Senior Assistant
Ethics in Education	Perislava Bešić Smlatić, Lecturer
Philosophy of Globalization	
Philosophy and Postmodern	Marita Brčić Kuljiš, Associate Professor
Political Philosophy	Marita Brčić Kuljiš, Associate Professor
Philosophy of Education	Marita Brčić Kuljiš, Associate Professor
Philosophy of Law	
Philosophy with Children	Bruno Ćurko, Associate Professor
Philosophy of Mind	Dario Škarica, Full Professor Ljudevit Hanžek, Assistant Professor
Philosophy of Science	Tonći Kokić, Full Professor Dalibor Lovrić, Lecturer
Intentionality	Ljudevit Hanžek, Assistant Professor
MA Thesis	
Logic III	Dario Škarica, Full Professor Gabriela Bašić Hanžek, Senior Assistant
The Methodology of Teaching Philosophy	Bruno Ćurko, Associate Professor
Fundamentals of pedagogy	Tonča Jukić, Associate Professor Sani Čavar, Teaching Assistant
Practicum and Teaching Practice	Marko Jakić, Assistant Professor
Psychology of Nurture and Education	Goran Kardum, Full Professor Linda Lušić Kalcina, Senior Assistant
Sociology of Education	Ivanka Buzov, Associate Professor Toni Popović, Senior Assistant Darija Ivošević, Teaching Assistant
Contemporary Philosophy I	Marko Jakić, Assistant Professor Anita Lunić, Senior Assistant
Contemporary Philosophy II	Ljudevit Hanžek, Assistant Professor
Introduction to Oriental Philosophies	
Practical Training in Teaching Base	
Consciousness	Dario Škarica, Full Professor

3.3. Datas about teachers

First and last name and title of teacher	Gabriela Bašić Hanžek, Senior Assistant
The course he/she teaches in the proposed study programme	Logic 3
GENERAL INFORMATION ON COURSE TEACHER	

Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541 906
E-mail address	gbasic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	341914
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	Humanities, Philosophy.
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	September 3rd 2020., 2020.
Name of position (professor, researcher, associate teacher, etc.)	Senior Assistant
Field of research	Philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Rijeka
Place	Rijeka
Date	April 24th 2020.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian.
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 4
	German, 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)	Seminar in Logic since academic year 2013/2014 (undergraduate level of study at Department for Teacher's Education at the Faculty of Humanities and Social Sciences, University of Split), lectures (since academic year 2017/2018) and seminar (since academic year 2013/2014) in Introduction to Logic of Social Sciences (undergraduate level of study at Department for Sociology).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	- Bašić Hanžek, G. (2020). David Hitchcock, <i>On Reasoning and Argument</i> , Springer, 2017 (Book review), <i>Croatian Journal of Philosophy</i> vol. 20, no. 2. - Žarnić, B., Bašić Hanžek, G. i Hanžek, Lj. (2019). On the Historical and Cognitive Development of the Concept of Time u <i>Physics and Philosophy</i> vol. 2, ed. Luka Boršić, Dragan Poljak,

	<p>Ivana Skuhala Karasman i Franjo Sokolić. Institut za filozofiju i Znanstveni centar <i>Berislav Žarnić</i>.</p> <p>- Bašić Hanžek, G. (2017). Book review: Dragana Sekulić, "Psihologija zaključivanja i logika" (Zagreb: KruZak, 2016). <i>Prolegomena: časopis za filozofiju</i>, vol. 16, no. 2.</p> <p>-Žarnić, B. i Bašić, G. (2017) Normativity in Communication. <i>New Insights into Rhetoric and Argumentation</i>, ed. A. Runjić-Stoilova i G. Varošaneć-Škarić, Filozofski fakultet, Sveučilište u Splitu, Split 2017.</p> <p>-Žarnić, B. i G. Bašić (2014) Metanormative principles and norm governed social interaction. <i>Revus: Journal for constitutional theory and philosophy of law</i> 22</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Member of international scientific project <i>Metametaphysics</i> (uniri-human-18-239, University of Rijeka).</p> <p>Member of international scientific project <i>Logic, Concepts and Communication</i> sponsored by Croatian Science Foundation (2015 - 2019).</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate study in philosophy and Croatian language and literature (master of education), Faculty of Humanities and Social Sciences, University of Split).
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Perislava Bešić-Smlatić, Lecturer
The course he/she teaches in the proposed study programme	Ethics in Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	/
E-mail address	perislava@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	/
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	21. 12. 2017., Lecturer
Area and field of election into research or art rank	Humanities, Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	High School Ivan Lucić-Trogir
Date of employment	1986

Name of position (professor, researcher, associate teacher, etc.)	Philosophy and Logic teacher
Field of research	Philosophy of Education
Function	Professor Advisor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Master of Science
Institution	Faculty of Humanities and Social Sciences
Place	Rijeka
Date	2007
INFORMATION ON ADDITIONAL TRAINING	
Year	2014-2020
Place	Zagreb
Institution	Ministry of Science and Education of the Republic of Croatia
Field of training	Curricular Reform
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	
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)	Teaching methodology philosophy, Practicum and school practice
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	/
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Logics Curriculum, School of Life (Ethics)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Dr. Marita Brčić Kuljiš, Associate Professor
The course he/she teaches in the proposed study programme	Philosophy and Postmodern, Political Philosophy, Philosophy of Education, Contemporary Philosophy I
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541-907
E-mail address	mbrbic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	288535
Research or art rank, and date of last rank appointment	Senior Research Fellow, 15.6.2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor 01.9. 2019.
Area and field of election into research or art rank	Humanities - philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	15.7.2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Education and science
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	18.3.2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	2010-2011
Place	Swansea, UK;
Institution	University of Wales, Swansea, Great Britain
Field of training	Philosophy
INFORMATION ON ADDITIONAL TRAINING	
Year	2010/2011
Place	München, Germany
Institution	Ludwig-Maximilians Universität München, Germany
Field of training	Philosophy
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 - 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 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)	Course teaching at the Faculty of Philosophy in Split (graduate and undergraduate level) at the Department of Pedagogy, Teacher Education and preschool education; philosophy

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Brčić Kuljiš, M. (2017). Civil society, public sphere and justice in the philosophy of Iris Marion Young. <i>Synthesis Philosophica</i> , 63 (1), str. 121–137. Brčić Kuljiš, M. (2018). Kosmopolitische Verteilungsgerechtigkeit. Eine Globalisierung des Rawls'schen Denkansatzes. U Henning Ottmann; Pavo Barišić (ur.), <i>Kosmopolitische Demokratie</i> . Baden-Baden: Verlag Nomos, str. 129-148 Brčić Kuljiš, M. (2018). Living together in the European Union?". <i>International Journal of Multicultural and Multireligious Understanding (IJMMU)</i> 5 (5) str. 212-223. Brčić Kuljiš, M. Gutović T. (2018) Inclusive educational policy and the democratic context of educational leadership and management. U: <i>Educational Leadership in Policy: Challenges and Implementation within Europe</i> , ed. Ingþórsson, Alfirević, Pavičić, Vican. London: Palgrave Macmillan, str. 81-96. Brčić Kuljiš, M. (2019). Are Anti-Immigrant Parties Compatible with the Principles of Liberal Democracy? A Case Study of Freiheitliche Partei Österreichs. <i>The International Journal of Civic, Political, and Community Studies</i> 17 (2/2019): 1-16.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Science Center of Excellence for School Effectiveness and Management. MZO 205-2020; 2020-2025. Croatian Studies, Andragogy, Philosophy and Cultural Studies - harmonization with the CROQF (KAFKa) European Social Fund / 22.3.2019. - 22.3.2022
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Teaching Department, University of Zadar
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Ivanka Buzov, PhD in Sociology, Associate 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) 545 552
E-mail address	ibuzov@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	298413
Research or art rank, and date of last rank appointment	Scientific Associate, 14.11. 2014.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor
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
Date of employment	01.10.2007.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Scientific and teaching activity
Function	Head of Department of Sociology (2017-2020); Coordinator for professional practice in teaching bases (from 2016)
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb, Faculty of Humanities and Social Sciences
Place	Zagreb
Date	09.10. 2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	2016
Place	Erfurt and Kassel, Germany
Institution	University of Erfurt and University of Kassel
Field of training	Service Learning
INFORMATION ON ADDITIONAL TRAINING	
Year	2019
Place	Porto, Portugal
Institution	University of Porto, Faculty of psychology and educational sciences
Field of training	Intervention in education – research approaches.
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Sociology of education, Educational perspectives in new integration, Contemporary perspectives in sociology of education- <i>Undergraduate study in sociology: Sociology of education - Teacher Studies (integrated)</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>NORDSC/ 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: Alfrević 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)	<p>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)</p> <p>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).</p> <p>3. 2016- August 2018. COMMIX: Empowering Literacy in Adolescents through Creative Engagement with Comics (ERASMUS plus – University of Split and research centres from Bulgaria, Cyprus, Great Britain, Poland and Romania.</p> <p>4. 2014-2016: Boys’ reading (ERASMUS plus - Strategic Partnerships – University of Split and research centres and faculties from Austria, Cyprus, Greece, Poland, Portugal and Romania.</p> <p>5. 2014-2016, Znanstveni centar izvrsnosti za školsku efektivnost i menadžment/ Science Centre of Excellence for School Effectiveness and management/, Ministarstvo znanosti, obrazovanja i športa - Institut za društvena istraživanja “Ivo Pilar”, Ekonomski fakultet Zagreb, Filozofski fakultet Split)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate study (acquired the title of professor of sociology), within which was acquired MPDP competencies.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Bruno Ćurko, Associate Professor
The course he/she teaches in the proposed study programme	Bioethics, Philosophy with Children, The Methodology of Teaching Philosophy, Practicum and Teaching Practice
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 32 92 84
E-mail address	bcurko@ffst.hr
Personal web page	www.petit-philosophy.com
Year of birth	/
Scientist ID	286103
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor
Area and field of election into research or art rank	Humanities, philosophy
INFORMATION ON CURRENT EMPLOYMENT	

Institution where employed	Faculty of Humanities and Social Sciences, University of Split,
Date of employment	15.2.2017.
Name of position (professor, researcher, associate teacher, etc.)	University professor
Field of research	Philosophy of education, logic, argumentation
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zagreb
Place	Zagreb
Date	2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatia
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin 3
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)	/
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> - Ćurko, Bruno. <i>Kritičko mišljenje u nastavi filozofije, logike i etike</i>, Hrvatsko filozofsko društvo, Zagreb 2017. - Ćurko, Bruno. "Philosophical Education, An Overview of" <i>Encyclopedia of Educational Philosophy and Theory</i> / Michael A. Peters (ur.). Singapore: Springer, 2016. str. 455-463. - Ćurko, Bruno. „Socratic Dialogue in Education“. <i>Encyclopedia of Educational Philosophy and Theory</i>, Michael A. Peters (ur.). Singapore: Springer, 2016. str. 567-575 - Ćurko, Bruno. „What is Philosophy of education today? “u <i>Vrč i šalice. Filozofijska vivisekcija problemâ odgoja i obrazovanjâ</i>, Krznar, Tomislav; Filipović, Nikolina Iris (ur.). Zagreb : Učiteljski fakultet Sveučilišta u Zagrebu, 2015. Str. 15-24. (Croatian) - Ćurko, Bruno; Strahovnik, Vojko. "Ethics Education and Critical Thinking" u <i>Mathematical Education -Proceedings of national conference 2015.</i> / Mikaelian H.S., (ur.). Yerevan, Armenia: Yerevan State University Council, 2015. Str. 193-197. (English)

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"> - Ćurko, Bruno; Feiner, Franz; Gerjolj, Stanko; Juhant, Janez; Kreß, Kerstin; Mazzoni, Valentina; Mortari, Luigina; Pokorny, Svenja; Schlenk, Evelyn; Strahovnik; Vojko. Ethics and Values Education - Manual for Teachers and Educators, Ljubljana: Project: ETHIKA - Ethics and values education in schools and kindergartens, 2015. - Ćurko, Bruno; Strahovnik, Vojko. "Ethics Education and Critical Thinking" u Mathematical Education -Proceedings of national conference 2015. / Mikaelian H.S., (ur.). Yerevan, Armenia: Yerevan State University Council, 2015. Str. 193-197. - Philosophical Education, An Overview of" u Encyclopedia of Educational Philosophy and Theory (Michael A. Peters, ed), Springer, 2016. - „Socratic Dialogue in Education“ u Encyclopedia of Educational Philosophy and Theory (Michael A. Peters, ed), Springer, 2016. - Ćurko, Bruno. „Riječ unaprijed – Što je filozofiji odgoj danas?“ u Vrč i šalice. Filozofijska vivisekcija problema odgoja i obrazovanja, Krznar, Tomislav; Filipović, Nikolina Iris (ur.). Zagreb : Učiteljski fakultet Sveučilišta u Zagrebu, 2015. Str. 15-24.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>ETHOS – Ethical Education for a Sustainable and Dialogic Future (Comenius - 527134- LLP 2012-SI-COMENIUS-CMP)</p> <p>- ETHIKA - Ethics and values education in schools and kindergartens, (Erasmus Plus KA2, 2014-2017, 6 EU countries) - 2014-1-SI01-KA201-000633.</p> <p>LITTLE - Learning Together To Live Together: Teachers Leading Ethical Education For An Inclusive Society (LITTLE), (Erasmus Plus KA2, 2016-2019, 4 EU countries) - 2016-1-IE01-KA201-016868.</p> <p>AVAL- Added Value Learning for Preschool Teachers and Pedagogical Coordinators (Erasmus Plus KA2, 2017-2019, 10 EU countries) - 2017-1-ES01-KA201-038113</p> <p>COMET - A Community of Ethics Teachers in Europe (Erasmus Plus KA2, 2017-2020, 5 EU countries) - 2017-1-NL01-KA201-035219.</p> <p>BEAGLE - Bioethical Education and Attitude Guidance for Living Environment (Erasmus Plus KA2, 2018-2020, 4 EU countries) - 2018-1-HR01-KA201-047484.</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 philosophy, Latin language and Roman literature at the Faculty of Philosophy in Zadar, University of Split.
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Ljudevit Hanžek PhD, Assistant Professor
The course he/she teaches in the proposed study programme	Philosophy of Mind, Intentionality, Contemporary Philosophy II
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 29, 21 000 Split, Republic of Croatia
Telephone number	091 577 4650
E-mail address	ljuhan@ffst.hr

Personal web page	/
Year of birth	/
Scientist ID	336663
Research or art rank, and date of last rank appointment	Research associate, 18. 3. 2016.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 19.12.2017.
Area and field of election into research or art rank	Humanities, Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	19.12.2017.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Philosophy
Function	Head of the Research Centre for Logic, Epistemology and Philosophy of Science "Berislav Žarnić"
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD.
Institution	University of Zadar
Place	23 000 Zadar, Republic of Croatia
Date	7.7.2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
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. Hanžek, Ljudevit (2018.) "<u>Wide Content Explanations</u>", in: (eds. F. Grgić and D. Pečnjak) <i>Free Will & Action: Historical and Contemporary Perspectives</i>, Springer 2. Hanžek, Ljudevit (2017.) "<u>Brentano on Self-Consciousness</u>", in: (ed.) Berčić, Boran <i>Perspectives on the Self</i>, Rijeka: Sveučilište u Rijeci, pp. 171-187. 3. Ljudevit Hanžek, <i>Zimmermannova polemika s Vernićem i Lachom, Prilozi za istraživanje hrvatske filozofske baštine</i>, 39., 1. (77), Zagreb, 2013. pp. 315-328 4. Ljudevit Hanžek, <i>Epistemička i instrumentalna racionalnost, Filozofska istraživanja</i>, 32., 3-4 (127-128), Zagreb, 2013. pp. 411-425

	<p>5. Ljudevit Hanžek, <u>Bubanović i Zimmerman o duši i tijelu</u>, <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 38., 1. (75), Zagreb, 2012. pp. 105-121.</p> <p>6. Ljudevit Hanžek and Dario Škarica, <u>Zimmerman o historijskom svjedočanstvu</u>, <i>Prilozi za istraživanje hrvatske filozofske baštine</i>, 37., 1–2 (73–74), Zagreb, 2011. pp. 51–73</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?	The degree of Master of Education in Philosophy and English Language and Literature, obtained at Faculty of Humanities and Social Sciences, University of Split (2010) 120 ECTS points
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Marko Jakić, Assistant Professor
The course he/she teaches in the proposed study programme	Practicum and Teaching Practice, Contemporary Philosophy I
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541-906
E-mail address	marko@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	370740
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	humanities, philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	29. 05. 2019.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	ethics, political philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	dr.sc.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	1.11.2018.

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 (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	/
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. Jakić, Marko <i>Liberty, justice and democracy in philosophy of John Rawls</i>, Zagreb, Naklada Breza 2018 (Book) 2. Jakić, Marko <i>The problem of intuition of morality in John Rawls' philosophy</i>, Zagreb, New presence: Review for intellectual and spiritual questions, XVI (2018), 1; 5-20 doi:10.31192/np.16.1.1 (original scientific paper) 3. Jakić, Marko <i>Understanding of Freedom and Rawls' Attitude</i>, Acta Iadertina, 16 (2019), 1; 71-90 (preliminary communication, scientific paper) 4. Jakić, Marko <i>Review of Paula J. Weithman's book "Rawls, Political Liberalism and Reasonable Faith"</i>, Journal of Faculty of Humanities and Social Sciences in Split, 9 (2017), 10; 105-109 (review, professional paper) 5. Jakić, Marko <i>Review of ancient philosophy</i>, Studia lexicographica : Journal of Lexicography and Encyclopaedistics, 11 (2017), 21; 157-162 (review, professional paper)
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?	Doctoral Studies at Faculty of Humanities and Social Sciences, University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Tonča Jukić, Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Fundamentals of Pedagogy
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	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	associate professor
Field of research	teaching process, pedagogical science
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	16. 5. 2011.
INFORMATION ON ADDITIONAL TRAINING	
Year	2002./2003.
Place	Split
Institution	Forum for Freedom in Education, Zagreb
Field of training	Pedagogy, Didactics
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, Undergraduate study Fundamentals of Pedagogy, Study of Pre-school Education, Undergraduate study Fundamentals of Pedagogy, Teacher Study, Integral study Pedagogy, Health Studies, Graduate studies Creativity as pedagogical challenge, Pedagogy, Undergraduate study
Authorship of university/faculty textbooks in the field of the course	/

Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Jukić, T. (2019). Creativity in Education. In <i>Proceedings of the Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i>. Blagoevgrad: Southwest University Neofit Rilski (pp. 11.- 16). 2. Jukić, T. & Mandarić Vukušić, A. (2017/2018). Crisis of Upbringing and Education: How to become a part of the solution rather than being part of the problem. <i>Vospitanie: Journal of Educational Sciences, Theory and Practice</i>. 10(14), 11-20. 3. Bubić, A. & Jukić, T. (2017). Jedna lasta (ne) čini proljeće: perspektiva pojedinca u kontekstu održivog razvoja. <i>Napredak: časopis za pedagoškijsku teoriju i praksu</i>, 158 (3), 271-289.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ol style="list-style-type: none"> 1. Jukić, T. & Nemeth-Jajić, J. (2020). Motiviranje adolescenata na čitanje: primjeri dobre prakse. In I. Batarelo Kokić, A. Bubić, T. Kokić & A. Mandarić Vukušić (Eds.) <i>Čitanje u ranoj adolescenciji</i>. Split: Filozofski fakultet (pp. 97-121). 2. Jukić, T., Anđelić, M. & Reškov, M. (2015). Poimanje i poticanje kreativnosti u visokoškolskoj nastavi. In H. Ivon & B. Mendeš (Eds.). <i>Kompetencije suvremenog učitelja i odgajatelja – izazov za promjene: znanstvena monografija / Competencies of modern teachers and educators – challenge for change: scientific monograph</i>. Split: Filozofski fakultet u Splitu (pp. 25-34). 3. Jukić, T., Kostović-Vranješ, V. & Kunac, S. (2015). Poticanje kreativnosti u visokoškolskoj nastavi s ciljem unaprjeđenja kvalitete života studenata. In S. Kaljača & M. Nikolić (Eds.), <i>Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book)</i>. Tuzla: Udruženje za podršku i kreativni razvoj djece i mladih i Edukacijsko-rehabilitacijski fakultet Univerziteta u Tuzli (pp. 314-323).
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016).</p> <p>Member of the project team: Erasmus Plus K2 project COMMIX No. 2016-1-BG01-KA201-023657 (2016 - 2018).</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	<p>Faculty of Natural Sciences and Education University of Split, 6 teaching methodologies</p> <p>Forum for Freedom in Education, Project Reading and Writing for Critical Thinking (RWCT), (since 2006 leads workshops for teachers)</p>
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

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 Nurture and Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	/
E-mail address	gkardum@ffst.hr
Personal web page	http://www.ffst.unist.hr/goran.kardum
Year of birth	/
Scientist ID	276756

Research or art rank, and date of last rank appointment	Scientific counselor, 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Professor, 31 th October 2019.
Area and field of election into research or art rank	Social Sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	1.11.2008.
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Psychology
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	University of Zagreb, Zagreb
Date	July / 4 / 2007
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Psychology of Nurture and Education, Faculty of Humanities and Social Sciences
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Malenica, K., Kovačević, V., & Kardum, G. (2019). Impact of Religious Self-Identification and Church Attendance on Social Distance toward Muslims. <i>Religions</i>, 10(4), 276. MDPI AG. http://dx.doi.org/10.3390/rel10040276 2. Lehmann, O. V., Kardum, G., & Klempe, S. H. (2018). The search for inner silence as a source for Eudemonia. <i>British Journal of Guidance & Counselling</i>, 0(0), 1–10. https://doi.org/10.1080/03069885.2018.1553295 3. Kralj, Ž. & Kardum, G. (2018). Attitudes toward complementary and alternative medicine, beliefs in after death and religiosity among psychiatrists, psychologists and theologians. <i>Psychiatria Danubina</i>, doi: 10.31219/osf.io/ndc7y 4. Klarin, M., Antičević, V., Kardum, G., Proroković, A. & Sindik, J. (2018). Communication And Social Skills In Education Of

	Health Occupation Students: Attitudes And Validation On Nationwide Parallel Group Randomized Study. <i>Suvremena psihologija</i> , 20 (1), 39-52. 5. Antičević, V., Kardum, G., Klarin, M., Sindik, J. i Barač, I. (2018). Academic Achievement and Study Satisfaction: The Contribution of High School Success and Personality. <i>Društvena istraživanja</i> , 27 (2), 243-260. https://doi.org/10.5559/di.27.2.03
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	Regular studying during the graduate study of psychology as well as through continuous education during the regular teaching work
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Dr. Tonči Kokić, Full Professor
The course he/she teaches in the proposed study programme	Ancient Philosophy I & II, Philosophy of Biology, Philosophical Anthropology, Existential Philosophy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021/545548
E-mail address	tkokic@fst.hr
Personal web page	https://www.researchgate.net/profile/Tonci_Kokic
Year of birth	/
Scientist ID	285315
Research or art rank, and date of last rank appointment	Scientific advisor
Research-and-teaching, art-and-teaching rank, and date of last rank appointment	Full professor 24/11/2022
Area and field of election into research or art rank	Humanities; Philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences University of Split
Date of employment	13. March 2006.
Name of position (professor, researcher, associate teacher, etc.)	Full professor
Field of research	Philosophy of science (biology)/ History of philosophy
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences University of Zagreb
Place	Zagreb

Date	7. May 2009.
INFORMATION ON ADDITIONAL TRAINING	
Year	2007
Place	Split, Croatia
Institution	RWCT
Field of training	Pedagogy (for Higher education)
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (level 4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (level 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)	Ancient Philosophy I & II, Philosophy of biology, Philosophical Anthropology (Department of Philosophy, undergraduate study)
Authorship of university/faculty textbooks in the field of the course	Pregled antičke filozofije. 2015. Zagreb, Naklada Breza.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Metempsihoza u antičkoj Grčkoj i veze s Indijom. Bogoslovska smotra, 90 (2020), 1. 2. Nemogućnost hibridizacije čovjeka i antropoidnih majmuna. Obnovljeni život : časopis za religioznu kulturu, 74 (2019), 3. 3. Weakness of The Scientific Hypotheses about the Origin Of Life. Filozofia Nauki, 26 (2018), 1; 9-21. 4. Predsokratski pojam vremena: moguće tumačenje. Filozofska istraživanja, 36 (2016), 1; 65-73. 5. Predsokratski pojam vremena: moguće tumačenje. Filozofska istraživanja, 36 (2016), 1.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Project Manager – European Commission; EuropeAid Projekt: InterCap (2017.-2019.) br. InterCap br. CSO-LA/2017/388-136
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?	Undergraduate study (Philosophy, Faculty of Humanities and Social Sciences, University of Zagreb)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Morana Koludrović, Associate professor
The course he/she teaches in the proposed study programme	Didactics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35
Telephone number	021 545 586
E-mail address	morana@fst.hr
Year of birth	/
Scientist ID	306406
Research or art rank, and date of last rank appointment	Senior research associate, 15/4/2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate professor, 17/2/2021
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	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	March 15, 2013
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	For a several years she continuously maintains classes in courses of Didactics at several departments of the Faculty of Humanities and Social Sciences, University of Split. Also, she maintains classes in courses of Didactics 1 and Didactics 2 in Arts Academy, University of Split.
Authorship of university/faculty textbooks in the field of the course	Koludrović, M.; Vučić, M. (2018), Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (urednička knjiga).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Koludrović, M. (2018), Problemsko učenje u obrazovanju odraslih. Zbornik radova 8. Međunarodne konferencije o obrazovanju odraslih: Upravljanje kvalitetom u obrazovanju odraslih. Zagreb, 30.11.-2.12.2018. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih i Hrvatsko andragoško društvo, 104-111. 2. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2018), Percipirana sigurnost u školi i razredno- nastavno ozračje kao prediktori

	<p>doživljavanja nasilnih ponašanja, Napredak : časopis za pedagogijsku teoriju i praksu, 159(1-2), 31-52.</p> <p>3. Koludrović, M.; Kalebić Jakupčević, K. (2017), Odnos razrednog ozračja i školskog uspjeha učenika osnovnoškolske dobi. Školski vjesnik : časopis za pedagoška i školska pitanja, 66(4), 557-572.</p> <p>4. Koludrović, M.; Reić Ercegovac, I. (2017), Does higher education curriculum contribute to prospective teachers' attitudes, self – efficacy and motivation? World journal of Education, 7(1), 93-104.</p> <p>5. Reić Ercegovac, I.; Alfirević, N.; Koludrović, M. (2016), School Principals' Communication and Co-operation Assessment: The Croatian Experience. U: V. Potočan, M. Ungan i Z. Nedelko (ur.), Handbook of Research on Managerial Solutions in Non-Profit Organizations. Pennsylvania, USA : IGI Global, 276-297.</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. Priručnik za unapređenje kompetencija nastavnika u visokom obrazovanju (2018), Zagreb: Ministarstvo znanosti i obrazovanja (skupina autora)</p> <p>2. Koludrović, M. (2016), Didaktičke kompetencije i promicanje cjeloživotnog učenja na studijima andragogije. U: M. Koludrović i M. Brčić Kuljiš (ur.), Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih / Contribution to the development of the curricula aimed at adult education professionals. Split: Hrvatsko andragoško društvo, 271-290.</p> <p>3. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75.</p> <p>4. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2016), School governance models and school boards: Educational and administrative aspects. U: N. Alfirević, J. Burušić, J. Pavičić i R. Relja (ur.), School Effectiveness and Educational Management: Towards a South-Eastern Europe Research and Public Policy Agenda. New York : Palgrave Macmillan, 107-125.</p>
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>- 2019 – today; project team member (ESF project UP.03.1.1.03.0056 Competence standards of teachers, pedagogues and mentors)</p> <p>- 2016 – 2018; project team member (Erasmus + KA3: Educa T project, Emphasis on developing and upgrading of competences for academic teaching)</p> <p>- 2014 – 2017; team member (field of pedagogy in the Science Center of Excellence for School Effectiveness and Management)</p> <p>- 2014 – 2016; project team member (ESF project HR.3.1.15-0014 Development of Occupational and Qualification Standards for Adult Education)</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences	<p>Master's degree in primary education, University of Split</p> <p>M. Sc. Faculty of philosophy, University of Zagreb</p> <p>Ph.D. Faculty of philosophy, University of Zagreb</p> <p>Numerous education in the field of didactics, pedagogy and andragogy</p>
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Sani Čavar, teaching assistant
The course he/she teaches in the proposed study programme	Fundamentals of Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	

Address	Poljička cesta 35, 21000 Split
Telephone number	021 554 586
E-mail address	skunac@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	352646
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	Social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.4.2016.
Name of position (professor, researcher, associate teacher, etc.)	Teaching assistant
Field of research	Higher Education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. paed. and mag. educ. philol. croat.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split
Date	15.7.2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	/
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Systematic Pedagogy, Study of Pedagogy, undergraduate study Fundamentals of Pedagogy, double major teachers' studies, graduate studies Creativity as pedagogical challenge, Study of Pedagogy, undergraduate study
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Kunac, S. (2015.), Kreativnost i pedagogija. <i>Napredak</i> , 156(4), 423-446. 2. Kunac, S. i Frania, M. (2018). Necessary Skills and Competencies of the 21st Century Teacher – Croatian and Polish Students' Attitudes. In: Dedić Bukvić, E. i Bjelan-Guska, S. (eds.), <i>Zbornik radova 2. međunarodna znanstveno-stručne konferencije</i>

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

First and last name and title of teacher	Anita Lunić, Senior Assistant
The course he/she teaches in the proposed study programme	Bioethics, Contemporary Philosophy I, Existential Philosophy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541 907
E-mail address	alunic@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	358693
Research or art rank, and date of last rank appointment	/
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	/
Area and field of election into research or art rank	Humanities, Philosophy
INFORMATION ON CURRENT EMPLOYMENT	

Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.11.2016.
Name of position (professor, researcher, associate teacher, etc.)	Senior Assistant
Field of research	Philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Mag. educ. phil. mag. educ. hist.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split, Croatia
Date	21.6.2012.
INFORMATION ON ADDITIONAL TRAINING	
Year	/
Place	/
Institution	/
Field of training	/
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	French 3 German 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)	/
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. Lunić, Anita. „Između književnosti i filozofije: egzistencijalizam mediteranskog kruga. Albert Camus i Antun Šoljan“, <i>Filozofska istraživanja</i> 137 (2015), str. 67–87. 2. Lunić, Anita. „Prevladavanje estetike u zagrebačkoj filozofiji prakse“, <i>Filozofska istraživanja</i> 146 (2017), str. 305-316. 3. Lunić, Anita. „Revolucija u horizontu filozofije prakse. Prilog razumijevanju revolucije u filozofiji Milana Kangrge i Gaje Petrovića“, <i>Filozofska istraživanja</i> 152 (2018), str. 827-836. 4. Lunić, Anita. „Održivost teze o Marxovoj etici“, <i>Eidos - časopis za filozofiju i društveno - humanistička istraživanja</i>, 2 (2018), str. 115-124. 5. Viđak, Marin; Buljan, Ivan; Tokalić, Ružica; Lunić, Anita; Hren, Darko; Marušić, Ana. „Perception of Organizational Ethical Climate by University Staff and Students in Medicine and Humanities: A Cross Sectional Study“, <i>Science and Engineering Ethics</i> 2020 (2020), str. 1-18.
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. COST Action CA 16211 Reappraising Intellectual Debates on Civic Rights and Democracy in Europe, 15/9/2017 - 14/9/2021 2. HRZZ „Profesionalizam u zdravstvu: odlučivanje u praksi i znanosti – ProDeM“, 1/1/2020 – 31/12/2023 3. ERASMUS + projekt Bioethical Education and Attitude Guidance for Living Environment, 3/9/2018 – 2/9/2020

	4. Creating welcoming communities UNHCR, 1/1/2019 – 31/12/2019; 1/1/2020-31/12/2020
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Graduate degree programme in Philosophy and Graduate degree programme in History at the Faculty of Humanities and Social Sciences, University of Split
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Dr. Dario Škarica, Full Professor
The course he/she teaches in the proposed study programme	Logic III, Consciousness
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	021 541 908
E-mail address	dskarica@ffst.hr
Personal web page	/
Year of birth	/
Scientist ID	170172
Research or art rank, and date of last rank appointment	Scientific advisor
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor 1/10/2021
Area and field of election into research or art rank	humanities, philosophy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Institute of Philosophy, Zagreb, Faculty of Humanities and Social Sciences, University of Split
Date of employment	1989 (Institute of Philosophy, Zagreb) 2013 (Faculty of Humanities and Social Sciences, University of Split)
Name of position (professor, researcher, associate teacher, etc.)	Senior Research Fellow (Institute of Philosophy, Zagreb) Full Professor (Faculty of Humanities and Social Sciences, University of Split)
Field of research	philosophy
Function	/
INFORMATION ON EDUCATION – Highest degree earned	
Degree	1998: PhD in Philosophy
Institution	University of Zagreb
Place	Zagreb
Date	1998
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 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Latin 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	undergraduate courses since 2006: Faculty of Humanities and Social Sciences, University of Split 2005 – 2010: Faculty of Humanities and Social Sciences, Josip Juraj Strossmayer University of Osijek 2004 – 2016: Department of Philosophy, University of Zadar 2000 – 2013: Catholic Faculty of Theology, University of Zagreb doctoral courses since 2012: Croatian Epistemological Heritage (Faculty of Humanities and Social Sciences, University of Split) since 2006: <i>Zimmermann's noetics</i> (Catholic Faculty of Theology, University of Zagreb)
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Škarica, Dario, Istina u Akvinca, Merciera i Zimmermanna, <i>Služba Božja</i> 60 (2020) 1: 5-28. 2. Škarica, Dario, Pojava, ideja, um, <i>Služba Božja</i> 60 (2020) 3: 273-292. 3. Škarica, Dario, Percept, predodžba, Aleph, <i>Acta ladertina</i> 15 (2018) 2: 27-48. 4. Hanžek, Ljudevit; Škarica, Dario, <i>Priručni tekstovi iz epistemologije</i> , Split: Filozofski fakultet u Splitu, 2015. 5. Škarica, Dario, Izvori psihologijskoga znanja - prema Brentanu, 1874., <i>Acta ladertina</i> 12 (2015) 1: 57-77.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	2014 – 2018: <i>Free Will, Causality, and Luck</i> (Croatian Science Foundation), associate
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	/
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

3.4. Optimal number of students

Enrolment quota for the graduate study programme is 35 students.

3.5. Estimate of costs per student

The cost per student has been calculated based on the same criteria (total study expenses in relation to the number of students per year) for all double-major and single-major study programmes at the Faculty of Humanities and Social Sciences. According to all the above criteria the annual cost per student of the graduate study programme English Studies is 12,500.00 Croatian kunas.

3.6. Plan of procedures of study programme quality assurance

In keeping with the European standards and guidelines for internal quality assurance in higher education institutions (according to “Standards and Guidelines of Quality Assurance in the European Higher Education Area”) on the basis of which the University of Split defines procedures for quality assurance, the proposer of the study programme is obliged to draw up a plan of procedures of study programme quality assurance.	
Documentation on which the quality assurance system of the constituent part of the University is based:	
<ul style="list-style-type: none"> Regulations on the quality assurance system of the constituent part (enclose if existing) Handbook on the quality assurance system of the constituent part (enclose if it existing) 	
Description of procedures for evaluation of the quality of study programme implementation:	
<ul style="list-style-type: none"> 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	Student survey at the end of the semester. The students are informed about the obtained results.
Monitoring of grading and harmonization of grading with anticipated learning outcomes	
Evaluation of availability of resources (spatial, human, IT) in the process of learning and instruction	Student survey at the end of the academic year. The students are informed about the obtained results.
Availability and evaluation of student support (mentorship, tutorship, advising)	Student survey at the end of the academic year. The students are informed about the obtained results.
Monitoring of student pass/fail rate by course and study programme as a whole	ISVU system
Student satisfaction with the programme as a whole	
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	
Evaluation of student practical education (where this applies)	
Other evaluation procedures carried out by the proposer	

Description of procedures for informing external parties on the study programme (students, employers, alums)	Faculty webpages Participation of teachers and students at the Festival of Science and other similar events Advertising materials and brochures
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