



UNIVERSITY OF SPLIT

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

STUDY PROGRAMME

UNDERGRADUATE UNIVERSITY

STUDY PROGRAMME

PEDAGOGY (DOUBLE-MAJOR)

Amendments:

Class: 003-08/21-05/00043

Reg. No.: 2181-202-03-01-21-0016

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Amendments:

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Split, February 27, 2020

Class: 602-04/16-02/0002

Reg. No. 2181-190-02-4/1-16-0018

Split, December 23, 2015

GENERAL INFORMATION ABOUT THE HIGHER EDUCATION INSTITUTION

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

Name of the study programme	Undergraduate university study programme Pedagogy (double-major)		
Provider of the study programme	Faculty of Humanities and Social Sciences		
Other participants	-		
Type of study programme	Vocational study programme <input type="checkbox"/>	University study programme <input checked="" type="checkbox"/>	
Level of study programme	Undergraduate <input checked="" type="checkbox"/>	Graduate <input 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	Bachelor (baccalaureus/baccalaurea) of Arts (BA) in Pedagogy (univ.bacc.paed.)		

1. INTRODUCTION

1.1. Reasons for starting the study programme

The issue of education in modern society is extremely complex and interdisciplinary and it addresses not only pedagogical but also psychological, sociological and political issues. In a complex social and educational environment one of the key experts to interconnect such diverse areas into one system is the pedagogue. The primary role of the pedagogue within educational institutions (early and pre-school institutions, primary and secondary schools, children's homes, institutions educating adults) is to ensure and improve the quality of overall education.

The undergraduate study programme in Pedagogy at the Faculty of Humanities and Social Sciences, University of Split, was created due to the lack of professional colleagues – pedagogues in Croatia – and guided by the idea that both undergraduate and graduate study programmes in Pedagogy will have a considerable impact in terms of educating and training experts in this field.

Following contemporary trends regarding education of future pedagogues, the undergraduate study programme in Pedagogy is designed to prepare students to identify, analyze and evaluate the roles of a pedagogue in educational institutions, which is achieved by combining pedagogical theory and practical work. The identity of this undergraduate study programme is characterized by its implementation with other numerous undergraduate study programmes, thus allowing students to visit other educational institutions and experience the work of pedagogues in everyday practice.

Ever since the foundation of the double-major study programme in Pedagogy in 2007, there has been a growing number of students expressing their desire to enrol into pedagogy at the Faculty of Humanities and Social Sciences in Split. The data for 2014 indicate that the double-major study programme in Pedagogy was the second most popular study programme of all the study programmes at the University of Split. The accomplishments of the undergraduate study programme in Pedagogy are seen through successfully achieved learning outcomes, interest in enrolment into the graduate studies in Pedagogy at the same University, and extremely good results for both the teaching staff and the study programme according to the Center for Quality Improvement of the University of Split.

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

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

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

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

1.3. Compatibility with requirements of professional organizations

There are many professional organizations operating in Croatia, such as the Croatian Pedagogical-Literary Society (HPKZ) and the Croatian Pedagogical Society (HPD), which support not only the importance of promoting education following the scientific approach for solving socially relevant issues,

but also consider the applicability of pedagogical, psychological, didactic and methodological activities within the educational process.

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

The teaching staff at the undergraduate study programme in Pedagogy are members of some of the previously named associations in Croatia (HPD, HPKZ – the Split branch) and Europe (EERA, EARLI, ATEE), IEDPE (Paris) – the European Institute for the development of the potential of all children, WGI (USA) and others.

1.4. Partners outside the higher education system

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

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

1.5. Financing

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

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

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

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

However, the undergraduate study programme in Pedagogy partially differs from other study programmes in Pedagogy since it is directed towards a more practical aspect of pedagogical work. This study programme is specific due to being combined with other study programmes and particularly since it introduces both the methodology of other educational curricula and pedagogical practice within educational institutions. From the beginning of the studies, the future pedagogue is given the opportunity to experience and analyse pedagogical theory in practice not only through lectures and seminars, but also through active participation within educational institutions such as kindergartens, primary and secondary schools, specialized schools and children's homes.

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

In accordance with the principles of the Bologna process, the undergraduate study programme in Pedagogy is open to student mobility thus allowing students to study (one semester or longer)

elsewhere. Students can achieve mobility by enrolling in elective courses according to their preferences at other institutions of higher education within the University of Split, Croatia, or abroad. Students who successfully pass a number of courses in pedagogy at other institutions of higher education will be awarded a total of 30 ECTS credits per year. Of the total number of ECTS credits achieved during the undergraduate study programme in Pedagogy, students can be awarded 3 ECTS credits per elective course. The number of students to be enrolled in each year is regulated by the Faculty council.

Upon the completion of the undergraduate study programme, students can continue their education in the graduate study programme in Pedagogy within the Faculty of Humanities and Social Sciences at the University of Split and other universities in Croatia or elsewhere.

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

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

1.9. Current experiences in equivalent or similar study programmes

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

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

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

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

2. DESCRIPTION OF THE STUDY PROGRAMME

2.1. General information

Scientific/artistic area of the study programme	Social sciences
Duration of the study programme	3 years (6 semesters)
The minimum number of ECTS required for completion of study	90 (180 ECTS)
Enrolment requirements and admission procedure	Applicants are entitled to enrol by the scores achieved in secondary school, state secondary school graduation exam and special achievement

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

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

1. develop the skills of speaking and writing about a specific topic in the field of their profession in both their mother tongue and one foreign language
2. find, study, evaluate and use various sources of scientific information and write reviews of scientific literature in accordance with the scientific, stylistic and ethical principles of individual scientific paradigms
3. critically discuss the development of pedagogical science, the emergence and development of pedagogical theory and the impact of social and cultural opportunities in education
4. recognize philosophical assumptions about pedagogically scientific orientations in a particular pedagogical system
5. think critically and discuss basic pedagogical concepts and alternative pedagogical theories, along with identifying their strengths and weaknesses
6. connect the basic features of cognitive development in childhood and adolescence with the appropriate ways of teaching and learning
7. identify didactics as a pedagogical discipline and its relationship to other disciplines
8. enumerate and differentiate didactic principles, methods, social forms and media in processes of teaching and learning; develop and analyze a detailed preparation for teaching or other forms of educational work
9. define and explain the specific problems in the study of educational pedagogy in the context of pedagogical science
10. define, explain, analyse and evaluate the relationship and interaction of socio-economic, cultural-ideological phenomena
11. analyse and explain different theories of early education; analyse and evaluate the educational importance of different approaches and concepts in early education
12. document and evaluate practical experience and apply contemporary knowledge of education to its improvement
13. correctly interpret the key concepts and theoretical approaches of civil education, analyse and evaluate existing educational programmes which promote human rights and active citizenship
14. identify, analyze and didactically create teaching media
15. explain the basic principles of the fundamental learning theories and evaluate their applicability within the context of different learning content and specific features of the teaching process
16. identify the specifics of courses in various educational curricula
17. analyze and evaluate the preparation, organization and management of the teaching and learning process within classes of different educational curricula

18. compare and develop critical thinking about different approaches to adult education as well as plan and evaluate programmes for adult education
19. explain the basic socio-educational interventions which are to be planned and implemented

2.3. Employment possibilities

The interest to hire a Bachelor of Arts in Pedagogy is already noticeable at the end of the undergraduate study programme not only due to the lack of professional educators – pedagogues – but also due to the graduates' high level of acquired knowledge, skills and competences. At the end of the undergraduate study programme students have an opportunity to work in different organizations and institutions which encourage the youth to be socially involved and work within sports clubs.

2.4. Possibilities of continuing studies at a higher level

The Bachelor of Arts in Pedagogy can enrol into the graduate study programme at the Faculty of Humanities and Social Sciences in Split. The opportunity to enrol into comparable graduate studies offered at other universities in Croatia and abroad is also given. The terms of enrolment are defined by the chosen University.

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

N/A (Not applicable)

2.6. Structure of the study

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

The undergraduate study programme in Pedagogy lasts for three years (six semesters) and carries 90 out of a total of 180 ECTS credits. The enrolment rank list is made according to the applicant's secondary school achievement, the state secondary school graduation exam and their extraordinary achievements.

The applicant's secondary school achievement is based on their grade point average during a four-year period of education (a maximum of 40% of points). Applicant is required to pass compulsory subjects at the state exam. Compulsory subjects include Croatian (a maximum of 20% of points, level A), mathematics (a maximum of 20% of points, level B) and a foreign language (a maximum of 20% of points, level A). Extraordinary achievements refers to one of the top three places in the state competition or one of the top ten places in the international competition in Croatian/a foreign language in secondary school. The applicant is awarded 5% of points for each achievement with a maximum of 10% of the points in the overall achievement.

The enrolment quota is 30 students. Students who achieve a total minimum of 42 ECTS credits for both study programmes can enrol into the following year. Undergraduate students in Pedagogy may enroll in one elective course with a minimum of 3 ECTS from other study programs of the Faculty, depending on the specific interests of each student. The list of courses is available on the Faculty's website.

2.7. Guiding and tutoring through the study system

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

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

Students of the undergraduate study programme in Pedagogy are given the possibility to achieve at least 3 ECTS credits in elective courses at other constituent parts of the Faculty of Humanities and Social Sciences in Split. They are also given the opportunity to participate in some optional study programmes within both the Faculty and the University of Split.

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

Andragogy, Systematic Pedagogy, Pedagogy of Gifted, Pedagogy and Childhood, Pre-school Pedagogy, Psychology of Education, Developmental Psychology, Introduction to Scientific Literacy.

2.10. Criteria and conditions for transferring the ECTS credits

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

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

2.11. Completion of study

<i>Final requirement for completion of study</i>	BA thesis <input checked="" type="checkbox"/> X MA thesis <input type="checkbox"/>	BA exam <input type="checkbox"/> MA exam <input type="checkbox"/>
<i>Requirements for final/diploma thesis or final/diploma/exam</i>	All exams passed and all the obligations at the study programme in Pedagogy completed.	
<i>Procedure of evaluation of final/diploma exam and evaluation and defence of final/diploma thesis</i>	The BA thesis is approved by the supervisor and graded positively by two other members of the evaluation committee. It is defended before an evaluation committee consisting of three members.	

2.12. List of mandatory and elective courses

List of courses							
Year of study: I							
Semester: I							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD22	History of Pedagogy	30	30	0	0	5
	FFPD01	Philosophy of Education	30	15	0	0	4
	FFPD00	Language Culture	15	30	0	0	3
	Total						12
Elective	FFPD58	Attachement across the Lifespan	15	30	0	0	3
	FFPD100	Creativity as Pedagogical Challenge	15	30	0	0	3
	HZY001	German Language 1	15	0	15	0	3
	VUU088	French Language 1	15	0	15	0	3
	Students choose one (1) elective course. Apart from the above elective courses, it is possible to enroll in other elective courses within the study program.						

List of courses							
Year of study: I							
Semester: II							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD21	Systematic Pedagogy	30	30	0	0	5
	FFPD91	Developmental Psychology	30	30	0	0	5
	FFPD02	Foreign Language Instruction	15	0	30	0	2
	Total						12
Elective	FFPD57	Violence in Close Relationships	15	15	15	0	3
	FFPD46	Pedagogical Communication	15	30	0	0	3
	HZY001	German Language 2	15	0	15	0	3
	VUU089	French Language 2	15	0	15	0	3
	Students choose one (1) elective course. Apart from the above elective courses, it is possible to enroll in other elective courses within the study program.						

List of courses							
Year of study: II							
Semester: III							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD11	Introduction to Scientific Literacy	15	30	0	0	3
	FFPD41	Introduction to Civic Education	15	15	0	0	2
	FFPD31	School Pedagogy	30	15	0	0	4
	FFPD37	Inclusive Pedagogy	30	15	0	0	3
	Total						12
Elective	FFPD59	Introduction to Media Pedagogy	15	30	0	0	3
	FFPD52	Pedagogy of Gifted	15	30	0	0	3

Students choose one (1) elective course. Apart from the above elective courses, it is possible to enroll in other elective courses within the study program.

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*Professional practice at a teaching base – elective course can be enrolled in winter or summer semester. Course is not a part of ECTS credit system for elective courses and is not compulsory. Students can apply for a professional practice at a teaching base contest and earn an additional 5 ECTS credits after completing the course.

List of courses							
Year of study: III							
Semester: VI							
STATUS	CODE	COURSE	HOURS IN SEMESTER				ECTS
			L	S	E	F	
Mandatory	FFPD117	School Pedagogue and Methodics of Teaching	30	0	45	0	5
	FFPD118	Pedagogy and the Development of Human Potential	15	15	0	0	2
	FFPD41	Social Pedagogy	30	15	0	0	3
	Total						10
	FFPRZ	BA thesis	0	0	0	0	5
	BA thesis is chosen for one study group.						
Elective	HZX008	Professional practice at a teaching base*	0	30	40	80	5
	* Professional practice at a teaching base – elective course can be enrolled in winter or summer semester. Course is not a part of ECTS credit system for elective courses and is not compulsory. Students can apply for a professional practice at a teaching base contest and earn an additional 5 ECTS credits after completing the course.						

2.13. Course description

NAME OF THE COURSE		HISTORY OF PEDAGOGY					
Code	FFPD22	Year of study	1				
Course teacher	Ines Blažević, Ph. D., Assistant Professor	Credits (ECTS)	5				
Associate teachers	Martina Lončar, Ph. D., Lecturer	Type of instruction (number of hours)	L	S	P	T	
			30	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Understanding the history of pedagogy and upbringing and their impact on recent opportunities.						
Course enrolment requirements and entry competences required for the course	-						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	-explain the history of pedagogy and education, the development of pedagogical science, the emergence of and the development of pedagogical theories and the impact of social and cultural opportunities on upbringing -be critical of the past by discovering the course of pedagogy and upbringing and the present						
Course content broken down in detail by weekly class schedule (syllabus)	Theoretical and methodological premises: The subject, purpose and tasks of the History of Pedagogy; The research methodology of the History of Pedagogy; The periodization of the History of Pedagogy; The development of pedagogic science (1/4 of the course).						
	General history of Pedagogy: Education in prehistory; Education in ancient civilizations; The first educational systems in ancient times; The polarization of religious and secular education in the Middle Ages; Pedagogical opportunities in the 17 th and 18 th centuries; Systematization of modern education in the 19 th century; Reform Pedagogy at the end of 19 th and the beginning of the 20 th century; Totalitarianism and democracy within 20 th century education (1/4 of the course).						
	National history of Pedagogy: Development of education in Croatia in the Middle Ages; Pedagogical theory and teaching practices in Croatia from the 16 th to the 18 th century; Development of pedagogy, school and education in Croatia in the 19 th and the first half of the 20 th century; The impact of totalitarianism after the Second World War on national pedagogy; Development of Pedagogy influenced by socialist ideology after the Second World War; The return to pluralized pedagogy of the 1990-ies of the 20 th century (1/4 of the course).						
	History of Pedagogic theories: The development of pedagogical theories: educational science as a normative discipline, educational science as empirical science of behavior, educational science as a hermeneutic discipline, educational science system theories, theoretical discussions about paradigms, postmodern philosophy and theoretical discussions about constructivism (1/4 of the course).						
	The lectures are realized through the following topics: 1. Course introduction (1L + 1S) 2. Material for the Study of the History of Pedagogy (2L + 2S)						

	3. History of pedagogy in the system of pedagogical disciplines (3L + 3S) 4. Subject of research in the history of pedagogy (4L + 4S) 5. Content division of pedagogy history (1L + 1S) 6. Time periodization of the history of pedagogy (1L + 1S) 7. Sources for the Study of the History of Pedagogy (2P + 2S) 8. Five stages of development of pedagogical science (6L + 6S) 9. Methodological problems in the national history of pedagogy (4L + 4S) 10. Constituting Pedagogy in Croatia - Enlightenment Pedagogy (1L + 1S) 11. Constituting Pedagogy in Croatia - Plural Scientific Pedagogy (1L + 1S) 12. Constituting Pedagogy in Croatia - Monist Socialist Pedagogy (1L + 1S) 13. Constituting Pedagogy in Croatia - Return to Pluralism in Pedagogy (1L + 1S) 14. History of pedagogical trends (2L + 2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Student responsibilities	Student duties include class participation at lectures (80%) and seminars (80%), writing and presenting a seminar paper, and passing two preliminary exams (or a written final exam).					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade is formed with regard to the following elements: 1. seminar paper – 33.4% 2. preliminary exam 1 – 33.3% 3. preliminary exam 2 – 33.3% Students who do not take preliminary exams will be graded on the basis of the written final exam. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Available in other media
	- Zaninović, M. (1988). <i>Opća povijest pedagogije</i> . Zagreb: Školska knjiga.				1	-
	- Munjiza, E. (2009). <i>Povijest školstva i pedagogije u Hrvatskoj</i> . Osijek: Sveučilište Josipa Jurja Strossmayera, Filozofski fakultet i Hrvatski pedagoško-književni zbor				5	-
Optional literature (at the time of	- Franković, D. (ur.) (1958). <i>Povijest školstva i pedagogije u Hrvatskoj</i> . Zagreb: Pedagoško-književni zbor.					

submission of study programme proposal)	- Lascardies, V. C. i Hinitz, B. F. (2000), <i>History of Early Childhood Education</i> , New York & London: Falmer press. - Zaninović, M. (1985). <i>Pedagoška hrestomatija</i> . Zagreb: Školska knjiga.
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		PHILOSOPHY OF EDUCATION				
Code	FFPD01	Year of study	1			
Course teacher	Marita Brčić Kuljiš, Ph. D., Associate Professor	Credits (ECTS)	4			
Associate teachers	Perislava Bešić Smlatić, M. Sc., Lecturer Josip Guć, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	To foster reflection, critical and higher-order thinking in students by introducing them to philosophical problems and methods. To provide philosophical basis of pedagogy as the science of education.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the course, the student will be able to: <ul style="list-style-type: none">- Recognition of philosophical assumptions present in pedagogical scientific orientations and particular pedagogical standpoints.- Acquaintance with basic lines of thought in contemporary philosophy and their relation to approaches within science of education.- Ability to compare hermeneutic with empirical and critical founding of pedagogy.- Basic ability of philosophical and logical analysis of scientific texts and their critical reflection.					
Course content broken down in detail by weekly class schedule (syllabus)	Lectures: 1. Introducing students to objectives, contents, methods and requirements of the course. (2L) 2. Notion of philosophy of education and its systematic position within the whole of philosophical and pedagogical disciplines. (2L) 3. An overview of lines of thought in contemporary philosophy and their influences on theoretical orientations within the science of education. Historicism and Dilthey's distinction of two types of sciences. (2L) 4. Phenomenology and intentionality. Basic features of existentialism. Time and existence. (2L) 5. Basic features of existentialism. Caring and education: Heidegger's distinction between authentic and inauthentic caring, Noddings' notion of caring as a relation. (2L) 6. Influence of existentialism on humanities, social sciences and educational philosophies with an emphasis on existentialist pedagogical psychologies. (2L)					

	<p>7. Gadamer, hermeneutics and principles of interpretation. Hermeneutic orientation in the science of education. Question on interpretation as a method. (2L)</p> <p>8. Wittgenstein: language and the world. Problem of value statements in Tractatus and its consequences on founding the study of education. (2L)</p> <p>9. Vienna Circle and philosophy of science: meaningfulness. K. R. Popper: falsificationism, creativity and knowledge. Pedagogical consequences of falsificationist epistemology. (2L)</p> <p>10. Empirical orientation in the study of education. Critical theory: general features. Differences between indoctrination and education. (2L)</p> <p>11. Habermas: interests and forms of knowledge. Critical study of education and emancipatory interest. Communicative rationality. (2L)</p> <p>12. What is Postmodern? Features of postmodern philosophy. (2L)</p> <p>13. Lyotard: knowledge and society. Critique of Lyotard's declaration of " death of the Professor". Theoretical influences of Postmodern: theory of the unconscious, structuralism, postpositivist epistemology. (2L)</p> <p>14. Development of idea of natural development: from Rousseau to Piaget. Developmental epistemology and constructivism in philosophy of education. Development of notion of number according to Piaget. (2L)</p> <p>15. Kohlberg and development of moral judgement. Pedagogical consequences of developmental theories. Systematization.. (2L)</p> <p>Seminars:</p> <p>1. Notion of philosophy: analysis of various standpoints and definitions. (1S)</p> <p>2. Analysis of examples of educational philosophies. (1S)</p> <p>3. Overview of basic logical concepts: concept and proposition. (1S)</p> <p>4. Overview of basic logical concepts: argument. (1S)</p> <p>5. Textual analysis: Noddings on caring as a relation. (1S)</p> <p>6. Notion of education in human-science pedagogy. (1S)</p> <p>7. Textual analysis: language, world and picture relation in Tractatus. (1S)</p> <p>8. Textual analysis: types of meaningful propositions according to Tractatus. (1S)</p> <p>9. Notion of education in empirical pedagogy. (1S)</p> <p>10. Comparison of research methods in hermenutic and empirical science of education (textual analysis of selected quotes from F. Heyting, D. Lenzen i J. White (ured.) Methods in Philosophy of Education. (1S)</p> <p>11. Analysis of a selected example of critical approach in philosophy of education. (1S)</p> <p>12. Written exam. (1S)</p> <p>13. How to write an essay. Selection of topics. (1S)</p> <p>14. Analysis of a selected postmodern text. (1S)</p> <p>15. Textual analysis (J. Piaget). (1S)</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate and perform teaching and extracurricular (individual and group) activities that enable the acquisition of learning outcomes provided by the course. Prepare a seminar paper according to pre-established criteria. Present the seminar paper according to pre-established criteria. Pass the oral exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS	Class attendance	1,5	Research		Practical training	
	Experiment al work		Report		Independent tasks	
	Essay		Seminar essay	1	Active participation in classes	0,5

credits is equal to the ECTS value of the course)	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository. The overall work of the student during the class is evaluated. Class activity, participation in discussions during classes and seminars (10%). Prepared and presented seminar paper in accordance with the instructions of teachers (30%). Passed oral exam (60%).					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Arno Anzenbacher (1992) <i>Filozofija: uvod u filozofiju</i> . Zagreb: Školska knjiga.				1	-
	Eckard König i Peter Zedler (2001) <i>Teorije znanosti o odgoju</i> . Zagreb: Educa.				>10	-
	Otvoreno znanje: <i>Filozofija odgoja</i> (teaching and other materials). http://marul.ffst.hr/~logika/nastava				2	YES
	Berislav Žarnić (2001) Epistemološki paradoks obrazovanja. <i>Metodički ogledi</i> 13:17–26				-	YES
	Berislav Žarnić (1996) <i>Pedagogija: duhovna, empirijska ili kritička znanost</i> , U: <i>Pedagogija i hrvatsko školstvo</i> , ured. H. Vrgoč, Zagreb: Hrvatski pedagoško-književni zbor.				-	YES
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none">- Nel Noddings (1998) <i>Philosophy of Education</i>. Oxford: Westview Press- Michael A. Peters, Paulo Ghiraldelli Jr., Berislav Žarnić, Andrew Gibbons i Tina Besley (ed.) <i>Encyclopaedia of Educational Philosophy and Theory</i>. http://eepat.net; from 2015 in upgraded version edited by Micahel Peters wizin Springer's Major Reference Works, http://link.springer.com/referencework/10.1007/978-981-287-532-7- Frieda Heyting, Dieter Lenzen i John White (ured.) (2001) <i>Methods in Philosophy of Education</i>. Routledge International Studies in the Philosophy of Education. Routledge, London.- Matthew Lipman (2003) <i>Thinking in Education</i>. Cambridge University Press, Cambridge- <i>Filozofija odgoja: izbor tekstova hrvatskih pisaca</i> (1997) ed. Ivan Čehok. Zagreb: Školska knjiga [Optional literature, teaching materials, interactive materials and multimedia available at website of the course.]					
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.					

NAME OF THE COURSE		LANGUAGE CULTURE					
Code	FFPD00	Year of study	1				
Course teacher	Katarina Lozić Knezović, Ph. D., Associate Professor	Credits (ECTS)	3				
Associate teachers	Josipa Korljan Bešlić, Ph. D., Senior Lector	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				

COURSE DESCRIPTION						
Course objectives	Students will be acquainted with the standard and non-standard idioms. They will learn about the features of the standard idiom (norm, autonomy, functionality) and about the characteristics of the non-standard idioms. Special attention will be given to different functional styles of the Croatian standard idiom and to the notion of stylistic norm.					
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will: be able to define the Croatian standard idiom; identify the differences between the standard and non-standard idioms; will recognize and describe the characteristics of different functional styles; and interactions between different idioms.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Croatian language – definition and standardization 2. Croatian idioms: language, dialect, standard, idiom 3. Communicatovedefinition of language; language varieties 4. Features of the standard. Notion of language culture. 5. Language varations: social, territorial, functional, individual 6. functional classification of language: different approaches 7. Scientific style 1 8. Scientific style 2 9. administrative style 10. journalist style 11. style of literature and speech 12. multimediality and style – ads 13. Croatian language today 1 14. Croatian language today 2 15. Croatian language today 3 Seminars: Preparation for seminar papers (1 week) Seminar papers and language practice (14 weeks)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to: - actively, regularly and constructively participate in classes (students are required to attend a minimum of 80% of lectures and 80% of seminars) - respect the ethical and scientific principles of the higher education institution - pass a written exam, and an oral one for a higher grade - to be informed about the classes he / she missed with other students or in consultations with the professor					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	

Grading and evaluating student work in class and at the final exam	Considering the learning outcomes and students' obligations, the final grade is based on the following elements: - passed written exam - 70% - research and seminar essay - 30% Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Frančić A., Hudeček L., Mihaljević M. (2006). Normativnost i višefunkcionalnost u hrvatskom standardnom jeziku. Zagreb.	1	-
	Katnić-Bakaršić, M. (2001). Stilistika. Sarajevo: Ljiljan. Stranice: 15-20; 57-69.	0	yes
	Kovačević, M., Badurina, L. (2001). Raslojavanje jezične stvarnosti. Rijeka: Izdavački centar Rijeka (1. poglavlje)	0	yes
	Mićanović, K. (2006). Hrvatski s naglaskom: Standard i jezični varijeteti. Zagreb: Disput. Poglavlja: Uvod (5-8), Jezik kao poprište: jezična kultura, purizam (31-49), Jezik i dijalekt: štokavski, kajkavski, čakavski (77-90).	1	-
	Silić, J. (2006). Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput.	5	-
	Težak, S. (1991). Hrvatski naš svagda(š)nji. Zagreb: Školske novine. Stranice: 26-30.	1	yes
Optional literature (at the time of submission of study programme proposal)	Anić, V. (1991). Rječnik hrvatskoga jezika. Zagreb: Novi Liber. (i kasnija izdanja) Anić, V., Silić, J. (2001). Pravopis hrvatskoga jezika. Zagreb. Babić, S., Finka, B., Moguš, M. (1996). Hrvatski pravopis. Zagreb: Školska knjiga. Badurina, L., Marković, I., Mićanović, K. (2007). Hrvatski pravopis. Zagreb: Matica hrvatska. Bagić, K. (2006). Figurativnost reklamnog diskurza u Jezik i medij. U: Zbornik (ur. Granić, J.), Zagreb-Split: Hrvatsko društvo za primijenjenu lingvistiku. 43-52 (ili) Barić, E. (1987). Mocijski parnjaci i njihova upotreba. Časopis Instituta za hrvatski jezik i jezikoslovlje, 13 (1), 9.-18. Barić, E. (1989). Ženski mocijski parnjak kao funkcionalna komunikacijska kategorija. Jezik: Časopis za kulturu hrvatskoga književnog jezika, 37, str. 12-21. Barić, E. i sur. Hrvatska gramatika. Zagreb: Školska knjiga (sva izdanja) Belaj, B. (2009). Leksik i identitet. U: Lada Badurina, Ivo Pranjković i Josip Silić (ur). Zbornik o standardnim novoštokavštinama. Jezični varijeteti i nacionalni identiteti - Prilozi proučavanju standardnih jezika utemeljenih na štokavštini. Zagreb: Disput Brdar, I. (2010). Engleske riječi u jeziku hrvatskih medija, LAHOR10, str. 217–232 Brozović, D. (1998). Organska podloga hrvatskoga jezika. U monografiji Hrvatski jezik, Institut za hrvatski jezik i jezikoslovlje, Opole. Dulčić, M. (ur.) (1997). Govorimo hrvatski: Jezični savjeti. Zagreb: Naprijed, Hrvatski radio Gjuran-Coha, A., Pavlović, Lj. (2009). Elementi reklamne retorike u hrvatskim reklamnim porukama. Fluminensia, 21(1), 41-54. (ili) Hudeček, L. Mihaljević, M (2009), Jezik medija, publicistički funkcionalni stil. Zagreb: Hrvatska sveučilišna naklada. Jezični savjetnik s gramatikom (1971). Zagreb: Matica Hrvatska Kapović, M. (2004). Jezični utjecaj velikih gradova. U: Rasprave Instituta za hrvatski jezik i jezikoslovlje 30, str. 97-105. Omazić, M., Pecman, M. (2006). Jezik reklamnih poruka u modernim medijima, u: Jezik i medij (ur. Granić, J.). Hrvatsko društvo za primijenjenu lingvistiku. Zagreb-Split: 509-519. Opačić, N. (2007). Prodor engleskih riječi u hrvatski jezik. Jezik: časopis za kulturu hrvatskoga književnog jezika, 54:1, str. 22-27.		

	<p>Opačić, N. (2009). Reci mi to kratko i jasno: Hrvatski za normalne ljude. Zagreb: Novi liber.</p> <p>Opačić, N.; Nikić-Ivanišević, J.; Zlatar, Z. (2006). Jezikomjer: vodič za izbjegavanje najčešćih pogrešaka u hrvatskom standardnom jeziku. Stobreč: Croma</p> <p>Pranjeković, I. (2006). Hrvatski jezik i biblijski stil, Raslojavanje jezika i književnosti. Zbornik 34. seminara Zagrebačke slavističke škole, Zagreb, str. 23-32.</p> <p>Težak, S. (1995). Hrvatski naš osebujni, Zagreb: Školske novine</p> <p>Težak, S., Babić, S. (1992). Gramatika hrvatskoga jezika. Priručnik za osnovno jezično obrazovanje. Zagreb: Školska knjiga. (i kasnija izdanja)</p> <p>Žanić, I. (2009). Kako bi trebali govoriti hrvatski magarci? O sociolingvistici animiranih filmova. Zagreb: Algoritam. (Uvod + poglavlje po izboru)</p> <p>Žanić, I. (2010). Hrvatski jezik danas: od povijesne tronarječnosti do trokuta standard - Zagreb – Dalmacija. U: Mićanović, K. (ur.). Povijest hrvatskoga jezika / Književne prakse sedamdesetih. Zbornik radova 38. seminara Zagrebačke slavističke škole. Zagreb: Filozofski fakultet u Zagrebu/ Zagrebačka slavistička škola, str. 103-122.</p>
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - active participation in class discussions - individual consultations - passed exam and the fulfillment of the other obligations prescribed by the syllabus - student questionnaire on the quality of teaching and teachers at the university level

NAME OF THE COURSE		SYSTEMATIC PEDAGOGY				
Code	FFPD21	Year of study	1			
Course teacher	Tonča Jukić, Ph. D., Associate Professor	Credits (ECTS)	5			
Associate teachers	Melita Anušić, Assistant	Type of instruction (number of hours)	L	S	P	T
			30	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	To enable students for critical scientific study of pedagogy as science and for successful organisation and satisfactory professional and scientific dealing with pedagogical issues and activities in the processes of education, upbringing and training.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">-to explain the epistemological characteristics of pedagogy-critically analyze and compare traditional and modern definitions of basic pedagogical terms and different understandings of pedagogy as a science-to argue the basic postulates of pedagogy as theory of competencies- identify the advantages and disadvantages of pedagogical theories of personality development- distinguish the qualitative levels in individual's development and the teachers' tasks in their implementation-explain the aspects and methods of pedagogical work in the development of competencies-set in relation pedagogy and andragogy- to explain the need for theoretical and practical development of competencies for intercultural relations-explain the reasons why curriculum development is a pedagogical problem-critically reflect and discuss on basic pedagogical conceptions and reform pedagogies and identify their strengths and weaknesses					

	-to take a stand on the need to respect the rights, needs and interests of each individual and his uniqueness					
Course content broken down in detail by weekly class schedule (syllabus)	<div>-Introduction to the course. (2L + 2S)</div> <div>-Scientific definition - epistemological characteristics of pedagogy. Pedagogy in science system and scientific system of pedagogy. (2L + 2S)</div> <div>-Socio-historical dimension and the development of pedagogy. The basic postulates of pedagogy as theory of competencies. (4L + 4S)</div> <div>-Different pedagogical paradigms. (4L + 4S)</div> <div>-Reform pedagogies. (2L + 2S)</div> <div>-Basic characteristics of the school system. (2L + 2S)</div> <div>-Development of curriculum as a pedagogical problem. (2L + 2S)</div> <div>-Pedagogical theories of personality development. Competence approach in pedagogy. The qualitative levels in individual's development. (4L + 4S)</div> <div>- Aspects and methods of pedagogical work in development of competencies. (2L + 2S)</div> <div>-The relation between pedagogy and andragogy in the system of lifelong learning. (2L + 2S)</div> <div>-Development of competencies for sustainable development and life in a plural society (2L + 2S)</div> <div>-Conclusions of the course. (2L + 2S)</div> <div>-Preliminary exam (2 S)</div>					
Format of instruction	<div><input checked="" type="checkbox"/>lectures</div> <div><input checked="" type="checkbox"/>seminars and workshops</div> <div><input type="checkbox"/>exercises</div> <div><input type="checkbox"/>on line in entirety</div> <div><input type="checkbox"/>partial e-learning</div> <div><input type="checkbox"/>field work</div>			<div><input checked="" type="checkbox"/>independent assignments</div> <div><input checked="" type="checkbox"/>multimedia</div> <div><input type="checkbox"/>laboratory</div> <div><input type="checkbox"/>work with mentor</div> <div><input type="checkbox"/> (other)</div>		
Student responsibilities	Students are required to actively participate in lectures (80%) and seminars (80%), prepare and present a seminar essay and pass 2 preliminary exams..					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Preliminary exam	2	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade will be formed with regard to the realization of the following elements: preparation and presentation of a seminar essay (25%) and taking 2 preliminary exams (75%). The method of taking the exam for students who do not take preliminary exams is the oral exam. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Lenzen D. (2002). Vodič za studij znanosti o odgoju – što može, što želi. Zagreb: Educa (selected chapters)			5	-	
	König E., Zedler P. (2000). Teorije znanosti o odgoju, Zagreb: Educa (selected chapters)			10	-	
	Malić, J., Mužić, V. (1981). Pedagogija. Zagreb: Školska knjiga (selected chapters)			9	-	
	Milat J. (2005). Pedagogija – teorija osposobljavanja. Zagreb: Školska knjiga			6	-	

	Vukasović, A. (1990) .Pedagogija. Zagreb, HKZ „Mi” (selected chapters)	1	-
Optional literature (at the time of submission of study programme proposal)	1. Giesecke, H. (1993). Uvod u pedagogiju. Zagreb: Educa, 2. 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: Educa 5. Hentig, von H. (2007). Kakav odgoj želimo? Zagreb: Educa 6. Glasser, W. (2005). Kvalitetna škola. Zagreb: Educa 7. Freire, P. (2002). Pedagogija obespavljenih. Zagreb: Odras - Održivi razvoj zajednice. 8. Mijatović, A. (ur.) (1999). Osnove suvremene pedagogije, Zagreb: Hrvatski pedagoško- književni zbor 9. Morin, E. (2002). Odgoj za budućnost. Zagreb: Educa		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process		

NAME OF THE COURSE		DEVELOPMENTAL PSYCHOLOGY					
Code	FFPD91	Year of study	1.				
Course teacher	Ina Reić Ercegovac, Ph.D., Associate Professor	Credits (ECTS)	5				
Associate teachers	Ivan Buljan, Ph.D., Lecturer	Type of instruction (number of hours)	L	S	P	T	
			30	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To introduce students with the basic knowledge of human development (cognitive, social, emotional and moral) in the context of lifespan development, with particular emphasis on the period of childhood and adolescence						
Course enrolment requirements and entry competences required for the course	None						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. define basic issues in developmental psychology 2. name and explain types of developmental research 3. compare different approaches to developmental researches 4. draft one developmental research 5. analyse different theoretical approaches in developmental psychology 6. explain contribution of main authors in the area of developmental psychology (Hall, Gesell, Piaget, Erikson, Bandura) 7. name the main characteristics of different phases of cognitive, socio-emotional, and moral development 8. associate main characteristics of cognitive development in childhood and adolescence with aspects learning and teaching 9. explain the role of childhood psychopathology in development 10. explain the key features of psychological problems in childhood and adolescence						

Course content broken down in detail by weekly class schedule (syllabus)	<div>1. Definition and objectives of developmental psychology; basic issues in developmental psychology (2L)</div> <div>2. Introduction to seminar (2S)</div> <div>3. Research methodology in developmental psychology; types of research, limitations, ethical issues in developmental research (2L + 2S)</div> <div>4. Early authors in developmental psychology (2L + 2S)</div> <div>5. Theories of childhood development (cognitivist developmental models, theories about the impact of the environment and learning, psychodynamic approach, ethology, ecology of human development) (4L)</div> <div>6. Biological basis of human development (2S)</div> <div>7. Prenatal development and teratology (2L)</div> <div>8. Birth, physical development and growth (2L)</div> <div>9. Sensory development, development of attention and perception (2S)</div> <div>10. Speech development (pre-verbal, semantics and grammar) (2S)</div> <div>11. Cognitive development (J. Piaget and L. Vygotsky) (2L)</div> <div>12. Cognitive development (information processing and intelligence testing) (2S)</div> <div>13. Pre-exam I (2S)</div> <div>14. Emotional development, temperament and attachment (2L)</div> <div>15. Moral development – theories, prosocial behaviour and aggression (2L)</div> <div>16. Theories of gender development, gender differences (2S)</div> <div>17. Preschool institutions and schools as developmental context (2S)</div> <div>18. Peer relationships – friendship, sociometry (2S)</div> <div>19. Development in adolescence, parent-child relationships (2L)</div> <div>20. Developmental tasks in early adulthood – marriage and parenting (2L)</div> <div>21. Parenthood, parenting styles, parenting in contemporary context (2L)</div> <div>22. Cognitive development and personality in adulthood (2S)</div> <div>23. Subjective well-being in lifespan perspective (2S)</div> <div>24. Old age (factors that contribute to successful aging, widowhood) (2S)</div> <div>25. Basis of developmental psychopathology (2P)</div> <div>26. Psychological difficulties in childhood and adolescence (anxiety, depression, behaviour disorders, eating disorders) (2L)</div> <div>27. Pre-exam II (2S)</div>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	course attendance, active participation in in-class activities, writing and presenting seminar paper, passing final exam (or two preliminary tests)					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade in the course is a result of participation in classes and completion of in-class activities (40%), seminar paper (20%) and tests/exam (40%). The assessment and marking criteria of individual elements can be found 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)	Vasta, R., Haith, M., Miller, S. (1998 or other). <i>Dječja psihologija</i> . Jastrebarsko: Naklada Slap.	3	-
	Lacković Grgin, K., Čubela Adorić, V. (2006). <i>Odabrane teme iz psihologije odraslih</i> . Jastrebarsko: Naklada Slap.	1	-
	Wenar, C. (2003). <i>Razvojna psihopatologija i psihijatrija: od dojenačke dobi do adolescencije</i> . Jastrebarsko: Naklada Slap.	2	-
	Berk, L. (2006). <i>Psihologija cjeloživotnog razvoja</i> (1-3). Jastrebarsko: Naklada Slap.	1	-
Optional literature (at the time of submission of study programme proposal)	Buggle, F. (2002). <i>Razvojna psihologija Jeana Piageta</i> . Jastrebarsko: Naklada Slap. Lacković-Grgin, K. (2000). <i>Stres u djece i adolescenata</i> . Jastrebarsko: Naklada Slap. Thomas, R.M. (2000). <i>Recent Theories of Human Development</i> . SAGE Publications. Santrock, J.W. (2003). <i>Life-Span Development</i> . New York: McGraw Hill. Ajduković, M. i Kolesarić, V. (Ur.) (2003). <i>Etički kodeks istraživanja s djecom</i> . Vijeće za djecu Vlade RH i Državni zavod za zaštitu obitelji, materinstva i mladeži. Schaie, K.W. i Willis, S.L. (2001). <i>Psihologija odrasle dobi i starenja</i> . Jastrebarsko: Naklada Slap. Nietzel M.T., Bernstein D.A., Milich R. (2001). <i>Dječja klinička psihologija</i> , u: <i>Uvod u kliničku psihologiju</i> (pp.365-413). Jastrebarsko: Naklada Slap.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		

NAME OF THE COURSE		FOREIGN LANGUAGE INSTRUCTION					
Code	FFPD02	Year of study	1				
Course teacher	Gordan Matas, Ph. D., Assistant Professor	Credits (ECTS)	2				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			15	0	30	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Familiarize students with the basic principles of translating technical texts in English as a foreign language, with particular emphasis on the texts in the field of pedagogy- Develop the skills and techniques of reading comprehension of professional and scientific texts in English in the field of pedagogy- Adopt vocabulary and idiomatic expressions related to the field of pedagogy- Repeat and extend cyclically grammatical categories of English, especially those characteristic of professional texts- Developing the capacity of functional use of English as the language of teaching profession in the spoken and written form						
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 the course, students will be able to:</p> <ul style="list-style-type: none">- Read and understand professional text in English and translate it into Croatian as the mother tongue- Analyse linguistically and substantially professional texts in English in all its segments						

	<ul style="list-style-type: none">- Realize short oral presentation in English on any given topic from the professional field- Take notes in English while listening to the oral presentation on any given topic from the professional field- Write a short text in English related to the issues in the field of pedagogy (i.e. summary, a short review, opinion, presentation of arguments and counter-arguments etc.)- Successfully search relevant internet contents on the basis of acquired competences in the domain of professional terminology in English- Identify and explain different grammatical categories of English , especially those typical of professional texts (passive constructions , indefinite pronouns, compounds, etc.) .					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1.Objectives and course content, the introductory considerations of linguistic specificities and characteristics of professional texts in English (1L)2.Introductory repetition of language materials related to presenting one's self and others (lead-in exercise), introductory interactive voice exercises (3E)3.Analysing professional text: Extending the curriculum into the home (2L)4.Various tenses, the imperative voice (6E)5.Analysing professional text: Plants in the Classroom (2L)6. The passive voice, short oral presentations of students on selected topics from the teaching profession (6E)7.Analysing professional text: Language Arts (2L)8.Conditional sentences, skimming and scanning techniques as reading technical texts, short oral presentations of students on selected topics from the teaching profession (6L)9.Analysing professional text: Myself and other people (2L)10.Direct and indirect speech, determining the keyword, deducing meaning from context, the determination of titles per sections, short oral presentations of students on selected topics from the teaching profession (6E)11. Professional text processing: Colours and education (2L)12. Paraphrasing, taking notes based on oral presentation speaking model, short oral presentations of students on selected topics from the teaching profession, providing input and opinions (6E)13.Analysing professional text: Shape and form, and education (2L)14.Aadjectives and pronouns, the application of knowledge in the field of technical terminology in search of relevant web content of pedagogical materials (4E)15.Writing a summary of technical / scientific work in the field of pedagogy, arguments and counter-arguments, writing a short review (2L + 4E)16.Test (2E)17.Analysis of the results of exams and student evaluation (2E)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Attendance in all forms of teaching , active participation in learning , oral and written brief presentation in English on a given topic from the field, putting two preliminary exams or exams .					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests	0,5	Oral exam		(Other)	

<i>equal to the ECTS value of the course)</i>	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Presence in the classroom, active participation in classroom activities, short oral and written presentation on a selected topic (75%), two mid-term tests or an exam (25%)					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Marasović-Alujević, M. (2003). English for Educators, texts and language points. Split: Visoka učiteljska škola Sveučilišta u Splitu, (skripta).			20	-	
Optional literature (at the time of submission of study programme proposal)	Graver, B. D. (2003.). Advanced English Practice, Oxford, OUP. Thornbury, S. (2004.). Natural Grammar, Oxford, OUP. Walter, C., Swan, M. (1997.). How English Works, Oxford, OUP. Bujas, Ž. (1999.). Veliki hrvatsko-engleski rječnik, Zagreb: Globus.					
Quality assurance methods that ensure the acquisition of exit competences	Student survey on the quality of instructions and teacher's work, self-evaluation of students on the achieved learning outcome, peer review on the quality of teaching, student success rate in performing the allocated tasks, individual consulting.					

NAME OF THE COURSE		INTRODUCTION TO SCIENTIFIC LITERACY				
Code	FFPD02	Year of study	2			
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	3			
Associate teachers	Snježana Dimzov, Ph. D., Lecturer Andrijana Perković Paloš, Ph. D., Postdoc. Sani Kunac, Teaching Assistant	Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Mandatory	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	The aim of the course is to develop basic skills for systematic and transparent scientific writing and critical appraisal of scientific literature. The class is both a theoretical and practical introduction to using different sources of scientific information in the area of educational sciences.					
Course enrolment requirements and entry competences required for the course	No admission requirements. Entrance competencies: -basic computer literacy -reading in English language					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: -describe and explain historical development of scientific paradigms in area of educational sciences; -explain how different values and perspectives influence process of discovery and knowledge production; -describe and explain quantitative and qualitative approach to research and determine appropriate methodological approach to different research questions; -search scientific literature and critically appraise scientific information from different sources; -write a literature review;					

	-responsibly and ethically use scientific information.					
Course content broken down in detail by weekly class schedule (syllabus)	1-Introduction – knowledge, scientific information and publication (1L+2S) 2-Development of science and scientific thinking (1L+2S) 3-Finding scientific information from printed and digital sources (1L+2S) 4-Paradigms in educational and social sciences (1L+2S) 5-Basic characteristics of quantitative research (1L+2S) 6-Basic characteristics of qualitative research (1L+2S) 7-Preliminary exam I (1L) 8-Basics of scientific writing style and organizing structure of scientific paper (1L+2S) 9-Domestic and international databases for educational sciences (1L+2P) 10-Strategies for searching on-line databases (1L+4P) 11-Critical appraisal and selection of relevant scientific information (1L+2S) 12-Writing a literature review (1L+4S) 13-Writing a scientific paper (1L+2S) 14-Ethics of scientific writing and publishing (1L+2S) 15-Preliminary exam II (1L)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend lectures (80%) and seminar (80%), present their seminar work, complete practical training, and pass two written tests (or final exam).					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade will be based on: presentation of seminar work (40%) and two written tests (60%). Students who do not take or pass one or both of the tests will have a written final exam. Detailed criteria for grading and evaluating specific elements are described in the class repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Cohen, L., Manion, L., Morrison, K. (2007). Metode istraživanja u obrazovanju. Jastrebarsko: Naklada Slap.			2	-	
Optional literature (at the time of submission of study programme proposal)	Milas, G. (2009). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Slap. Tkalac Verčić, A., Sinčić Ćorić, D., Pološki Vokić,N. (2010). Priručnik za metodologiju istraživačkog rada: kako osmisliti, provesti i opisati znanstveno i stručno istraživanje. Zagreb: M.E.P. D.O.O. Oraić Tolić, D. (2011). Akademsko pismo. Zagreb: Naklada Ljevak. + publications from recent periodicals					
Quality assurance methods that ensure the acquisition of exit competences						

NAME OF THE COURSE		INTRODUCTION TO CIVIC EDUCATION					
Code	FFPD41	Year of study	2				
Course teacher	Maja Ljubetić, Ph. D., Full professor	Credits (ECTS)	2				
Associate teachers	Ante Grčić, Assistant	Type of instruction (number of hours)	L	S	E	F	
			15	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Understand the basic concepts and theoretical perspectives of civic education- Acquaint students with the principles, policies and practices of education directed successful meeting the needs of pupils / students;- Acquaint students with the Human Rights and Freedoms as a paradigm of active citizenship;- Analytically and critically think about human rights in the world and national context, appears the civil society and political culture;- Familiarize students with the social and educational policy to promote human rights; education for democratic citizenship in families and institutions; actions and activities that allow and promote the development of civil society;- To enable students to design modern teaching program based on the principles of democracy, respect for human rights and freedoms, active citizenship and the achievement of successful cooperation between educational institutions and civil society organizations;- Encourage the development of democratic competence of teachers;- Empower students to be autonomous and responsible members of the class and the wider community;- To train students for the joy of learning in the cultivation of personal and social responsibility.						
Course enrolment requirements and entry competences required for the course	No						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student upon completion of the course be able to:</p> <ul style="list-style-type: none">- Correctly interpret the key concepts and theoretical approaches explanations for Civic Education,- Analyze contemporary issues of civic education;- Analyze and evaluate the existing programs of education to promote human rights and active citizenship;- To design and implement an interdisciplinary program of civic education in educational institutions.						
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following facilities:</p> <ul style="list-style-type: none">- The student / student as a citizen of society: principles, policy and practice of education; Civil society and political culture (2L+ 1S);- Basic concepts and theoretical perspectives for Civic Education (1L + 1S);- Human rights and freedoms as a paradigm of active citizenship; Human rights in the world and national context (2L + 2S);- Social and educational policy and promotion of human rights (1L + 1S);- Education for democratic citizenship in the family and institutions (2L + 2S);- Actions and activities that allow and promote the development of civil society; Media, Culture and Civil Society (2L + 3S);- Designing a modern teaching program based on the principles of democracy, respect for human rights and freedoms, and active citizenship (2L + 2S);- Democratic and intercultural competence of teachers (2L + 2S);- The cooperation of educational institutions and civil society organizations (1L + 1S)						

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Student responsibilities include: regular attendance and active participation in all teaching methods (lectures 100%, seminars, workshops and exercises - 90%) according to pre-established criteria; independent preparation and presentation of a seminar paper and successfully completed 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)	Class attendance	1	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student work is monitored and evaluated during the semester. The grade from the course consists of: independently prepared and presented seminar paper (80%) and successfully completed practical work (20%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Duerr, K.; Spajić-Vrkaš, V., Ferreira Martins, I. (2002), Učenje za demokratsko građanstvo u Europi. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo Filozofskog fakulteta u Zagrebu.				-	YES
	Spajić-Vrkaš, V. (1999), Globalizacija i izobrazba: Apokalipsa raja ili rajska apokalipsa, Društvena istraživanja (Zagreb): 8, 1999, 4, 579-600.				-	YES
	Spajić-Vrkaš, V.; Stričević, I.; Maleš, D. i Matijević, M. (2004), Poučavati prava i slobode: Priručnik za učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb: Istraživačko-obrazovni Centar za ljudska prava i demokratsko građanstvo Filozofskog fakulteta u Zagrebu.				2	-
	Sablić, M. (2014) Interkulturalizam u nastavi. Naklada Ljevak d.o.o.				5	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none">1. Bužinkić, E. (2010), Institucionalni okvir – Normativna podloga za zagovaranje uvođenja mirovnoga obrazovnog kurikulumu u formalni obrazovni sustav: dokumenti, strategije, zakoni U: Učiti za mir – Analitička i normativna podloga za uvođenje vrijednosti, sadržaja i metoda mirovnog obrazovanja u formalni obrazovni sustav. Zagreb, Centar za mirovne studije.2. Spajić-Vrkaš, V. (2002), Odgoj i obrazovanje za demokratsko građanstvo u Hrvatskoj: Izvješće. Zagreb: Centar za istraživanje, izobrazbu i dokumentaciju u obrazovanju za ljudska prava i demokratsko građanstvo Filozofskog fakulteta.3. Spajić-Vrkaš, V. (ur.) (2001), Obrazovanje za ljudska prava i demokraciju: Međunarodni i domaći dokumenti. Zagreb: Hrvatska komisija za UNESCO i Projekt 'Obrazovanje za mir i ljudska prava za hrvatske osnovne škole'.					

	4. Spajić-Vrkaš, V.; Kukoč, M. i Bašić, S. (2001), <i>Obrazovanje za ljudska prava i demokraciju: Interdisciplinarni rječnik</i> Zagreb: Hrvatska komisija za UNESCO i Projekt 'Obrazovanje za mir i ljudska prava za hrvatske osnovne škole'.
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; the fulfillment of the other obligations prescribed by the syllabus; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.

NAME OF THE COURSE		SCHOOL PEDAGOGY				
Code	FFPD31	Year of study	2			
Course teacher	Dr. Ines Blažević, Assistant Professor	Credits (ECTS)	4			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	The general course objective is to introduce students to the field of school pedagogy, to present them modern knowledge, and to train them to design possible new and more effective solutions for changing the existing practice.					
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">- to explain the specific problems of studying school pedagogy within the framework of pedagogical sciences- to analyze the dominant theories of schools- to explain the relationship between modern school and society- to define the curriculum and competence starting points for building a modern school- to analyze national educational documents					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course (2L+1S)2. School pedagogy within the framework of pedagogical science (2L+1S)3. Dominant school theories (2L+1S)4. Types of schools (2L+1S)5. Historical development of schools (2L+1S)6. School systems (2L+1S)7. School and social environment (2L+1S)8. Educational potentials of the modern school (2L+1S)9. School factors (2L+1S)10. Alternative schools (2L+1S)11. School management (2L+1S)12. School efficiency (2L+1S)13. National educational documents (2L+1S)14. Curriculum and competence starting points for building a modern school (2L+1S)15. Self-evaluation and evaluation in the institutional context (2L+1S)					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" 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 checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Student duties include class participation at lectures (80%) and seminars (80%), writing and presenting a seminar paper, and passing two preliminary exams (or a written final exam).					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade is formed with regard to the following elements: 1. seminar paper – 33.4% 2. preliminary exam 1 – 33.3% 3. preliminary exam 2 – 33.3% Students who do not take preliminary exams will be graded on the basis of the written final exam. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Vrcelj, S. (2000). Školska pedagogija. Rijeka: Filozofski fakultet u Rijeci.			1	-	
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none">- Blažević, I. (2014). Rukovodeća uloga ravnatelja u školi. Školski vjesnik, 63 (1-2):7-23.- Blažević, I. (2015). Suvremeni kurikulum i kompetencijski profil učitelja. U: Ivon, H., Tomaš, S. (ur.): Sveučilište u profesionalnom usavršavanju učitelja u osnovnoj školi. Zbornik radova sa znanstvenoga skupa s međunarodnom suradnjom. Split, Filozofski fakultet u Splitu, 31-41.- Buljubašić-Kuzmanović, V. i Blažević, I. (2015). Školski kurikulum u funkciji razvoja socijalnih vještina učenika. Pedagogijska istraživanja, 12 (1-2), 71 – 84.- Buljubašić – Kuzmanović, V. (2016). Socijalna kultura škole i nastave. Osijek: Filozofski fakultet u Osijeku.- Day, Ch. (1999). Developing Teachers: The Challenges of Lifelong Learning. London: Falmer Press.- Glasser, W. (1994). Kvalitetna škola. Zagreb: Educa.- Glasser, W. (1999). Nastavnik u kvalitetnoj školi. Zagreb: Educa.- Henting, H. (1997). Humana Škola. Zagreb: Educa.- Jordan, A.; Carlile, O.; Stack, A. (2008). Aproaches to Learning: A Guide for Teachers. Berkshire: Open University Press.- Jurić, V. (2004). Metodika rada školskoga pedagoga. Zagreb: Školska knjiga, 83-					

	109. - Matijević, M. (2001). Alternativne škole: didaktičke i pedagoške koncepcije. Zagreb: Tipex d.o.o. - Matijević, M., Bilić, V., Opić, S. (2016). Pedagogija – za učitelje i nastavnike. Zagreb: Školska knjiga, - Pivac, J. (2008). Izazovi školi. Zagreb: Školska knjiga. - Previšić, V. (2007). Kurikulum-teorije, metodologija, sadržaj, struktura. Zagreb, Školska knjiga. - Sablić, M., Blažević, I. (2015). Stavovi učitelja prema vrijednostima kao temeljnim sastavnicama nacionalnog okvirnog kurikulumu. Školski vjesnik, 64 (2):250-264. - Stoll, L.; Fink, D. (2003). Mijenjamo naše škole. Zagreb: Educa. - Vrcelj, S. (2018). Što školu čini školom. Rijeka: Filozofski fakultet u Rijeci.
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process

NAME OF THE COURSE		INCLUSIVE PEDAGOGY				
Code	FFPD37	Year of study	2			
Course teacher	Ivana Batarelo Kokić, Ph. D., Full Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	The main objective of the course is to introduce students to the field of inclusive pedagogy, characteristics of students with special education needs and teaching strategies for students with special education needs.					
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)	Upon completion of the course students will be able to: - elaborate on paradigms within inclusive curriculum of education - distinguish authoritative and hierarchical educational paradigm from democratic and pluralistic one - apply adaptation of pedagogical approaches to children with special needs - analyse the ways of approaching the parents of children with special needs and rights - recognise special features of children with different developmental difficulties					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to the course 2. Pedagogy of children with special needs and rights in the system of pedagogical disciplines 3. Inclusive education 4. Theoretical and legal framework for inclusion in Croatia 5. Visual impairment; Hearing impairment; Speech and communication disorders 6. Specific learning disability					

	7. Intellectual difficulties 8. Midterm Exam 9. Behavioural disorders 10. Autism spectrum disorder 11. Physical disability and chronic diseases / Presence of several types and degrees of difficulties in psycho-physical development 12. Giftedness 13. Teaching strategies / Planning for students with special education needs 14. Cooperation and partnership with parents/guardians of children with special needs and disabled persons. 15. Final Exam					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participation in at least 80% of lecture and 80% of seminar classes, students will present selected course topics through seminar papers and online discussions. Students will pass a written test and achieve a minimum of 65% accuracy on the final/midterm test.					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percent of participation in the class activities and online discussions (20%), completion of seminar tasks (30%), and midterm and final test results (50%). The additional evaluation and grading criteria for particular course tasks are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Bach, H. (2005). Osnove posebne pedagogije, Zagreb: Educa,				7	
	Jensen, E. (2004). Različiti učenici, različiti mozgovi. Zagreb: Educa.				21	-
	Kostelnik, M. J., Onaga, E., Rhode, B., Whiren, A. (2004). Djeca s posebnim potrebama: priručnik za odgajatelje, učitelje i roditelje. Zagreb: Educa.				6	-
	George, D. (2005). Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa.				9	-
	Thompson, J. (2016). Vodič za rad s djecom i učenicima s posebnim odgojno-obrazovnim potrebama. Zagreb: Educa.				10	
	Hudson, D. (2018). Specifične teškoće u učenju – Što učitelji i nastavnici trebaju znati. Zagreb, Educa.				7	-
Optional literature (at the time of	Karamatić Brčić, M. (2011). Svrha i cilj inkluzivnog obrazovanja. <i>Acta Iadertina</i> , 8(1), 0-0.					

submission of study programme proposal)	Batarelo, I. (2005). Univerzalni dizajn obrazovnih materijala. Napredak, 146(1), 65-74. Batarelo, I. (2004). Obrazovna tehnologija za rad s učenicima s posebnim potrebama. Napredak, 145(2), 176-187.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom, assessment of the seminar presentation and the written exam.

NAME OF THE COURSE		DIDACTICS				
Code	FFPD80	Year of study	2			
Course teacher	Sonja Kovačević, Ph. D., Full Professor	Credits (ECTS)	5			
Associate teachers	Joško Barbir, M. Sc., Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			30	15	15	0
Status of the course	mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The objectives of the course are to acquaint students with the concept and subject of didactics; to understand the theoretical and methodological foundation of didactics and to understand and apply basic didactic concepts. Furthermore, the goal is to get acquainted with didactic theories and analyze and evaluate the elements of the teaching situation and other educational situations; to get acquainted with the process of planning and programming of teaching and to be able to develop and evaluate the curriculum as well as to get acquainted with the stages of the teaching process and the articulation of a particular teaching situation; to evaluate and apply principles, methods, technologies and media in teaching and learning; to be able to prepare for the teaching situation; get acquainted with the elements that affect the educational climate and to be able to transfer and interference of knowledge from didactics to different situations of teaching and educational processes.					
Course enrolment requirements and entry competences required for the course	No conditions.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After completing the study obligations, students will be able to: - identify didactics as a pedagogical discipline, and explain its relationship to other scientific disciplines – define and explain basic didactic concepts as well as cause-and-effect relations between different didactic phenomena - identify different didactic theories, directions, models and systems - distinguish the types of teachers and explain their impact on the teaching process - enumerate and describe the elements of the teaching process and correctly define and formulate the goals and learning outcomes - describe the stages, approaches and aspects of the process of planning and programming the teaching process - create and analyze a performance program for one subject - enumerate and distinguish didactic principles, methods, social forms and media in the process of teaching and learning - make and analyze detailed preparation for teaching or other forms of educational work - define and analyze the concept of educational ecology					

Course content broken down in detail by weekly class schedule (syllabus)	1. Subject and methodological-epistemological foundation of didactics (1P). 2. Basic didactic concepts and didactic system (2P). 3. Didactic theories, directions, models and systems (2P). 4. Types of teachers (1P + 2S). 5. Education and teaching (goals, tasks-learning outcomes and contents; laws and laws, legal tendencies) (2P + 2S). 6. Educational and teaching situations (2P + 2S). 7. Curriculum and curriculum (2P + 2S). 8. Teaching planning and programming (curriculum structuring) (2P + 4S). 9. Theories on the choice and structuring of teaching content (2P + 2S). 10. Macro and micro organization of education and teaching (2P + 4S). 11. Didactic cycle and its stages (preparation, implementation and evaluation of teaching and education) (2P + 2S). 12. Articulation of the learning and teaching situation (2P + 2S). 13. Didactic principles in the process of teaching and learning (2P + 2S). 14. Didactic methods of teaching and learning (2P + 2S). 15. Social forms of work in teaching and learning (2P + 2S). 16. Technology and media of education and teaching (2P + 2S).					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Student responsibilities include: regular attendance and active participation of students in all ways of teaching and adoption of Knowledge; create a set of didactic exercises (performance program, detailed preparation for teaching or other form of educational work); individual consultations; taking a written and oral exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		Didactic exercises	1
	Essay		Seminar essay		Class activity	1
	Tests		Oral exam	0,5	(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Success will be evaluated on the basis of participation in teaching activities and didactic exercises (50%) and results in the final written and oral exam (50%). Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	1. Bognar, L., Matijević, M. (2002), <i>Didaktika</i> . Zagreb: Školska knjiga. (odabrana poglavlja)				3	
	2. Mušanović, M., Vasilj, M. Kovačević, S. (2010). <i>Vježbe iz didaktike</i> . Rijeka:HFD. ISBN 978-953-95074-4-0 CIP katalogizacija u publikaciji Sveučilišna knjižnica u Rijeci					YES
	3. Previšić, V. (ur.) (2007), <i>Kurikulum: Teorije – Metodologija – Sadržaj – Struktura</i> . Zagreb: Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu, Školska knjiga. (odabrana poglavlia)				2	

Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Kovačević, S., Mušanović, L. (2013). <i>Od transmisije do majeutike – modeli nastave</i>. Zagreb: HFD. ISBN 978-953-95074-4-8 2. Bežen, A., Jelavić, F., Kujundžić, N., Pletenac, V. (1991), <i>Osnove didaktike</i>. Zagreb: Školske novine. 3. Jelavić, F. (1994), <i>Didaktičke osnove nastave</i>. Jastrebarsko: Slap. 4. Jensen, E. (2003), <i>Super-nastava</i>. Zagreb: Educa. 5. Kramar, M. (1993), <i>Načrtovanje in priprava izobraževalno-vzgojnega dela v šoli</i>. Novo mesto, Nova Gorica: Educa. 6. Kyriacou, C. (1995), <i>Temeljna nastavna umijeća</i>. Zagreb: Educa. 7. Marentič-Požarnik, B., Strmčnik, F., Cencič, M., Blažič, M. (1991), <i>Izbrana poglavlja iz didaktike</i>. Novo mesto: Pedagoška obzorja. 8. Marsh, J.C. (1994), <i>Kurikulum: temeljni pojmovi</i>. Zagreb: Educa. 9. Meyer, H. (2002), <i>Didaktika razredne kvake. Rasprave o didaktici, metodici i razvoju škole</i>. Zagreb: Educa.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exam.
Other (as the proposer wishes to add)	

NAME OF THE COURSE		PRESCHOOL PEDAGOGY					
Code	FFPD32	Year of study	2				
Course teacher	Maja Ljubetić, Ph. D., Full Professor	Credits (ECTS)	4				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	0 %				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Understand the issues of early childhood education and the establishment of the modern scientific knowledge,- Get to know, understand and explain the key concepts related to early education,- Analyze and evaluate new knowledge from various related disciplines, and evaluate their educational importance.- Carry out self-reflection, reflective dialogue and reflection practices.						
Course enrolment requirements and entry competences required for the course	No						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The student upon completion of the course be able to:</p> <ul style="list-style-type: none">- Correctly interpret the fundamental concepts in the field of pre-school pedagogy,- Analyze and explain various theories of early education,- Analyze and evaluate pedagogical importance of different approaches and concepts in early education,- Develop pedagogical documentation required in the work of educators,- To document and evaluate the practices and apply contemporary knowledge of education for the purpose of its improvement,- Carry out self-reflection, reflective dialogue and reflection practices.						

Course content broken down in detail by weekly class schedule (syllabus)	The course includes the following facilities: - Pedagogy of early education (scientific facts, theories and research methods, education in early childhood education as a factor in child development); (2L + 1S) - Early education in out-of-family context (social and cultural conditioning, values, beliefs, attitudes); (2L + 1S) - Legislation up to; (1L + 1S) - Historical account of early education in the family and in institutions; (1L + 1S) - Traditional versus modern nursery - a community that learns; (2L-1S) - Learning and education in early childhood, learning as a daily activity of the child, social and communication dimensions of children's learning, the importance of the environment to stimulate the learning process; integral development of children - the nature of learning of children in a stimulating environment; time dimension and teaching children; (4L + 1S) - Work on the project in early education institutions; (2L + 1S) - Child as su-konstruktor of his own knowledge; (Child - researcher creates and verifies own theories); (2L + 1S) - Play and education of children, pedagogy children's games; (2L + 1S) - Research in early education, qualitative methods versus quantitative; (4L + 1S) - Contemporary curricula of early education, humanistic approach to the development of curricula, modern educational concepts; (2L + 1S) - Waldorf pedagogy, Montessori pedagogy, Reggio pedagogy; (2L + 1S) - Educator and human-centered curriculum; the role of the team in kindergarten - a learning organization; (1L + 1S) - Assessing the quality of early care and education; teams for the quality of the institutions; (2L + 1S) - Associate and development activities of the kindergarten. (1L + 1S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student Responsibilities	Participants are required to attend all forms of teaching in 100% scope and actively participate in classes, which includes performing independent tasks, monitoring the relevant literature according to the suggestions of teachers and successfully passing the final exam. During the semester, students spend 15 school hours in early and preschool education institutions, during which they monitor and document the educational process and create a personal portfolio, and upon returning to the Faculty present (and problematize) experiences comparing them with the theory of early and preschool education.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Student work is monitored and evaluated during the semester. The grade from the course consists of: independently prepared and presented seminar paper (40%), successfully completed practical work (20%) and successfully passed two colloquia (40%). Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Ljubetić, M. (2009). Vrtić po mjeri djeteta. Priručnik za odgojitelje i roditelje. Zagreb: Školske novine.	20	-
	Miljak, A. (1996). Humanistički pristup teoriji i praksi predškolskog odgoja. Persona: Velika Gorica-Zagreb.	1	-
	Prijedlog koncepcije razvoja predškolskog odgoja, Programsko usmjerenje odgoja i obrazovanja predškolske djece, Glasnik Ministarstva prosvjete i kulture, br. 7/8, 1991, Zagreb.	-	YES
	Slunjski, E. (2011). Kurikulum ranog odgoja - istraživanje i konstrukcija. Zagreb: Školska knjiga (odabrano poglavlje: 2).	5	-
	Slunjski E. (2012). Tragovima dječjih stopa. Zagreb: Profil International (odabrana poglavlja 1, 4 i 5).	5	-
	Šagud, M. (2006). Odgajatelj kao refleksivni praktičar. Petrinja: Visoka učiteljska škola (odabrana poglavlja, str. 8-77).	-	YES
	Vujičić, L. (2011). Istraživanje kulture odgojno-obrazovne ustanove. Zagreb, Mali profesor. (str. 7-45).	9	-
	Mendeš, B., Marić, Lj., Goran, Lj. (2020) Dijete u svijetu igre: teorijska polazišta i odgojno-obrazovna praksa. Zagreb, Golden Marketing-Tehnička knjiga. (odabrana poglavlja: 1.).	20	-
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Bašić, S. (2011). (Nova) slika djeteta u pedagogiji djetinjstva. U: D. Maleš (ur.), Nove paradigme ranog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju, str. 19-38. 2. Manning, A.; Cullen, J.; Fleer, M. (ur., 2004). Early Childhood Education: Society and Culture. London: Sage Publications. 3. Bruce, T. (ur., 2006). Early Childhood - a guide for students. London: Sage Publications. 4. Jurčević-Lozančić, A. (2011). Socijalne kompetencije i rani odgoj. U: D. Maleš (ur.), Nove paradigme ranog odgoja. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju, str. 153-176. 5. Katz, L. G.; McCllan, D. E. (1999). Poticanje razvoja dječje socijalne kompetencije. Zagreb: Educa. 6. Ljubetić, Maja (2012). The Kindergarten I want to grow up in: Self-evaluation and Quality Control in Kindergartens. Saarbrücken: LAP LAMBERT Academic Publishing GmbH & Co. KG. 7. Miljak, A. (2009). Življenje djece u vrtiću - Novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima. Zagreb: SM Naklada d.o.o. 8. Petrović-Sočo, B. (2011). Nova paradigma shvaćanja konteksta ustanova ranog odgoja. U: D. Maleš (ur.), Nove paradigme ranog odgoja. Zagreb, Filozofski fakultet Sveučilišta u Zagrebu-Zavod za pedagogiju, str. 237-264. 9. Pilić, Š., Stankov, S., Tomaš, S. (ur.) (2008). Izabrani radovi Ane Tomaš. Split, Hrvatski pedagoško-književni zbor, Ogranak Split: Biblioteka Školskog vjesnika (Knjiga 2). 10. Vujičić, L. (2007). Razvoj praktične kompetencije učitelja - put ka istraživanju i unapređivanju vlastite prakse. U: N. Babić (ur.), Kompetencije i kompetentnost učitelja. Osijek: Učiteljski fakultet u Osijeku, 157 - 163. 11. Vujičić, L. (2007). Kultura odgojno-obrazovne ustanove i kvaliteta odgojno-obrazovne prakse. U: V. Previšić i sur. (ur.), Pedagogija prema cjeloživotnom obrazovanju i društvu znanja (Svezak 2.). Zagreb: Hrvatsko pedagoško društvo. 753 - 761. 		

	<p>12. Slunjski, E. (2006). Stvaranje predškolskog kurikuluma u vrtiću organizaciji koja uči. Zagreb: Mali profesor; Visoka učiteljska škola u Čakovcu. (odabrana poglavlja)</p> <p>13. Slunjski E. (2008). Dječji vrtić zajednica koja uči - mjesto dijaloga, suradnje i zajedničkog učenja. Zagreb: Spektar Media (odabrana poglavlja).</p>
Quality assurance methods that ensure the acquisition of exit competences	<p>Quality is monitored through records of: class attendance, constructive and active participation in classes, performance in tasks, passed colloquia / exams and self-assessment and collaborative assessment of the quality of the teaching process. External assessment: Student evaluation lists.</p>

NAME OF THE COURSE		EDUCATIONAL LEADERSHIP				
Code	FFPD116	Year of study	2 year			
Course teacher	Morana Koludrović, Ph. D., Associate Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			30	15	0	0
Status of the course	Mandatory	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Course objectives are to learn about theoretical framework and practical examples of educational leadership and management. Also, students will meet practical guidelines of educational leadership and management and learn about roles of relevant participants in educational context. Furthermore, students will analyse and evaluate effectiveness of educational leadership taking into account the needs of participants of the educational process and specifics of the different educational institutions.					
Course enrolment requirements and entry competences required for the course	/					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of this course students will be able to: - explain the main determinants and approaches of contemporary leadership and management in educational context - analyse the specifics of educational leadership with regard to the type and specificities of an educational institution - analyse and evaluate aspects of educational leadership and management with regard to the roles of participants in an educational institution - analyse the models of educational leadership and from the perspective of the pedagogue they will be able to analyse the possibilities for improving the quality of the institution and strategic planning in the educational institution					
Course content broken down in detail by weekly class schedule (syllabus)	- Definitions and historical development of educational leadership and management (2L) - Levels and subsystems of institutional leadership and management in educational context (2L + 1S) - The role of contemporary social and educational determinants of educational leadership (knowledge society, democracy, decentralization of education, constructivist paradigm) (2L) - Approaches and styles of institutional and classroom leadership and management (2L + 1S) - Specificities of leadership and management in early and pre-school institutions (2L + 1S) - Specificities of leadership and management in primary and secondary education (2L + 1S)					

	<ul style="list-style-type: none">- Specificities of leadership and management in higher education and adult education institutions (2L + 2S)- The role of educational institution staff, local community, parents and students in running an educational institution (2L + 2S)- The role of pedagogue in improving the quality of the educational process (2L + 2S)- Influence of different approaches and styles of leading the educational process on the academic achievements of students, quality of communication of participants in the educational process, school satisfaction, discipline and motivation (2L + 1S)- The role of school boards in school management (2L)- Possibilities of improving school climate and leadership regarding the current educational practice and legislation (4L + 2S)- The role of self-evaluation in educational institutions (2L + 1S)- Institution Culture (School House Rules, Curriculum) (2L + 1S) <p>The seminars are organized as active workshops in which students reflexively and critically discuss, describe, interpret and evaluate the stated topics important for the quality leadership and management of the educational institution, and analyze the possibilities of improving the management of the educational institution. Students are expected to actively participate in the seminars and group work, while the seminars are implemented through the application of problem, project and collaborative learning strategies.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the educational process: lectures 80% and seminars 80%. Behave in accordance with ethical and scientific principles in higher education. Actively and constructively participate in the teaching process. Participate and perform teaching and extracurricular (individual, group and research) activities that enable the acquisition of learning outcomes provided by the course. Create and present a seminar paper according to established criteria. Pass the written exam.					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		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. Seminar paper - 30% 2. Success in solving individual and group tasks - 10% 3. Class activity, participation in discussions during classes and seminars - 10% 4. Written exam - 50% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library		Availability via other media
	Alfirević, N., Burušić, J., Pavičić, J i Relja, R. (ur.) (2016). School Effectiveness and Educational					yes

	Management: Towards a South-Eastern Europe Research and Public Policy Agenda. New York: Palgrave Macmillan.		
	Backman, E.; Traffort, B. (2007). Demokratsko upravljanje školama. Zagreb: Ministarstvo znanosti, obrazovanja i športa.		yes
	Jurić, V. (2004). Pedagoški menadžment – refleksija opće ideje o upravljanju. Pedagogijska istraživanja, 1(1), 137-147.		yes
	Relevant legislation in the field of educational leadership and management		yes
Optional literature (at the time of submission of study programme proposal)	<p>- Alfirević, N.; Pavičić, J. i Koludrović, M. (2015). Model vrednovanja djelovanja školskog odbora u sukonstruktivističkom pristupu izgradnji škole. Istraživanja paradigmi djetinjstva, odgoja i obrazovanja. U: S. Opić i M. Matijević (ur.), Nastava i škola za net-generacije: Unutarnja reforma nastave u osnovnoj i srednjoj školi. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 573-582.</p> <p>- Bush, T. (2003). Theories of Educational Leadership and Management. London: SAGE Publications Ltd.</p> <p>- Ljubetić, M.; Reić Ercegovac, I.; Koludrović, M. (2016). Quality partnership as a Contextual Prerequisite of Successful Learning of Young and Preschool-Aged Children. Journal of Education and Learning, 5(1), 78-87.</p> <p>- 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.) (2017). Handbook of Research on Managerial Solutions in Non-Profit Organizations. Pennsylvania, USA : IGI Global, 276-297.</p> <p>- Silov, M. (2001). Suvremeno upravljanje i rukovođenje u školskom sustavu. Velika Gorica: Persona.</p> <p>- Staničić, S. (2006), Menadžment u obrazovanju. Rijeka: Filozofski fakultet.</p>		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE	MULTIMEDIA DIDACTICS						
Code	FFPD101	Year of study	3				
Course teacher	Dr. Ines Blažević, Assistant Professor	Credits (ECTS)	4				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20 %				
COURSE DESCRIPTION							
Course objectives	The general course objective is to introduce students to the field of multimedia didactics, to present them modern didactic knowledge and rules for organizing multimedia teaching and digital-media-assisted teaching.						
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">- to determine theoretical definitions and terms related to multimedia didactics- to explain the role of digital media in teaching and learning- to respect didactic and psychological criteria when choosing media in classes- to didactically form and properly use visual presentation media in teaching- to organize teaching and learning relying on digital media- to participate in the organization of e-learning and distance learning- to initiate research in the field of media and multimedia didactics- to critically evaluate multimedia teaching, i.e. the role of digital media					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course (2L + 1S)2. Theoretical and conceptual definitions of multimedia didactics (2L + 1S)3. Multimedia didactics and curriculum theories (2L + 1S)4. Classification of sources of knowledge and teaching media (2L + 1S)5. Multimedia teaching (2L + 1S)6. Digital textbooks in class (2L + 1S)7. Digital and communication tools in teaching (2L + 1S)8. Smart board in the classroom: possibilities and didactic rules for its use (2L + 1S)9. Independent learning with digital media (2L + 1S)10. Didactic strategies in a multimedia learning environment (2L + 1S)11. Informal learning of children and adults in a new (multi)media environment (2L + 1S)12. Computer games and simulations (2L + 1S)13. Distance teaching and mobile learning (2L + 1S)14. Didactic evaluation of teaching media (2L + 1S)15. Research in the field of media and multimedia didactics (2L + 1S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input checked="" type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input type="checkbox"/> (note down other types)		
Student responsibilities	Student duties include class participation at lectures (80%) and seminars (80%), writing and presenting a seminar paper, and passing two preliminary exams (or a written final exam).					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	2	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade is formed with regard to the following elements: <ol style="list-style-type: none">1. seminar paper – 33.4%2. preliminary exam 1 – 33.3%3. preliminary exam 2 – 33.3%					

	Students who do not take preliminary exams will be graded on the basis of the written final exam. Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Available in other media
	Matijević, M., Topolovčan, T. (2017). Multimedijaska didaktika. Zagreb: Školska knjiga.	6	-
Optional literature (at the time of submission of study programme proposal)	<ul style="list-style-type: none"> - Arnold, R., Lermen, M. (ur.) (2006), eLearning-Didaktik. Baltmannsweiler: Schneider Verlag Hohengehren. - Klimsa, P. & Issing, J. L. (ur.) (2011), Online-Lernen. München: Oldenburg Verlag. - Matijević, M. (2007), Internet, osobna računala i nova obrazovna sredina. U: Pedagogija: prema cjeloživotnom obrazovanju i društvu znanja. Zagreb: Hrvatsko pedagogijsko društvo, 159-172. - Matijević, M. (2008), How to enhance classes by using PCs, the internet, and mobile phones. Contemporary Intentions in Education : Proceedings. (Tomovski, V., ed.), Ohrid: University of Skopje, 43-53. - Matijević, M., Radovanović, D. (2011). Nastava usmjerena na učenika. Zagreb: Školske novine. - Matijević, M. (2013), Uvjetovanost izbora i didaktičkog oblikovanja medija u nastavnom procesu i učenju. Školski vjesnik, 62(2-3), 303-325. - Matijević, M. (2018). Nastava i škola za net generacije. Zagreb: Učiteljski fakultet. - Milat, J. (ed.) (2011). Digital Technologies and new Forms of Learning. Split: Faculty of Philosophy University of Split (selected papers) - Topolovčan, T., Rajić, V., Matijević, M. (2017). Konstruktivistička nastava: teorija i empirijska istraživanja. Zagreb: Učiteljski fakultet. <p>Internet sources: http://eduvizija.hr/portal/ https://www.youtube.com/watch?v=VeWghG95FeE http://www.teachertube.com/video/complete-smart-board-tutorial-167098</p>		
The ways of a quality follow-up which enable acquisition of the defined learning outcomes	<ul style="list-style-type: none"> - class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process 		

NAME OF THE COURSE		EDUCATIONAL PSYCHOLOGY					
Code	FFPD92	Year of study	3				
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	4				
Associate teachers	Name subsequently	Type of instruction (number of hours)	L	S	P	T	
			30	30	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The goal of this course is to familiarize students with main principles of educational psychology, with an emphasis on learning and teaching processes.						
Course enrolment requirements and entry competences	None.						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: - define constructs such as education, memory and learning - explain the main postulates of fundamental learning theories - critically evaluate the shortcomings of fundamental learning theories - evaluate the usefulness of learning theories in the context of learning different types of materials - plan strategies for increasing learning efficacy - plan the use of different teaching approaches in the classroom - recognize the relevance of individual differences in the educational context - compare different ways of evaluating student progress.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction to Educational psychology. Research methodology in Educational psychology. 2. Implications of Developmental psychology findings for contemporary theories of learning. 3. Behaviorism: Classical conditioning. 4. Behaviorism: Operational conditioning. 5. Social learning theory. 6. Cognitivist approaches to learning and memory. 7. Knowledge. Higher cognitive processes. Metacognition. 8. Constructivism. Self-regulated learning. 9. Individual differences in the classroom: Abilities. 10. Individual differences in the classroom: Personality and learning styles. 11. Planning and choosing teaching methods. 12. Main teaching methods. 13. Evaluating students' learning accomplishments.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to: - actively participate in classes: lectures 70%, seminars 75% - conduct themselves in line with ethical and scientific principles of higher education - participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes - write and present a seminar paper in line with previously determined criteria - pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests - meet deadlines for activities within the course - complete individual and group tasks in a timely manner and to the best of their ability - actively and constructively participate in class					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests	1	Oral exam		(Other)	
	Written exam	0.5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50%					

	2. written and presented seminar paper in line with the course teacher's instructions – 30% 3. successful fulfilment of individual and group tasks and class activity – 20% The assessment and marking criteria of individual elements can be found in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2003). Psihologija obrazovanja. Zagreb: IEP, d.o.o. i VERN, d.o.o.	5	no
Optional literature (at the time of submission of study programme proposal)	Grgin, T. (2001). Edukacijska psihologija. Jastrebarsko: Naklada Slap. Slavin. (2006). Educational psychology: Theory and practice. New York: Pearson. Zarevski, P. (1995). Psihologija učenja i pamćenja. Jastrebarsko: Naklada Slap.		
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - individual consultations		

NAME OF THE COURSE		ANDRAGOGY					
Code	FFPD61	Year of study	3				
Course teacher	Ivana Batarelo Kokić, Ph. D., Full Professor	Credits (ECTS)	4				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			30	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The main course goal is to introduce students to the andragogy and its main postulates, define main andragogy terms and follow the adult education trends.						
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)	Upon the completion of the course, students will be able to: <ul style="list-style-type: none">- Compare and think critically about different approaches to adult education- Get involved in critical discussions on institutions and organizations that deliver adult education programs- Provide an overview of main adult education postulates through the time- Discuss about adult education in the global society						

	<ul style="list-style-type: none">- Plan and evaluate adult education programs- Independently review adult education literature				
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to lectures; Introduction to seminars (2L+1S)2. Introduction to andragogy (2L+1S)3. Adult education theorists I (2L+1S)4. Adult education theorists II (2L+1S)5. Lifelong education (2L+1S)6. Contemporary technologies and lifelong education (2L+1S)7. Adult education financing (2L+1S)8. Croatian Qualifications Framework (2L+1S)9. Midterm exam (1L+1S)10. Changes in adult education in Europe and Croatia (2L+1S)11. Adult learning (2L+1S)12. Workplace education (2L+1S)13. Learning society and learning organization (2L+1S)14. Changes in society and adult education (2L+1S)15. Education in the third age (2L+1S)16. Final exam (1L)				
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participation in at least 80% of lecture and 80% of seminar classes, students will present selected course topics through seminar papers and online discussions. Students will pass a written test and achieve a minimum of 65% accuracy on the final/midterm test.				
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training
	Experimental work		Report		(Other)
	Essay		Seminar essay	0,5	(Other)
	Tests	1	Oral exam		(Other)
	Written exam	1	Project		(Other)
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percept of participation in the class activities and online discussions (20%), completion of seminar tasks (30%), and midterm and final test results (50%). The additional evaluation and grading criteria for particular course tasks are described in the course repository.				
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media
	Liessmann, K. P. (2008). Teorija neobrazovanosti. Zagreb: Jesenski i Turk.			2	-
	Freire, P. (2002). Pedagogija obespravljenih. Zagreb: Odras - Održivi razvoj zajednice.			2	-
	Europska komisija (2000). Memorandum o cjeloživotnom učenju. Bruxelles: Europska komisija.			-	YES
Optional literature (at the time of submission of study programme proposal)	Caffarella, R. S. (2001). Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers, and Staff Developers, 2nd Edition. San Francisco, CA: Jossey-Bass. Jarvis, P. (2004). Adult education and lifelong education. London: Routledge Falmer. Tight, M. (2002). Key concepts in adult education. London: Routledge.				

Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom, assessment of the seminar presentation and the written exam.						
NAME OF THE COURSE	SCHOOL PEDAGOGUE AND METHODICS OF TEACHING						
Code	FFPD117	Year of study	3				
Course teacher	Dr. Ines Blažević, Assistant Professor	Credits (ECTS)	5				
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T	
			30	0	45		0
Status of the course	Mandatory	Percentage of application of e-learning	0 %				
COURSE DESCRIPTION							
Course objectives	Within the framework of the course, students will learn the basics of methodical teaching design as well as the specifics of different curriculum areas and the possibilities of their integration. On the basis of theoretical knowledge and practical teaching experience after monitoring and analysing sample classes, students will be able to critically observe teaching from the role of a school pedagogue. Particular emphasis will be placed on the observation of teaching with regard to the pedagogical work of teachers.						
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">– to define and explain methodical teaching design– to define and explain the specifics of different curriculum areas– to explain and analyse the relationship of integration of different curriculum areas– to define, analyse and observe elements of teaching– to observe sample classes of different curriculum areas– to analyse sample classes of different curriculum areas						
Course content broken down in detail by weekly class schedule (syllabus)	Methodical teaching design (3L + 2P) Specific features of language and communication area (3L + 1P) Specific features of the area of mathematics (3L + 1P) Specific features of science area (3L + 1P) Specific features of technical and IT area (3L + 1P) Specific features of humanities and social sciences area (3L + 1P) Specific features of art education area (3L + 1P) Specific features of physical education area (3L + 1P) Integration of different curriculum areas (3L + 3P) Monitoring teaching (3L + 3P) Sample classes of different curriculum areas (high school and primary school: class and subject teaching) (21P) Analysis of sample classes and overall analysis (9P)						
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching		<input checked="" type="checkbox"/> independent tasks <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> mentorship work <input checked="" type="checkbox"/> sample class analysis				

Student responsibilities	Student duties include class participation at lectures (80%) and seminars (80%), writing analyses of held sample classes and passing preliminary exams (or a written final exam).					
Screening student work(name the proportion of ECTS credits for eachactivity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	2.5	Research		Practical training	
	Experimental work		Report		Sample class analysis	1
	Essay		Seminar essay		(Other)	
	Tests	1.5	Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade is formed with regard to the following elements: 1. preliminary exam 1 – 50% 2. preliminary exam 2 – 50%					
	Students who do not take preliminary exams will be graded on the basis of the written final exam. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Available in other media
	Findak, V. (1999). Metodika tjelesne i zdravstvene kulture. Zagreb: Školska knjiga (selected chapters).				1	-
	Karlavaris, B. (1990). Metodika likovnog odgoja 1. Rijeka: Hofbauer (selected chapters).				5	-
	Kostović Vranješ, V. (2015). Metodika nastave predmeta prirodoslovnog područja. Zagreb: Školska knjiga (selected chapters).				1	-
	Markovac, J. (2001). Metodika početne nastave matematike. Zagreb: Školska knjiga (selected chapters).				1	-
	Matijević, M., Radovanović, D. (2011). Nastava usmjerena na učenika. Zagreb: Školske novine.				1	-
	Milat, J. (1995). Pripremanje za nastavu – Metodički priručnik. Zagreb: Hrvatska zajednica tehničke kulture (selected chapters).				2	-
	Rojko, P. (1996). Metodika nastave glazbe: teorijsko-tematski aspekti. Osijek: Pedagoški fakultet (selected chapters).				1	-
	Težak, S. (1996). Teorija i praksa nastave hrvatskoga jezika 1. Zagreb: Školska knjiga (selected chapters).				1	-
Optional literature (at the time of submission of study programme proposal)	-					
The ways of a quality follow-up which enable acquisition of the	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus					

defined learning outcomes	<ul style="list-style-type: none"> - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process
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NAME OF THE COURSE		PEDAGOGY AND THE DEVELOPMENT OF HUMAN POTENTIAL					
Code	FFPD118	Year of study	3				
Course teacher	Anita Mandarić Vukušić, Ph. D., Assistant Professor	Credits (ECTS)	2				
Associate teachers	-	Type of instruction (number of hours)	P	S	V	T	
			15	15	0	0	
Status of the course	Mandatory	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							
Course objectives	<ul style="list-style-type: none">- Acquire basic – general knowledge in the field of development of human potential, and its foundation in contemporary scientific knowledge.- Recognize and analyze the importance of encouraging the development of human potential in the broader social and educational context.- Understand the issue of vocational guidance of children at the end of primary education and its meaning in a lifelong perspective.- Learn rapid interventions when children are quitting school and education.- Train students for active participation and practical intervention in the field of development of human potential in private and public organizations.						
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)	By the end of this course students will be able to: <ul style="list-style-type: none">• Explain different theoretical paradigms of the development of human potential development.• Apply different approaches and methods by which they will be able to implement the plan of development of human potential.						
Course content broken down in detail by weekly class schedule (syllabus)	The course includes the following: <ul style="list-style-type: none">- Introduction to the development of human potential. (1)- Key concepts in the development of human potential. Knowledge and development of human potentials in learning and developing organization. Different scientific perspectives which explain the development of human potential. (3)- Human potential management. (1)- Professional, developmental and coordination tasks of a pedagogue. (2)- Human resources planning and the role of pedagogues. (2)- Professional development planning. (1)- Aims and methods of job analysis, selection of employees and the workplace, professional orientation and encouraging employee development. (1)- Organizing employee education and encouraging lifelong learning. (2)						

	<p>- The importance of networking and collaboration with various Centres and the Employment Services. (1)</p> <p>- Job satisfaction, maintaining a balance between work and family roles, social networking. (1)</p> <p>Seminars (15):</p> <p>Students will design and analyze topics in the field of development of human potential in the public and private sectors, analyze the role of pedagogues in professional, developmental and coordination tasks, and discover the possibility of implementing the chosen topic.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Attend classes regularly (lectures 80%, seminars 80%), create a personal and professional development plan, pass a written exam (equivalent to written exam is 2 passed tests), and achieve a minimum of 50% - 64% accuracy on exam/tests.					
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		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	<p>In accordance with the learning outcomes of the course and the obligations of the students, the final grade in the course is formed with regard to the realization of the following elements:</p> <p>1. written exam, or successfully passed two tests (positive grade from both tests is equivalent to the written exam) - 90%</p> <p>2. class activity - 10%.</p> <p>Criteria for evaluating and grading individual elements are described in the course repository.</p>					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Stančić, S. (2006). Upravljanje ljudskim potencijalom u školstvu. <i>Odgojne znanosti</i> , 8(2/12), 515-533.					Yes
	Alibabić, Š. i Ovesni, K. (2007). Andragozi – menadžeri znanjem. U Klapan, A. i Matijević, M. (ur.) <i>Zbornik radova sa treće međunarodne konferencije: Obrazovanje odraslih za ekonomiju znanja</i> , Šibenik (9–16). Zagreb: Hrvatsko andragoško društvo.				2	
	Marušić, S. (1994). Upravljanje i razvoj ljudskih potencijala. Zagreb:Ekonomski institut Zagreb.				1	
	HAZU (2004). <i>Deklaracija o znanju - Hrvatska temeljena na znanju i primjeni znanja</i> , Zagreb. The Croatian Academy of Sciences and Arts. 2004. <i>The</i>					Yes

	<i>Declaration on Knowledge – Croatia Based on Knowledge and the Application of Knowledge, Zagreb.</i>		
	Noe, R.A; Hollenbeck, J.R; Gerhart, B; Wright, P.M (2006). Menadžment ljudskih potencijala. Zagreb: Mate d.o.o.	1	
	Baketa, N. (2012). Europeizacija obrazovanja odraslih u Hrvatskoj. <i>Andragoški glasnik</i> , 16(1): 55-67. Europeanisation of Adult Education in Croatia. <i>Andragogic Gazette</i> , 16(1): 55-67.		Yes
Optional literature	<ul style="list-style-type: none">- Cook, M., Cripps, B. (2009). Psihološko procjenjivanje na radnome mjestu. Zagreb:Školska knjiga.- Ivanković, D. i Romić, D. (2013). Razvoj ljudskih potencijala kroz cjeloživotno učenje. (Human Resources Development Through Lifelong Learning). M. Matijević i T. Žiljak (ur.), <i>Ključne kompetencije u obrazovanju odraslih</i>. Zbornik radova 6. Međunarodne konferencije o obrazovanju odraslih (<i>Key Competences in Adult Learning</i>. Book of Proceedings of the 6th International Conference on Adult Education in Vodice) Zagreb: Hrvatsko andragoško društvo, <i>Croatian Andragogy Society</i> pp.49-60.- Marušić, S. (1977). Crteži zanimanja u profesionalnom informiranju. Zagreb: Školska knjiga.- Marušić, S. (1986). Profesionalni razvoj. Zagreb:Školske novine.- Ministarstvo socijalne politike i mladih (MSPM, 2015). <i>Nacionalni program za mlade za razdoblje od 2014. do 2017. godine</i>. Zagreb.- MZOS (2016). <i>Strategija obrazovanja odraslih (2007)</i>.- MZOS (2016). <i>Zakon o obrazovanju odraslih (2007)</i>.- Petričević, D. (2011). Prilog raspravi o profesiji: andragog. <i>Andragoški glasnik</i>, 15(1), 11-28.- Richards, R., Škreblić Kirbiš, I., Koričan, M (2009). Načela etičnosti u upravljanju ljudskim potencijalima. Obnovljeni život: časopis za filozofiju i religijske znanosti, 64 (4),513-528.- Sikavica, P., Bahtijarević-Šiber, F., Pološki-Vokić, N. (2008). Temelji menadžmenta, Školska knjiga: Zagreb, str. 595-750.		
Evaluating the quality and assessment of acquiring outcomes of learning	Class attendance, successfully completing tasks, student questionnaire on the quality of teaching and teachers at the university level, passed exam and the fulfillment of the other obligations prescribed by the syllabus, and students' self-assessment of the learning outcomes they achieved.		
NAME OF THE COURSE			
SOCIAL PEDAGOGY			
Code	FFPD41	Year of study	3
Course teacher	Maja Ljubetić, Ph. D., Full Professor	Credits (ECTS)	3
Associate teachers	Toni Maglica, Ph. D., postdoctoral researcher	Type of instruction (number of hours)	L
			S
			E
			F
			30
			15
			0
			0
Status of the course	Mandatory	Percentage of application of e-learning	0%
COURSE DESCRIPTION			
Course objectives	<ul style="list-style-type: none">-to achieve basic- general knowledge from this field-to recognize and understand etiology and phenomenology of behavioral problems-to qualify students for adequate and duly responding to specific needs of children and youth that tends to, or already manifest behavioral problems;-successfully written and oral communicating and presenting their own works;-develop skills of using different source information and using them properly in practice		
Course enrolment requirements and entry competences			

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">-properly interpret basic terms from social pedagogy-analyse and explain with arguments different theories and approaches to social pedagogy and behavioral problems-figuring out adequate and duly responses to child in risk needs-readiness for early detection of behavioral problems-to figure out and conduct communication activity plan for children and youth in risk-to create material for work with parents of children in risk-to conduct and interpret smaller research tasks from social pedagogy					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">-definitions, objectives and tasks of social pedagogy. Development of social pedagogy in Europe and Croatia. Position of social pedagogy in other sciences (3L+2S)-behavioral problems: terms, conditions, definitions, classifications (2L+2S)-phenomenology of behavioral problems (5L+1S)-behavioral problems in school context (2L+2S)-multicausality in etiology of behavioral problems (2L+2S)-interventions in social pedagogy-needs assessment, planning, conducting (6L+2S)-prevention sciences, prevention of behavioral problems and mental health promotion (4L+2S)-wider social context of social pedagogy, connections with juvenile delinquency					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	To participate in the teaching process (lectures 80% and seminar 80%) To behave in accordance with ethical and scientific principles in higher education classes To prepare seminar work according to predetermined criteria Present seminar work according to predetermined criteria To participate in individual and group tasks Pass the oral exam					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of students, the final assessment of the course shall be formed with regard to the following elements: Prepared seminar work in accordance with teachers' instructions - 30% Seminar work presented in accordance with the instructions - 20% Teaching activity, participation in discussions during instruction and seminars, consultations - 10% Oral exam - 40% Evaluation and evaluation criteria for individual elements are described in the course repository.					
Required literature (available in the	Title			Number of copies in the library	Availability via other media	

library and via other media)	Poldrugač, Z., Bouillet, D., Ricijaš, N. (2011), Socijalna pedagogija- znanost, profesija i praksa. Sveučilište u Zagrebu: Edukacijsko rehabilitacijski fakultet.	-	YES
	Bouillet, D., Uzelac, S. (2007), Osnove socijalne pedagogije. Zagreb: Školska knjiga.	11	-
	Žižak, A. (2010), Teorijske osnove intervencija-socijalno pedagoška perspektiva. Sveučilište u Zagrebu: Edukacijsko rehabilitacijski fakultet.	-	YES
Optional literature (at the time of submission of study programme proposal)	1. Bašić, J. (2009), Teorija prevencije. Zagreb: Školska knjiga. 2. Lebedina Manzoni, M. (2007), Psihološke osnove poremećaja u ponašanju. Zagreb: Naklada Slap. 3. Uzelac, S., Bouillet, D. (2007), Vrijednosni, znanstveni i teorijski temelji socijalnopedagoških intervencija, U: Radovanović, D. (ur.): Poremećaji ponašanja i prestupništvo mladih: specijalnopedagoški diskurs, Beograd: Fakultet za specijalnu edukaciju i rehabilitaciju Univerziteta u Beogradu, 87-108. 4. Bouillet, D. (2005), Primjena međunarodnih standarda i preporuka u djelovanju hrvatskog društva prema djeci i mladima s poremećajima u ponašanju, <i>Ljetopis Studijskog centra socijalnog rada</i> , 12,1, 107-131. 5. Bouillet, D., Uzelac, S., Kapac, V. (2005), Iskaz razrednika o nasilničkom ponašanju u hrvatskim školama, <i>Napredak</i> , 146(2):170-183. 6. Bouillet, D. (2005), Primjena međunarodnih standarda i preporuka u djelovanju hrvatskog društva prema djeci i mladima s poremećajima u ponašanju, <i>Ljetopis Studijskog centra socijalnog rada</i> , 12(1):107-131. 7. Bouillet, D. (2005), Sveučilišno obrazovanje socijalnih pedagoga u zemljama Europske unije, <i>Kriminologija i socijalna integracija</i> , 13(1):75-89. 8. Bašić, J., Koller-Trbović, Uzelac, S., ur. (2004), Poremećaji u ponašanju i rizična ponašanja: pristupi i pojmovna određenja, Zagreb: Edukacijsko-rehabilitacijski fakultet Sveučilišta u Zagrebu		
Quality assurance methods that ensure the acquisition of exit competences	The ways of quality monitoring that ensure the acquisition of determined learning outcomes are as follows: attendance, activity and success in performing obligations related to the preparation of seminar work, self-assessment of achieved learning outcomes by students; independent consultations; oral exam; student Survey on the quality of teaching and teachers at university level		

NAME OF THE COURSE		ATTACHMENT ACROSS THE LIFESPAN					
Code	FFPD58	Year of study	1				
Course teacher	Ina Reić Ercegovac, Ph.D., Associate Professor	Credits (ECTS)	3				
Associate teachers	Name subsequently	Type of instruction (number of hours)	L	S	P	T	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	To introduce students to the concept of attachment; the role of early childhood attachment in the close relationships throughout life; methodological aspects of attachment research and the results of recent research in the field of attachment in different stages of life.						
Course enrolment requirements and entry competences required for the course	None						

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. Distinguish the developmental perspective and the perspective of personality and social psychology in attachment 2. Explain the role of the primary attachment in lifelong development 3. Describe The strange situation experimental paradigm 4. Name and describe different patterns of attachment between child and primary caregiver 5. Specify and describe patterns of adult attachment 6. Connect early experiences of attachment to attachment relationships in adulthood 7. Explain the factors involved in the development of attachment relations 8. Analyse the theoretical approaches of attachment stability across the lifespan 9. Compare different methodological solutions in the attachment research					
Course content broken down in detail by weekly class schedule (syllabus)	The course will be realized through lectures and seminars. During the seminar, students will present recent researches in the field of attachment and various correlates of attachment (the role of attachment in the peer and partner relations, the role of attachment in the relationship between parents and children in different developmental stages of childhood and adolescence; the role of attachment in delinquent behaviour, attachment and sexuality; attachment to school). Lectures include the following topics: 1. Introduction (1L) 2. Basis of attachment theory - psychoanalytic and ethological approach, early works of J. Bowlby and M. Ainsworth (2L) 3. Developmental perspective - attachment at an early age, patterns of attachment at an early age (2L) 4. Family influences on attachment (2L) 5. Adult attachment, patterns of attachment in adulthood (2L) 6. Stability of attachment through life; intergenerational transmission of attachment (2L) 7. Romantic relationships as attachment relationships, partnership / marital relations, quality and stability of marriage as a relationship of attachment (2L) 8. Attachment and psychopathology (2L) In seminars, students will report on recent research papers (30 S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Course attendance and participation in in-class activities; writing and presenting seminar paper; passing written exam (or an equivalent of 2 tests).					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	Final grade in the course is a result of participation in classes and completion of in-class activities (50%), seminar paper (20%) and oral exam (30%). The assessment and marking criteria of individual elements can be found 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)	Vasta, R., Haith, M., Miller, S. (1998 or other). <i>Dječja psihologija</i> . Jastrebarsko: Naklada Slap (pp. 467-476).	3	-
	Lacković Grgin, K., Čubela Adorić, V. (2006). <i>Odabrane teme iz psihologije odraslih</i> . Jastrebarsko: Naklada Slap (pp. 161-250).	1	-
	Klarin, M. (2006). <i>Razvoj djece u socijalnom kontekstu</i> . Jastrebarsko: Naklada Slap (pp. 16-36)	2	-
	Reić Ercegovac, I. (2016). <i>Obrasci privrženosti u ranoj dobi</i> . Web predavanje ffst.hr.	-	YES
	Reić Ercegovac, I. (2016). <i>Privrženost tijekom tranzicije u roditeljstvo</i> . Web predavanje ffst.hr.	-	YES
Optional literature (at the time of submission of study programme proposal)	David Howe (2011). <i>Attachment Across the Life course: A Brief Introduction</i> . Palgrave McMillan. Recent articles in the field of attachment.		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, successfully completing tasks; student questionnaire on the quality of teaching and teachers at the university level; passed exam and the fulfillment of the other obligations prescribed by the syllabus; individual consultations; students' self-assessment of the learning outcomes they achieved; collaborative assessment of the implementation and quality of the teaching process.		

NAME OF THE COURSE		CREATIVITY AS PEDAGOGICAL CHALLENGE				
Code	FFPD100	Year of study	1			
Course teacher	Tonča Jukić, Ph. D., Associate Professor	Credits (ECTS)	3			
Associate teachers	Ana Pirić, Lecturer	Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Enabling students to identify and foster their own and students' creative potential and to encourage them to think creatively.					
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: - compare various explicit and implicit theories of creativity - differentiate the approaches to research of creativity - analyze, synthesize and evaluate knowledge about the phenomenon of creativity - identify their own and other people's creative potential - argue why creativity is pedagogical challenge - apply knowledge about creativity and about Gardner's theory of multiple intelligences in planning creative workshops - affirmative reflect on the need to encourage creativity					
Course content elaborated in detail according to the timetable	- Introduction to the course: the expectations, the structure of the course (1 L) - the phenomenon of creativity: conceptual definition, approaches to the study of creativity, types of creativity (1 L) - research areas of creativity: creativity in different sciences, four aspects of creativity (creative person, creative process, creative environment, creative product); explicit and implicit theories of creativity (2 L) - the level and style of creativity, cognitive style and creativity, the adaptive and					

	innovative style of creativity (2 L) - divergent thinking and creativity, intelligence and creativity, imagination, play and creativity (2 L) - creativity as a pedagogical challenge, leisure and creativity (2 L) - environment for creativity (1 L) - opportunities for developing and encouraging creativity, learning activities that encourage creativity (2 L) - Gardner's theory of multiple intelligences and creativity (2 L) - students' plans and implementation of creative workshops (30 S)					
Course delivery types	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> tutorials <input type="checkbox"/> completely <i>on line</i> <input type="checkbox"/> mixed e-learning <input type="checkbox"/> field teaching			<input checked="" type="checkbox"/> independent tasks <input checked="" 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%), actively participate in practical work in the classroom (design and conduct a creative workshop) and pass a written exam.					
Following up students' work (<i>note down ECTS credits for each activity so that the total of ECTS credits matches the course credit value</i>):	Course attendance	1,5	Researching		Practical work	0,5
	Experimental work		Term paper		(note down other types)	
	Essay		Seminar paper		(note down other types)	
	Preliminary exams		Oral exam		(note down other types)	
	Written exam	1	Project		(note down other types)	
Grading and evaluating students' work during the course and in the final exam	The final grade will be formed with regard to the realization of the following elements: practical work (30%) and written exam (70%). 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
	Arar, Lj., Rački, Ž. (2003). Priroda kreativnosti. Psihologijske teme, 12 (1), 3-22.				-	YES
	Armstrong, T. (2006). Višestruke inteligencije u razredu. Zagreb: Educa.				1	-
	Čudina-Obradović, M. (1991). Nadarenost: razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga (selected chapters).				1	-
	George, D. (2005). Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike, Zagreb: Educa (selected chapters).				1	-
	Jukić, T. (2011). Implicit theories of creativity in early education / Implicitne teorije kreativnosti u ranom odgoju i obrazovanju. Hrvatski časopis za odgoj i obrazovanje, 13 (2), 38-65				-	YES
	Jukić, T. (2009). Mogućnosti poticanja dječje kreativnosti u odgojno-obrazovnom procesu. In: Ivon,				4	-

	H. (Ed.), Djeca i mladež u svijetu umjetnosti. Split: Filozofski fakultet Sveučilišta u Splitu, Centar za interdisciplinarne studije – Studia Mediterranea: HPKZ Ogranak Split, pp. 19-35		
	Srića, V. (1993). Kreativnost i kako je povećati. Napredak, 134 (3), 296-309	1	-
	Vizek Vidović, V., Rijavec, M., Vlahović-Štetić, V. (2003) Psihologija obrazovanja. Zagreb : IEP, VERN (odabrana poglavlja)	1	-
Additional reading list	1. Bognar, L. et al.. (2009). Poticanje stvaralaštva u odgoju i obrazovanju. Zagreb: Profil (selected chapters) 2. Craft, A., Jeffrey, B., Leibling, M. (Eds.) (2001). Creativity in education. London and New York: Continuum 3. Kirton, M. J., Bailey, A., Glendinning, J. W. (1991). Adaptors and innovators: Preference for educational procedures. Journal of Psychology, 125 (4), 445-455. 4. Previšić, V. (1999). Škola budućnosti: humana, stvaralačka i socijalna zajednica. Napredak, 140 (1), 7-16 5. Sekulić-Majurec, A. (1997). Poticanje stvaralačkog mišljenja u školi. In: Pavlinović-Pivac, M. (Ed.) Stvaralaštvo u školi: zbornik radova- Zagreb: Osnovna škola Matije Gupca, 53-66 6. Scientific papers and books by choice.		
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		GERMAN LANGUAGE 1				
Code	HZY001	Year of study	1			
Course teacher	Eldi Grubišić Pulišelić, Ph.D., Full Professor	Credits (ECTS)	3			
Associate teachers	Ana Sarić, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F
			15		15	
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the German language.					
Course enrolment requirements and entry competences required for the course	-					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read texts in German -correctly use basic German grammar -correctly use numbers in German, express the time and date -communicate in German in common situations (with limited vocabulary)					
Course content broken down in detail by weekly class schedule (syllabus)	1. Erste Kontakte (1L+1E) 2. Zahlen bis 100 (1L+1E) 3. Leute (1L+1E) 4. Bildwörterbuch (1L+1E) 5. Küche (1L+1E)					

	6. Zahlen bis 1000 (1L+1E) 7. Essen und Trinken (1L+1E) 8. Lebensmittel (1L+1E) 9. Einkaufen (1L+1E) 10. Freizeit (1L+1E) 11. Freizeit und Arbeit (1L+1E) 12. Was ist heute los? (1L+1E) 13. Wohnen (1L+1E) 14. Wohnungsmarkt (1L+1E) 15. Wohnungen und Häuser Beschreibung (1L+1E)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to participate in classes and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are required to solve homework assignments, pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests.					
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		Homework assignment	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. pass a written exam (or an equivalent of 2 tests) – 60% 2. successful fulfilment of individual and group tasks – 10% 3. activity in class, participation in discussions during class – 10% 4. homework assignments – 20% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. Izdanja					YES
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. Izdanja					YES
Optional literature (at the time of submission of study programme proposal)	A German Grammar.					

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		FRENCH LANGUAGE 1					
Code	VUU088	Year of study		1			
Course teacher	Name subsequently	Credits (ECTS)		3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Elective	Percentage of application of e-learning		0%			
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the French language.						
Course enrolment requirements and entry competences required for the course	No.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to : <ul style="list-style-type: none">- Communicate in French in common situations with limited vocabulary.- Correctly use basic French grammar (adjectives, articles, gender m/f, sing./pl., Simple Present positive/ negative/interrogative sentences).- Correctly use numbers to express the time and date.- Correctly read texts in French (level A1).						
Course content broken down in detail by weekly class schedule (syllabus)	1. Introduction: Francophonie, writing rules, pronunciation; presentation. 2. Bienvenue ! 3. Qui est-ce ? 4. Ça va bien? 5. Correspond@ce 6. Paris 7. Trouvez l'objet 8. Portrait 9. Shopping 10. Artistes 11. Appartement à louer 12. C'est par où? 13. Bon voyage! 14. Marseille, l'île de la Réunion 15. L'heure et la date, évaluation.						
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are required to attend lectures and exercises and actively participate in class activities. They are required to pass two colloquia or a final written exam.						
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training		
	Experimental work		Report		(Other)		
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		
	Written exam	2	Project		(Other)		

Grading and evaluating student work in class and at the final exam	Active participation in class 20%, two colloquia/written exam 80%. 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
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Méthode de français.	/	Algoritam, online etc.
	Le nouveau Taxi 1, G.Capelle, R.Menand, Hachette, Paris, 2009. Cahier d'exercices.	/	
Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionary.		
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		VIOLENCE IN CLOSE RELATIONSHIPS					
Code	FFPD57	Year of study	1				
Course teacher	Ina Reić Ercegovac, Ph. D., Associate Professor	Credits (ECTS)	3				
Associate teachers	Katija Kalebić Jakupčević, Ph. D., Postdoctoral Researcher	Type of instruction (number of hours)	L	S	P	T	
			15	15	15	0	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	To introduce students with the theoretical explanations, causes, incidence (forms, frequency) and ways of combating violence in close relationships, and develop their professional attitudes and skills needed for prevention programs, with emphasis on the prevention of violence in youth relationships. The emphasis is on understanding the importance of preventing violent behaviours in youth relationships as a group with which students will encounter in their future professional work. They will be able to directly apply the knowledge and skills acquired in this course. Students will be trained to design and implement preventive workshops on violence in adolescent relationships.						
Course enrolment requirements and entry competences required for the course	None						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: 1. know the causes, prevalence, types and ways of recognizing violence in close relationships, specifically violence in adolescent relationships 2. understand the risk factors for violence in close relationships 3. explain the psychological background of violence in partner relationships						

	4. explain the principle of preventive work in the local community 5. choose an appropriate strategy for the prevention of violence in close relationships 6. create an interactive workshop for adolescents 7. implement preventive workshops for adolescents					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Features of high-quality close relationships; expectations, beliefs and stereotypes about the close relationships (1L)2. Beliefs and attitudes about love and violence. Interpersonal attraction, attachment and close relationship (1L)3. Forms of violence in close relationships. Recognition of violent behaviours. The prevalence of violent behaviours in various types of close relationships (2L)4. The explanations and models of causes of violence in close relationships: cultural patterns, inequality and structural violence, modelling and social learning, individual traits, social incompetence, relational and developmental context (2L)5. Violence in adolescent relationships: gender socialization and violent behaviour patterns. Gendered double standards, norms and expectations and the risk of violence (2L)6. Recognition of violent behaviours, the role of self-concept and emotions in the tolerance of violent behaviour. The problem of setting limits and maintaining intimacy in the relationship (2L)7. Domestic violence: recognizing and responding, the consequences of the direct and indirect exposure to violence in the family environment; Croatian and European legal framework to combat domestic violence. The role of different systems in combating domestic violence and problems of their cooperation. Professional and ethical obligations to report violence and dilemmas in dealing with violence victims (2L)8. Violence in partner relationships: the dynamics of the formation and maintenance of violent relationships, the role of values and attitudes in keeping violent relationship; the role of self-concept, emotions and traumatic experience in landing on violent behaviour (1L)9. Psychological profiles of abusers in relationships (1L)10. The principles of prevention and intervention programs in the community (1L)11. In the seminar, students will be prepared for the implementation of preventive education in secondary schools with simulation workshops. Students will hold a workshop in a secondary school.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Class attendance, active participation in teaching assignments, successfully completing individual and group assignments, prepared and presented seminar paper.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	1	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student	The final grade on the course is the result of systematic monitoring of activities and work in the classroom (50%), practical work (20%) and seminar work (30%).					

work in class and at the final exam	Criteria for evaluating and grading individual elements are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Ajduković, D. (2001). (ur.). <i>Priručnik za provedbu Protokola o postupanju u slučaju nasilja u obitelji</i> . Zagreb: Društvo za psihološku pomoć.	-	On-line
	Ajduković, D., Ajduković, M., Cesar, S., Kamenov, Ž., Löw A., Sušac, N. (2010). <i>Prevenција nasilja u mladenačkim vezama – Priručnik za voditelje programa</i> . Zagreb: Društvo za psihološku pomoć.	-	On-line
	Ajduković, M., Pavleković, G. (2004). (ur.). <i>Nasilje nad ženom u obitelji</i> . Zagreb: Društvo za psihološku pomoć.	-	On-line
	Cesar, S., Bijelić, N., Hodžić, A., Kobaš, V. (2006). <i>Bolje spriječiti nego liječiti – prevencija nasilja u adolescentskim vezama</i> . Zagreb: Cesi	-	On-line
Optional literature (at the time of submission of study programme proposal)	<p>Collin-Vezina, D., Hebert, M., Manseau, H., Blais, M., Fernet, M. (2006). Self-concept and dating violence in 220 adolescent girls in the child protective system. <i>Child Youth Care Forum</i>, 35, 319–326.</p> <p>Espelage, D.L., Holt, M.K. (2007). Dating violence and sexual harassment across the bully-victim continuum among middle and high school students. <i>Journal of Youth and Adolescence</i>, 36, 799–811.</p> <p>Foshee, V.A., Bauman K.E., Ennett, S., Linder, G.F., Benefield, T., Suchindran, C. (2004). Assessing the long-term effects of the safe dates program and a booster in preventing and reducing adolescent dating violence victimization and perpetration. <i>American Journal of Public Health</i>, 94(4), 619-624.</p> <p>Hall Smith, P., White, J., Holland, L.L. (2003). A longitudinal perspective on dating violence among adolescent and college-age women. <i>American Journal of Public Health</i>, 93 (7), 1104-1109.</p> <p>Howard, D.E., Wang, M.Q. (2003) Psychosocial factors associated with boys' reports of dating violence. <i>Adolescence</i>, 38 (151), 519-533.</p> <p>Nowakowski Sims, E., Noland Dodd, V.J., Tejeda, M.J. (2008). The relationship between severity of violence in the home and dating violence. <i>Journal of Forensic Nursing</i>, 4, 166–173.</p> <p>Rapoza, K.A., Baker, A.T. (2008). Attachment styles, alcohol, and childhood experiences of abuse: An analysis of physical violence in dating couples. <i>Violence and Victims</i>, 23(1), 52-65.</p> <p>Schnurr, M.P., Lohman, B.J. (2008). How much does school matter? An examination of adolescent dating violence perpetration. <i>Journal of Youth and Adolescence</i>, 37, 266–283.</p> <p>Teten, A.L., Ball, B., Valle, L.A., Noonan, R., Rosenbluth, B. (2009). Considerations for the definition, measurement, consequences, and prevention of dating violence victimization among adolescent girls. <i>Journal of Women's Health</i>, 18 (7), 923-927.</p> <p>Theriot, M.T. (2008). Conceptual and methodological considerations for assessment and prevention of adolescent dating violence and stalking at school. <i>Children & Schools</i>, 30 (4), 223-233.</p>		
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		

Code	FFPD46	Year of study	1			
Course teacher	Sonja Kovačević, Ph. D., Full professor	Credits (ECTS)	3			
Associate teachers	Joško Barbir, M. Sc., Teaching Asisstant	Type of instruction (number of hours)	L	S	E	F
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- to get acquainted with education as a communication process.- get acquainted with group education.- get acquainted with communication models.- get acquainted with communication models of teaching- develop basic communication skills.- to form a critical attitude towards the educational reality in the group.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>It is expected that students will develop following general competencies:</p> <ul style="list-style-type: none">- General communication skills- Analyze and understand the complexities of education in group- The ability to apply ideas in analysis of practice; <p>Of specific competencies, it is expected that students can:</p> <ul style="list-style-type: none">- Describe, define, understand and explain the communication - educational events in the group;- Adopt the techniques of the interview;- Develop communication skills.- resolve conflicts between children;- Raise awareness of personal theories of teaching;- Develop communication skills leadership					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Models of educational communication (1P)2. Education as communication (1P)3. Education in a small group (2P)4. Communicate well verbally and non-verbally, recognize signs of non-verbal communication (3P)5. Formation of social skills and their role in communication (presentation, handshake, interview). (2P)6. Conflicts and non-violent conflict resolution. (2P)7. Interpersonal communication and communication models (Schramm's model and Glasser's model of "total communication"). (1P)8. Axioms of communication. (1P)9. Basic characteristics of educational communication (2P) <p>As part of the seminar, students will prepare for the workshop (topic, elaboration, simulation). As part of the exercises, students will hold 5 workshops and analyze each after an audiovisual recording.</p>					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Participants are required to attend all forms of teaching and actively participate in class, which includes the performance of individual tasks, making e-portfolio,					

	monitor relevant literature according to the suggestions of teachers and passing the final exam.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1.5	Research		Practical training	
	Experimental work		Report		Workshops	0,5
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Success will be evaluated based on participation in workshops (30%) and results in the final written exam (70%). 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	
	Brajša, P. (1994): <i>Pedagoška komunikologija</i> , Školska knjiga, Zagreb			2		
	Pease, A. (1991) Govor tijela, Mladinska knjiga, Ljubljana-Zagreb			1		
Optional literature (at the time of submission of study programme proposal)	Brajša, P. (1996). Umijeće razgovora. Pula: C.A.S.H. Ajduković.M., Pečnik,N. (1994). Nenasilno rješavanje sukoba. Zagreb: Alinea. Šagud, M. (2006). Odgajatelj kao refleksivni praktičar. Petrinja: Visoka učiteljska škola u Petrinji. Janković, J. (1994). Sukob ili suradnja. Zagreb: Alinea. Pearsons,J.C., Spitzberg, B.H. (1990). Interpersonal communication – Concepts, Components, And Context, WM.C: Brovn publishers USA					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; passed the exam and fulfilled other syllabus obligations; individual consultations; students' self-assessment of achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in teaching, assessment of seminar presentations and written exams.					
Other (as the proposer wishes to add)						

NAME OF THE COURSE		GERMAN LANGUAGE 2					
Code	HZY001	Year of study	1				
Course teacher	Eldi Grubišić Pulišelić, Ph.D., Full Professor	Credits (ECTS)	3				
Associate teachers	Ana Sarić, Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			15		15		
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the German language (low intermediate level).						

Course enrolment requirements and entry competences required for the course	-					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and (depending on the complexity of vocabulary) understand texts in German -correctly use basic German grammar -communicate in German in common situations -know the basic concepts of German history and culture					
Course content broken down in detail by weekly class schedule (syllabus)	1.Krankheit (1L+1E) 2. Der Körper (1L+1E) 3. Bei dem Arzt (1L+1E) 4. Alltag (1L+1E) 5. Ein Arbeitstag (1L+1E) 6. Eine Geschichte (1L+1E) 7. In der Stadt (1L+1E) 8. Berlin- 30 Jahre später (1L+1E) 9. Alle Wege nach Berlin (1L+1E) 10. Geschenke (1L+1E) 11. Wünsche (1L+1E) 12. Jetzt bin ich viel glücklicher (1L+1E) 13. Deutsche Sprache und deutsche Kultur (1L+1E) 14. Die deutschsprachigen Länder (1L+1E) 15. Das Herz Europas (1L+1E)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to participate in classes and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are required to solve homework assignments, pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests.					
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		Homework assignment	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. pass a written exam (or an equivalent of 2 tests) – 60% 2. successful fulfilment of individual and group tasks – 10% 3. activity in class, participation in discussions during class – 10% 4. homework assignments – 20%					

	The assessment and marking criteria of individual elements can be found in the course repository.		
	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. Izdanja		YES
	Aufderstraße, H.: Themen neu 1. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. Izdanja		YES
Optional literature (at the time of submission of study programme proposal)	A German Grammar.		
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		FRENCH LANGUAGE 2				
Code	VUU089	Year of study	1			
Course teacher	<i>Name subsequently</i>	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the French language (low intermediate level).					
Course enrolment requirements and entry competences required for the course	Basic French knowledge.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: - correctly read and (depending on the complexity of vocabulary) understand texts in French - correctly use basic French grammar - communicate in French in common situations - know the basic concepts of French history and culture					
Course content broken down in detail by weekly class schedule (syllabus)	1. Un aller simple (heure, date, partir) 2. A Londres (faire, interroger) 3. Le dimanche matin (activités quotidiennes, lire, écrire, verbes pronominaux) 4. Une journée avec Laure Manaudou (article) 5. L'Aveyron (video sur une region) 6. On fait des crepes (food), 7. Il est comment? 8. Passe Compose. 9. Chere Lea. 10. Ecrire une carte postale 11. Les fetes 12. C'est interdit (pouvoir) 13. Imperatif 14. Petites annonces (vouloir, savoir, il faut) 15. Futur Proche.					

Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend lectures and exercises and actively participate in class activities. They are required to pass two colloquia or a final written exam.					
Screening student work (name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Active participation in class 20%, two colloquia/written exam 80%. 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
	Le nouveau Taxi 1, G. Capelle, R. Menand, Hachette, Paris, 2009. Méthode de français.				/	Algoritam, online etc.
	Le nouveau Taxi 1, G. Capelle, R. Menand, Hachette, Paris, 2009. Cahier d'exercices.				/	
Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionary.					
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		INTRODUCTION TO MEDIA PEDAGOGY					
Code	FFPD59	Year of study	2				
Course teacher	Ivana Batarelo Kokić, Ph. D. Full Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	10%				
COURSE DESCRIPTION							

Course objectives	The main course goal is to develop theoretical and methodological skills needed for understanding analogue and digital media in different cultural environments. Students will develop critical attitude towards use of media in educational contexts. Through practical tasks, students will analyse contemporary cultural frameworks used in media design.					
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)	Upon the completion of the course, students will be able to: <ul style="list-style-type: none">- Define main terms of media pedagogy.- Analyse contemporary media environment in relation to its impact on children and youth- Name main postulates of media literacy and critical thinking development.- Analyse and evaluate media content- Appropriate use of new media in different environments- Discuss approaches in which media and technology are analysed in different theoretical perspectives					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course (1L+2S)2. Media education in Croatia (1L+2S)3. Media education in the World (1L+2S)4. Media competencies (1L+2S)5. Key media literacy postulates (1L+2S)6. Development of critical thinking through media literacy (1L+2S)7. Media in leisure time of children and youth (1L+2S)8. Media in leisure time of adults (1L+2S)9. Midterm exam (1L+2S)10. Media culture (1L+2S)11. Media manipulations (1L+2S)12. Impact of media in the contemporary digital society (1L+2S)13. Digital divide and media education possibilities (1L+2S)14. Contemporary media in the schools (1L+2S)15. Final exam (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participation in at least 80% of lecture and 80% of seminar classes, students will present selected course topics through seminar papers and online discussions. Students will pass a written test and achieve a minimum of 65% accuracy on the final/midterm test.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Online discussions	0,25
	Essay		Seminar essay	0,25	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student	Course achievement will be evaluated as the percept of participation in the class activities and online discussions (20%), completion of seminar tasks (30%), and					

work in class and at the final exam	midterm and final test results (50%). The additional evaluation and grading criteria for particular course tasks are described in the course repository.		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Batarelo, I, Marušić, I. (2006). Digitalna podijeljenost u hrvatskim školama: razlike u korištenju računala s obzirom na neke socio-demografske varijable. <i>Sociologija sela</i> , 44(2-3), 201-219.	-	YES
	Erjavec, K., Zgrabljic Rotar, N. (2000). Odgoj za medije u školama u svijetu Hrvatski model medijskog odgoja. <i>Medijska istraživanja</i> , 6(1), 89-107.	-	YES
	Ilišin, V. (2003). Mediji u slobodnom vremenu djece i komunikacija o medijskim sadržajima. <i>Medijska istraživanja</i> , 9(2), 9-34.	-	YES
	Rotar, N. Z. (2005). Mediji - medijska pismenost, medijski sadržaji i medijski utjecaji. Nada Zgrabljic Rotar (Ur.) <i>Medijska pismenost i civilno društvo</i> , Sarajevo: MediaCentar.	-	YES
Optional literature (at the time of submission of study programme proposal)	Boellstorff, T. (2008). <i>Coming of age in Second Life: An anthropologist explores the virtually human</i> . Princeton University Press. Fuchs, C., & Sandoval, M. (2013). <i>Critique, social media and the information society</i> . Routledge. TED (2014). <i>Creating Critical Thinkers Through Media Literacy: Andrea Quijada at TEDxABQED</i> . Podcast. http://tedxtalks.ted.com/video/Creating-Critical-Thinkers-Thro TED (2014). <i>Teaching Students to Understand Bias: TED</i> . Podcast. http://www.kristenswanson.org/2011/10/great-ted-talk-teaching-students-to.html		
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom, assessment of the seminar presentation and the written exam.		

NAME OF THE COURSE	PEDAGOGY OF GIFTED						
Code	FFPD52	Year of study	2				
Course teacher	Ivana Batarelo Kokić, Ph.D., Full Professor	Credits (ECTS)	3				
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	The main goal of the course is to introduce students to contemporary and historical issues in the area of gifted education in order to review possible educational opportunities.						
Course enrolment requirements and entry competences required for the course	No prerequisites.						
Learning outcomes expected at the	Upon the completion of the course, students will be able to: - Compare and critically think about different approaches to gifted education						

level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- Critically discuss about gifted education programs- Collaborate on identification of gifted- Collaborate on development of differentiated programs in gifted education.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course (1L+2S)2. Theoretical approaches to giftedness - I (1L+2S)3. Theoretical approaches to giftedness - II (1L+2S)4. Main characteristics of giftedness (1L+2S)5. Identification of gifted students (1L+2S)6. Educational policy and gifted education (1L+2S)7. Teaching gifted students: differentiated instruction (1L+2S)8. Teaching gifted students: research competence development (1L+2S)9. Midterm exam (1L+2S)10. Program planning in gifted education: designing programs for gifted (1L+2S)11. Parent-teacher partnership in gifted education (1L+2S)12. Technologies in gifted education (1L+2S)13. Twice-exceptional students (1L+2S)14. Giftedness and gifted education in different cultures (1L+2S)15. Final exam (1L+2S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participation in at least 80% of lecture and 80% of seminar classes, students will present selected course topics through seminar papers and online discussions. Students will pass a written test and achieve a minimum of 65% accuracy on the final/midterm test.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		Online discussions	0,25
	Essay		Seminar essay	0,25	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percept of participation in the class activities and online discussions (20%), completion of seminar tasks (30%), and midterm and final test results (50%). The additional evaluation and grading criteria for particular course tasks are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	George, D. (2005). <i>Obrazovanje darovitih: Kako identificirati i obrazovati darovite i talentirane učenike</i> . Zagreb: Educa.			1	-	
	Cvetković Lay, J. i Sekulić Majurec, A. (2008). <i>Darovito je, što ću s njim: priručnik za odgoj i obrazovanje darovite djece predškolske dobi</i> . Zagreb: Alinea.			2	-	
Optional literature (at the time of submission of	Cvetković Lay, J. (2010). <i>Darovito je, što ću sa sobom?: Priručnik za obitelj, vrtić i školu</i> . Zagreb: Alinea. Kostelnik, M. J., Onaga, E., Rohde, B., i Whiren, A. (2004). <i>Djeca s posebnim potrebama</i> . Zagreb: Educa.					

study programme proposal)	Vlahović-Štetić. V. (2005). Daroviti učenici: Teorijski pristup i primjena u školi. Zagreb: Institut za društvena istraživanja u Zagrebu.
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom, assessment of the seminar presentation and the written exam.

NAME OF THE COURSE		SOURCES OF SCIENTIFIC INFORMATION					
Code	FPD109	Year of study	2				
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	3				
Associate teachers	Snježana Dimzov, Ph. D., Lecturer	Type of instruction (number of hours)	L	S	P	T	
			15	15	15	0	
Status of the course	Elective	Percentage of application of e-learning	40%				
COURSE DESCRIPTION							
Course objectives	The aim of the course is to introduce to students the sources of information, in order to effectively search, retrieve, evaluate, select and ethically use information from which the majority refers to scientific information in the field of education. Students will become familiar with the search strategies of scientific databases.						
Course enrolment requirements and entry competences required for the course	There are no requirements for enrollment. Entry competences: - Linguistic, computer and information literacy; - The ability to read and write in English.						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Students will be able to: - Identify information needs - Effective and efficient use different sources and search strategies - Critically evaluate information - Use scientific information effectively and ethically						
Course content broken down in detail by weekly class schedule (syllabus)	1. Information sources - where to look for them (1L + 2S) 2. Libraries and library catalogs (1L + 2S) 3. University Library in Split (2S) 4. Printed and digital resources (2L + 1S) 5. Internet (2L + 2P) 6. Selecting and evaluating information sources (2L+ 2S) 7. Scientific databases (bibliographic, citation, full text) (2P + 2S) 8. Bibliographic databases (2L + 2P) 9. Preliminary exams 1 (1L) 10. Citation database (1L + 2P) 11. Full text database (2L+ 2P) 12. Ethics in science, plagiarism and citation (2P+ 2S) 13. Scientific information and scholarly journals (1P+ 1S) 14. Research and academic papers (2P + 1S) 15. Preliminary exams 2 (1L)						
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				

level of the course (4 to 10 learning outcomes)	<ul style="list-style-type: none">- explain the complexity of Education for Sustainable Development- describe the importance of Education for Sustainable Development- create the program of Education for Sustainable Development- carry out Education for sustainable development in pedagogical practice- create and apply interdisciplinary activities for students, with the objective of promoting Education for Sustainable Development during formal education, analyze , monitor, evaluate the teaching process during the promotion of the Education for Sustainable Development.					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. From prehistory until sustainable development2. From the concept of sustainable development to the Education for Sustainable Development3. The UN Decade of Education for Sustainable Development4. Thematical definement of Education for Sustainable Development5. Pedagogical principle of Education for Sustainable Development6. The role of education in the strategy of the sustainable development of Croatia7. Student's competences as an objective of Education for Sustainable Development8. The base of Education for Sustainable Development in the National Framework Curriculum9. Education for Sustainable Development in Croatian schools10. Experiential learning in Education for Sustainable Development11. Out-of classroom ways of teaching and learning in Education for Sustainable Development12. Community service study in Education for Sustainable Education13. Projects in Education for Sustainable Development14. Teacher's competences important for promoting Education for Sustainable Development15. Pedagogue's competences for promoting Education for Sustainable Education					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to regularly attend actively participate in all forms of classroom and extracurricular classes. In addition to participating in at least 80% of lectures, 80% of seminars and 100% of fieldwork, students should present certain teaching contents within the seminar paper and pass the colloquium and 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		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests	0,5	Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The grade is formed with regard to the realization of the following elements: participation in teaching activities (20%), fulfillment of seminar obligations (30%) and results in the colloquium and oral exam (50%). Criteria for evaluating and grading individual elements are described in the course repository.					

	Title	Number of copies in the library	Availability via other media
Required literature (available in the library and via other media)	Uzelac, V, Lepičnik-Vodopivec, V., Anđić, D. (2013). Djeca-odgoj i obrazovanje-održivi razvoj : u potrazi za novim perspektivama razvoja odgoja i obrazovanja djece za održivi razvoj	8	-
	Husanović-Pejnović, D. (2011). Održivi razvoj i izvanučionička nastava u zavičaju. Zagreb: Školska knjiga.	3	-
	Vrbanec B., Garašić, D. i Pašalić, A. (2011). Obrazovanje za održivi razvoj, priručnik za osnovne i srednje škole. Zagreb: Agencija za odgoj i obrazovanje. Dostupno: http://www.azoo.hr/images/izdanja/OOR_2011_web.pdf	-	yes
Optional literature (at the time of submission of study programme proposal)	1.Kostović-Vranješ, V. (2013): Uloga suvremenog učitelja u implementaciji obrazovanja za održivi razvoj U: Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene. Ivon H. (ur.), Filozofski fakultet u Splitu. 257-267 2.Kostović-Vranješ, V., Bulić, M. (2013): Izobraževanje za zdrav in trajnostni svet,. Okoljsko izobraževanje za 21. stoljeće, znanstvena monografija. Duh, Matjaž (ur.). Univerza v Mariboru Pedagoška fakulteta, RIS Dvorec Rakičan, Slovenia. 127-139 3.Murphy, G. (2011): Mali koraci, jednostavne zamisli koje mijenjaju planet Zemlju. Mozaik knjiga, Zagreb. 4.Šimleša, D. (2010): Ekološki otisak – Kako je razvoj zgazio održivost. TIM press d.o.o., Zagreb. Institut društvenih znanosti Ivo Pilar, Zagreb. 5. Kostović-Vranješ, V. (2009): Vzgoja in izobraževanje za okolje v zgodnjem otroštvu - podlaga za trajnostni razvoj. U: Edukacija za trajnostni razvoj. Duh, Matjaž (ur.). Založba PEF, Pedagoška fakulteta Univerze v Mariboru, RIS Dvorec Rakičan: 17-28. 6.Milčec, M. (2008): Nije smeće sve za vreće. Školska knjiga, Zagreb. 7.Vrbanec, B., Garašić, D., Pašalić, A. (2011): Obrazovanje za održivi razvoj, priručnik za osnovne i srednje škole. Agencija za odgoj i obrazovanje, Zagreb 8.UNESCO (2005). UNESCO and Sustainable Development, http://unesdoc.unesco.org/images/0013/001393/139369e.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 achieved other obligations, individual consultations, self-assessment of students' learning outcomes, collaborative assessment of implementation and quality of the teaching process.		

NAME OF THE COURSE		GERMAN LANGUAGE 3					
Code	HZY001	Year of study	2				
Course teacher	Eldi Grubišić Pulišelić, Ph. D., Full Professor	Credits (ECTS)	3				
Associate teachers	Ana Sarić, M. Sc., Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			15		15		
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the German language (intermediate level).						
Course enrolment requirements and entry competences	-						

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in German (intermediate level) -correctly use basic German grammar -communicate in German in common situations and participate in o participate in discussions related to various topics such as physical appearance, education, employment, family, education of children -know the basic concepts of German society and culture					
Course content broken down in detail by weekly class schedule (syllabus)	1.Aussehen und Persönlichkeit (1L+1E) 2. Personen beschreiben. Subjektiver Eindruck. Kleidung, Toleranz und Vorurteil. Artikelwörter (2L+2E) 3. Schule, Ausbildung, Beruf (2L+2E) 4. Wunschberufe, Berufswahl, Stellensuche. Präteritum der Modalverben (1L+1E) 5. Unterhaltung und Fernsehen (2L+2E) 6. Fernsehprogram.Lieder Reflexive Verben, Fragewörter, Pronomen (1L+1E) 7. Industrie, Arbeit und Wirtschaf (2L+2E) 8. Autoproduktion. Schichtarbeit. Passiv (2L+2E) 9. Familie und persönliche Beziehungen (1L+1E) 10. Eltern und Kinder. Erziehung früher und heute. Infinitivsatz (1L+1E)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to participate in classes and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are required to solve homework assignments, pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests.					
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		Homework assignment	1
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. pass a written exam (or an equivalent of 2 tests) – 60% 2. successful fulfilment of individual and group tasks – 10% 3. activity in class, participation in discussions during class – 10% 4. homework assignments – 20% The assessment and marking criteria of individual elements can be found 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)	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. Izdanja		YES
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. Izdanja		YES
Optional literature (at the time of submission of study programme proposal)	A German Grammar.		
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		FRENCH LANGUAGE 3				
Code	VUU090	Year of study	2			
Course teacher	Name subsequently	Credits (ECTS)	3			
Associate teachers		Type of instruction (number of hours)	L	S	E	F
			15	0	15	0
Status of the course	Elective	Percentage of application of e-learning	0%			
COURSE DESCRIPTION						
Course objectives	Introduction to the basics of the French language (intermediate level, A1).					
Course enrolment requirements and entry competences required for the course	Basic French knowledge.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in French (intermediate level) -correctly use basic French grammar -communicate in French in common situations and participate in discussions related to various topics such as physical appearance, sport, education, employment, traditions, food, le monde du travail. -know the basic concepts of French society and culture					
Course content broken down in detail by weekly class schedule (syllabus)	1. Le monde du travail, éducation 2. Qu'est-ce qu'on lui offre? 3. Le candidat idéal 4. La recherche d'emploi (video). 5. Pronoms COD, COI, en, ça 6. Enquête (goûts et préférences, intensité) 7. Quittez Paris (exprimer opinion, contestation) 8. Vivement les vacances (habitudes, goûts, conseils). 9. Verbes pronominaux au Présent et Passé Composé.10. Les Français en vacances 11. Decrire une region (Languedoc-Roussillon, Dalmatie) 12. Enfant de la ville (Imparfait, Passé Récent). 13. Fait divers (raconter au Passé Composé et Imparfait) 14. Ma première histoire d'amour 15. Meteo. Beau fixe (Fu3ur: prévision, probabilitte, certitude).					
	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

Format of instruction	<input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend lectures and exercises and actively participate in class activities. They are required to pass two colloquia or a final written exam.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Active participation in class 20%, two colloquia/written exam 80%. 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
	Le nouveau Taxi 1, G. Capelle, R. Menand, Hachette, Paris, 2009. Méthode de français.				/	Algoritam, online etc.
	Le nouveau Taxi 1, G. Capelle, R. Menand, Hachette, Paris, 2009. Cahier d'exercices.				/	
Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionnary.					
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		PEDAGOGY AND CHILDHOOD					
Code	FFPD105	Year of study	2				
Course teacher	Anita Mandarić Vukušić, Ph. D., Assistant Professor	Credits (ECTS)	3				
Associate teachers	Melita Anušić, Assistant	Type of instruction (number of hours)	L	S	E	F	
			15	30	0	0	

Status of the course	Elective	Percentage of application of e-learning	0 %			
COURSE DESCRIPTION						
Course objectives	<ul style="list-style-type: none">- interdisciplinary approach in comprehending the childhood- gain basic-general knowledge from history of childhood- learn childhood tradition in Republic of Croatia and in other cultures- recognize and analyze the importance of pedagogical aspect of childhood phenomena and to analyze pedagogical implications for childhood quality- recognize and evaluate the quality childhood factors (parents, teachers, pedagogues, society and media)- successfully communicate, orally and written, and present their assignment- develop skills for using information from different sources and use them in practical purpose- train students for team work.					
Course enrolment requirements and entry competences required for the course	None					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>Students will be able to:</p> <ul style="list-style-type: none">- interpret and critically reflect on basic theoretical and scientific conceptions of childhood phenomenon- analyze and explain different aspects of childhood interpretation with pedagogical reflection- evaluate the role of adults in construction of childhood quality (family, institutional and societal context)- analyze childhood in context of tradition of Republic of Croatia					
Course content broken down in detail by weekly class schedule (syllabus)	<p>The course includes the following topics:</p> <ol style="list-style-type: none">1. Different approaches to childhood research (2L+3S)2. Childhood through history (1L+3S)3. History and tradition of childhood in several countries and Republic of Croatia (1L+3S)4. Child's rights as factor of changes in understanding of childhood (2L+3S)5. Socio-cultural construction of childhood (1L+3S)6. Changes in family structure, priorities, and parental behavior as factors of new childhood (2L+4S)7. Quality of free time and play as main determinant of childhood (2L+4S)8. Promoting the image of the child in different cultures (Western countries, third world countries, and the position of Republic of Croatia) (1L+3S)9. Usual and unusual behavior of children (stereotypes, expectations, wishes and real needs) (2L+4S)					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Attend classes regularly (lectures 80%, seminars 80%), create and present a seminar essay according to pre-established criteria, and pass a written exam, and achieve a minimum of 50% - 64% accuracy on exam.					
Screening student work(name the	Class attendance	1,5	Research		Practical training	

proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the students, the final grade in the course is formed with regard to the realization of the following elements: 1. written exam - 50% 2. created and presented seminar essay in accordance with the instruction of teacher – 40% 3. class activity - 10%. Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Ledić, J. (2000). Dnevnik Mladena Lokara: uvod u povijest djetinjstva i mladosti. Rijeka: Filozofski fakultet.			-	YES	
	Ledić, J. (2000). Jedan pogled u povijest djetinjstva. U: Interakcija odrasli-dijete i autonomija djeteta. Rijeka: Visoka učiteljska škola u Osijeku i Visoka Učiteljska škola u Rijeci; 116-123.			-	YES	
	Spajić-Vrkaš, V. (1996). Odrastanje u tradicijskoj kulturi Hrvata. Zagreb: Naklada MD.			-	YES	
	D. Maleš (ur). (2011). Nove paradigme ranog odgoja. Filozofski fakultet Sveučilišta u Zagrebu, Zavoda za pedagogiju.			10	-	
	Spajić-Vrkaš, V., Stričević, I., Maleš, D., Matijević, M. (2004). Poučavati prava i slobode: Priručnik za učitelje osnovne škole s vježbama za razrednu nastavu. Zagreb: FFPress.			2	-	
	Corsaro, A.W. (2005). The Sociology of Childhood. London, New Delhy: Sage. (odabrana poglavlja)			-	YES	
	Berk, L. (2005). Psihologija cjeloživotnog razvoja. Jastrebarsko: Naklada Slap. (str 75-409) (odabrana poglavlja).			3	-	
Optional literature (at the time of submission of study programme proposal)	1. Ljubetić, M. (2012). Nosi li dobre roditelje roda?! Zagreb: Profil. 2. Ljubetić, M. (2011). Filozofija roditeljstva-obiteljsko ili društveno pitanje? Pedagogijska istraživanja, 8(2); 283-296. 3. Mendeš, B. Nazor, M., Sunko, E. (2009). Bumerang odgoja. Split: Liga za prevenciju ovisnosti. 4. Kušević, B. (2011). Socijalna konstrukcija roditeljstva-implikacije za obiteljsku pedagogiju. Pedagogijska istraživanja, 8(2), 297-310. 5. Prout, A. (2005). The Future of Childhood. Toward the Interdisciplinary Study of Childhood. London, New York: RoutledgeFalmer. 6. Nenadić, M. (ur.) (2011). Sociologija detinjstva (hrestomatija). Sombor: Pedagoški fakultet u Somboru. 7. Ilišin, V., Radin, F. (2002). Mladi uoči trećeg milenija. Zagreb: IDIZ i Državni zavod za zaštitu obitelji, materinstva i mladeži. 8. Vasta, R., Haith, M.M. i Miller, S.A. (1998). Dječja psihologija: Moderna znanost					

	Jastrebarsko: Naklada Slap. (odabrana poglavlja).
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, successfully completing tasks, student questionnaire on the quality of teaching and teachers at the university level, passed exam and the fulfillment of the other obligations prescribed by the syllabus, and students' self-assessment of the learning outcomes they achieved.

NAME OF THE COURSE		MEDIA SOCIALIZATION				
Code	FFPD60	Year of study	2			
Course teacher	Ivana Batarelo Kokić, Ph. D., Full Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	10%			
COURSE DESCRIPTION						
Course objectives	In this course students are introduced to the contemporary literature on media influence on cognitive, emotional and social development of children and youth. Through theoretical and research content, students have opportunity to critically discuss media influence on children and youth. Discussions include open questions, such as violent behaviour of children and youth, but also positive media influences.					
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)	Upon the completion of the course, students will be able to: <ul style="list-style-type: none">- Explain influences of media technology on the ways we are understanding society- Recognize social and institutional frameworks which impact children awareness of the media influence- Recognize role of media in changing role of people with disabilities in contemporary society- Describe a role of information-communications technology in socialization of people with disabilities.- Create media evaluation framework for educational use.- Prepoznati pojavu nasilja u društvenim medijima i promišljati o načinima prevencije nasilja					
Course content broken down in detail by weekly class schedule (syllabus)	<ol style="list-style-type: none">1. Introduction to the course (1L+2S)2. Media influence on social, economic and political development (1L+2S)3. Media and educational policy (1L+2S)4. Media in inclusive society (1L+2S)5. Media messages and stereotypes (1L+2S)6. Role of cartoons in socialization of preschool children (1L+2S)7. Role of digital media in socialization of youth (1L+2S)8. TV programs and their influence on changes in perception of children and youth (1L+2S)9. Midterm exam (1L+2S)10. Educational media evaluation (1L+2S)11. Contemporary social media (1L+2S)12. Violence in social media (3L+6S)13. Final exam (1L+2S)					
	<input checked="" type="checkbox"/> lectures		<input type="checkbox"/> independent assignments			

Format of instruction	<input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	In addition to participation in at least 80% of lecture and 80% of seminar classes, students will present selected course topics through seminar papers and online discussions. Students will pass a written test and achieve a minimum of 65% accuracy on the final/midterm test.					
Screening student work(<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course</i>)	Class attendance	1,5	Research		Practical training	
	Experimental work		Report		(Other)	0,25
	Essay		Seminar essay	0,25	(Other)	
	Tests	0,5	Oral exam		(Other)	
	Written exam	0,5	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Course achievement will be evaluated as the percent of participation in the class activities and online discussions (20%), completion of seminar tasks (30%), and midterm and final test results (50%). The additional evaluation and grading criteria for particular course tasks are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Ilišin, V., Bobinac, A. M., Radin, F. (2001). <i>Djeca i mediji: uloga medija u svakodnevnom životu djece</i> . Državni zavod za zaštitu obitelji, materinstva i mladeži.				1	-
	Rodek, S. (2011). Novi mediji i nova kultura učenja. <i>Napredak</i> , 152(1), 9-28.				-	YES
	Batarelo Kokić, I., Kisovar-Ivanda, T. (2015). Utjecaj komunikacijsko-informacijske tehnologije na obrazovanje odraslih s invaliditetom. <i>Školski vjesnik-Časopis za pedagoška i školska pitanja</i> , 63(4), 501-514.				-	YES
Optional literature (at the time of submission of study programme proposal)	Strasburger, V. C., Wilson, B. J., & Jordan, A. B. (2009). <i>Children, adolescents, and the media</i> . Sage. Jensen, K. B. (Ed.). (2013). <i>A handbook of media and communication research: qualitative and quantitative methodologies</i> . Routledge.					
Quality assurance methods that ensure the acquisition of exit competences	Class attendance, class activity, success in performing tasks; student survey on the quality of teaching and teachers at the university level; test completion and fulfilment of other obligations listed in the syllabus; individual consultations; students' self-assessment of the achieved learning outcomes and collaborative assessment of the implementation and quality of the teaching process in the classroom, assessment of the seminar presentation and the written exam.					

NAME OF THE COURSE		PEDAGOGY OF SPORT AND RECREATION					
Code	FFPD114	Year of study	2				
Course teacher	Tonča Jukić, Ph. D., Associate Professor	Credits (ECTS)	3				
Associate teachers	Damir Jurko, Ph. D., Assistant Professor <i>Name subsequently</i>	Type of instruction (number of hours)	L	S	P	T	
			15	15	15	0	

Status of the course	Elective	Percentage of application of e-learning	20%
COURSE DESCRIPTION			
Course objectives	To enable students for pedagogical work with children involved in sports and recreation and their parents and coaches.		
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 the course students will be able to:</p> <ul style="list-style-type: none"> - relate factors that have influence on individual's development in the context of sports and recreation - explain the communication-interaction aspect of competence development of the children athletes, with special emphasis on upbringing - argue contemporary learning theories in the context of the pedagogy of sport - illustrate on examples the role of educators, parents and coaches in competence development of children athletes, with particular emphasis on upbringing - develop pedagogical documentation needed for pedagogues to work with children athletes, their parents and coaches - solve specific problem situations in the pedagogue's work with children athletes, their parents and coaches - document and evaluate practical experiences - do self-reflection and reflection of practice 		
Course content broken down in detail by weekly class schedule (syllabus)	<p>Lectures:</p> <ul style="list-style-type: none"> - introduction to the course; the aim and tasks of the pedagogy of sports and recreation; the relationship between pedagogy of sport and recreation and other sciences; definition of basic concepts; factors that influence personality development, theories of personality development (3 L) - developmental characteristics of the child in the context of sports and recreation; psychological preparation of children athletes from the pedagogical aspect; creating a positive motivational climate for children involved in sports and recreation (6 L) - learning theories and pedagogies of sport; the role of educators in training parents and trainers for a modern pedagogical-didactic approach to children involved in sports and recreation (3 L) - competence theory and interaction-communication aspect of competence development; development of pedagogical documentation required for pedagogue's work with children athletes, their parents and coaches (3 L) <p>Seminars:</p> <ul style="list-style-type: none"> - application of insights from psychology, pedagogy and didactics in the process of planning pedagogue's work with children athletes, their parents and coaches, on examples - presentation of written seminar paper: development of pedagogical documentation and solving specific problem situations (15 S) <p>Exercises:</p> <ul style="list-style-type: none"> - introduction to demonstration classes (2 P) - demonstration classes at a sports club under the mentorship of a club pedagogue with documentation and evaluation of practical experiences (10 P) - analyzing demonstration classes: self-reflection and practice reflection (3 P) 		
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)	

Student responsibilities	Students are required to participate in lectures (80%), seminars (80%), and exercises (90%), present a seminar essay and analyze in written form (self-reflection, reflection) practical training during the hospice.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1,5	Research		Practical training	0,5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	0,5	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	The final grade will be formed with regard to the realization of the following elements: presentation of a seminar essay (40%), written analysis of practical training (self-reflection, reflection) during the hospice (30%) and oral exam (30%), The additional evaluation and grading criteria for particular course tasks are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Armour, K. (ur.) (2013). <i>Sport Pedagogy: An Introduction for Teaching and Coaching</i> . London i New York: Routledge (selected chapters).				-	yes
	Balent, B., Kobilšek, A. i Sašek, H. (2017). <i>Psihološka znanja i alati u sportskoj praksi: Priručnik za trenere</i> . Zagreb: Sportski savez Grada Zagreba (selected chapters).				2	-
	Lukić, M. (2004). <i>Elementi pedagogije športa i rekreacije</i> . Zagreb: HPKZ				1	-
	Miljković, D. (2009.). <i>Pedagogija za sportske trenere</i> . Zagreb: KIF				1	-
	Teaching materials				-	yes
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none">1. Bratanić, M. (2002.). <i>Paradoks odgoja</i>. Zagreb: Hrv. sveučilišna naklada2. Everley, S. i Macfadyen, T. (2017). „I like playing on my trampoline; it makes me feel alive.“ Valuing physical activity: perceptions and meanings for children and implications for primary schools. <i>Education 3-13</i>, 45 (2), 151-175.3. Foretić, N. i Bjelajac, S. (2009). Odnos roditelja prema sportu u fazi sportske inicijacije. <i>Školski vjesnik</i>, 58 (2), 209-2234. Gordon, B. i Doyle, S. (2015). Teaching Personal and Social Responsibility and Transfer of Learning: Opportunities and Challenges for Teachers and Coaches. <i>Journal of Teaching in Physical Education</i>, 34, 152-161.5. Milat, J. (2005). <i>Pedagogija (ili) teorija osposobljavanja</i>. Zagreb: Školska knjiga6. Tinning, R. (2008). <i>Pedagogy, Sport Pedagogy, and the Field of Kinesiology. Quest</i>, 60 (3), 405-424.7. Willis, M. I Kindle Hodson, V. (2004). Otkrijte stil učenja vašeg djeteta. Lekenik: Ostvarenje8. Scientific papers and books – optional					
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					

Code	HZY001		Year of study	2			
Course teacher	Eldi Grubišić Pulišelić, Ph. D., Full Professor		Credits (ECTS)	3			
Associate teachers	Ana Sarić, M. Sc., Teaching Assistant	Type of instruction (number of hours)	L	S	E	F	
			15		15		
Status of the course	Elective	Percentage of application of e-learning	20%				
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the German language (intermediate level).						
Course enrolment requirements and entry competences required for the course	-						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in German (intermediate level) -correctly use basic German grammar and spelling -communicate in German in common situations and participate in o participate in discussions related to various topics such as environmental protection, weather, travel, generational differences -know the basic concepts of German society, culture and lifestyle						
Course content broken down in detail by weekly class schedule (syllabus)	1. Natur und Umwelt (1L+1E) 2. Landschaftstypen. Wetter. Relativsatz (2L+2E) 3. Deutsche im Ausland und Ausländer in Deutschland (2L+2E) 4. Urlaubsvorbereitung. Reiseerlebnisse. Im Ausland arbeiten. Indirekter Fragesatz (2L+2E) 5. Nachrichten und Politik (2L+2E) 6. Nachrichten. Wahlsystem. Präpositionen (2L+2E) 7. Alte Menschen (1L+1E) 8. Altenheime. Überalterung. Reflexive Verben (1L+1E) 9. Bücher lesen (1L+1E) 10. Lyrik. Buchbeschreibungen. Grammatische Übungen (1L+1E)						
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)				
Student responsibilities	Students are required to participate in classes and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes. They are required to solve homework assignments, pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 60% on the exam/tests.						
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		Homework assignment	1	
	Essay		Seminar essay		(Other)		
	Tests		Oral exam		(Other)		

	Written exam	1	Project		(Other)	
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. pass a written exam (or an equivalent of 2 tests) – 60% 2. successful fulfilment of individual and group tasks – 10% 3. activity in class, participation in discussions during class – 10% 4. homework assignments – 20% The assessment and marking criteria of individual elements can be found in the course repository.					
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media	
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Kursbuch), Max Huber Verlag, 1998. ili dr. Izdanja				YES	
	Aufderstraße, H.: Themen neu 2. Lehrwerk für Deutsch als Fremdsprache (Arbeitsbuch), Max Huber Verlag, 1998. ili dr. Izdanja				YES	
Optional literature (at the time of submission of study programme proposal)	A German Grammar.					
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		FRENCH LANGUAGE 4					
Code	VUU091	Year of study	2				
Course teacher	<i>Name subsequently</i>	Credits (ECTS)	3				
Associate teachers		Type of instruction (number of hours)	L	S	E	F	
			15	0	15	0	
Status of the course	Elective	Percentage of application of e-learning	0%				
COURSE DESCRIPTION							
Course objectives	Introduction to the basics of the French language (intermediate level A1/A2).						
Course enrolment requirements and entry competences required for the course	Basic French knowledge (lower intermediate level).						

Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon successful completion of the course, students will be able to: -correctly read and understand texts in French (intermediate level) -correctly use basic French grammar and spelling -communicate in French in common situations and participate in discussions related to various topics such as job, environmental protection, weather, travel, generational differences, personal experience. -know the basic concepts of French society, culture and lifestyle					
Course content broken down in detail by weekly class schedule (syllabus)	1. Je me présente 2. De mère en fille 3. Blog 4. Famille en or (présentations formelles et activités quotidiennes) 5. Parisien, qui êtes-vous (origines sociales, géographiques) 6. Questions de mode (pronoms démonstratifs, relatifs) 7. Une minute pour un projet (Conditionnel présent, pronoms interrogatifs) 8. Les ados 9. Parler de ses rêves, préoccupations, projets. 10. L'immigration en France (video) 11. Le logement idéal 12. A bicyclette (environnement, healthy moving) 13. Destination soleil 14. Choix de vie (caracteriser, comparer). 15. De bonnes résolutions (condition).					
Format of instruction	<input checked="" type="checkbox"/> lectures <input type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Students are required to attend lectures and exercises and actively participate in class activities. They are required to pass two colloquia or a final written exam.					
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1	Research		Practical training	
	Experimental work		Report		(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	2	Project		(Other)	
Grading and evaluating student work in class and at the final exam	Active participation in class 20%, two colloquia/written exam 80%. 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
	Le nouveau Taxi 2, G. Capelle, R. Menand, Hachette, Paris, 2009. Méthode de français.				/	Algoritam, online etc.
	Le nouveau Taxi 2, G. Capelle, R. Menand, Hachette, Paris, 2009. Cahier d'exercices.				/	
Optional literature (at the time of submission of study programme proposal)	A French Grammar. A French Dictionary.					
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none">- class attendance, class activity, successfully completing tasks- student questionnaire on the quality of teaching and teachers at the university level- passed exam and the fulfillment of the other obligations prescribed by the syllabus- individual consultations- students' self-assessment of the learning outcomes they achieved- collaborative assessment of the implementation and quality of the teaching process					

NAME OF THE COURSE		PSYCHOLOGY OF JUDGMENT AND DECISION MAKING				
Code	FFPD97	Year of study	3			
Course teacher	Darko Hren, Ph. D., Associate Professor	Credits (ECTS)	3			
Associate teachers	-	Type of instruction (number of hours)	L	S	P	T
			15	30	0	0
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	The goal of this course is to familiarize students with basic findings from cognitive psychology, with an emphasis on those related to judgment and decision making.					
Course enrolment requirements and entry competences required for the course	None.					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	After this course, students will be able to: <ul style="list-style-type: none">- name the most fundamental cognitive processes- describe the main characteristics of different levels of cognitive processing- explain processes and principles underlying judgment and decision making in everyday life- critically evaluate the principles of rational behavior- recognize own biases and limitations in judgment and decision making- analyse the relationship between individuals' cognitive functioning and social behaviors- evaluate the relevance of different approaches in cognitive psychology.					
Course content broken down in detail by weekly class schedule (syllabus)	<ul style="list-style-type: none">- Cognitive psychology.- Research methodology in cognitive psychology.- Perception and attention.- Learning, memory and knowledge.- Automatic and controlled processing. Executive processes.- Thinking, inductive and deductive reasoning. Problem solving.- Judgment and decision making.- Social cognition: Judgment and decision making in the social context.- Rationality. The influence of emotion on judgment and decision making.- Dual process theory: Intuitive and rational judgments.- Motivated reasoning.- Biases and heuristics in judgment and decision making.- Reducing biases in judgment and decision making.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Students are required to: <ul style="list-style-type: none">- actively participate in classes: lectures 70%, seminars 75%- conduct themselves in line with ethical and scientific principles of higher education- participate in and complete in-class and out-of-class (individual and group) activities which enable the acquisition of course outcomes- write and present a seminar paper in line with previously determined criteria- pass a written exam (or an equivalent of 2 tests) and achieve a minimum score of 50% on the exam/tests- meet deadlines for activities within the course					

	- complete individual and group tasks in a timely manner and to the best of their ability - actively and constructively participate in class							
Screening student work(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)	Class attendance	1.5	Research		Practical training			
	Experimental work		Report		(Other)			
	Essay		Seminar essay	0.5	(Other)			
	Tests	0.5	Oral exam		(Other)			
	Written exam	0.5	Project		(Other)			
Grading and evaluating student work in class and at the final exam	In line with the course learning outcomes and the students' obligations, the final grade for the course is formed according to the completion of the following elements: 1. a passing grade in the written exam, i.e. two tests (a positive grade in both tests is equivalent to the written examination) – 50% 2. written and presented seminar paper in line with the course teacher's instructions – 30% 3. successful fulfilment of individual and group tasks and class activity – 20% The assessment and marking criteria of individual elements can be found in the course repository.							
Required literature (available in the library and via other media)	Title			Number of copies in the library	Availability via other media			
	Sternberg, R. (2005). Kognitivna psihologija. Jastrebarsko: Naklada Slap.			3	-			
Optional literature (at the time of submission of study programme proposal)	Ariely, D. (2009). Predvidljivo iracionalni. Zagreb: VBZ. Aronson, E., Wilson, T.D., Akert, R.M. (2005). Socijalna psihologija. Zagreb: Mate. Gigerenzer, G. (2008). Snaga intuicije: Inteligencija nesvjesnoga. Zagreb: Algoritam. Gilbert, D. (2009). Mit o sreći. Zagreb: Algoritam. NE Kahneman, D. (2013). Misliti brzo i sporo. Zagreb: Mozaik knjiga. Plous, S. (1993). The psychology of judgment and decision making. Mcgraw-Hill Book Company. Stanovich, K.E. (2009). Decision Making and Rationality in the Modern World. USA: Oxford University Press. Thaler, R. H., Sunstein, C. R. (2009). Poticaj. Zagreb: Planetopija							
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfilment of the other obligations prescribed by the syllabus - - individual consultations							
NAME OF THE COURSE RESEARCH-ORIENTED SCIENCE TEACHING								
Code	FFPD39		Year of study		3			
Course teacher	Ivana Restović, Ph. D., Assistant Professor		Credits (ECTS)		3			
Associate teachers	-		Type of instruction (number of hours)		L	S	E	F
					15	30	0	0
Status of the course	Elective		Percentage of application of e-learning		5 %			
COURSE DESCRIPTION								
Course objectives	Training students for successful planning, monitoring and evaluation of the Research-oriented Science Teaching.							
Course enrolment requirements and entry competences	None.							

required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	The students will be trained for the following knowledge and skills: - Independently monitor and explain the basic principles of research in the natural oriented teaching in the classroom and in every day-life, - describe and distinguish the scientific methods and procedures of research in the Research-oriented science teaching, - explain the principle of the scientific method and its application in the educational process - explain the principles of implementation of the experiments and practical work, the process of writing a scientific work, projects as well as organization of the field work - explain and define the principles of the presentation and promotion of the science research results - evaluate the application of the modern teaching aids and equipment in the Research-oriented Science teaching, - monitor and critically analyze the results in the Research-oriented Science teaching, - develop and use acquired research capabilities with aim of lifelong learning and personal development, - compare theory and practice, explain the complexity of their relation and apply acquired knowledge and skills in the teaching practice.					
Course content broken down in detail by weekly class schedule (syllabus)	1. Research-oriented Science teaching. 2. The modern approach to Research-oriented Science teaching. 3. Experiential learning – the base of the research teaching. 4. Interdisciplinary approach in the Research-oriented Science teaching. 5. Outdoor Research-oriented Science teaching. 6. Methodology and procedures of the Research-oriented Science teaching. 7. Natural science method in the Research-oriented Science teaching. 8. Experiment and practical work in the Research-oriented Science teaching. 9. Teacher in the Research-oriented Science teaching. 10. Students in the Research-oriented Science teaching. 11. Cooperative learning in the Research-oriented Science teaching. 12. Project work in the Research-oriented Science teaching. 13. Elements of scientific work in the Research-oriented Science teaching. 14. Analysis, display and presentation of the results of students' research work. 15. Critical reflection and evaluation of the research.					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on line in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	1. Regular course attendance – lectures (85 %) and seminars (85 %) 2. preparation and presentation of seminars, in accordance with the instructions of the teacher 3. active participation in the discussions during the seminars and workshops 4. behave in accordance with ethical and scientific principles in academic community					
Monitoring of students' 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 and workshops	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	<p>The final grade of the course will be formed from the activities of lectures and seminars (participation in discussions, presentation of personal views and ideas, drawing conclusions ...), evaluation of seminar work and designed workshops</p> <p>1. prepared and presented seminar paper in accordance with the instructions of teachers - 30%</p> <p>2. presented workshop, argumentative discussion of the workshop - 70%</p> <p>Criteria for evaluating and grading individual elements are described in the course repository.</p>		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	Borić, E. (2009): Teaching handbook, Research-oriented Science and Society teaching. Faculty of Educational Sciences, Osijek.	/	YES
	Kostović-Vranješ, V.(2015). Metodika nastave predmeta prirodoslovnog područja. Školska knjiga, Zagreb.	10	/
	De Zan, I. (1994): Research teaching in biology. School newspaper, Zagreb.	10	/
Optional literature (at the time of submission of study programme proposal)	<ol style="list-style-type: none"> 1. Šolić, M. (2006). Introduction in science work. Institute of Oceanography and Fisheries – Split. Split: University in Split. 2. De Zan, I. (2005): Didactic of the Science and Society. Školska knjiga, Zagreb. 3. Belavić, D. (2003): Project and research teaching in the elementary school. Conference proceedings of the Faculty of the Educational Sciences. 5, 1 (5): 99-107. 4. Borić, E., Peko, A., Vujnović, M. (2002). Learning about nature from nature. In: To quality school. Split: HPKZ – branch Split 5. Borić, E., Peko, A., Novoselić, D. (2001). Experience teaching in biology. 405-412., In: M. Kramar i M. Duh (ed), Book of papers from an international science conference "Didactic and methodical aspects of the reform and development of education". Maribor, Faculty of Education 6. Jakopović, Ž. (2000): Students experimental science projects. Napredak, 141, 1: 93-99. 7. Kosanović, M. (2000): Students questions and research teaching. Conference proceedings of the Faculty of Educational Sciences, Zagreb, 2, 1(2): 361-366. 8. De Zan, I. (1999): Science processes in the initially science teaching. Conference proceedings of the Faculty of Educational Sciences, Zagreb, 1 (1): 7-18. 		
Quality assurance methods that ensure the acquisition of exit competences	<ol style="list-style-type: none"> 1. Monitoring student's activity as well as participation in discussion, expressing personal opinion and critical judgment 2. quality of the seminar presentation, student involvement during seminars and practical work 3. student questionnaire on the quality of teaching and teachers at the university level 4. passed exam and the fulfillment of the other obligations prescribed by the syllabus 		
Other (as the proposer wishes to add)			

NAME OF THE COURSE		ALTERNATIVE CONCEPTIONS OF EDUCATION	
Code	FFPD74	Year of study	3
Course teacher	Morana Koludrović, Ph. D., Associate Professor	Credits (ECTS)	3

Associate teachers	-	Type of instruction (number of hours)	L	S	E	F
			15	15	0	15
Status of the course	Elective	Percentage of application of e-learning	20%			
COURSE DESCRIPTION						
Course objectives	As part of the course, students will learn about different directions of reform pedagogy and foundations of pedagogical pluralism and scientific explanations of the teaching process and education of various models of reform pedagogy, as well as the basic alternative education theories. Based on the acquired theoretical knowledge and direct insight into activities of some alternative educational institutions, students will be able to describe, analyze and evaluate different pedagogical theories, study examples of alternative schools and kindergartens in the Republic of Croatia, and to participate in projects of team development of an alternative school model.					
Course enrolment requirements and entry competences required for the course						
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	Upon completion of the course, students will be able to: - define and explain the pedagogical pluralism in Croatia and Europe. - differentiate and explain meanings of the concepts of alternative schools, reform pedagogies and antipedagogy. -explain the relationship between socio-economic and cultural-ideological influence on the occurrence of certain reform concepts. - describe, explain and evaluate the main methodological, pedagogical and didactic-methodological peculiarities of certain alternative conceptions. - to investigate, analyze and evaluate the situation and the possibilities of implementing the reform pedagogical conceptions in the Croatian educational institutions system. - devising possibilities of implementation of alternative pedagogical concepts in Croatia.					
Course content broken down in detail by weekly class schedule (syllabus)	<div><div>1.</div><div>Pedagogical and school pluralism: Basic concepts (1L+1S)</div></div> <div><div>2.</div><div>Selected topics from the history of preschool and school pedagogy (1L+1S)</div></div> <div><div>3.</div><div>Reform pedagogy from the beginning of the 20th century (1L + 1S)</div></div> <div><div>4.</div><div>Pedagogy of Maria Montessori (1L + 1S + 5F)</div></div> <div><div>5.</div><div>Pedagogy of Rudolf Steiner (1L + 1S + 5F)</div></div> <div><div>6.</div><div>Pedagogy of Peter Petersen (1L + 1S)</div></div> <div><div>7.</div><div>Pedagogy of Celestine Freinet (1L + 1S)</div></div> <div><div>8.</div><div>Pedagogy of Loris Malaguzzi (1L + 1S)</div></div> <div><div>9.</div><div>Pedagogy of John Dewey (1L + 1S)</div></div> <div><div>10.</div><div>Pedagogical model "Step by Step" (1L + 1S)</div></div> <div><div>11.</div><div>Agazzi pedagogy (1L + 1S)</div></div> <div><div>12.</div><div>Free schools - democratic schools (1L + 1S)</div></div> <div><div>13.</div><div>Other alternative pedagogies and pedagogical movements (eg Don Bosco pedagogy, Sathia Sai, ...) (1L + 1S)</div></div> <div><div>14.</div><div>Pedagogical pluralism in the systems of preschool and general and compulsory education and education in the Republic of Croatia (1L + 1S + 5F)</div></div> <div><div>15.</div><div>Political and legal framework for the establishment of alternative schools; opportunities implementations (1L + 1S)</div></div> <div>Seminars are organized as workshops in which students prepare, critically cogitate and discuss issues, current events and problems important for classroom management and plan new strategies of prevention and resolution of detected problems. In the implementation of the seminar active participation, cooperative learning and teamwork are expected from students.</div>					

Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> on linein entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work			<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)		
Student responsibilities	Participate in the educational process: lectures 80% and seminars 80%, and field work 100%. Behave in accordance with ethical and scientific principles in higher education. Actively and constructively participate in the teaching process. Participate and perform teaching and extracurricular (individual, group and research) activities that enable the acquisition of learning outcomes provided by the course. Create and present a seminar paper according to established criteria. Pass the 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		(Other)	
	Essay		Seminar essay	0,5	(Other)	
	Tests		Oral exam	1	(Other)	
	Written exam		Project		(Other)	
Grading and evaluating student work in class and at the final exam	In accordance with the learning outcomes of the course and the obligations of the student, the final grade in the course is formed with regard to the realization of the following elements: 1. Seminar paper - 30% 2. Success in solving individual and group tasks - 20% 3. Class activity, participation in discussions during classes and seminars - 20% 4. Oral exam - 30% Criteria for evaluating and grading individual elements are described in the course repository.					
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Matijević, M., (2001). Alternativne škole: didaktičke i pedagoške koncepcije, Zagreb: Tipex - odabrana poglavlja.				1	-
	Seitz, M., Hallwachs, U., (1997). Montessori ili Waldorf, Zagreb: Educa.				1	-
Optional literature (at the time of submission of study programme proposal)	1. Matijević, M. (1992). Prema slobodnoj školi, Zbornik radova: Prema slobodnoj školi. Zagreb: Institut za pedagogijska istraživanja - odabrana poglavlja. 2. Carljern, F. (1969). Odgoj ka slobodi. Zagreb: Društvo za waldorfsku pedagogiju. 3. Montessori, M. (2003). Dijete: tajna djetinjstva. Jastrebarsko: Naklada Slap. 4. Philipps, S. (1999). Montessori priprema za život. Jastrebarsko: Naklada Slap.					
Quality assurance methods that ensure the acquisition of exit competences	- class attendance, class activity, successfully completing tasks - student questionnaire on the quality of teaching and teachers at the university level - passed exam and the fulfillment of the other obligations prescribed by the syllabus - individual consultations - students' self-assessment of the learning outcomes they achieved - collaborative assessment of the implementation and quality of the teaching process					

NAME OF THE COURSE		Professional practice in the teaching base				
Code	HZX008	Year of study	3			
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 simpler 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 third year of undergraduate 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)	<p>Course learning outcomes:</p> <ol style="list-style-type: none">1. Apply the knowledge and skills acquired during the undergraduate studies necessary for independent observation and solving simpler concrete problems in a real work environment.2. Prepare a report on professional practice and explain the tasks performed with the attachment of relevant documentation. <p>Individual learning outcomes:</p> <ol style="list-style-type: none">1. Describe the structure of the selected teaching base.2. Recognize the challenges posed by the work environment and explain the processes of facing specific challenges.3. Analyze concrete practical situations based on recent scientific sources.4. Monitor, document and evaluate processes in the teaching base.5. Describe the problems arising from specific work tasks in the teaching base and explain the processes of solving them.6. Document personal practice and reflexively evaluate it critically.					
Course content broken down in detail by weekly class schedule (syllabus)	Professional practice is realized through the performance of specific work tasks with work with a mentor from the teaching base. Professional practice lasts 80 working hours. With the consent of the mentor from the Faculty the mentor from the teaching base plans work tasks. The remaining 70 working hours relate to mentoring (10 hours mentor / teacher from the Faculty, 20 working hours mentor from the teaching base), literature research (10 working hours), preparation of the Report on professional practice (20 working hours), preparation and implementation of defense Reports to the mentor from the Faculty (10 working hours).					
Format of instruction	<input type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> online in entirety <input type="checkbox"/> partial e-learning <input checked="" type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input type="checkbox"/> (other)			

Student responsibilities	<ul style="list-style-type: none"> - 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 each activity 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	<p>Professional practice is descriptively evaluated by mentors of the teaching base and of the Faculty. The mentor from the teaching base continuously monitors the regularity of coming to practice, diligence and success in solving the set work tasks. At the end of the internship, the mentor assigns one of the following two descriptive grades to the student:</p> <ul style="list-style-type: none"> • The student has successfully completed a professional internship • The student did not successfully complete the internship. <p>In case the student has not successfully completed the internship, the internship mentor should explain the grade in writing, and the mentor from the Faculty enters the grade of the internship "Not passed".</p> <p>If the mentor's grade from the teaching base "Student has successfully completed a professional internship" is a mentor from the Faculty, analyzes the Professional Practice Report, discusses work assignments with the student and assigns one of the following two descriptive grades:</p> <ul style="list-style-type: none"> • The student has successfully prepared and defended the Internship Report • The student did not successfully prepare and defend the Professional Practice Report. <p>If the mentor from the Faculty gave the grade "Student did not successfully prepare and defend the Report on professional practice" the grade should be explained in writing. 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. In accordance with the learning outcomes of the course and the obligations of the student, a descriptive grade is formed with regard to the realization of the following elements:</p> <ol style="list-style-type: none"> 1. Achieved practical work, - 60% 2. Prepared and presented Report, in accordance with the instructions of mentors - 20% 3. Consultations with mentors and independent research - 20% 					

Required literature	Professional literature is defined by the mentor from the teaching base.
Optional literature	Optional literature is defined by the mentor from the teaching base.
Quality assurance methods that ensure the acquisition of exit competences	<p>Before joining the professional practice in the teaching base the mentor / teacher from the Faculty explains the instructions for performing the practice, documenting the process and compiling the Report on professional practice.</p> <p>During the professional practice, the mentor / teacher from the Faculty, the mentor in the teaching base and the student hold consultations on the process, records are kept on the student's presence and activities. The realized professional practice is continuously monitored as a team through discussion, (self) analysis and (self) evaluation</p> <p>After completing the internship, the student fills out a survey on the quality of the internship in accordance with the Rules.</p>
Other (as the proposer wishes to add)	

3. STUDY PERFORMANCE CONDITIONS

3. 1. Places of the study performance

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

3. 2. List of teachers and associate teachers

Course	Teachers and associate teachers
History of Pedagogy	Ines Blažević, Ph. D., Assistant Professor Martina Lončar, Ph. D., Lecturer
Philosophy of Education	Marita Brčić Kuljiš, Ph. D., Associate Professor Perislava Bešić Smlatić, M. Sc., Lecturer Josip Guć, Teaching Assistant
Language Culture	Katarina Lozić Knezović, Ph. D., Associate Professor Josipa Korljan Bešlić, Ph. D., Senior Lector
Attachement across the Lifespan	Ina Reić Ercegovac, Ph. D., Associate Professor <i>Name subsequently</i>
Creativity as Pedagogical Challenge	Tonča Jukić, Ph. D., Associate Professor Ana Pirić, Lecturer
German Language 1	Eldi Grubišić Pulišelić, Ph. D., Full Professor Ana Sarić, M. Sc., Teaching Assistant
French Language 1	<i>Name subsequently</i>
Systematic Pedagogy	Tonča Jukić, Ph. D., Associate Professor Melita Anušić, Assistant
Developmental Psychology	Ina Reić Ercegovac, Ph. D., Associate Professor Ivan Buljan, Ph. D., Lecturer
Foreign Language Instruction	Gordan Matas, Ph. D., Assistant Professor
Violence in Close Relationships	Ina Reić Ercegovac, Ph. D., Associate Professor Katija Kalebić Jakupčević, Ph. D., Postdoctorand
Pedagogical Communication	Sonja Kovačević, Ph. D., Full Professor Joško Barbir, M. Sc., Teaching Assistant
German Language 2	Eldi Grubišić Pulišelić, Ph. D., Full Professor Ana Sarić, M. Sc., Teaching Assistant
French Language 2	<i>Name subsequently</i>
Introduction to Scientific Literacy	Darko Hren, Ph. D., Associate Professor Snježana Dimzov, Ph. D., Lecturer Andrijana Perković Paloš, Ph. D., Postdoc. Sani Kunac, Teaching Assistant
Introduction to Civic Education	Maja Ljubetić, Ph. D., Full Professor Ante Grčić, Assistant
School Pedagogy	Ines Blažević, Ph. D., Assistant Professor
Inclusive Pedagogy	Ivana Batarelo Kokić, Ph. D., Full Professor
Introduction to Media Pedagogy	Ivana Batarelo Kokić, Ph. D., Full Professor
Pedagogy of Gifted	Ivana Batarelo Kokić, Ph. D., Full Professor
Sources of Scientific Information	Darko Hren, Ph. D., Associate Professor Snježana Dimzov, Ph. D., Lecturer
Education for Sustainable Development	Vesna Kostović-Vranješ, Ph. D., Associate Professor

German Language 3	Eldi Grubišić Pulišelić, Ph. D., Full Professor Ana Sarić, M. Sc., Teaching Assistant
French Language 3	<i>Name subsequently</i>
Didactics	Sonja Kovačević, Ph. D., Full Professor Joško Barbir, M. Sc., Teaching Assistant
Preschool Pedagogy	Maja Ljubetić, Ph. D., Full Professor
Educational Leadership	Morana Koludrović, Ph. D., Associate Professor
Pedagogy and Childhood	Anita Mandarić Vukušić, Ph. D., Assistant Professor Melita Anušić, Assistant
Media Socialization	Ivana Batarelo Kokić, Ph. D., Full Professor
Pedagogy of Sport and Recreation	Tonča Jukić, Ph. D., Associate Professor Damir Jurko, Ph. D., Assistant Professor <i>Name subsequently</i>
German Language 4	Eldi Grubišić Pulišelić, Ph. D., Full Professor Ana Sarić, M. Sc., Teaching Assistant
French Language 4	<i>Name consequently</i>
Multimedia Didactics	Ines Blažević, Ph. D., Assistant Professor
Educational Psychology	Darko Hren, Ph. D., Associate Professor <i>Name subsequently</i>
Andragogy	Ivana Batarelo Kokić, Ph. D., Full Professor
Psychology of Judgement and Decision Making	Darko Hren, Ph. D., Associate Professor
Research Oriented Science Teaching	Ivana Restović, Ph. D., Assistant Professor
Alternative Conceptions of Education	Morana Koludrović, Ph. D., Associate Professor
School Pedagogue and Methodics of Teaching	Ines Blažević, Ph. D., Assistant Professor
Social Pedagogy	Maja Ljubetić, Ph. D., Full Professor Toni Maglica, Ph. D., Postdoctorand
Professional Practice at a Teaching Base	all teachers appointed to scientific-teaching grades who are involved in teaching

3. 3. Curriculum vitae of the course teachers

First and last name and title of teacher	Joško Barbir, M. Sc., Assistant
The course he/she teaches in the proposed study programme	Didactics, Pedagogical Communication
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35, Split
Telephone number	(021) 329284
E-mail address	jbarbir@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	366034
Research or art rank, and date of last rank appointment	Assistant, 27.11.2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	-
Area and field of election into research or art rank	Social sciences fields, pedagogy field
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences Split
Date of employment	27.11.2017

Name of position (professor, researcher, associate teacher, etc.)	Assistant
Field of research	High education
Function	Assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Master of science in the field of social sciences.
Institution	Faculty of Humanities and Social Sciences Rijeka
Place	Rijeka, Croatia
Date	2002.
INFORMATION ON ADDITIONAL TRAINING	
Year	2018.
Place	Zadar, Croatia
Institution	University of Zadar.
Field of training	Doctoral studies
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian language
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Action research in practice pedagogy-Department of pedagogy. Basic methodology of pedagogical research-Department of early childhood education. Didactics-Teaching course graduate study programme. Pedagogical communication- Department of pedagogy
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	-
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Alajbeg, A., Kovačević, S., Barbir J.; Uloga kvalitete obiteljskih interakcija na ponašanje djece u vršnjačkom nasilju, Family and modern society - challenges and perspectives, 1 (2020), 1; 110-118, doi:10.7251/ZCMZ2001110A
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Faculty of Humanities and Social Sciences Rijeka, Study of Pedagogy, Graduate Professor of Pedagogy..
PRIZES AND AWARDS	

Prizes and awards for teaching and scholarly/artistic work	
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First and last name and title of teacher	Ivana Batarelo Kokić, Ph. D., Full Professor
The course he/she teaches in the proposed study programme	Inclusive Pedagogy; Andragogy; Introduction to Media Pedagogy; Media Socialization; Pedagogy of Gifted
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329284
E-mail address	batarelo@ffst.hr
Personal web page	http://marul.ffst.hr/~batarelo/dokuwiki
Year of birth	
Scientist ID	257575
Research or art rank, and date of last rank appointment	Scientific Advisor, 3. 12. 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 22. 2. 2018
Area and field of election into research or art rank	Social sciences; Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.10.2008
Name of position (professor, researcher, associate teacher, etc.)	Full Professor
Field of research	Higher education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Arizona State University
Place	Tempe, AZ, SAD
Date	9.12.2002
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (level 5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian language (level 3)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<ul style="list-style-type: none"> • <i>Inclusive Pedagogy</i> – core course, undergraduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split • <i>Orientation to Education of Exceptional Children; Computer Applications; Computer Literacy</i> - core course, undergraduate studies for education majors, Arizona State University • <i>Andragogy, Pedagogy of Lifelong Education</i> - core courses, undergraduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb

	<ul style="list-style-type: none"> • <i>Andragogy</i> – core course, undergraduate studies of pedagogy, Faculty of Humanities and Social Sciences, University of Split
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> • Batarelo Kokić, I., Podrug, A., & Mandarić Vukušić, A. (2019). Operationalization of Children's Rights Education Policy: Analysis of The Documents Issued in The Republic Of Croatia and in The United States of America. <i>Školski vjesnik</i>, 68(2.), 370-388. • Kunac, S., Batarelo Kokić, I. (2019). Media Coverage of School Behaviour Issues: A Content Analysis of Digital Media Messages. In Beseda, Jan, Rohlíková, Lucie, Duffek, Václav (ur.). <i>E-learning: Unlocking the Gate to Education around the Globe - 14th conference reader</i> (str. 259-270). Prague: Center for Higher Education Studies. • Batarelo Kokić, I. B., Kurz, T. L., & Novosel, V. (2016). Student Teachers' Perceptions of an Inclusive Future. In Kurbanoglu, S., Špiranec, S., Grassian, E., Mizrachi, D., & Catts, R (eds.). <i>In European Conference on Information Literacy</i> (pp. 3-11). Cham: Springer. • Batarelo Kokić, I., & Blažević, I. (2016). The Relationship between Teachers Entrepreneurial Competence, Level of Job Satisfaction and Work Readiness. In Matijević, M., Žiljak, T. (eds.). <i>Book of Proceedings of the 7th International Conference on Adult Learning Who Needs Adult Education?</i> (pp. 80-87). Zagreb: Agencija za strukovno obrazovaje i obrazovanje odraslih. • Macura Milovanović, S., Batarelo Kokic, I., Dzemic Kristiansen, S., Gera, I., Ikononi, E. Kafedzic, L., Milic, T., Rexhaj, X., Spasovski, O., and Closs, A. (2014). Dearth of early education experience: a significant barrier to subsequent educational and social inclusion in the Western Balkans. <i>International Journal of Inclusive Education</i>, 18(1), 1-19.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> • Jandrić, P., Hayes, D., ... Batarelo Kokić, I., ...& Hayes, S. (2020). Teaching in The Age of Covid-19. <i>Postdigital Science and Education</i>, 2(2), 106–1230. • Batarelo Kokić, I., Blažević, I., & Kurz, T. (2019). Primary School Teachers' Readiness for Online Learning. In Beseda, Jan, Rohlíková, Lucie, Duffek, Václav (ur.). <i>E-learning: Unlocking the Gate to Education around the Globe - 14th conference reader</i> (str. 370-379). Prague: Center for Higher Education Studies. • Batarelo Kokić, I., & Rukavina, S. (2017). Learning from Digital Video Cases: How Future Teachers Perceive the use of Open Source Tools and Open Educational Resources. <i>Knowledge Cultures</i>, 5(5). • Kurz, T. L., Batarelo Kokić, I. (2014). Predilections on requisite pedagogical Content for mathematics and science video cases. <i>Technology, Instruction, Cognition and Learning</i>, 9(4), 275-293.
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	<ul style="list-style-type: none"> • Undergraduate study (Pedagogy, Faculty of Humanities and Social Sciences, University of Zagreb) • Master studies (Educational Media and Computers, Arizona State University, USA)

	<ul style="list-style-type: none"> • Doctoral studies (Interdisciplinary PhD in Curriculum and Instruction, Arizona State University, USA)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	<ul style="list-style-type: none"> • DAAD Fellowship (KMRC, Tuebingen; 2005.-2006.) • Graduate Academic Scholarship (Arizona State University; 2000.-2001)

First and last name and title of teacher	Ines Blažević, Ph. D., Assistant Professor
The course he/she teaches in the proposed study programme	History of pedagogy School pedagogy Multimedia didactics School pedagogue and methodics of teaching
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329284
E-mail address	iblazevic@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	324682
Research or art rank, and date of last rank appointment	research Associate, 29.5.2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 27.6.2017.
Area and field of election into research or art rank	area: social science field: pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	24.7.2017.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	teaching, science, research
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	9.11.2015.
INFORMATION ON ADDITIONAL TRAINING	
Year	2020.
Place	Zagreb
Institution	Forum for Freedom in Education
Field of training	Active learning and critical thinking in higher education
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	croatian

Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	english - 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	-
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. Bulić, M i Blažević, I. (2020). <i>The impact of online learning on student motivation in science and biology classes</i>. In: Revija za elementarno izobraževanje (Journal of elementary education), 13, 1, 73-87.</p> <p>2. Batarelo Kokić, I., Blažević, I. i Kurz, t. (2019). <i>Primary School Teachers Readiness for Online Professional Development</i>. In: Beseda, Jan ; Rohlíková, Lucie ; Duffek, Václav (ed.): E-learning: Unlocking the Gate to Education around the Globe: 14th conference reader. Prag: Centre for Higher Education Studies, 370-379.</p> <p>3. Blažević, I. (2018). Vrednovanje i izbor digitalnih medija u nastavi. In: Dedić Bukvić, E. I Bjelan-Guska, S. (ed.): Ka novim iskoracima u odgoju i obrazovanju. Sarajevo: Filozofski fakultet, 529 – 544.</p> <p>4. Batarelo Kokić, I. i Blažević, I. (2016). <i>The relationship between Teachers Entrepreneurial Competence, Level of Job Satisfaction and Work Readiness</i>. In: Matiječ, M i Žiljak, T. (ed.): Book of Proceedings of the 7th International Conference on Adult Learning Who Needs Adult Education? Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih, Hrvatsko andragoško društvo, 80 – 87.</p> <p>5. Blažević, I. (2016) <i>Igra i izvannastavne aktivnosti u prirodoslovnome i društveno-humanističkom području</i>. In: Ivon, H. i Mendeš, B. (ed.): Dijete, igra i stvaralaštvo. Zagreb: Filozofski fakultet Sveučilišta u Splitu i Savez društava "Naša djeca" Hrvatske, 43 – 52.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	<p>1. Blažević, I. (2020). <i>Mogućnosti poticanja čitanja kod učenika u prvom odgojno-obrazovnom ciklusu</i>. In: Batarelo Kokić, I. i ect. (ed.): Čitanje u ranoj adolescenciji. Split: Filozofski fakultet, 123 – 143.</p> <p>2. Blažević, I., Mišurac, I. i Marasović, A. (2019). <i>Mogućnosti primjene Montessori pristupa u početnoj nastavi matematike</i>. In: Nesimović, S. i Mešanović – Meša, E. (ed.): Prozor u svijet obrazovanja, nauke i mladih. Sarajevo: Pedagoški fakultet, 21 – 36.</p> <p>3. Blažević, I., Mišurac, I. i Jurić, J. (2019). <i>Identification and work with the gifted children in primary education</i>. In: Herzog, J. (ed.): Contemporary aspects of giftedness. Hamburg: Verlag Dr-Kovač, 9-19.</p> <p>4. Bulić, M. i Blažević, I. (2017). <i>Odgoj i obrazovanje za održivi razvoj u suvremenom kurikulumu</i>. In: Radeka, I. (ed.): Održivi razvoj i odgojno-obrazovni sustav Hrvatske. Zadar, Sveučilište u Zadru. 203. – 210.</p>

	5. Blažević, I. (2016). <i>Interkulturalizam u nastavi prirode i društva</i> . Školski vjesnik: časopis za pedagoška i školska pitanja, 65. tematski broj, 189 - 200. 6. Blažević, I. (2016). <i>Family, peer and school influence on childrens social development</i> . World Journal of Education, 6. 2: 42 – 49.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	1. Commix – Erasmus plus KA 2 project – participation 2. TaSDi-PBS - Erasmus plus KA 2 project – participation 3. Competency standards of teachers, pedagogues and mentors – HKO project
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?	Teacher Training College in Split – graduate study
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Marita Brčić Kuljiš, Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Philosophy of Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	(021) 329284
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	Ph.D.
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, Marita; Lunić, Anita, „The Democratic Context of School Governance: External and Internal Stakeholders Perspectives“, u: Alfirevic, N; Burušić, J.; Pavičić, J.; Relja, R., School Effectiveness and Educational Management – Towards a South-Eastern Europe Research and Public Policy, Palgrave Macmillan, London 2016., str. 125-144. http://dx.doi.org/10.1007/978-3-319-29880-1_8 „Filozofija obrazovanja odraslih“, u: Brčić Kuljiš, M.; Koludrović, M., Stanje i perspektive obrazovanja odraslih u Republici Hrvatskoj Filozofski fakultet u Splitu, 2016. „Uloga kritičkog/refleksivnog mišljenja u obrazovanju odraslih - Filozofija obrazovanja odraslih“, u: Koludrović, M.; Brčić Kuljiš M., Doprinos razvoju kurikulumu namijenjenih stručnjacima u obrazovanju odraslih, Hrvatsko andragoško društvo, Zagreb 2016. „Inclusive educational policy and the democratic context of educational leadership and management“ (Brčić Kuljiš, M; Gutović, T.). In: Educational Leadership in Policy: Challenges and Implementation within Europe, ed. Ingþórsson, Alfirević, Pavičić, Vican. Palgrave Macmillan, 2018., str. 81-96. https://doi.org/10.1007/978-3-319-99677-6_6
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-	Mag. Education in Philosophy and Sociology, University of Zadar

didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-
First and last name and title of teacher	Snježana Dimzov, Ph. D., Lecturer
The course he/she teaches in the proposed study programme	Introduction to scientific literacy Sources of scientific information
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	(021) 545544
E-mail address	zana@fst.hr
Personal web page	/
Year of birth	
Scientist ID	357771
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Lecturer, 28.02.2017.
Area and field of election into research or art rank	Social sciences, information and communication sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social sciences
Date of employment	1.07. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Senior librarian
Field of research	Information sciences
Function	Head librarian
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	University of Zadar, Department of Information Sciences
Place	Zadar
Date	18.03.2016.
INFORMATION ON ADDITIONAL TRAINING	
Year	2015.
Place	Zagreb
Institution	Ministry of Culture
Field of training	Information sciences - Senior librarian
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 (29)

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)	Historiographic practicum, History, undergraduate level
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. Batarelo Kokić, Ivana; Dimzov, Snježana. Znanost i znanstvenici u stripovima // Hrvatski znanstvenici i izumitelji u publikacijama za djecu i mlade - bauk ili izazov? : zbornik radova / Ribičić, Grozdana (ur.). Split: Gradska knjižnica Marka Marulića Split, 2020. str. 38-47. 2. Dimzov, Snježana; Batarelo Kokić, Ivana. Zavičajnost i knjige koje adolescenti vole čitati // 7. okrugli stol o zavičajnosti u knjigama za djecu i mlade / Ribičić, Grozdana (ur.). Split: Gradska knjižnica Marka Marulića, 2017. str. 66-74. 3. Jadrijević, Romana; Dimzov, Snježana. Prikaz izložbe odabranih starih i rijetkih knjiga 19. stoljeća s područja Splita i Dalmacije iz fonda Knjižnice Filozofskog fakulteta u Splitu // Glasnik Društva bibliotekara Split, 14/15 (2016), 125-128. 4. Dimzov, Snježana; Matošić, Mirta; Ljubić, Ivana. Uloga visokoškolskih knjižnica u očuvanju nematerijalne kulturne baštine - primjer institucijskog repozitorija FFST // Glasnik Društva bibliotekara Split, 2020. 5. Juric, Mate; Dimzov, Snježana. Čitanje i učenje u digitalnom okruženju - usporedba studenata društvenih i humanističkih studija // Čitanje u ranoj adolescenciji / Batarelo Kokić, Ivana ; Bubić, Andrea ; Kokić, Tonči ; Mandarić Vukušić, Anita (ur.). Split: Sveučilište u Splitu, Filozofski fakultet, 2020. str. 163-182.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> - Member of international scientific project Boys reading (program Erasmus +) - Member of international scientific project Commix (program Erasmus +)
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>Completed studies</p> <ul style="list-style-type: none"> - primary school teacher (VI. degree) - graduate teacher (VII. degree) <p>Graduate study, Faculty of Humanities and Social Sciences, University of Split.</p>
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Eldi Grubišić Pulišelić, Ph. D., Full Professor
The course he/she teaches in the proposed study programme	German language 1, 2, 3, 4
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35, 21000 Split

Telephone number	(021) 329284
E-mail address	eldi@ffst.hr
Personal web page	
Year of birth	
Scientist ID	275983
Research or art rank, and date of last rank appointment	Scientific counsellor, 2019
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor, 2019
Area and field of election into research or art rank	Humanities and Social Sciences; Philology; Literary Studies
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	October, 2017
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	Philology; Literary Studies
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	University of Zadar
Place	Zadar
Date	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)	German (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	German Language 1,2,3,4, Faculty of Humanities and Social Sciences, University of Split
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Grubišić Pulišelić, Eldi: „ <i>Germanski Turčin</i> “ <i>Murad Efendi: književnost, politika i/ili identitet</i> , Leykam international d. o. o., Zagreb, 2019. Grubišić Pulišelić, Eldi: „Das Bild der Morlaken in Ida von Duringsfelds <i>Aus Dalmatien</i> .“ U: <i>Deutsche Sprache und Kultur in Kroatien. Studien zur Geschichte, Presse, Literatur und Theater</i> ,

	<p><i>sprachlichen Verhältnissen, Wissenschafts-, Kultur- und Buchgeschichte, Kulturkontakten und Identitäten</i>, Wynfrid Kriegleder, Andrea Seidler, Jozef Tancer (ur.), Bremen: edition lumière, 2017, str. 167-178.</p> <p>Grubišić Pulišelić, Eldi: „Das Patriarchat als Ort männlicher Macht in den Erzählungen von Marie von Ebner-Eschenbach“, <i>Folia Linguistica et Litteraria</i>, 2017, 18, 1, str. 67-82.</p> <p>Grubišić Pulišelić, Eldi: „Zwischen Tradition und Emanzipation. Frauenliteratur am Ende des 19. Jahrhunderts am Beispiel von Jagoda Truhelkas 'Plein air' und Marie von Ebner-Eschenbachs 'Wieder die Alte'“, <i>Zeitschrift für Slawistik</i>, 63 (2018), 1, 52-73.</p> <p>Grubišić Pulišelić, Eldi: Tilla Durieux' Zagreber Exil in „Meine ersten neunzig Jahre. Erinnerungen“ und „Zagreb 1945“ // <i>Brücken überbrücken in der Literatur- und Sprachwissenschaft / Jazbec, Saša ; Kacjan, Brigita ; Leskovich, Anna ; Kučič, Vlasta (ur.), Hamburg: dr. Kovac Verlag, 2020. str. 93-114.</i></p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	/
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study programme in German Language and Literature; Graduate study programme in English Language and Literature;
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Josip Guć, Teaching and Research Assistant
The course he/she teaches in the proposed study programme	Philosophy of Education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	(021) 329284
E-mail address	jguc@ffst.hr
Personal web page	http://inet1.ffst.hr/josip.guc
Year of birth	
Scientist ID	365781
Research or art rank, and date of last rank appointment	Assistant, 1 October 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant, 1 October 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	1 October 2017
Name of position (professor, researcher, associate teacher, etc.)	professor, researcher
Field of research	bioethics, ethics, philosophy of education
Function	Assistant
INFORMATION ON EDUCATION – Highest degree earned	
Degree	mag. educ. phil. et hist.
Institution	Faculty of Humanities and Social Sciences, University of Split
Place	Split
Date	15 July 2016
INFORMATION ON ADDITIONAL TRAINING	
Year	-
Place	-
Institution	-
Field of training	-
INFORMATION ON ADDITIONAL TRAINING	
Year	-
Place	-
Institution	-
Field of training	-
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	„Moralitet i legalitet u Kantovoj etici“, <i>Theoria (Beograd)</i> 63 (2020) 2, pp. 17–40. doi: 10.2298/THEO2002017G.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	[co-authors: Mateja Centa, Duje Drago, Jurković, Antonio Kovačević, Maddalena Nicoletti, Pier Giacomo Sola, Vojko Strahovnik, Nikos Vasilakos] „Curriculum for Bioethical Education and Attitude Guidance for Living Environment“, <i>BEAGLE Project</i> . Available at: https://beagleproject.eu/wp-content/uploads/2020/10/Curriculum-FINAL-ENG-1r-1.pdf .
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	BEAGLE (Bioethical Education and Attitude Guidance for Living Environment) – Erasmus Plus (2018-1-HR01-KA201-047484)
The name of the programme and the volume in which the main teacher passed exams in/acquired	MA in Philosophy and History, teaching oriented programme

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

First and last name and title of teacher	Darko Hren, Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Introduction to scientific literacy Sources of scientific information Educational Psychology Psychology of Judgment and Decision Making
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	021 32 92 84
E-mail address	dhren@ffst.hr
Personal web page	https://inet1.ffst.hr/darko.hren
Year of birth	
Scientist ID	277083
Research or art rank, and date of last rank appointment	Associate Professor, 25.9.2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	interdisciplinary sciences (psychology, pedagogy)
Area and field of election into research or art rank	interdisciplinary sciences (psychology, pedagogy)
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, Split
Date of employment	April 2009.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	meta-research, scientific publishing process, health aspects of elite athletes
Function	Head of Chair of Psychology, ISVU coordinator
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, Zagreb
Place	Zagreb
Date	October 2008
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 5
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Bachelor and Master level: 2017 - today Introduction to qualitative research methods in education (Faculty of Humanities and Social Sciences, Split) 2015 - today Psychology of motivation and socialization in the classroom (Faculty of Humanities and Social Sciences, Split) 2011 - today Communication skills (Faculty of Humanities and Social Sciences, Split)

	<p>2008 - today Social Psychology (Faculty of Humanities and Social Sciences, Split)</p> <p>2008 - today Introduction to Scientific Literacy (Faculty of Humanities and Social Sciences, Split)</p> <p>2009 - 2014 Pedagogical Psychology (Faculty of Humanities and Social Sciences, Split)</p> <p>2005 - 2010 Study Skills (Medical School, Zagreb University)</p> <p>2002 - 2008 Introduction to Scientific Research in Medicine (Medical School, Zagreb University)</p> <p>2003 - 2008 Planning and Writing a Scientific Paper (ongoing professional education of physicians)</p> <p>Graduate level:</p> <p>2017 - today Quasi-Experimental and Non-Experimental Study Designs (Medical School, University of Split)</p> <p>2014 - today Basic Statistics for Linguists (Faculty of Humanities and Social Sciences, Split)</p> <p>2004 - 2009 Statistical and methodological consultations for PhD candidates (Medical School, University of Split)</p> <p>2007 - 2009 Clinical Biostatistics (Medical School, University of Split)</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Nyanchoka, L., Tudur-Smith, C., Porcher, R., Hren, D. (2020) Key stakeholders' perspectives and experiences with defining, identifying and displaying gaps in health research: a qualitative study. <i>BMJ Open</i> 2020;10:e039932.</p> <p>Glonti, K., Boutron, I., Moher, D., Hren, D. (2020). Journal editors' perspectives on the communication practices in biomedical journals: a qualitative study. <i>BMJ Open</i>, 10:e035600</p> <p>Superchi, C., Hren, D., Blanco, D., Rius, R., Bouton, I., Gonzalez, J.A. (2020). Development of ARCADIA: a tool for assessing the quality of peer-review reports in biomedical research. <i>BMJ Open</i>, 10:e035604</p> <p>Glonti, K., Cauchi, D., Cobo, E., Boutron, I., Moher, D., Hren, D. (2019). A scoping review on the roles and tasks of peer reviewers in the manuscript review process in biomedical journals. <i>BMC Medicine</i>, 17:118.</p> <p>Karačić, J., Dondio, P., Buljan, I., Hren, D., Marušić, A. (2019). Languages for different health information readers: multitrait-multimethod content analysis of Cochrane systematic reviews textual summary formats. <i>BMC Medical Research Methodology</i>, 19:75-79.</p>
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>H2020 MARIE SKŁODOWSKA-CURIE INNOVATIVE TRAINING NETWORKS (ITN): Methods in Research on Research (projekt br: 676207). Trajanje 2016-2020.</p> <p>Scientist-in-Charge</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-	Faculty of Humanities and Social Sciences, Zagreb

didactic-pedagogical group of competences?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	2002 - Special Rector's reward for creation, organization and conducting of the project "Successful studying" - a series of workshops with a goal of fostering study skills and motivation of students.

First and last name and title of teacher	Tonča Jukić, Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Systematic Pedagogy Creativity as Pedagogical Challenge Pedagogy of Sport and Recreation
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	+385 21 545 586
E-mail address	tjukic@fst.hr
Personal web page	-
Year of birth	
Scientist ID	290210
Research or art rank, and date of last rank appointment	senior research associate, 7. 2. 2018.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	associate professor, 1. 10. 2019.
Area and field of election into research or art rank	social sciences, pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	associate professor
Field of research	Pedagogy, methodology
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)	Fundamentals of Pedagogy, double-major teacher studies, graduate studies Fundamentals of Pedagogy, Study of Pre-school Education, Undergraduate study Fundamentals of Pedagogy, Teacher Study, Integral study Pedagogy, Health Studies, Graduate studies Child and Creativity, Study of Pre-school Education, graduate 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. Reić Ercegovac, I., Jukić, T., & Kegalj, A. (2020). The relationship between trainers' coaching styles and young football players' motivation. <i>Research in kinesiology</i>, 48(1-2), 3-7. 2. Jukić, T. (2019). Creativity in Education. In Proceedings of the <i>Seventh International Science Conference Contemporary Education – Conditions, Challenges and Perspectives</i>. Blagoevgrad: Southwest University Neofit Rilski (pp. 11.- 16). 3. 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. 4. Bubić, A. & Jukić, T. (2017). Jedna lasta (ne) čini proljeće: perspektiva pojedinca u kontekstu održivog razvoja. <i>Napredak: časopis za pedagogijsku teoriju i praksu</i>, 158 (3), 271-289.
Professional and scholarly articles published in the last five years in subjects of teaching methodology 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	Member of the project team: Erasmus Plus K2 Boys reading No. 2014-1-HR01-KA200-007171 (2014-2016).

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

First and last name and title of teacher	Damir Jurko, Ph. D., Assistant Professor
The course he/she teaches in the proposed study programme	Pedagogy of Sport and Recreation
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329284
E-mail address	djurko@ffst.hr
Personal web page	
Year of birth	
Scientist ID	343602
Research or art rank, and date of last rank appointment	Scientific associate, September, 25. 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, December, 9. 2013.
Area and field of election into research or art rank	Social sciences, Kinesiology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	December, 20. 2013.
Name of position (professor, researcher, associate teacher, etc.)	profesor
Field of research	
Function	Assistant Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Kinesiology in Split
Place	Split
Date	April, 4. 2013.
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)	
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)	Basic of Kinesiology, Kinesiology recreation 1, 2 and 3 – Department of Teacher Education, integrated undergraduate and graduate study programme
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. Maras, N., Delaš Kalinski, S., Sivrić, H., Jurko, D., Pavlinović, M. (2015). Teacher-the subject of physical education classes in class teaching / <i>Research in Physical Education, Sport and Health</i>, 4, 2; 107-112</p> <p>2. Štefan, L., Sporiš, G., Čular, D., Jurko, D. (2015). Organism adaptations on high altitude training / <i>5TH INTERNATIONAL SCIENTIFIC CONFERENCE „CONTEMPORARY KINESIOLOGY“</i>, Split, Croatia: Faculty of Kinesiology, University of Split, Croatia, str. 348-356</p> <p>3. Milavić, B., Milić, M., Jurko, D., Grgantov, Z., Marić, K. (2015). Adaptation and Validation of the Motivation Scale in Physical Education Classes / <i>Croatia journal of education</i>, 17, 2; 453-479 doi:10.15516/cje.v17i2.560</p> <p>4. Jurko, D., Čular, D., Badrić M., Sporiš, G. (2015). Basic Kinesiology, <i>Zagreb: Sport-book</i></p> <p>5. Bataynech, M., Bonacin, D., Bonacin, D., Bilić, Ž., Jurko, D. (2014). Relacije kulturno-školskih i stratifikacijskih dimenzija studenata / <i>Sport science, international journal of kinesiology</i>, 7, 2; 105-109</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	
First and last name and title of teacher	Katija Kalebić Jakupčević, Ph. D., Postdoctoral Researcher

The course he/she teaches in the proposed study programme	Violence in close relationships
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35, Split
Telephone number	(021) 545586
E-mail address	kkalebicjakupcevic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	345266
Research or art rank, and date of last rank appointment	Research associate, 12.2.2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Postdoctoral researcher, 2016.
Area and field of election into research or art rank	Social sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1.1.2019.
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral researcher
Field of research	Psychology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	2014.
INFORMATION ON ADDITIONAL TRAINING	
Year	2008.
Place	Zagreb
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Field of training	Postgraduate studies, Specialization in clinical psychology
INFORMATION ON ADDITIONAL TRAINING	
Year	2010.
Place	Zagreb
Institution	CABCT
Field of training	Supervision in Cognitive-behavioral therapy
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (2)
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	

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

First and last name and title of teacher	Morana Koludrović, Ph.D., Associate Professor
The course he/she teaches in the proposed study programme	Educational leadership; Alternative conceptions of education
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35
Telephone number	(021) 329284
E-mail address	morana@fst.hr
Year of birth	
Scientist ID	306406

Research or art rank, and date of last rank appointment	Senior Scientific Associate, April 15, 2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, February 17, 2021
Area and field of election into research or art rank	Social sciences, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	April 15, 2008
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Didactics, curriculum design, school pedagogy
Function	Professor
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	March 15, 2013
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	For a several years she continuously maintains classes in courses of didactics and school pedagogy on the Faculty of Humanities and Social Sciences, University of Split wich parts are leadership in educational context and reform pedagogies.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Koludrović, M.; 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. 2. Reić Ercegovac, I.; Alfrević, 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. 3. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2016), School governance models and school boards: Educational and administrative aspects. U: N. Alfrević, 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>4. Koludrović, M. (2017), Igra u Montessori i Waldorfskoj koncepciji. Zrno : časopis za obitelj, vrtić i školu. 126(152), 18-19.</p> <p>5. Koludrović, M.; Kolobarić, M. (2016), Stjecanje životno – praktičnih vještina u hrvatskom školstvu nekad i danas. Život i škola, 62(3), 65-75</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. Koludrović, M.; Rajić, V. (2019), Što je (ne)suvremeno u suvremenom školstvu? Suvremene teme u odgoju i obrazovanju - STOO Pedagogija i psihologija: od ispravljanja nedostataka do poticanja osobnih snaga i vrlina. Zagreb: Sveučilište u Zagrebu, Učiteljski fakultet, 139-152.</p> <p>2. Koludrović, M.; Vučić, M. (2018), Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (urednička knjiga).</p> <p>3. Ljubetić, M.; Reić Ercegovac, I.; Koludrović, M. (2016), Quality partnership as a Contextual Prerequisite of Successful Learning of Young and Preschool-Aged Children. Journal of Education and Learning, 5(1), 78-87.</p> <p>4. Koludrović, M. (2018), Problemsko učenje u obrazovanju odraslih. Zbornik radova 8. Međunarodne konferencije o obrazovanju odraslih: Upravljanje kvalitetom u obrazovanju odraslih. Zagreb, 30.11.-2.12.2018. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih i Hrvatsko andragoško društvo, 104-111.</p> <p>5. Reić Ercegovac, I.; Koludrović, M.; Bubić, A. (2018), Percipirana sigurnost u školi i razredno- nastavno ozračje kao prediktori doživljavanja nasilnih ponašanja, Napredak: časopis za pedagogijsku teoriju i praksu, 159(1-2), 31-52.</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	Josipa Korljan Bešlić, Ph. D. Senior Language Instructor
The course he/she teaches in the proposed study programme	Language Culture
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička 35, 21 000 Split
Telephone number	(021) 329284
E-mail address	jkorljan@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	Language instructor, 15/7/2015 Assistant professor, 26/11/2008
Area and field of election into research or art rank	filology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of humanities and social sciences
Date of employment	1/10/2010
Name of position (professor, researcher, associate teacher, etc.)	Language instructor
Field of research	Croatian language and literature
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctorate in literature
Institution	Faculty of humanities and social sciences
Place	Zagreb
Date	23/12/2015
INFORMATION ON ADDITIONAL TRAINING	
Year	2019
Place	Klagenfurt, Austria
Institution	Alpen-Adria University, Klagenfurt
Field of training	second and foreign language
INFORMATION ON ADDITIONAL TRAINING	
Year	2018
Place	Bamberg, Germany
Institution	Otto Friedrich Universitaet Bamberg
Field of training	second and foreign language
INFORMATION ON ADDITIONAL TRAINING	
Year	2015
Place	Wroclaw, Poland
Institution	Politechnika Wroclawska
Field of training	second and foreign language
INFORMATION ON ADDITIONAL TRAINING	
Year	2011
Place	Zagreb
Institution	CARNet
Field of training	e-learning

MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English language (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	German language (4)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Russian 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)	Hrvatski jezik u pismu i govoru (undergraduate study, Department for Croatian language and literature) Lektura i korektura (graduate study, Department for Croatian language and literature) Hrvatski za strance A1 – C2 (Centre for Croatian studies abroad)
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)	Korljan Bešlić, J. (2019). Heteropredodžbe i autopredodžbe u učenju hrvatskoga kao inog jezika i kulture: prilog razvijanju međukulturnih kompetencija na primjeru studenata Filozofskog fakulteta u Splitu. U <i>Nastava stranih jezika - suvremeni pristup, teorija i praksa</i> . Sandra Hadžihalović, Eugenija Čuto (ur.). Zadar: Sveučilište u Zadru, 2019. str. 145-160 Korljan Bešlić, J. (2018). Izazovi lekture književnoumjetničkog stila // <i>Jezik in fabula. Zbornik radova</i> . / Bagić, Krešimir ; Puljić, Gabrijela ; Ryznar, Aneta (ur.). Zagreb: Stilistika.org, 2018. str. 1-13
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	Croatian language and literature, University of Zadar
PRIZES AND AWARDS, STUDENT EVALUATION	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Vesna Kostović-Vranješ, Ph. D., Associate professor
The course he/she teaches in the proposed study programme	Education for Sustainable development
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	(021) 329284
E-mail address	kostovic@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	201306
Research or art rank, and date of last rank appointment	Research rank – senior research associate, 19. 12. 2016.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Research-and-teaching rank – Associate professor, 14. 2. 2017.
Area and field of election into research or art rank	area <i>social science</i> , field <i>pedagogy</i>
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Science University of Split
Date of employment	2009.
Name of position (professor, researcher, associate teacher, etc.)	Associate professor
Field of research	Teaching methodology of Natural and Social Science
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD of Natural Science
Institution	Faculty of Science University of Zagreb
Place	Zagreb
Date	9. 7. 1999.
INFORMATION ON ADDITIONAL TRAINING	
Year	-
Place	-
Institution	-
Field of training	-
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English (3)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Slovenian (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)	- Didactics of Biology, graduate university study programme Biology and Chemistry, Faculty of Science University of Split - Didactics of Natural Science, PPDME study programme, Faculty of Humanities and Social Science University of Split- Didactics of Science and Society, The Master of Primary Education study programme, Faculty of Humanities and Social Science University of Split

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

competences?-pedagoške kompetencije?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	Award for the excellence in teaching and other forms of work with students in 2018./19. ac.yr. - Faculty of Humanities and Social Science, University of Split

First and last name and title of teacher	Sonja Kovačević, Ph. D., Full Professor
The course he/she teaches in the proposed study programme	Pedagogical communication, Didactics
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35
Telephone number	(021) 329284
E-mail address	sonja@ffst.hr
Personal web page	
Year of birth	
Scientist ID	151044
Research or art rank, and date of last rank appointment	Scientific Adviser - April 2, 2020
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full Professor - July 20, 2020
Area and field of election into research or art rank	Social sciences, educational sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences Split
Date of employment	December 1. 2005.
Name of position (professor, researcher, associate teacher, etc.)	Professor
Field of research	High education
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctor of science
Institution	Faculty of Humanities and Social Sciences Rijeka
Place	Rijeka
Date	
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English – 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian – 2
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)	Pedagogical communication, Advanced teaching models, Didactics, Implicit pedagogy, Pedagogy basics, School pedagogy - integrated study program of teachers, Pedagogical communication, Didactics undergraduate study of pedagogy. Pedagogical communication undergraduate study RIPO, Skills of educational communication graduate study RIPO.
Authorship of university/faculty textbooks in the field of the course	<ol style="list-style-type: none"> 1. Mušanović, M., Vasilj, M. Kovačević, S. (2010). <i>Vježbe iz didaktike</i>. Rijeka:HFD. ISBN 978-953-95074-4-0 CIP katalogizacija u publikaciji Sveučilišna knjižnica u Rijeci UDK 37.02(035) 2. Kovačević, S., Mušanović, L. (2013). <i>Od transmisije do majeutike – modeli nastave</i>. Zagreb: HFD. ISBN 978-953-95074-4-8
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ol style="list-style-type: none"> 1. Kovačević, S. (2019). Progresiv Education – Didactic Challenges. Croatian Journal of Education, Vol.21;No.2, 639-663. 2. Alajbeg, A. i Kovačević, S. (2019). Contribution of Sociodemographic Factors to Different Engagement of Children in Peer Violence. Violence and Gender, 6(1), 1-10. 3. Alajbeg, A. i Kovačević, S. (2018). Škola bez vršnjačkog nasilja. Educa, časopis za obrazovanje, nauku i kulturu, XI (11), 113-120. 4. Alajbeg, A. i Kovačević, S. (2018). Uloga vezanosti za školu u različitom angažmanu djece u vršnjačkom nasilju. Suvremena pitanja, časopis za prosvjetu i kulturu, XIII (26), 25-44 5. Šimunović, R., Šimić, K. i Kovačević, S. (2018). Stavovi studenata o važnosti razvoja pedagoške kompetencije. Suvremena pitanja, časopis za prosvjetu i kulturu, XIII (26), pp. 64-77
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Sani Kunac, Teaching Assistant
The course he/she teaches in the proposed study programme	Introduction to scientific literacy
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)	Methodology of scientific research work, integrated undergraduate and graduate Primary teacher study Methodology of pedagogical research, graduate Study of Pedagogy

	Introduction to scientific literacy, undergraduate Study of Pedagogy
Authorship of university/faculty textbooks in the field of the course	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. 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.), Zbornik radova 2. međunarodna znanstveno-stručne konferencije „Ka novim iskoracima u odgoju i obrazovanju“. Sarajevo: Filozofski fakultet Univerziteta u Sarajevu, pp. 65-84.</p> <p>2. Kunac, S. i Batarelo Kokić, I. (2019). Media Coverage of School Behaviour Issues: A Content Analysis of Digital Media Messages. In: Beseda, J., Rohlíková, L., Duffek, V. (eds.), E-learning: Unlocking the Gate to Education around the Globe: 14th conference reader, Prag: Centre for Higher Education Studies, pp. 259-270.</p> <p>3. 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 Rohlíková, L. (eds.). DisCo 2018: Overcoming the Challenges and Barriers in Open Education, 13th conference reader. 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.), Unapređenje kvalitete života djece i mladih. Tematski zbornik (1 book). 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)	/
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?	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	
Prizes and awards for teaching and scholarly/artistic work	/

First and last name and title of teacher	Katarina Lozić Knezović, Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Language culture
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329284
E-mail address	klozic@ffst.hr
Personal web page	www.ffst.unist.hr/katarina.lozic_knezovic

Year of birth	
Scientist ID	276113
Research or art rank, and date of last rank appointment	senior research associate September 18 th 2017
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	associate professor October 1 st 2019
Area and field of election into research or art rank	humanities, philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	September 1 st 2002
Name of position (professor, researcher, associate teacher, etc.)	associate professor
Field of research	Church Slavonic Language and Croatian Glagolitism, Lexicology, Onomastics
Function	Head of the module <i>Linguistics</i> at the Postgraduate Doctoral Studies in Humanities at the Faculty of Humanities and Social Sciences in Split Member of the Editorial Board of the Journal of Faculty of Humanities and Social Sciences in Split
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph. D.
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	December 21 st 2010
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	<p><i>Croatica</i> – The School of Croatian Language for Foreigners at Faculty of Humanities and Social Sciences in Split (FHSS)</p> <p><i>Language exercises</i> – undergraduate study, <i>Croatian Language and Literature</i> (FHSS)</p> <p><i>Old Church Slavonic Language</i> – undergraduate study, <i>Croatian Language and Literature</i> (FHSS)</p> <p><i>Lexicology and Onomastics</i> – undergraduate study, <i>Croatian Language and Literature</i> (FHSS)</p> <p><i>Croatian Language in Script and Speech</i> – undergraduate study, <i>Croatian Language and Literature</i> (FHSS)</p> <p><i>Croatian Middle Ages: Language and Literature</i> – graduate study, <i>Croatian Language and Literature</i> (FHSS)</p> <p><i>Toponymy of the Eastern Adriatic Coast</i> – graduate study, <i>Croatian Language and Literature</i> (FHSS)</p> <p><i>Čakavian Toponymy</i> – Postgraduate Doctoral Studies <i>Croatian culture</i>, Faculty of Humanities and Social Sciences in Zagreb</p> <p><i>Onymicon of the Eastern Adriatic</i> – Postgraduate Doctoral Studies in Humanities (FHSS)</p>
Professional, scholarly and artistic articles published in the last five	1. Lozić Knezović, K. 2019. O toponimiji Kaštel Sućurca. In: M. Marasović-Alujević i A. Marić (eds.) <i>U početku bijaše ime</i> –

years in the field of the course (5 works at most)	<p><i>tragovima onomastičkih istraživanja Petra Šimunovića</i> (pp. 59–82). Split: Filozofski fakultet.</p> <p>2. Marasović-Alujević, M.; Lozić Knezović, K. 2018. <i>Toponimija otoka Drvenika i Ploče</i>. Split: Filozofski fakultet.</p> <p>3. Lozić Knezović, K. 2018. Obalni toponimi otoka Brača – prilog Bračkoj toponimiji Petra Šimunovića. <i>Folia Onomastica Croatica</i>, 27, 47–69.</p> <p>4. Lozić Knezović, K. 2017. O pitanju moravizama u hrvatskom crkvenoslavenskom jeziku na korpusu Klimantovićeve zbornika iz 1512. godine. In: T. Kuštović i M. Žagar (eds.) <i>Meandrima hrvatskoga glagoljaštva</i> (pp. 265–291). Zagreb: Hrvatska sveučilišna naklada.</p> <p>5. Lozić Knezović, K. 2016. O nekim fonološkim i leksičkim osobitostima hrvatskoglagoljskog Zbornika fra Šimuna Klimantovića iz 1512. godine. <i>Radovi Zavoda za hrvatsku povijest</i>, 48, 1, 37–63.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	/
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. sci. novice – assistant „Romanizmi u onomastici grada Splita“ (244-2440820-0807 – lead. res. Marina Marasović-Alujević)</p> <p>2. organization of the international scientific congress <i>Knjiga i društvo: socijalna, filološka i intelektualna povijest i sadašnjost knjige II.</i> (Split, 2016)</p> <p>3. organization of the international scientific congress <i>Knjiga i društvo: socijalna, filološka i intelektualna povijest i sadašnjost knjige III.</i> (Split, 2017)</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?	Methodological-psychological-didactic-pedagogical group of courses envisaged by the Study Program at the Faculty of Humanities in Zadar and competencies acquired during more than 18 years of teaching at the Department of Humanities at the University of Split, the Department of Croatian Language and Literature and the Postgraduate Doctoral Studies in Humanities at the Faculty of Humanities and Social Sciences in Split.
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Maja Ljubetić, Ph. D., Full Professor
The course he/she teaches in the proposed study programme	Introduction to civic education, Preschool Pedagogy, Social pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	(021) 329284
E-mail address	ljubetic@ffst.hr
Personal web page	-
Year of birth	
Scientist ID	217545
Research or art rank, and date of last rank appointment	Scientific adviser, 19. 12. 2016

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Full professor, 14. 02. 2017.
Area and field of election into research or art rank	Teaching activity, scientific research work
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of humanities and social sciences
Date of employment	01.10.2005.
Name of position (professor, researcher, associate teacher, etc.)	Professor, researcher
Field of research	Social sciences, pedagogy
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctorate of science
Institution	Faculty of humanities and social sciences
Place	Zagreb
Date	06.7.2004.
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 3
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 2
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	-
INFORMATION ON ADDITIONAL TRAINING	
Year	1996.-2002.
Place	Split-Kranj_Zagreb
Institution	William Glasser Institute
Field of training	Formal education in Choice theory/Lead management/Quality school (BP supervisor; AP supervisor)
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of training	
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>Ljubetić, M., Maglica, T. Social and emotional learning and care policy in Croatia. International journal of evaluation and research in education, 9 (2020), 3; 650-659.</p> <p>Ljubetić, M., Ina Reić Ercegovac, I., Mandarić Vukušić, A. Percepcija obiteljske komunikacije adolescenata i njihovih roditelja: Rezultati preliminarnog istraživanja. Nova prisutnost:</p>

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

First and last name and title of teacher	Toni Maglica, Ph. D., Postdoctoral Researcher
The course he/she teaches in the proposed study programme	Social Pedagogy
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	(021) 329284

E-mail address	tmaglica@ffst.hr
Personal web page	https://www.bib.irb.hr/pregled/znanstvenici/364892
Year of birth	
Scientist ID	364892
Research or art rank, and date of last rank appointment	-
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Postdoctoral researcher, 20.3.2019.
Area and field of election into research or art rank	Social sciences, Educational and rehabilitation sciences
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences
Date of employment	7.9.2017.
Name of position (professor, researcher, associate teacher, etc.)	Postdoctoral researcher
Field of research	Educational and rehabilitation sciences; social pedagogy, prevention of behavioural problems
Function	-
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Doctoral degree
Institution	Faculty of Education and Rehabilitation Sciences, University of Zagreb
Place	Zagreb
Date	10.10.2017.
INFORMATION ON ADDITIONAL TRAINING	
Year	-
Place	-
Institution	-
Field of training	-
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English; 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian; 3
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Child and Society, Department of Early and Preschool Education and Care, undergraduate study programme Contemporary childhood and children's rights, Department of Early and Preschool Education and Care, graduate study programme Behavioural problems in Early Childhood; Department of Early and Preschool Education and Care, graduate study programme Social and emotional learning in behavioural problems prevention, Early and Preschool Education and Care, graduate study programme
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Maglica, T., Grčić, A., Ljubetić, M. (2020). Podrška u vaspitanju porodicama u riziku u okviru organizacije civilnoga društva-iskustva korisnika udruženja MoSt.

	<p>Specijalna edukacija i rehabilitacijska istraživanja, 19 (3), 145-164.</p> <p>2. Ljubetić, M., Maglica, T. (2020). Social and emotional learning in education and care policy in Croatia. <i>International Journal of Evaluation and research in Education</i>, 9, 3, 650-659.</p> <p>3. Maglica, T., Reić-Ercegovac; Ljubetić, M. (2020). Mindful parenting and behavioural problems in preschool children. <i>Hrvatska revija za rehabilitacijska istraživanja</i> 56 (1), 44-57</p> <p>4. Ricijaš, N., Maglica, Toni; Dodig Hundrić, D. (2019). <i>Ljetopis socijalnog rada</i>, 26, 3, 335-361</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Maglica, T., Vorgić Krvavica, R. (2018). <i>Komunikacija i grupna dinamika</i> . M. Koldurović i M. Vučić (ur.) <i>Učimo cjeloživotno učiti i poučavati: priručnik za nastavnike u obrazovanju odraslih</i> . Agencija za strukovno obrazovanje i obrazovanje odraslih. Zagreb.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. Youth Gambling in Croatia, scientific project, Faculty of Education and Rehabilitation Sciences, University of Zagreb</p> <p>2. Positive Youth Development, scientific project, Faculty of Education and Rehabilitation Sciences, University of Zagreb</p> <p>3. Developing Science and Practice in teacher education, professional- scientific project, Penn State University & Faculty of Humanities and Social Sciences, University of Split</p> <p>4. Improvement of Inclusivity of Initial Teacher Education for Early Childhood Education and Care, professional project, Faculty of Teacher Education, University of Zagreb</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	Faculty of Education and Rehabilitation Sciences, University of Zagreb
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Anita Mandarić Vukušić, Ph. D., Assistant Professor
The course he/she teaches in the proposed study programme	Pedagogy and the Development of Human Potential, Pedagogy and Childhood
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, Split
Telephone number	(021) 329284
E-mail address	amandari@ffst.hr
Personal web page	/
Year of birth	
Scientist ID	323396
Research or art rank, and date of last rank appointment	Research associate, 18. 6. 2018.

Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant professor, 22. 1. 2020.
Area and field of election into research or art rank	Social Science, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split, Department of Pedagogy
Date of employment	1. 11. 2009.
Name of position (professor, researcher, associate teacher, etc)	Assistant professor
Field of research	Family pedagogy, Pedagogue in educational institution, Pedagogy and childhood, Pedagogy and the development of human potential
Function	Teacher
INFORMATION ON EDUCATION – Highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences, University of Zagreb
Place	Zagreb
Date	6. 7. 2016.
INFORMATION ON ADDITIONAL TRAINING	
Year	2019.
Place	Split
Institution	Faculty of Economy, University of Split
Field of training	<i>Unaprjeđenje znanja i vještina za provedbu programa društveno korisnog učenja</i> , u sklopu projekta Praktično-Aktivno-Zajedno-Interdisciplinarno! (PAZI) – programi društveno korisnog učenja
INFORMATION ON ADDITIONAL TRAINING	
Year	2019.
Place	Bragança, Portugal
Institution	Instituto Politecnico de Braganca, Escola Superior de Educacao
Field of training	Erasmus mobility, Professional development of pedagogues
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English, 4
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian, 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Family pedagogy and Partnership between family and educational institutions at the Department of Pre-school education, Teacher education and Pedagogy (undergraduate and graduate degree); Pedagogy and Childhood at the Department of Pedagogy (undergraduate degree); Pedagogy and the Development of Human Potential at the Department of Pedagogy (undergraduate degree); The Pedagogue in Educational Institution at the Department of Pedagogy (graduate degree); Feminist pedagogy at the Department of Pedagogy (graduate degree); Professional development and life-long learning of pre-school teacher at the Department of Pre-school education (graduate degree).
Professional, scholarly and artistic articles published in the last five	1. Buzov, Ivanka; Mandarić Vukušić, Anita (2020). Enriching reading experiences for boys in early adolescence: Findings of the focus group discussions . U: Gómez Chova, L.; López

years in the field of the course (5 works at most)	<p>Martínez, A.; Candel Torres, I. (ur.): <i>14th International Technology, Education and Development Conference (INTED2020 Proceedings)</i>, Valencia, Španjolska: IATED Academy, str. 5894-5902. doi:10.21125/inted.2020.15902.</p> <p>2. Mandarić Vukušić, A. i Bubić, A. (2019). Self-monitoring and self-evaluation in educator profession. U: Pires, Manuel V., Mesquita, Cristina, Lopes, Rui P., Santos, Elisabete M. S. G., Patricio, Raquel i Castanheira, Luis (ur.). <i>IV Encontro Internacional de Formação na Docência (INCTE)/ 4th International Conference on Teacher Education (INCTE)</i> (str. 767-778). Bragança: Instituto Politecnico de Bragança, Escola Superior de Educacao.</p> <p>3. Batarello Kokić, Ivana; Podrug, Anđela; Mandarić Vukušić, Anita (2019). Operacionalizacija obrazovnih politika o pravima djece: analiza dokumenata Republike Hrvatske i Sjedinjenih Američkih Država, <i>Školski vjesnik: časopis za pedagoška i školska pitanja</i>, 68 (2019), 2; 352-412.</p> <p>4. Mandarić Vukušić, A. (2018). Self-evaluation of Parental Competence – Differences Between Parents with Pedagogical and Non-Pedagogical Professions. <i>World Journal of Education</i>, Vol. 8, No. 2 (2018). DOI: https://doi.org/10.5430/wje.v8n2p1 URL: https://doi.org/10.5430/wje.v8n2p1</p> <p>5. Mandarić Vukušić, A. (2016). Djeca i roditelji u igri - kvalitetno provođenje zajedničkog vremena. U: Ivon, H., Mendeš, B. (ur): <i>Dijete, igra, stvaralaštvo</i>. Split, Zagreb: Filozofski fakultet u Splitu, Savez društava "Naša djeca" Hrvatske. str. 103-112.</p>
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>1. 2019.- today, project member: Oснаživanje obitelji za razvoj pozitivnih odnosa i obiteljskog zajedništva, (uniri-drustv-18-6, Univeristy in Rijeka, prof.dr.sc. Jasminka Zloković).</p> <p>2. 2019. – today, member of research team: UP.03.1.1.03.0056, Kompetencijski standardi nastavnika, pedagoga i mentora, Europski socijalni fond, prof.dr.sc. Igor Radeka)</p> <p>3. from 2016. till 2017., researcher: EduMAP: Broad Research on Adult Education in the EU (European Union, Horizon 2020, Research and Innovation Programme, No. 693388), University of Tampere (http://www.uta.fi/edu/en/research/projects/edumap/index.html).</p> <p>4. from 2016. till 2018., researcher: COMMIX, (European Commission; Erasmus Plus K2: Strateška partnerstva; Nuber: 2016-1-BG01-KA201-023657), prof. dr. sc. Ivane Batarello Kokić.</p> <p>5. from 2014. till 2016., project member: Boys Reading, (European Commission; Erasmus Plus K2: Strateška partnerstva; Number. 2014-1-HR01-KA200-007171), voditeljice prof. dr. sc. Ivane Batarello Kokić.</p>
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	<p>- 2009. Faculty of Humanities and Social Sciences, University of Zadar, Department of Pedagogy (4 years)</p> <p>- 2004. Faculty of Humanities and Social Sciences, University of Split, Department of Pre-school Education (2 years)</p>
PRIZES AND AWARDS	

Prizes and awards for teaching and scholarly/artistic work	
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First and last name and title of teacher	Gordan Matas, Pd. D., Assistant Professor
The course he/she teaches in the proposed study programme	Foreign Language in Profession

GENERAL INFORMATION ON COURSE TEACHER

Address	Poljička cesta 35, Split
Telephone number	(021) 329284
E-mail address	gmatas@fst.hr
Personal web page	/
Year of birth	
Scientist ID	276835
Research or art rank, and date of last rank appointment	Assistant professor since 20.12.2013.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Teaching assistant since 23.12. 2010.
Area and field of election into research or art rank	Humanities, philology

INFORMATION ON CURRENT EMPLOYMENT

Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	01.10.2003.
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	American literature
Function	/

INFORMATION ON EDUCATION – Highest degree earned

Degree	Ph.D.
Institution	Faculty of Humanities and Social Sciences in Zagreb
Place	Zagreb
Date	21.12.2010.

INFORMATION ON ADDITIONAL TRAINING

Year	2006./2007.
Place	Chicago, USA
Institution	Northwestern University
Field of training	American literature

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 5

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 the following courses: - since 2003.: <i>American literature</i> ; _since 2006: <i>African American Novel</i> ; <i>Multiculturalism, Identity, Literature: Canada and the United States</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. Matas, Gordan; Škara, Danica The Language of Politics: Toward a Metaphorical Reconceptualization of the European Union in Public Media // <i>Credibility, Honesty, Ethics & Politeness in Academic and Journalistic Writing</i> / Schmied, Josef ; Dheskali, Jessica (ed.). Goettingen: Cuvillier Verlag Goettingen, 2019. p. 99-108 2. Car, Viktorija; Matas, Gordan Istraživački pristupi lažnim vijestima – kako uz pomoć big data razotkriti trollove? // <i>Vjerodostojnost medija: Doba lažnih informacija</i> / Hrnjić Kuduzović, Zarfa ; Kulić, Milica ; Jurišić, Jelena (ed.). Tuzla, Bosna i Hercegovina: Filozofski fakultet Sveučilišta u Tuzli, 2019. p. 101-116 3. Matas, Gordan Attitudes to the Past in Toni Morrison's Jazz and Paradise // <i>Zbornik radova Filozofskog fakulteta u Splitu</i>, 7 (2017), 10; 95-104 4. Matas, Gordan Aspects of Friendly Love in Toni Morrison's "The Bluest Eye" and "Sula" // <i>Zbornik radova Filozofskog fakulteta u Splitu</i>, 6 (2017), 91-102
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works 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?	BA, MA and PHD degrees obtained at Faculty of Humanities and Social Sciences in Split
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	Norwegian scholarship <i>A Foreign Language That Unites</i> (2004. /2005.) for research at University of Bergen, Norway; American scholarship <i>Fulbright</i> for pre-doctoral research at <i>Northwestern University</i> in Chicago (2006. /2007.) and Canadian Scholarship <i>Faculty Enrichment Program</i> (2008.) for research at universities of Toronto and Montreal.

First and last name and title of teacher	Ina Reić Ercegovac, Ph. D., Associate Professor
The course he/she teaches in the proposed study programme	Developmental Psychology, Attachment across the Lifespan, Violence in Close Relationships
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21000 Split
Telephone number	(021) 329284
E-mail address	inareic@ffst.hr
Personal web page	
Year of birth	

Scientist ID	235650
Research or art rank, and date of last rank appointment	Higher Research Associate, 7. 6. 2017.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Associate Professor, 14. 7. 2017.
Area and field of election into research or art rank	Social sciences, Psychology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split
Date of employment	1. 12. 2006.
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Developmental psychology
Function	Vice Dean for Teaching and Students' Affairs
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D.
Institution	Faculty of Philosophy, University of Zagreb
Place	Zagreb
Date	4. 5. 2010.
INFORMATION ON ADDITIONAL TRAINING	
Year	2016.
Place	Split
Institution	Agency for Vocational Education and Training and Adult Education; Faculty of Humanities and Social Sciences Split
Field of training	Adult education in Croatia
Year	2012.
Place	Zagreb
Institution	University of Zagreb
Field of training	Education for Equal Opportunities at Croatian Universities
MOTHER TONGUE AND FOREIGN LANGUAGES	
Mother tongue	Croatian
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	English 5
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian 2
COMPETENCES FOR THE COURSE	
Earlier experience as course teacher of similar courses (name title of course, study programme where it is/was offered, and level of study programme)	Course teacher in: Basics of Developmental Psychology (Undergraduate and Graduate study in primary education) Developmental Psychology I (Undergraduate study in early and preschool education) Attachment across the Lifespan (Graduate study in early and preschool education) Psychology of Parenting (Graduate study in early and preschool education)
Authorship of university/faculty textbooks in the field of the course	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	1. Maglica, T., Reić Ercegovic, I., Ljubetić, M. (2020). Mindful parenting and behavioral problems in preschool children. Hrvatska revija za rehabilitacijska istraživanja, 56(1), 44-57. doi: 10.31299/hrri.56.1.4.

	<ol style="list-style-type: none"> 2. Ljubetić, M., Reić Ercegovac, I. (2020). The relationship between mindful parenting, cognitive parental awareness and subjective well-being of adolescents. <i>Metodički ogledi</i>, 1(27), 103 – 126. 3. Reić Ercegovac, I. i Ljubetić, M. (2019). Svjesnost u roditeljstvu majki i očeva djece različite dobi: validacija hrvatske inačice upitnika. <i>Psihologijske teme</i>, 28, 2, 397-418. 4. Šimunović, M., Reić Ercegovac, I. i Burušić, J. (2018). How Important Is It to My Parents? Transmission of STEM Academic Values: The Role of Parents' Values and Practices and Children's Perceptions of Parental Influences. <i>International journal of science education</i>, 40(9), 977-995. 5. Reić Ercegovac, I. (2016). Doživljeno vršnjačko nasilje: relacije s dobi, spolom, razrednim ozračjem i školskim uspjehom. <i>Školski vjesnik, časopis za pedagoška i školska pitanja</i>, 65(2), 251-272.
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. Reić Ercegovac, I. (2017). Psihologijski sadržaji i ishodi učenja u obrazovanju odraslih. U: M. Brčić Kuljiš i M. Koludrović (ur.), <i>Doprinos razvoju kurikuluma namijenjenih stručnjacima u obrazovanju odraslih</i>. Zagreb: Hrvatsko andragoško društvo. 2. Koludrović, M. i Reić Ercegovac, I. (2017). Does higher education curriculum contribute to prospective teachers' attitudes, self-efficacy and motivation? <i>World Journal of Education</i>, 7 (1), 93-104. 3. Koludrović, M. i Reić Ercegovac, I. (2015). Academic Motivation in the Context of Self-Determination Theory in Initial Teacher Education. <i>Croatian Journal of Education</i>, 17, Sp.Ed.No.1
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<p>Scientific projects:</p> <ol style="list-style-type: none"> 1. STEM career aspirations during primary schooling: A cohort-sequential longitudinal study of relations between achievement, self-competence beliefs and career interests (Josip Burušić, PhD, full professor, HRZZ, 2015 – 2019) 2. Scientific Center of Excellence for School Efficacy and Management, Jurica Pavičić, PhD, full professor, University of Zagreb
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?-pedagoške kompetencije?	Graduate study in Psychology, University of Zadar (Professor of Psychology)
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	-

First and last name and title of teacher	Ivana Restović, Ph.D., Assistant Professor
The course he/she teaches in the proposed study programme	Research-oriented science teaching
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	(021) 329284
E-mail address	irestovic@ffst.hr
Personal web page	
Year of birth	
Scientist ID	331621 Crosby data base; https://orcid.org/0000-0002-2970-9852
Research or art rank, and date of last rank appointment	Research Associate, 6. ožujak 2019.
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Assistant Professor, 21 January 2020.
Area and field of election into research or art rank	Natural sciences, field of Biology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences, University of Split Teacher Education
Date of employment	1.9.2011.
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Natural sciences, Methodology of natural sciences, Histology, Human and animal embryology, Microscopy
Function	Head of Department of Teacher Education
INFORMATION ON EDUCATION – Highest degree earned	
Degree	Ph.D. in Biomedicine and Public Health
Institution	Postgraduate study in Biomedicine and Public Health - Translational Research In Biomedicine, School of Medicine, University of Split
Place	Split, Croatia
Date	17.9.2015.
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)	
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)	1. Integrative undergraduate and graduate Teacher study: Natural Sciences, Chemistry as a part of nature, Man and health, Didactics of Science and Society II - Associate teacher, Didactics of Science and Society III - Associate teacher,

	<p>Research-oriented Science and Society teaching</p> <p>2. Undergraduate university study - Pre-school Education: Basics of natural science and mathematical literacy</p> <p>3. Undergraduate and graduate study of Pedagogy: Research-oriented science teaching</p> <p>4. Elementary school - Courses of Biology and Chemistry</p>
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<p>1. Bebić, Martina; Kević, Nives; Restović, Ivana; Šantić, Mate; Bočina, Ivana <i>Histological and histochemical studies of digestive system in the megrim, <i>Lepidorhombus whiffiagonis</i> (Teleostei: Scophthalmidae)</i> // Iranian Journal of Ichthyology, 7 (2020), 2; 125-135 doi:10.22034/iji.v7i2.372 (međunarodna recenzija, članak, znanstveni)</p> <p>2. Filipović, Natalija; Bočina, Ivana; Restović, Ivana; Grobe, Maximilian; Kretzschmar, Genia; Kević, Nives; Mašek, Tomislav; Vitlov Uljević, Marija; Jurić, Marija; Vukojević, Katarina et al. <i>Ultrastructural characterization of vitamin D receptors and metabolizing enzymes in the lipid droplets of the fatty liver in rat</i> // Acta Histochemica, 122 (2020), 2; 151502, 11 doi:10.1016/j.acthis.2020.151502 (međunarodna recenzija, članak, znanstveni)</p> <p>3. Filipović, Natalija; Bočina, Ivana; Restović, Ivana; Grobe, Maximilian; Kretzschmar, Genia; Kević, Nives; Mašek, Tomislav; Vitlov Uljević, Marija; Jurić, Marija; Vukojević, Katarina Mirna Saraga-Babić, Ana Vuica. <i>Ultrastructural characterization of vitamin D receptors and metabolizing enzymes in the lipid droplets of the fatty liver in rat</i> // Acta Histochemica (2019) doi:10.1016/j.acthis.2020.151502 (međunarodna recenzija, prihvaćen)</p> <p>4. Racetin, Anita; Kablar, Boris; Raguž, Fila; Restović, Ivana; Petričević, Joško; Saraga, Marijan; Glavina Durđov, Merica; Lozić, Mirela; Saraga-Babić, Mirna; Filipović, Natalija; Kunac, Nenad; Kostić, Sandra; Zekić Tomaš, Sandra; Sanna- Cherchi, Simone; Mardešić, Snježana; Šoljić, Violeta; Martinović Vlatka; Vukojević, Katarina. <i>Immunohistochemical expression pattern of RIP5, FGFR1, FGFR2 and HIP2 in the normal human kidney development.</i> // Acta Histochemica. 121 (2019); 531-538</p> <p>5. Restović Ivana; Bočina, Ivana; Vukojević, Katarina; Kero, Darko; Filipović, Natalija; Raonić, Janja; Vukmirović, Filip; Vučković, Ljiljana; Saraga-Babić, Mirna. <i>Time Course and Expression Pattern of the Neuronal Markers in the Developing Human Spinal Cord.</i> // International Journal of Developmental Neuroscience. 74 (2019), 1-10 https://doi.org/10.1016/j.ijdevneu.2019.02.001</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. Restović, Ivana; Perić, Ana <i>Usvojenost higijenskih navika učenika 4. razreda osnovne škole</i> // Školski vjesnik, 67 (2018), 1; 155-177 (međunarodna recenzija, članak, stručni)</p> <p>2. Restović, I., Batić, P. (2018). <i>Ekološka osviještenost učenika 2. i 4. razreda osnovne škole.</i> U: Tomaš, Blažević, Restović (ur). Zbornik radova „Od znanosti do učionice - 11. Dani osnovnih škola splitsko dalmatinske županije prema kvalitetnoj školi“ znanstveni skup s međunarodnom suradnjom, Filozofski fakultet, Split</p> <p>3. Restović, Ivana. (2018). <i>Nastanak i uzroci zaraznih bolesti.</i> Web lecture. Filozofski fakultet Split, Sveučilište u Splitu, Split</p> <p>4. Restović, Ivana. (2018). <i>Voda i svojstva vode.</i> Web lecture. Filozofski fakultet Split, Sveučilište u Splitu, Split</p>

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> - 2020. – lecturer in Center of Excellence in Science, Split-Dalmatia County - 2019. – lecturer in Center of Excellence in Science, Split-Dalmatia County - 2019. – lecturer in Split Summer School STSS2019. Course: Application of imaging techniques in life sciences. University of Split - 2018. – lecturer in Split Summer School STSS2018. Course: Application of imaging techniques in life sciences. University of Split - "Characterization of Congenital Anomalies of the Kidney and the Urinary tract (CAKUT) candidate genes during mouse and human development" - Croatian Science Foundation (HRZZ); voditelj izv, prof. dr. sc. Katarina Vukojević (IP-2016-06-2575)
The name of the programme and the volume in which the main teacher passed exams in/acquired the methodological-psychological-didactic-pedagogical group of competences?	Faculty of Natural Sciences, University of Split Professor of Biology and Chemistry
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

First and last name and title of teacher	Ana Sarić, M. Sc., Teaching and Research Assistant
The course he/she teaches in the proposed study programme	German Language 1, 2, 3, 4
GENERAL INFORMATION ON COURSE TEACHER	
Address	Poljička cesta 35, 21 000 Split
Telephone number	(021) 329284
E-mail address	asaric@ffst.hr
Personal web page	
Year of birth	
Scientist ID	365801
Research or art rank, and date of last rank appointment	
Research-and-teaching, art-and-teaching or teaching rank, and date of last rank appointment	Teaching and Research Assistant, 1 10. 2017.
Area and field of election into research or art rank	Humanities, Philology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences University of Split
Date of employment	1.10.2017.
Name of position (professor, researcher, associate teacher, etc)	Teaching and Research Assistant
Field of research	English and Germanic philology
Function	
INFORMATION ON EDUCATION – Highest degree earned	
Degree	MSc
Institution	University of Zadar

Place	Zadar, Croatia
Date	29.4.2013.
INFORMATION ON ADDITIONAL TRAINING	
Year	2015.
Place	Zadar, Croatia
Institution	University of Zadar
Field of training	International workshop for (post)doctoral students <i>2nd Zadar linguistic forum</i> : Research methodology and scientific paper production in linguistics
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 (5)
Foreign language and command of foreign language on a scale from 2 (sufficient) to 5 (excellent)	Italian (4)
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)	English Grammar – Phrase and Clause (seminar) English Phonetics and Phonology (exercises) English Language and Linguistics – Introduction (seminar) German language 1,2, 3, 4 (exercises) Integrated undergraduate and graduate study programme Department of Teacher Education Faculty of Humanities and Social Sciences in Split
Authorship of university/faculty textbooks in the field of the course	
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	Kovač, Mirjana Matea; Sarić, Ana. The frequency of non-lexicalized fillers in the repeated task. <i>Društvene i humanističke studije</i> 2 (2019), 8; 123-132.
Professional and scholarly articles published in the last five years in subjects of teaching methodology and teaching quality (5 works at most)	Sarić, Ana; Ugrina, Silvija. Cultural content in German language textbooks for primary education. <i>Lingua Montenegrina</i> 1 (2018), 21; 315-331. Matekalo, Ivana; Kovač, Mirjana Matea; Sarić, Ana. Drama in English language teaching. <i>Educational issues</i> 3 (2020), 5; 25-40.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	Institutional project <i>Interculturalism, pragmatics and creative expression in EFL</i> – associate (led by Associate Professor Gloria Vickov, Ph.D.)
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?	University study programme of English Language and Literature and German Language and Literature (8 semesters) University of Zadar
PRIZES AND AWARDS	
Prizes and awards for teaching and scholarly/artistic work	

3. 4. Optimal number of students

The enrolment quota is 30 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 undergraduate study programme in Pedagogy 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:

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

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

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

Evaluation of the work of teachers and associates	<p>Method: questionnaire for student evaluation of the quality of teachers and the teaching/learning process; self-evaluation questionnaire</p> <p>Body conducting evaluation: Board for Quality Improvement, special committee (if necessary), Faculty administration. Evaluation procedure is conducted among all the students across all study programme years.</p>
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	<p>Evaluation procedure: The results are analyzed by the Center for Quality Improvement and submitted both to the Dean and the Head of the Quality Board</p> <p>Information available: Faculty webpages</p> <p>Timeframe: at the end of each semester</p>
Monitoring of grading and harmonization of grading with anticipated learning outcomes	<p>Method: rules and criteria for student evaluation</p> <p>Body conducting evaluation: course teacher, Head of the Department, Committee for education</p> <p>Evaluation procedure: procedures, rules and criteria for student evaluation refer to exam mode, conditions for taking the exam, preliminary exam evaluation, seminars, active participation in class, final exam and other obligations, prerequisites for obtaining teacher's signature, list of references, information about the teacher, assistant and similar. Students are acquainted with the grading, teacher's office hours, conditions for taking preliminary and final exam through faculty and departmental webpages housing syllabi and through introductory lectures</p> <p>Information available: Faculty webpages, departmental webpages housing syllabi</p> <p>Timeframe: continuous</p>
Evaluation of availability of resources (spatial, human, IT) in the process of teaching and learning	<p>Faculty provides adequate and appropriate educational resources for the study programmes. The Faculty also supports the students' teaching and non-teaching activities according to the specific needs of both the study programmes and the students making them easily accessible (equipped lecture rooms, the library, literature, support in extracurricular activities, support for students with disabilities...).</p>
Availability and evaluation of student support (mentorship, tutorship, advising)	<p>Method: questionnaire for the evaluation of mentorship</p> <p>Body conducting evaluation: Board for Quality Improvement, Faculty administration.</p> <p>Evaluation procedure: the student anonymously fills in a questionnaire after the defence of the diploma/final thesis and while withdrawing the entire documentation from the student office ("referada"). The student office collects questionnaires and delivers them to the Board for Quality improvement. Twice during the academic year, the Quality Board collects, enters, processes, analyzes and interprets the data.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: continuous</p>
Monitoring of student pass/fail rate by course and study programme as a whole	<p>Method: analysis of student pass/fail rate</p> <p>Body conducting evaluation: course teacher, Head of the Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: Student office ("referada") collects the data on exam results along with an average grade for the students who passed the exam for every course in every exam period. It also collects the data on the percent of students who pass the final exam through preliminary exams without the obligation of taking an oral exam.</p>

	<p>Information available: Faculty administration and Faculty council</p> <p>Timeframe: twice a year at the end of second exam period</p> <p>Method: analysis of success in studying</p> <p>Body conducting evaluation: Student office, Head of Department, Board on Quality Improvement, Vice Dean for Education and Student Affairs, Faculty council</p> <p>Evaluation procedure: Student office ("referada") keeps record of the number of students enrolled in each study year and each study group according to the number of students enrolling for the first time or repeating the study year.</p> <p>Information available: Faculty administration and members of some of the Departments</p> <p>Timeframe: every year until 30th October</p>
Student satisfaction with the programme as a whole	<p>Method: questionnaire evaluating the students' satisfaction with the overall study programme</p> <p>Body conducting evaluation: Head of Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: The Head of Department creates a data base of students of particular study group (students' e-mail). At the end of undergraduate/graduate study programme the students are contacted so as to anonymously fill in a questionnaire expressing their satisfaction with the learning outcomes. The results are analysed by the Head of the Department.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>
Procedures for obtaining feedback from external parties (alums, employers, labour market and other relevant organizations)	<p>Method: questionnaire for alums and employers</p> <p>Body conducting evaluation: Head of Department, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: previously contacted alums fill in an on-line self-evaluation questionnaire regarding the competences obtained throughout their education at the Faculty. Some selected employers may also be contacted to express their satisfaction with the alums in terms of evaluating their competences acquired at the Faculty.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>
Evaluation of student practical education (where this applies)	
Other evaluation procedures carried out by the proposer	Handbook on the quality assurance system of the Faculty of Humanities and Social Sciences in Split
Description of procedures for informing external parties on the study programme (students, employers, alums)	<p>Method: informing the public about the study programme, the intended learning outcomes, qualifications to be awarded, the teaching/learning procedures, evaluation procedures, the learning opportunities available to students</p> <p>Body conducting evaluation: Departmental secretary, Head of Department, IT Department, Faculty secretary, Vice Dean for Education and Student Affairs</p> <p>Evaluation procedure: Each study programme must be previously approved by the National Council for Higher</p>

	<p>Education. IT Department sets the study programme on Faculty webpages in accordance with the Head of Department and the Vice Dean for Education and Student Affairs.</p> <p>Information available: Faculty webpages</p> <p>Timeframe: if necessary</p>
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