



Fakultet za odgojne
i obrazovne znanosti

BRIDGING PROGRAMME FOR THE ENROLMENT IN THE UNIVERSITY PROGRAMME EARLY AND PRESCHOOL EDUCATION IN THE ACADEMIC YEAR 2025/2026

1 st semester						
Compulsory courses		Teachers	L	S	T	ECTS
200059 Health protection and care of the preschool child	200059 Zaštita zdravlja i njega predškolskog djeteta	Assistant Professor Dijana Majstorović, PhD Assistant Professor Nataša Rojnić Putarek, PhD	7,5	15	0	3
200177 Early and preschool age psychology	200177 Psihologija rane i predškolske dobi	Associate Professor Martina Mavrinac, PhD Renata Martinčić Marić, PhD, lecturer Sanja Tatković, assistant	7,5	7,5	0	3
200178 Early and preschool age pedagogy 1	200178 Pedagogija rane i predškolske dobi 1	Assistant Professor Danijela Blanuša Trošelj, PhD Monika Terlević, assistant	15	7,5	0	4
200221 Speech communication methodology in the integrated curriculum 2	200221 Metodika govorne komunikacije u integriranom kurikulumu 2	Assistant Professor Danijela Blanuša Trošelj, PhD Tamara Brussich, assistant	7,5	0	15	4

200226 Environmental and initial mathematical concepts methodology in the integrated curriculum 2	200226 Metodika okoline i početnih matematičkih pojmova u integriranom kurikulumu 2	Associate Professor Sandra Kadum, PhD Kristina Alviž, assistant	7,5	0	15	4
227124 Visual arts methodology in the integrated curriculum 1	227124 Metodika likovne kulture u integriranom kurikulumu 1	Assistant Art Professor Breza Žižović Urianni Merlin, PhD, professor of professional studies	7,5	0	15	4
227070 Music culture methodology in the integrated curriculum 1	227070 Metodika glazbene kulture u integriranom kurikulumu 1	Full Professor Ivana Paula Gortan-Carlin, PhD Branko Radić, MSc, senior lecturer	7,5	0	15	4
227071 Kinesiology methodology in the integrated curriculum 2	227071 Kineziološka metodika u integriranom kurikulumu 2	Full Professor, Iva Blažević, PhD	7,5	0	15	4
	In total:	8 courses				30
2nd semester						
Compulsory courses		Teachers	L	S	T	ECTS
212625 Puppetry and stage culture	212625 Lutkarstvo i scenska kultura	Assistant Art Professor Breza Žižović Urianni Merlin, PhD, professor of professional studies	7,5	0	15	3
200243 Speech communication methodology in the integrated curriculum 3	200243 Metodika govorne komunikacije u integriranom kurikulumu 3	Assistant Professor Danijela Blanuša Trošelj, PhD Tamara Brussich, assistant	7,5	0	15	4

200244 Environmental and initial mathematical concepts methodology in the integrated curriculum 3	200244 Metodika okoline i početnih matematičkih pojmova u integriranom kurikulumu 3	Associate Professor Sandra Kadum, PhD Kristina Alviž, assistant	7,5	0	15	4
200251 Visual arts methodology in the integrated curriculum 2	200251 Metodika likovne kulture u integriranom kurikulumu 2	Assistant Art Professor Breza Žižović Urianni Merlin, PhD, professor of professional studies	7,5	0	15	4
227072 Music culture methodology in the integrated curriculum 2	227072 Metodika glazbene kulture u integriranom kurikulumu 2	Associate Professor Ivana Paula Gortan-Carlin Branko Radić, MSc, senior lecturer	7,5	0	15	4
227073 Kinesiology methodology in the integrated curriculum 3	227073 Kineziološka metodika u integriranom kurikulumu 3	Full Professor Iva Blažević, PhD	7,5	0	15	4
227074 Nursery-work methodology in the integrated curriculum	227074 Metodika rada u jaslicama u integriranom kurikulumu	Associate Professor Marina Diković, PhD Assistant Professor Danijela Blanuša Trošelj, PhD	7,5	0	15	4
200022 Professional training 3	200022 Stručna praksa 3	Associate Professor Sandra Kadum, PhD Renata Martinčić Marić, PhD, lecturer	2 weeks in February and 10 days in semester			3
	In total:	8 courses				30

Course Syllabus			
Course Code and Title	200059 Health protection and care of the preschool child		
Names of Lecturers	Assistant Professor Dijana Majstorović, PhD (main course teacher) Assistant Professor Nataša Rojnić Putarek, PhD		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 15S – 0E
Prerequisites	Expected prerequisite courses are based on the 1st year curriculum, especially in correlative subjects.		
Correlativity	Developmental psychology, Ethics, Ecology, Pedagogy of children with developmental disabilities.		
Objective of the course	adopt the basics of normal child growth and development, the basic modern principles of child health care, i.e., the specifics of pediatrics as a profession, and the specifics of active child health care, as well as the basic principles in the treatment of a sick child, health factors and disease factors		
Learning outcomes	1. describe basic pediatric terms and concepts, the indicators of normal growth and development and the factors that influence them, 2. analyze the most common infectious diseases in children and describe the principles of symptomatic treatment of childhood diseases 3. perform first aid procedures for the child in the nursery environment 4. critically question theoretical knowledge from pediatrics and apply it under concrete conditions in their work 5. actively participate in the creation of a child health program within the framework of the course 6. recognize the individual needs of the child in his health care		

Course content (syllabus)	1. Introduction to child health care 2. Fundamentals of social pediatrics 3. Growth and development of the child 4. Basics of medical psychology 5. Breastfeeding and proper nutrition of the child 6. Infectious diseases in childhood 7. Immunizations 8. Children with special needs - pediatric approach 9. Symptomatic treatment 10. Pediatric emergencies and first aid 11. Accidents in childhood				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	17	0,6	20%
	Written projects (seminars, presentations...)	1. – 3.	19	0,6	20%
	Mid-term(s) (oral or written)	1. – 3.	24	0,8	30%
	Exam (written)	1. – 6.	30	1	30%
	Total		90	3	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>Class attendance is mandatory. 30% of excused absences are tolerated (i.e., two absences). One colloquium is written in the semester. At the end of the semester, the final exam (written) can be taken only if a minimum of 20% of the grade was achieved during the semester. The final grade includes the results of the final exam, the evaluation of the seminar work, the colloquium and the class activities.</p> <p>Participation in classes is evaluated as follows:</p> <p>0% = not attending 5% = attends 8% = prepared, but the preparation is incomplete 10% = prepared, but the preparation is incomplete - with minor defects 15% = regularly prepared, the preparation is correct, voluntarily participates in the teaching process 20% = shows a high degree of interest in the course, is always prepared; asks questions and problematizes the contents, brings additional materials</p> <p>The seminar paper is evaluated as follows:</p> <p>0% = The work is not written. 10% = Work written and presented but insufficiently engaged 20% = Work presented appropriately 25% = Work written and presented in an engaged manner 30% = The paper is detailed and supported by data from the</p>				

	<p>literature, enriched by the active participation of the student</p> <p>The colloquiums are evaluated as follows (but also in more detail according to the proportional percentage):</p> <p style="padding-left: 40px;">less than 50% correct answers = 0% grade</p> <p style="padding-left: 40px;">from 51% to 60% = 4% of the grade</p> <p style="padding-left: 40px;">from 61% to 70% = 8% of the grade</p> <p style="padding-left: 40px;">from 71% to 80% = 12% of the grade</p> <p style="padding-left: 40px;">from 81% to 90% = 16% of the grade</p> <p style="padding-left: 40px;">from 91% to 100% = 20% of the grade</p> <p>The final exam will be evaluated as follows (and in more detail according to the proportional percentage that will be obtained after the exact number of questions in the test):</p> <p style="padding-left: 40px;">less than 50% correct answers = 0% grade</p> <p style="padding-left: 40px;">from 51% to 60% = 6% of the grade</p> <p style="padding-left: 40px;">from 61% to 70% = 12% of the grade</p> <p style="padding-left: 40px;">from 71% to 80% = 18% of the grade</p> <p style="padding-left: 40px;">from 81% to 90% = 24% of the grade</p> <p style="padding-left: 40px;">from 91% to 100% = 30% of the grade</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend classes 2. Pass the colloquium 3. Achieve at least a 20% grade during the semester 4. Pass the final exam.
Mid-term and final exam term	They are published in the ISVU system
Additional information on the course	<p>Contacting the teacher</p> <p>Contacting the teacher outside of class is usually done during office hours. Consultation hours may be arranged outside of class time if students are prevented by other study commitments. Daily (two-way) contact is available via email, and occasional (one-way) contact is posted in the "Messages" section of the department's website.</p> <p>Written work</p> <p>The student is required to write and present a term paper. Each paper must include the following: Title page (namely: Name of the University, Department, Section - at the top; first and last name of the student and title of the seminar paper - in the middle; JMBAG, major, course, first and last name of the supervisor, place and date of writing the paper - at the bottom), content, introduction, elaboration (which can be freely titled), conclusion, bibliography. The design of the paper will also be evaluated.</p> <p>In the case of distance learning, variations are possible in terms of: the location of the course, the implementation of the activities, the methods of interpretation and teaching and the methods of evaluation, the obligations of the students and the available literature. The course instructor and teaching assistant will inform students of this at the start of the distance learning course. The learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Mardešić D. i suradnici: Pedijatrija, Školska knjiga, Zagreb, 2000.

	<p>Chapters:</p> <p>Zaštita majki i djece, Rast i razvoj, Medicinska psihologija djeteta (66 str.),</p> <p>Nasljedne i prenatalno stečene bolesti (uvodni dio-15 str.),</p> <p>Poremećaj metabolizma vode- uvodni dio (3 str.),</p> <p>Prehrana – prehrana zdravog djeteta (44 str.),</p> <p>Bakterijske bolesti- definicije, epidemiologija, patogeneza, klinička slika (8 str.),</p> <p>Virusne bolesti (10 str.),</p> <p>Aktivna imunizacija (16 str.),</p> <p>Djeca ometena u razvoju, Udesi u dječjoj dobi (9 str.)</p> <p>Optional:</p> <p>Grgurić J, Švel I. Zdravstvena zaštita djeteta. Školska knjiga, Zagreb, 2002.</p>
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Course Syllabus					
Course Code and Title	200177 Early and preschool age psychology				
Names of Lecturers	Associate professor Martina Mavrinac, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer Sanja Tatković, assistant				
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education				
Course status	Mandatory	Study level	Bridging programme		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching languages	Croatian (English)		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	Prerequisite for admission is a passing grade from the General Psychology course and a signature from the Developmental Psychology course.				
Correlativity	General psychology, Developmental psychology				
Objective of the course	acquisition of knowledge of certain general laws and peculiarities of early childhood development from birth to school entry				
Learning outcomes	1. explain certain aspects of early (preschool) child development in terms of specific developmental directions 2. correctly interpret individual terms in terms of general development and individual stages of development 3. define difficulties in the early stages of child development 4. analyze the integration of previously acquired knowledge about early childhood and preschool development				
Course content (syllabus)	1. Psychomotor development in the first years of life 2. Development of cognition 3. Speech development in the first years of life 4. Socio-emotional development 5. Development of the game 6. Early emotional development and children's fears. 7. Psychological adjustment from the third to the sixth year				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. – 4.	11	0,4	10%
	Written projects (seminars)	1. – 4.	27	0,9	25%

Oral presentations	1. – 4.	21	0,7	25%
Exam (written)	1. – 4.	15	0,5	25%
Exam (oral)	1. – 4.	15	0,5	15%
Total		90	3	100%
<p>Additional information (assessment criteria):</p> <p>The term paper is written during the semester. It must be submitted by the specified deadline and meet the prescribed requirements. If this obligation is not fulfilled, so that the term paper is not submitted or does not reach the minimum quality (0%), the student will not be able to take the exam and will have to re-register for the same course. The seminar paper will be graded with a maximum of 50 points, separately for written and oral work as follows:</p> <p>(a) Written part:</p> <p>0 to 10% - the seminar paper is not handed in or the minimum criteria of the seminar paper are not met /in terms of structure, content, literature and expressive language/</p> <p>6 to 15% - the seminar paper is poor: unclear structure, content is not presented adequately, literature is not comprehensive enough, written form is full of linguistic and grammatical errors</p> <p>15 to 20% - the seminar paper is good: clear structure, content is presented adequately, questions are asked, literature agrees with the presented content, written expression is clean</p> <p>20 to 25% - the seminar paper is very good: clear structure, content is presented adequately with individual overview, literature is rich (own data from an internet research used), written expression without complaints.</p> <p>b) Oral part:</p> <p>0 to 10% - the term paper was not presented in the given time</p> <p>10 to 15% - the presentation is poor - lack of understanding of what was presented, the student uses the term paper notes by reading them.</p> <p>15 to 20% - the presentation is good - the content is satisfactory, the student presents spontaneously and occasionally reads the written text of the term paper.</p> <p>20 to 25% - the presentation is excellent - correct, clear and precise presentation and contains a personal critical evaluation.</p> <p>The EXAMINATION is written at the end of the semester and covers the material previously covered.</p> <p>It will be graded as follows:</p> <p>0 to 10 points - the success rate of correct answers is 0-35%</p> <p>10 to 15 points - the success rate of correct answers is 35-50%</p> <p>15 to 20 points - the success rate of correct answers is 50-70%</p> <p>20 to 25 points - the success rate of correct answers is 70-100%</p> <p>A student with a knowledge score higher than 35% on the exam will not be allowed to take the oral exam and will be required to make corrections. The revision exam includes the treatment of one of the topics of the course in the form of a seminar, which must be passed orally or in writing in the following semester. If the student does not pass the retake exam, he/she must reenroll in this course.</p>				

Course requirements	<p>In order to pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend at least 70% of classes and actively participate in the teaching process 2. submit the seminar paper in the given time 3. present the seminar work in the seminar groups at the given time 4. pass the written exam 5. pass the oral exam. <p>Note: If a student does not fulfill the aforementioned student obligations, he/she will have to re-enroll in the course the following academic year.</p>
Mid-term and final exam term	They are published in the ISVU system.
Additional information on the course	<p>The following topics will be covered in the seminar groups:</p> <p>Topic 1: "Giftedness in children"</p> <p>Cvetković Lay J.; Sekulić Majurec, A. (2008). It's a gift, what should I do with it? Zagreb: Alinea and Bistrić Centre for Encouraging Giftness.</p> <p>Walker S.Y.. (2007). Gifted children. Guide for parents and educators. Zagreb: Naklada Veble.</p> <p>Topic 2: "Emotional intelligence"</p> <p>Shapiro L.E. (2007): How to develop a child's emotional intelligence. Zagreb: Mozaik knjiga.</p> <p>Topic 3: "The importance of play in preschool"</p> <p>Duran, M. (2011). A child and a game. Jastrebarsko: Naklada Slap.</p> <p>Winnicot D.W. (2004). Play and reality. The library "World of child psyche", Prosvjeta. Zagreb (pp. 11 - 109)</p> <p>Theme 4: "Psychopathology of children"</p> <p>Wenar C. (2003). Developmental psychopathology and psychiatry from infancy to adolescence. Jastrebarsko: Naklada Slap.</p> <p>Freud A. (2000). Normality and pathology of the child. library "World of child psychology", Prosvjeta, Zagreb. (p. 7 - 100)</p> <p>Topic 5: "Language development in children"</p> <p>Mesec, I. (2010). Development of speech and language from birth to seven years of age. In D. Andrešić, N. Benc-Štuka (eds.), "How does a child speak? Speech and language development, the most common disorders of speechlanguage communication in preschool children". Zagreb: Planet Zoe, pp. 616</p> <p>Topic 6: 'Children with special needs'</p> <p>Zrilić, S. (2013). Children with special needs in kindergarten and lower grades of elementary school. Zadar: University.</p> <p>Wenar, C. (2003). Developmental psychopathology and psychiatry: from infancy to adolescence. Jastrebarsko: Naklada Slap.</p> <p>In the case of distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the implementation of the activities, the methods of interpretation and teaching, and the methods of evaluation - the obligations of the students - the available literature. <p>The course instructor and the assistant will inform the students of this at the beginning of the distance learning course.</p> <p>The learning outcomes will remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Berk, L.E. (2008). Psihologija cjeloživotnog razvoja. Naklada Slap, Jastrebarsko. 2. Berk, L.E. (2015). Dječja razvojna psihologija. Naklada Slap, Jastrebarsko. 3. Starc, B., Čudina-Obradović, M., Pleša, A., Profaca, B., i Letica, M. (2004). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Zagreb: Golden Market. <p>Optional:</p> <ol style="list-style-type: none"> 1. Vasta, R., Haith, M.M. i Miller, S.A. (1998). Dječja psihologija. Naklada Slap, Jastrebarsko. 2. Cvetković Lay J.; Sekulić Majurec, A. (2008). Darovito je, što ću s njim? Zagreb: Alinea i Centar za poticanje darovitosti Bistrić. 3. Walker S.Y. (2007). Darovita djeca. Vodič za roditelje i odgajatelje. Zagreb: Naklada Veble. 4. Shapiro L.E. (2007). Kako razviti emocionalnu inteligenciju djeteta. Zagreb: Mozaik knjiga. 5. Duran, M. (2011). Dijete i igra. Jastrebarsko: Naklada Slap. 6. Winnicot D.W. (2004). Igra i stvarnost. Biblioteka 'Svijet dječje psihe', Prosvjeta. Zagreb (str. 11 – 109) 7. Wenar C. (2003). Razvojna psihopatologija i psihijatrija od dojenačke dobi do adolescencije. Jastrebarsko: Naklada Slap. 8. Freud A. (2000). Normalnost i patologija djece. Biblioteka 'Svijet dječje psihe', Prosvjeta, Zagreb. (str. 7 – 100) 9. Mesec, I. (2010). Razvoj jezika i govora od rođenja do sedme godine. U D. Andrešić, N. Benc-Štuka (ur.), „Kako dijete govori? Razvoj govora i jezika, najčešći poremećaji jezično-govorne komunikacije djece predškolske dobi“. Zagreb: Planet Zoe, str.6-16 10. Zrilić, S. (2013). Djeca s posebnim potrebama u vrtiću i nižim razredima osnovne škole. Zadar: Sveučilište. 11. Čuturić N. (1996). Psihomotorni razvoj djeteta u prve dvije godine života. Naklada Slap, Jastrebarsko, 1996.
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Course Syllabus			
Course Code and Title	200178 Early and preschool age pedagogy 1		
Names of Lecturers	Assistant professor Danijela Blanuša Trošelj, PhD (main course teacher) Monika Terlević, assistant		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	15L – 7,5S – 0E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.		
Correlativity	General psychology, General pedagogy, Sociology of upbringing and education, Developmental psychology, Family pedagogy, Diversity of the living world and ecology, all methodologies		
Objective of the course	Adopt competencies for theoretical and practical research on early development, upbringing and education of children (in the context of family and non-family social and cultural conditions) in accordance with the curriculum of early and preschool education and child rights		
Learning outcomes	<ol style="list-style-type: none"> 1. Interpret basic scientific knowledge about modern approaches to children of early and preschool age 2. critically analyze scientific and professional sources on early and preschool education in the light of modern knowledge about preschool children 3. interpret the basic provisions of the basic legal documents for work in organized early and preschool education and care 4. implement the acquired competencies through personal reflection on the practical dimensions of early and preschool education and care 5. understand the holistic nature of the educational process, the processes of learning and emancipation of the child 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Scientific basis of Pedagogy of early and preschool age 2. Socio-historical context of creating the foundations of early and preschool education and pedagogical heritage 3. Basic pedagogical processes 4. Child, childhood and the quality of institutional early and preschool education 5. The institutional context of growing up and development of early and preschool children aligned with the determinants of the pedagogical standard, curriculum and child rights (UN Declaration on the Rights of the Child) 		

	6. Curriculum of Early and preschool education; Basic determinants in the construction and co-construction of the curriculum 7. Professionals in early and preschool education 8. Reflexive practice. The educator as a reflective practitioner 9. Professional development of educators				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L,S)	1. – 4.	17	0,6	10%
	Seminars	1. – 4.	39	1,3	40%
	Exam (oral)	1. – 4.	25	0,8	20%
	Exam (written)	1. – 4.	63	2,1	30%
	Total		120	4	100%
Course requirements	To pass the course, the student must: 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. write, submit and present a seminar paper (detailed instructions will be presented in class, and the process of creating and submitting a seminar paper should be coordinated with the Instructions for creating a seminar paper - posted on the Merlin e-learning system portal) 3. pass the exam. Note (valid for obligation 2): The student should write a seminar paper and submit it within the agreed deadline. If he does not solve the obligation by the given deadline, then he loses the right to ECTS credits in that academic year. The deadlines in this course must be respected.				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, it is possible to deviate from: the location of the course, implementation of activities, methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Višnjić-Jevtić, A. (ur.) (2014). Pedagogija ranog i predškolskog odgoja i obrazovanja. Sveučilišni udžbenik. Zagreb: Alfa i Učiteljski fakultet u Zagrebu. Poglavlja 1, 2, 7 i 9. 2. Slunjski, E. (2006). Stvaranje predškolskog kurikulumu u vrtiću - organizaciji koja uči. Čakovec: VUŠ Čakovec, Mali profesor. 3. Šagud, M. (2006). Odgajatelj refleksivni praktičar. Petrinja: Mali profesor, VUŠ Petrinja. 4. Slunjski E. i suradnici (2015). Izvan okvira-kvalitativni iskoraci u				

	<p>shvaćanju i oblikovanju predškolskog kurikuluma. Zagreb: Element, d.o.o.</p> <p>5. Mendeš, B. (2020). Prema suvremenom dječjem vrtiću. Hrvatska sveučilišna naklada.</p> <p>6. Miljak, A. (2009). Življenje djece u vrtiću. SM Naklada, Zagreb.: str. 157-173</p> <p>Optional:</p> <p>1. Giesecke, K. (1999). Uvod u pedagogiju (poglavlje: Biološke i psihološke pretpostavke rasta, (str. 13-31) Zagreb, Hrvatsko pedagoško društvo.</p> <p>2. Gudjons, H. (1994). Pedagogija temeljna znanja (poglavlja: Metode znanosti o odgoju (str. 49-60); Dječja i mladenačka dob, kratak prikaz psihologije razvoja, cjelina Djetinjstvo (str. 93-108), Zagreb, Educa.</p> <p>3. Ljubetić, M. (2010). Partnerstvo obitelji, vrtića i škole. Zagreb: Školska knjiga.</p> <p>4. Miljak, A. (1995). Humanistički pristup teoriji i praksi predškolskog odgoja, Zagreb, HPKZ (odabrana poglavlja).</p> <p>5. Mitrović, D. (1982). Predškolska pedagogija, Svjetlost Sarajevo.</p> <p>6. Sheridan, D. (1997). Dječji razvoj od rođenja do pete godine, Zagreb: Educa.</p> <p>7. Stokes-Szanton, E. (2000).Kurikulum za jaslice: razvojno-primjereni program za djecu od 0 do 3 godine. Zagreb: Udruga roditelja Korak po korak.</p> <p>Articles:</p> <p>1. Babić, N., Irović, S. (2001). Učenje i poučavanje u predškolskim programima u svjetlu konstruktivizma. Napredak,1, 39-50.</p> <p>2. Čudina Obradović, M.(1995). Psihološka utemeljenost institucionalnog predškolskog odgoja: Teorije razvoja i njihov doprinos razumijevanju obrazovnih potreba predškolske djece Napredak, br.136(1).</p> <p>3.Vujičić, L. (2010), Istraživanje kulture odgojno-obrazovne ustanove, Zagreb: Mali profesor</p> <p>4. Šagud, M. (2002). Odgajatelj u dječjoj igri, Zagreb, Školske novine(str. 1.16.)</p> <p>5. Pećnik, N. i Starc, B. (2010), Roditeljstvo u najboljem interesu djeteta i podrška roditeljima najmlađe djece, Zagreb: UNICEF (str. 131-155.)</p> <p>Referential:</p> <p>1.Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje Narodne novine, 5/15)</p> <p>2. Deklaracija o pravima djeteta</p> <p>3. Državni pedagoški standard predškolskog odgoja i obrazovanja, (Narodne novine, 63/08 i 90/10)</p>
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Course Syllabus			
Course Code and Title	200221 Speech communication methodology in the integrated curriculum 2		
Names of Lecturers	Assistant professor Danijela Blanuša Trošelj, PhD (main course teacher) Tamara Brussich, assistant		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study program.		
Correlativity	General pedagogy, Early and preschool age pedagogy 1 and 2, all methodologies, Speech communication methodology in the integrated curriculum 1		
Objective of the course	adopt planning, organizing and integrating language and communication content into the curriculum, independently and in cooperation with the team		
Learning outcomes	1. analyze the contents of children's literature for methodical integration in all aspects of educational work with children 2. create didactic tools for the development of spoken communication 3. organize a stimulating context for work on the development of spoken communication 4. choose the highest quality literary content suitable for children 5. create preparations, work plans and programs for the implementation of literary content for children in immediate educational work 6. explain how to encourage children's speech creativity and research activities in terms of developing the child's communication competence		
Course content (syllabus)	1. The role of book content in the development of spoken communication and interest in books, as well as the research, cognitive and creative activities of children in the field of spoken communication. 2. Picture book - a child's first book: conceptual definition, picture book as a literary genre, the role of picture books in the educational process, the appearance of picture books in the world and in the Republic of Croatia, illustration, text and language in picture books, types of picture books, criteria for choosing a picture book. 2. 1. Methodical and creative approach to the picture book.		

	2.2. How to make a picture book with children? 3. Methodical creative approach to the story. Cognitive research and creative activities of the child in the use of picture books. 4. Methodical creative approach to the fairy tale. Cognitive research and creative activities of the child in the use of picture books. 5. Storytelling and storyteller competencies. 6. Therapeutic stories. Creating therapeutic stories. Analysis of problem picture books. 7. The role of literary content in the development of a child's pre-reading skills. 8. The role of educators in the development of pre-reading skills, preparation of resources and stimulating context				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. - 6.	17	0.6	10%
	Written projects	1. - 6.	52	1.7	40%
	Exam (written)	1. - 6.	51	1.7	50%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. Attend classes and actively participate in all forms of classes. 2. Create preparations and didactic material for the direct work with children and analyze the work. Note (valid for obligation 2): The students should write a preparation and submit it within the agreed deadline. If they resolve the obligation by the given deadline, they lose the right to ECTS credits from the course in that academic year. The deadlines set in this course should be respected. 3. Pass the written exam				
Mid-term and final exam term	They are published in the ISVU system and on Studomat.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, it is possible to deviate from: the location of the course, implementation of activities, methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Čudina-Obradović, M. (2004). Kad kraljevna piše kraljeviću. Zagreb: Pučko otvoreno učilište Korak po korak, str. 15-26, 45-52, 58-60, 68-85, 108-111 2. Sočo, B. P. (1997). Dijete, odgajatelj, slikovnica. Zagreb: Alineja. 3. Velički, V. (2004). Vrijeme kruga. Mogućnosti poticanja govorne kompetencije u djece predškolske dobi. <i>Zrno</i> , 61, 21-24.				

	<p>4. Velički, V. (2002). Priča u predškolskom razdoblju. <i>Zrno</i>, br. 49-50, str. 56-57.</p> <p>5. Velički, V. (2013). Pričanje priča-stvaranje priča. Split:Harfa.</p> <p>Optional:</p> <p>1. Brajša, P. (2002). Kako uspješno razgovarati,. Pula: C.A.S.H.</p> <p>2. Čudina Obradović (1969). Igrom do čitanja. Zagreb: Školska knjiga</p> <p>3. Pease, A. (2008). Velika škola govora tijela. Zagreb: Mozaik knjiga.</p> <p>4. Peti-Stantič, A., Velički , V. (2008). Jezične igre za velike i male. Zagreb: Alfa Prebeg, Vilke, M. (1991). Vaše dijete i jezik. Zagreb: Školska knjiga.</p> <p>5. Rade, R. (2003). Poticanje ranog govorno-jezičnog razvoja. Zagreb: Fotomarketing Fo Ma.</p> <p>6. Rijavec, M. (2002). Neverbalna komunikacija. Zagreb: IEP- Vern.</p> <p>7. Shulz von Thun, F. (2001). Kako međusobno razgovaramo 1. Zagreb: Erudita.</p> <p>8. Starc, B., Čudina-Obradović, M. i drugi. (2004). Osobine i psihološki uvjeti razvoja djeteta predškolske dobi. Zagreb: Golden marketingTehnička knjiga.</p> <p>9. Tatković, N., Diković, M., Tatković, S. (2016). Pedagoško-psihološki aspekti komunikacije. Pula: Sveučilište Jurja Dobrile u Puli (selected parts).</p>
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Course Syllabus			
Course Code and Title	200226 Environmental and initial mathematical concepts methodology in the integrated curriculum 2		
Names of lecturers	Associate professor Sandra Kadum, PhD (main course teacher) Kristina Alviž, assistant		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study program.		
Correlativity	General pedagogy, Family pedagogy, Pedagogy of early and preschool age, Methodology of the environment and initial mathematical concepts in the integrated curriculum 1		
Objective of the course	adopt the competences of independent and creative planning, programming, execution and evaluation of integrated research-cognitive activities of the child in institutional preschool conditions (kindergartens and nurseries) in accordance with modern approaches and theories of development and characteristics of the preschool child		
Learning outcomes	1. analyze modern learning and teaching strategies in accordance with the developmental abilities of the child and the contextual conditions of the preschool institution 2. create didactic tools and incentives for the child's research and cognitive activities in the natural and social environment and integrate content using worksheets while monitoring the development of the child's individual potential 3. choose appropriate and effective contents, methods and forms of work for the child's cognitive-research and logical-mathematical activities while evaluating children's progress 4. analyze games as a form of work in the function of developing children's research, learning and logical-mathematical problem solving 5. creatively plan and program educational work in the context of a research and integrative approach to the curriculum 6. analyze effective forms of cooperation with parents and other relevant entities in the wider social environment		

Course content	<p>1. Perception, research and knowledge of the term "volume" in the integrated curriculum.</p> <p>1.1. Research and first experiences about the concept of volume in play and everyday activities.</p> <p>1.2. Means and incentives for observing and researching the concept of volume and liquid (sustainability).</p> <p>1.3. Application of didactic games, trials and experiments with water, sand, earth and other materials for the purpose of understanding the concept of volume in the spirit of sustainability ethics.</p> <p>2. Perception, research and knowledge of the term "mass" in the integrated curriculum.</p> <p>2.1. Perception, research and knowledge of the concept of "weight" and sustainability of weight in play and daily activities of the child.</p> <p>2.2. Means and incentives for research and knowledge of the concept of weight.</p> <p>2.3. Didactic games with objects in order to learn the concept of weight.</p> <p>3. Perception, research and knowledge of geometric concepts in the game and integrated curriculum.</p> <p>3.1. Research and knowledge of geometric concepts in play and everyday activities and in the child's environment.</p> <p>3.2. Means and incentives for research and knowledge of geometric concepts using didactic games in correlation especially with the contents of art and kinesiology culture.</p> <p>4. Perception, research and knowledge of quantitative relationships in the game</p> <p>4.1. Games with quantities and the child's entry into the world of quantities through play.</p> <p>5. The social environment and the world around me as a source of research.</p> <p>6. Visits, trips, excursions and meetings as sources of experiences and research interests of child-oriented education in the spirit of sustainability</p> <p>7. Marking of holidays, celebrations and festivities in the context of education for sustainable development</p> <p>8. Planning and programming of work (curriculum aimed at meeting the child's developmental needs), and making preparations for carrying out the child's research and cognitive activities</p> <p>8.1. Preparation and execution of work/exercises in a preschool institution.</p> <p>8.2. Evaluation and monitoring of the child's progress in cooperation with parents and the professional team.</p> <p>9. Learning and development of social competences through group interaction.</p> <p>9.1. The learning process of constructive conflict resolution through interaction.</p> <p>9.2. Establishing common rules of behavior in the group.</p> <p>9.3. Examples of games for learning social skills, cooperation and conflict avoidance in play and communication.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 6.	17	0.6	10%
	Exercises	1. – 6.	73	2.4	40%

	Exam (written)	1. – 6.	30	1	50%
	Total		120	4	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate in all forms of teaching 2. create preparations and didactic material for direct work with children and analyze the work. <p>Note (applies to obligation 2): The students should prepare for the exercises and submit them within the agreed deadline. If they do not settle this obligations by the given deadline, then they lose the right to ECTS from the course in that academic year. The deadlines in this course must be respected.</p> <ol style="list-style-type: none"> 3. Pass the written exam. 				
Mid-term and final exam term	They are published in the ISVU system and Studomat.				
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - location of the course - implementation of activities, interpretation and teaching methods and methods evaluation - student obligations - available literature. <p>The instructor of the course will inform students about this when distance learning begins.</p> <p>Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Bunčić, K., Ivković, Đ., Janković, J., Penava, A. (2007). Igrom do sebe. 102 igre za rad u grupi. Zagreb: Alinea (radni materijal za izvođenje vježbi) 2. Čudina-Obradović, M. (2002). Matematika prije škole. Zagreb, Školska knjiga. 3. Došen, Dobud, A. (1995). Malo dijete veliki istraživač. Zagreb: Alinea. 4. Došen, Dobud, A. (2016). Dijete- istraživač i stvaralac. Zagreb: Alinea d.o.o. 5. Gabelica-Šupljika M., Milanović, M (1995). Blagdani djetinjstva. Zagreb: Školska knjiga (radni materijal za izvođenje vježbi). 6. Miljak, A. (2009). Življenje djece u vrtiću, Zagreb: SM Naklada d.o.o. (odabrana poglavlja) 7. Slunjski, E. (2006). Kako djeca pišu,broje i računaju. Varaždin: Stanek. <p>Optional:</p> <ol style="list-style-type: none"> 1. Babić, N. i Irović, S. (2004). Djeca i odrasli u igri, U: Zbornik radova Rastimo zajedno. Centar za predškolski odgoj i Visoka učiteljska škola u Osijeku (15.-25. str.) 2. Cvetković-Lay, J. (1995). Ja hoću i mogu više. Zagreb: Alinea. 3. Čuturić, N. (1991). Prve tri godine života. Zagreb: Školska knjiga. 4. Fox, R. (2001). Razvoj i učenje. U: Desforjes, Ch. (ur.), Uspješno učenje i poučavanje. Zagreb: Educa. str. 57-73. 				

	<p>5. Jensen, E. (2005). Poučavanje s mozgom na umu. Zagreb: Educa.</p> <p>6. Miljak, A. i Vujičić, L. (2002). Vrtić u skladu s dječjom prirodom. «Dječja kuća». Rovinj: Dječji vrtić Neven.</p> <p>7. Moss, P. i dr. (2009). Proučavanje svijeta i šire: Djeca ko znanstvenici. Djeca u Europi, zajednička publikacija mreže europskih časopisa Zagreb: Udruga Korak po korak. (1), 1.</p> <p>8. Petrović-Sočo, B., Slunjski, E., Šagud, M. (2005). Nova paradigma učenja, - nove uloge odgojitelja u odgojno obrazovnom procesu. Zbornik Učiteljske akademije u Zagrebu, Sveučilište u Zagrebu, 2 (10)vol. 7, 315- 327.</p> <p>9. Petrović-Sočo, B. (2007). Kompetencije odgojitelja u jaslicama-zajednici koja uči. U: N. Babić (ur.), Kompetencije i kompetentnost učitelja. Zbornik radova, Osijek, 18. i 19. travnja, Osijek, Sveučilište J. J. Strossmayera u Osijeku, Hrvatska i Kherson: Kherson State University, Ukraine, str. 337-343.</p> <p>10. Peteh, M. (2008). Matematika za predškolce. Zagreb: Alinea.</p> <p>11. Šporer, Z. (1990). Uh, ta matematika, VI izdanje, Zagreb, Školska knjiga (Poglavlje: Skupovi: str. 9-99.)</p>
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Course Syllabus			
Course code and title	227124 Visual arts methodology in the integrated curriculum 1		
Names of lecturers	Assistant Professor Breza Žižović. (main course teacher) Urianni Merlin, PhD, professor of professional studies		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	Not applicable		
Correlativity	Visual art, Artistic creation: – shape and colour, Graphics, Music culture		
Objective of the course	<ol style="list-style-type: none"> 1. Acquire proficiency in all visual/technical means prescribed for preschool education and present them properly to children 2. Gain knowledge about patterns established in Visual arts methodology 3. Develop the ability to work in practice 4. Independently prepare and implement visual arts activities. 		
Learning outcomes	<ol style="list-style-type: none"> 1. Interpret the concepts of visual arts teaching methods 2. Analyse the individually developed lesson preparation and plan of visual arts activities 3. Develop and implement an activity in kindergarten by using appropriate methods 4. Create the materials required to independently perform the activity by using appropriate visual/technical means 5. Analyse children's works with regard to their stage of development with the application of techniques for evaluation of children's works 6. Independently write a review of children's works 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Development of children's drawing 2. Visual types of children based on their visual expression 3. Aesthetic principles 4. Methods 5. Forms of work 6. Tasks of visual arts 7. Elements of visual language 8. Visual arts techniques at a preschool facility 9. Analysis and assessment of children's works of visual art 		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 6.	17	0,6	10%
	Individual tasks	4.	30	1	20%
	Written projects (analysis of children's works of visual art and preparation for performance of a visual arts activity at kindergarten)	1. – 6.	30	1	30%
	Exam (application of the gained competencies to confirm the achieved outcomes)	1. – 6.	43	1.4	40%
	Total		120	4	100%
Course requirements	To successfully complete the course, students must: 1. attend the classes and actively participate in all forms of classes 2. complete all works of visual art by the end of the winter semester 3. write an analysis of children's works of visual art and prepare for the performance of a visual arts activity in the kindergarten within the set deadline 4. take and pass the oral or written exam				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	In the case of remote teaching, there might be some changes with regard to venue of classes; performance of activities, method of presentation and teaching, and assessment methods; student responsibilities; available literature. The course lecturer will inform the students of any and all changes when the remote teaching begins. The learning outcomes will remain unchanged.				
Bibliography	Mandatory: 1. Belamarić, D. (1986). Dijete i oblik. Zagreb: Školska knjiga 2. Čudina-Obradović, M. (1990). Nadarenost-razumijevanje i prepoznavanje, Zagreb: Školska knjiga 3. Grgurić, N. – Jakubin, M. (1996). Vizualno- likovni odgoj i obrazovanje. Zagreb:Educa 4. Herceg, L., Rončević, A. i Karlavaris B. (2010). Metodika likovne kulture djece rane i predškolske dobi. Zagreb: Alfa d.d. 5. Karlavaris, B.(1988). Metodika likovnog odgoja. GZH 6. Roca, J. (1978). Likovni odgoj u osnovnoj školi. Zagreb: Školska knjiga 7. Roca, J. (1978). Likovne aktivnosti u osnovnoj školi. Zagreb: Školska knjiga 8. Ružić, B. (1959). Djeca crtaju. Zagreb: Školska knjiga Optional: 1. Babić, A. (1986). Promatranje likovnih djela u osnovnoj školi. Zagreb: Školska knjiga 2. Damjanov, J. (1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga 3. Despot, N. (1966). Svjetlo i sjena. Zagreb: Tehnička knjiga				

	<p>4. Horvat Pintarić, Vera (2015). Umijeće opisivanja, Zagreb: Hrvatska akademija znanosti i umjetnosti, Gliptoteka, Biblioteka Arthistorija</p> <p>5. Ivančević, R. (2005). Likovni govor: uvod u svijet likovnih umjetnosti, udžbenik za 1. razred gimnazije. Zagreb: Profil</p> <p>6. Pischel, G. (1970). Opća povijest umjetnosti. Zagreb: Mladost</p> <p>7. Prelog, Damjanov, Ivančević (1963) Likovne umjetnosti, školski leksikon. Zagreb: Privreda</p> <p>8. Tomašević Dančević, Šobat (2002). Likovna kultura, udžbenik za 5. i 6. razred osnovne škole. Zagreb: Profil international</p> <p>9. Itten, J. 2002). Arte del colore, Milano: Il saggiatore.</p>
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Course Syllabus			
Course code and title	227070 Music culture methodology in the integrated curriculum 1		
Names of lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, senior lecturer		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching languages	Croatian (Italian, Slovenian)
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	Passed exams in Music Culture, Music Practicum 1, Music Practicum 2		
Correlativity	Musical culture, Music practicum 1 and 2, Fundamentals of choir singing, Speech communication methodology in the integrated curriculum, Environmental and initial mathematical concepts methodology in the integrated curriculum, Visual arts methodology in the integrated curriculum, Kinesiology methodology in the integrated curriculum		
Objective of the course	adopt the musical competences of singing and playing for teaching children in early and preschool age		
Learning outcomes	1. explain the methodical approach of singing, rhyme (counter) and playing with Orff instruments 2. demonstrate children's counters in meter and rhythm 3. demonstrate the approach of singing 4. recognize the elements of musical abilities in a child 5. perform with children of early and preschool age (singing, playing, movement, independent creative expression)		
Course content (syllabus)	1. Concept and definition of the methodology of musical culture 2. Musical culture in preschool institutions 3. Teaching forms and methods 4. Recognizing the elements of musical abilities 5. Singing as an area of musical culture 6. Counter 7. Orff's instrumentation 8. Singing, playing and conducting 9. Singing with movement 10. Observation of expressive elements 11. Expressing impressions and evaluating experiences		

	12. Creative musical expression				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	17	0.6	10 %
	making two preparations	1. – 5.	30	1	30 %
	making 4 musical instruments	1. – 5.	13	0.4	10 %
	written exam	1. – 5.	30	1	30 %
	oral exam	1. – 5.	30	1	20 %
	Total		120	4	100 %
	Additional information (assessment criteria): Class attendance is mandatory. One day of absence is tolerated and does not need to be excused. It is necessary to make two preparations for immediate work in a preschool institution in the field of singing, playing and working with abacus. The writing of the preparation is assessed: 0 % - no preparation was written 15% - written song preparation (4% = grade 2, 7.5% = grade 3, 11.5% = grade 4, 15% = grade 5) 15 % - written preparation of the counter (4% = grade 2, 7.5% = grade 3, 11.5% = grade 4, 15% = grade 5) The preparation is handed over in the agreed time, i.e., according to the academic calendar, while classes are in session Making 4 musical instruments 0 % = Did not participate in the creation 2% = The production itself per instrument 2.5 % = Stands out for creativity in making, theoretical preparation for the instrument, singing accompanied by the instrument, etc., which is necessary for classes. The written exam is graded as follows, and the max. share in the grade is 30 %. - Less than 50% of correct answers = 0 %. - Each subsequent correct answer (from 51 % to 100 %) carries a 0.6 % share in the percentage (proportional percentage). The oral exam tests the knowledge of the elements present in				

	<p>the song and the counter. The student brings 10 songs and 5 counters to the exam.</p> <p>0 % = The student does not know how to play and sing</p> <p>5 % = The student can play and sing well enough</p> <p>10 % = The student can play and sing well</p> <p>15 % = The student can play and sing very well</p> <p>20 % = The student can excellently play and sing.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes 2. make two preparations for a performance 3. make four musical instruments 4. pass the written exam 5. pass the oral exam. <p>Note: All written works should be handed in or delivered during classes, respecting the given deadlines. To pass the course, the student must have all five elements positively evaluated and achieve at least 50% of points.</p>
Mid-term and final exam term	<p>The written exam is taken after the completion of lectures. It is also possible to take the written exam during the exam periods (it is necessary to register through Studomat).</p> <p>Exam deadlines are published in the ISVU system and in Studomat</p>
Additional information on the course	<p>Preparations must be submitted by email to: bradic@unipu.hr by the agreed time (during classes). If the agreed time is not respected, the set points will be reduced by 25%.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The teacher and the assistant will inform the students about this when distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Gospodnetić, H. (2015). Metodika glazbene kulture za rad u dječjim vrtićima: 1-2. Zagreb: Mali profesor. 2. Manasteriotti, V. (1982). Muzički odgoj na početnom stupnju. Zagreb: Školska knjiga, str. 5-182. <p>Optional:</p> <ol style="list-style-type: none"> 1. Gortan-Carlin, I. P., Sapanjoš, T. (2011). Music and Cartoons: Opportunities for Using Media in Music Education. Monografija radova s Drugog međunarodnog simpozija glazbenih pedagoga. Glazbena nastava i nastavna tehnologija: mogućnosti i ograničenja. S. Vidulin-Orbanić (ur.). Pula: Sveučilište Jurja Dobrile u Puli, 187-194. 2. Njirić, N. (2001). Put do glazbe. Zagreb: Školska knjiga. 3. Riman, M. (2008). Dijete pjeva. Rijeka: Učiteljski fakultet u Rijeci. 4. Rojko, P. (2012). Metodika nastave glazbe: teoretsko-tematski

	<p>aspekti (Glazbena nastava u općeobrazovnoj školi). Osijek: Sveučilište Josipa Jurja Strossmayera, Pedagoški fakultet Osijek, 1996. (II. elektroničko izdanje. Zagreb)</p> <p>5. Rojko, P. (2004). Metodika glazbene nastave - praksa I. dio. Zagreb: Jakša Zlatar.</p> <p>6. Rojko, P. (2005). Metodika glazbene nastave - praksa II. dio: slušanje glazbe. Zagreb: Jakša Zlatar.</p> <p>Referential:</p> <p>Various songbooks</p>
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Course Syllabus			
Course code and title	227071 Kinesiology methodology in the integrated curriculum 2		
Name of lecturer	Full Professor Iva Blažević, PhD (main course teacher)		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	Attended course Kinesiology and Kinesiological Methodology in the integrated curriculum 1. Students who passed the course Kinesiology and Kinesiological Methodology in the integrated curriculum 1 can take the final exam.		
Correlativity	Kinesiology culture, Kinesiology methodology in the integrated curriculum 2 and 3, General pedagogy, Early and preschool age pedagogy, Sociology of education, General psychology, Early and preschool age psychology, Developmental psychology, Pedagogy of children with developmental disabilities, Health protection and care of the preschool child, Methodology of pedagogic research, Philosophy of education and vocational ethics		
Objective of the course	to master the organizational setups of exercises and work methods in the physical education for children of early and preschool age		
Learning outcomes	<ol style="list-style-type: none"> 1. to interpret the organizational training setups 2. distinguish between simpler and more complex training setups 3. analyze the types of motor activities of children of early and preschool age 4. differentiate between work methods in the physical education 5. analyze work methods in the physical education in the function of implementing motor activities in work with children of early and preschool age. 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Types of motor activities of early and preschool children. 2. Organizational training setups. 3. Work methods. 4. Work methods in the function of realization of motor activities. 5. Practical implementation of motor content in accordance with the structure and duration of physical education activities in preschool institutions. 		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	17	0.6	10%
	Practical work	1. – 5.	30	1	10%
	Exam (oral)	1. – 5.	73	2.4	80%
	Total		73	84	3
	Additional clarifications (evaluation criteria): The oral exam consists of three questions in which a maximum of 90% of the grade can be achieved.				
Course requirements	To pass the course, the student must: 1. actively participate in classes 2. write and submit a practical paper 3. pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	Lecture materials are published on e-learning. In the case of distance learning, deviations are possible in: - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. The course instructor and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Petrić, V. (2019). <i>Kineziološka metodika u ranom i predškolskom odgoju i obrazovanju</i> . Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. 2. Neljak, B. (2011). <i>Opća kineziološka metodika</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 3. Neljak, B. (2009). <i>Kineziološka metodika u predškolskom odgoju</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu Optional: 4. Findak, V. (1995). <i>Metodika tjelesne i zdravstvene kulture u predškolskom odgoju</i> . Zagreb: Školska knjiga. 5. Findak, V., Delija, K. (2001). <i>Tjelesna i zdravstvena kultura u predškolskom odgoju</i> . Zagreb: Edip. 6. Pejčić, A. i Trajkovski, B.(2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i> . Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.				

Course Syllabus			
Course Code and Title	212625 Puppetry and stage culture		
Name of Lecturer	Assistant professor Breza Žižović (main course teacher) Urianni Merlin, PhD, professor of professional studies		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Summer	Study year	I
Classroom location	Classroom	Teaching languages	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	Not applicable		
Correlativity	Visual arts, Children's literature, Music culture, and Media culture.		
Objective of the course	Gain competencies required for student's own creative expression in theatrical and scenic creativity, autonomously create the elements required for a puppet show performance, and demonstrate the knowledge about visual language.		
Learning outcomes	<ol style="list-style-type: none"> 1. Integrate theory and praxis, i.e., knowledge and experience (integration of Visual Arts Methodology, Visual Arts and experiences with new materials which are used in everyday life in order to create by using a new technique) 2. Apply the learned competencies to practical work 3. Guide the children in creating all elements required for high-quality artistic solutions for a children's (puppet) show 4. Analyse the concepts of the artistic solution of the show 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Process of creation of a children's and puppet show 2. Selection of the text for a children's puppet show 3. Dramaturgical analysis of the text 4. Assignment of tasks for project implementation 5. First concept sketches 6. Elaboration of sketches – size of costumes, puppets and stage 7. Rehearsals for the show 8. Design of play bills and invitations 9. Performance of the puppet show 10. Analysis of a children's show seen at any theatre 		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1.- 4.	17	0,6	10%
	Individual tasks (text for a puppet game, sketches of puppets and stage, creation of puppets and stage)	1. – 4.	30	1	40%
	Written projects (children's theatre or puppet show)	1. – 4.	13	0,4	10%
	Exam (performance of a puppet show)	1. – 4.	30	1	40%
	Total		90	3	100%
	Additional information (assessment criteria): /				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes (30% of absences in relation to the total hours of the course are tolerated and are not required to be excused. In case of a longer absence, the student shall be required to re-enrol in the course.) 2. make sketches of a puppet and the stage 3. create the puppet and the stage 4. write an essay on a children's theatre performance or a puppet show (to be submitted 14 days before the end of the summer semester) 5. perform a puppet show <p>Students have to bring everything, except for the essay, to the exam, i.e., the performance of the puppet show.</p>				
Mid-term and final exam term	They are provided at the beginning of the academic year by posting them on the University's website and in the Higher Education Information System.				
Additional information on the course	<p>In the case of remote teaching, there might be some changes with regard to the venue of classes, performance of activities, method of presentation and teaching, and assessment methods, student responsibilities, available literature. The course lecturer will inform the students of any and all changes when the remote teaching begins. The learning outcomes will remain unchanged.</p>				
Bibliography	<p>Mandatory: - Optional:</p> <ol style="list-style-type: none"> 1. Bauer, Ljudevit (Ludwig) (2005). Bajkoviti igrokazi. Zagreb: Golden marketing - Tehnička knjiga. 2. Bauer, Ljudevit (Ludwig) (2005). Morski igrokazi. Zagreb: Golden marketing – Tehnička knjiga. 3. Coffou, Verica (2004). Lutka u školi: Priručnik za lutkarstvo u nastavi i slobodnim aktivnostima s lutkarskim igrama. Zagreb: Školska knjiga. 				

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Course Syllabus			
Course Code and Title	200243 Speech communication methodology in the integrated curriculum 3		
Names of Lecturers	Assistant professor Danijela Blanuša Trošelj, PhD (main course teacher) Tamara Brussich, assistant		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Summer	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study program.		
Correlativity	General pedagogy, Early and preschool age pedagogy 1 and 2, all methodologies, Speech communication methodology in the integrated curriculum 1 i 2		
Objective of the course	adopt planning, organizing and integrating language and communication content into the curriculum, independently and in cooperation with a team of experts perform integrated activities in direct work with children		
Learning outcomes	1. creatively and methodically organize direct educational work with children 2. create didactic tools for the development of spoken communication 3. organize a stimulating context for work on the development of spoken communication and choose the best literary content for children 4. apply integrated methodological knowledge in the practice of educational work with children		
Course content (syllabus)	1. Criteria for the selection of literary content for children. 2. Development of spoken communication through creative application of literary content for children. 2.1. Creative and research approach to poetry, how poets make a poem, creative attempts of children. 2.2. Creative and research approach to fables (methodical specifics), creative attempts of children. 2.3. Creative and research approach to puzzles, counters, speedometers, creative attempts of children. 2.4. Creative and research approach to nonsense literature for children, creative attempts of children. 3. Media and the use of media in the development of speech.		

	<p>Magazines, radio, TV, computer. Dolls, music, movement...</p> <p>4. Creation of didactic materials as an incentive for working with children.</p> <p>5. Planning and programming of work in the integrated curriculum.</p> <p>6. Monitoring and evaluation of language and communication competence of preschool children.</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 4.	17	0.6	10%
	Exercises	1. – 4.	34	1.1	40%
	Exam (written)	1. – 4.	69	2.3	50%
	Total		120	4	100%
Course requirements	<p>To successfully complete the course, students must:</p> <p>1. attend classes and actively participate in all forms of classes</p> <p>2. perform exercises in direct educational work with children in a preschool institution.</p> <p>Note (valid for obligation 2): The student should prepare and hand in the preparations within the agreed deadline and perform activities/exercises with children in a preschool institution. If they do not settle this obligation by the given deadline, they lose the right to ECTS from the course in that academic year. The deadlines in this course must be respected.</p> <p>3. pass the written exam.</p>				
Mid-term and final exam term	They are published in the ISVU system and on Studomat.				
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching and ways of evaluation - student obligations - available literature. <p>The course leader and the assistant will inform the students about this when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1.Časopis Dramski odgoj, Zagreb, srpanj 2009., godina XI, broj 16., str. 23-38. 2.Čudina–Obradović, M. (1996). Igrom do čitanja. Zagreb: Školska knjiga. 3.Gruić, I. (2004). Razvoj kreativnosti kao smisao procesne drame. Dijete-vrtić-obitelj, broj 37-jesen 2004. 4.Gruić, I. (2002). Prolaz u zamišljeni svijet- procesna drama i drama u nastojanju. Zagreb: Golden marketing. 5.Pavličević-Franić, D. (2005), Komunikacijom do gramatike: razvoj komunikacijske kompetencije u ranom razdoblju usvajanja jezika. Zagreb: Alfa. 6.Perrow, S.(2010). Bajke i priče za laku noć- Terapeutske priče za djecu. Velika Mlaka: Ostvarenje, str. 46-86. 7.Pokrivka, V. (1980). Dijete i scenska lutka. Zagreb: Školska knjiga, str. 5-50. 8.Velički, V. (2014). Pričanje priča-stvaranje priča. Zagreb: Alfa, str. 95-132. <p>Optional:</p> <ol style="list-style-type: none"> 1. Barker, L. L. (1997). Communication. New Jersey: Prentice-Hall, Inc., EnglewoodCliffs. 2. Bunčić, K., Ivković, Đ., Janković, J., Penava, A. (2007). Igrom do sebe. 102 igre za rad u grupi. Zagreb: Alinea. 3. Došen – Dobud, A. (2004). S djecom u jaslicama. Zagreb: Alinea. 4. Gordon., D., Vos, J. (2001). Revolucija u učenju – kako promijeniti način na koji svijet uči. Zagreb: Educa. 5. Marković, M., Šain, M., Kovačević, I. i sur. (2006). Korak po korak 1. Beograd: Kreativni centar. 6. Pease, A. (2008). Velika škola govora tijela. Zagreb: Mozaik knjiga. 7. Silberg, J. (2002). Igre mozgalice za dojenčad, jednogodišnjake i dvogodišnju djecu. Zagreb: Profil. 8. Slunjski, E. (2008). Dječji vrtić – zajednica koja uči. Zagreb: Spektar media d.o.o. (odabrana poglavlja) 10. Stokers Szanton, E. (2000). Kurikulum za jaslice. Razvojno primjereni program za djecu od rođenja do 3 godine. Zagreb: Grafa (selected parts). <p>Magazines for educators, parents and children.</p>
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Course Syllabus			
Course Code and Title	200244 Environmental and initial mathematical concepts methodology in the integrated curriculum 3		
Names of Lecturers	Associate professor Sandra Kadum, PhD (main course teacher) Kristina Alviž, assistant		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Summer	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study program.		
Correlativity	General pedagogy, Family pedagogy, Pedagogy of early and preschool age, Theoretical bases of the methodology of familiarization with the environment and initial mathematical concepts in the integrated curriculum, Methodology of familiarization with the environment and initial mathematical concepts in the integrated curriculum 1, 2		
Objective of the course	to understand the complexity of the phenomena arising from the practice of preschool upbringing and education, to adopt the competences of independent and creative planning, programming, execution, and to evaluate the integrated research-cognitive activities of the child in institutional preschool conditions		
Learning outcomes	1. choose appropriate and effective contents, methods, means and forms of work for the child's cognitive-research activities 2. creatively use play as a form of work in the function of developing children's research and learning 3. encourage educational-research and integrative approaches in order to develop the ethics of sustainability 4. analyze effective forms of cooperation with professional colleagues inside and outside the preschool institution in the function of developing a "learning organization" and the culture of the institution-kindergarten 5. monitor the processes of individual child development and evaluate children's progress in all areas of development 6. analyze knowledge about sustainable development and organize and implement activities and projects in the spirit of sustainability ethics		

Course content	<div>1. Perception, research and understanding of spatial relationships in the integrated curriculum</div> <div>1.1. The importance of spatial orientation for a preschool child and the possibility of influencing its development</div> <div>1.2. Psychological mechanisms of perceiving space and developing spatial orientation</div> <div>1.3. Spatial relations / orientation and acquisition of spatial concepts</div> <div>1.4. Research and learning about space and spatial concepts in the game</div> <div>1.5. The importance of proper verbalization and differentiation of spatial relationships, experiences and emotions in the perception of space</div> <div>1.6. The influence of the environment (didactically designed institutional influences) and the application of didactic games in correlation with the content of kinesiology culture and methodology</div> <div>2. Perception, research and understanding of temporal relations in the integrated curriculum</div> <div>2.1. Research and understanding of time concepts in play and everyday activities</div> <div>2.2. The importance and characteristics of the preschool child's development and understanding of time relations (subjective experience of time, order of acquisition of time concepts, influence of emotions, time measurement - basic concepts)</div> <div>2.3. Means and incentives for researching time concepts using didactic games</div> <div>3. Perception, research and learning about volume, mass and liquid in an integrated curriculum</div> <div>3.1. Games with didactic tools and natural materials for observing and exploring the concepts of volume, mass and liquid</div> <div>4. Use of basic statistical analyses and statistical presentations in the integrated curriculum</div> <div>5. Projects in kindergarten</div> <div>1.1. The role of the educator and the child in the preparation of the project</div> <div>1.2. Basic principles, stages and activities of work on the project</div> <div>1.3. Activities and the role of the child during the implementation and evaluation of the work on the project</div>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 6.	17	0.6	10%
	Individual tasks	1. – 6.	45	1.5	40%
	Exam (written)	1. – 6.	58	1.9	50%
	Total		120	4	100%

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate in all forms of classes. 2. create preparations and didactic material for direct work with children and analyze the works. <p>Note (applies to obligation 2): The students should prepare the exercises and submit them within the agreed deadline. If they do not settle the obligations by the given deadline, then they lose the right to ECTS from the course in that academic year. The deadlines in this course must be respected.</p> <ol style="list-style-type: none"> 3. pass the written exam.
Mid-term and final exam term	They are published in the ISVU system and Studomat.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, interpretation and teaching methods and methods evaluation - student obligations - available literature. <p>The instructor of the course will inform students about this when distance learning begins.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Liebeck, P. (1995). Kako djeca uče matematiku. Zagreb: Educa (odabrana poglavlja str. 1- 64). 2. Slunjski E. (2001). Integrirani predškolski kurikulum-rad djece na projektima. Zagreb: Mali profesor. 3. Slunjski, E. (2006). Stvaranje predškolskog kurikuluma u vrtiću - organizaciji koja uči. Zagreb: Mali profesor: Čakovec, Visoka učiteljska škola u Čakovcu. 4. Slunjski, E. (2012). Tragovima dječjih stopa. Zagreb: Profil. 5. Slunjski, E. (2015). Izvan okvira. Zagreb: Element. <p>Optional:</p> <ol style="list-style-type: none"> 1. Cifrić, I. (2002). Okoliš i održivi razvoj. Zagreb: Hrvatsko sociološko društvo. 2. Cifrić, I. (2009). Kultura i okoliš. Zaprješić: Visoka škola za poslovanje i upravljanje s pravom javnosti Baltazar Adam Krčelić. (poglavlje: Održivi razvoj: str. 259-287) 3. Časopis „Dijete Vrtić Obitelj“ i ostali časopisi za odgojitelje, roditelje i djecu. 4. Devernay, B. i suradnici (2001). Obrazovanje za okoliš i održivi razvoj. Zagreb: Centar za građanski odgoj i demokraciju. 5. Došen-Dobud, A. (2001). Predškola: vodič za voditelje i roditelje. Zagreb, Alinea. 6. Lay, V. i J. Puđak (2008). Sociološke dimenzije odgoja i obrazovanja za održivi razvoj. U: V. Uzelac i L. Vujčić, (ur), Cjelovito učenje za održivi razvoj, str. 95-105, Rijeka: Sveučilište u Rijeci, Učiteljski fakultet u Rijeci. 7. Lay, V. (2005). Integralna održivost i učenje. Društvena istraživanja, 14(77), str. 353-377. 8. Lawrence, S. i Shapiro E. (1997). Kako razviti emocionalnu

	<p>inteligenciju djeteta. Zagreb: Mozaik knjiga.</p> <p>9. Loschi, T. (2000). Fare programmazione e valutazione. Ediz. del Borgo, Bologna.</p> <p>10. Pećnik, N. (2008). Suvremeni pogled na dijete, roditeljstvo i socijalizaciju. Dijete i društvo, Ministarstvo obitelji, branitelja i međugeneracijske solidarnosti, br.1/2, Zagreb (99.-119. str.)</p> <p>11. Petrović Sočo B. (2009). Mijenjanje konteksta i odgojne prakse dječjih vrtića. akcijsko istraživanje s elementima etnografskoga pristupa, Zagreb: Mali profesor.</p> <p>12. Majer, J., Nelović, V. (2007). Odgojitelj u igri s djecom. Đakovo: Tempo d.o.o.</p> <p>13. Miljević,-Rižički, R., Maleš, D., Rijavec, M. (2001). Odgoj za razvoj. Zagreb: Alineja (odabrana ppoglavlja).</p> <p>14. Slunjski, E. (2003). Devet lica jednog odgojitelja/roditelja. Zagreb: Mali profesor.</p> <p>15. Unapređenje kvalitete rada primjenom ISSA pedagoških standarda. (2006). Priručnik za odgajatelje, „Korak po korak“, Zagreb.</p> <p>16. UNESCO (2005). UN Decade of Education for Sustainable Development. Resolution of the 65th General Meeting of the German Commission for UNESCO, Bonn, 7th July 2005. http://www.unesco.de/reshv65-2.html?&L=1</p> <p>17. Uzelac, V, (2007). Promišljanje odgoja i obrazovanja za održivi razvoj u predškolskoj i ranoškolskoj dobi,. U: V. Previšić, N. Šoljan, (ur.) Pedagogija prema cjeloživotnom obrazovanju i društvu znanja, Zagreb: Hrvatsko pedagoško društvo, str. 452-466.</p> <p>18. Vujčić, L., (2011). Kultura vrtića-sustav koji se kontinuirano mijenja i uči. Pedagojska istraživanja 8 (2), 231-240.</p>
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Course Syllabus					
Course Code and Title	200251 Visual arts methodology in the integrated curriculum 2				
Names of Lecturers	Assistant professor Breza Žižović (main course teacher) Urianni Merlin, PhD, professor of professional studies				
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education				
Course status	Mandatory	Study level	Bridging programme		
Semester	Summer	Study year	I		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	Not applicable				
Correlativity	Visual art, Artistic creation: – shape and colour, Graphics, Music culture				
Objective of the course	to master all artistic and technical means that are prescribed for preschool education in order to be able to properly demonstrate them to children in an independently designed art activity in kindergarten				
Learning outcomes	<ol style="list-style-type: none">1. Interpret the concepts of visual arts teaching methods2. Analyse the individually developed lesson preparation and plan of visual arts activities3. Develop and implement an activity in kindergarten by using appropriate methods4. Create the materials required to independently perform the activity by using appropriate visual/technical means5. Analyse children’s works with regard to their stage of development with the application of techniques for evaluation of children’s works6. Independently write a review of children’s works				
Course content (syllabus)	<ol style="list-style-type: none">1. Motifs as incentive for visual expression2. Triple meaning of the approach to motif3. Articulation of a visual arts activity4. Disruption of creativity5. Cognitive, affective and motor outcomes6. Age periodization7. Development stages of children’s visual expression8. Preparation of preschool teachers for fieldwork (museum, art show, nature, architecture)				
Course activities, teaching and learning methods and	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 6.	17	0.6	10%

assessment criteria	Oral - evaluation of the methodological unit from the winter internship	2., 5., 6.	39	1.3	20%
	Practical work (preparation and final art activity)	1. – 6.	45	1.5	40%
	Exam (oral)- application of the gained competencies to confirm the achieved outcomes	1. – 6.	19	0.6	30%
	Total		120	4	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend and actively participate in all forms of teaching 2. evaluate the methodological unit from the winter practice 3. write a preparation and perform the final art activity in kindergarten 4. take the oral exam. 				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	<p>The materials for lectures and seminars are made available on the official e-learning platform.</p> <p>In the case of remote teaching, there might be some changes with regard to the venue of classes, performance of activities, method of presentation and teaching, and assessment methods, student responsibilities, available literature.</p> <p>The course lecturer will inform the students of any and all changes when the remote teaching begins. The learning outcomes will remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Belamarić, D. (1986). Dijete i oblik. Zagreb: Školska knjiga 2. Čudina-Obradović, M. (1990). Nadarenost-razumijevanje i prepoznavanje, Zagreb: Školska knjiga 3. Grgurić, N. – Jakubin, M. (1996). Vizualno- likovni odgoj i obrazovanje. Zagreb:Educa 4. Herceg, Rončević, Karlavaris B. (2010) Metodika likovne kulture djece rane i predškolske dobi. Zagreb: Alfa d.d. 5. Karlavaris, B.(1988). Metodika likovnog odgoja. GZH 6. Roca, J. (1978). Likovni odgoj u osnovnoj školi. Zagreb: Školska knjiga 7. Roca, J. (1978). Likovne aktivnosti u osnovnoj školi. Zagreb: Školska knjiga 8. Ružić, B. (1959). Djeca crtaju. Zagreb: Školska knjiga <p>Optional:</p> <ol style="list-style-type: none"> 1. Babić, A. (1986). Promatranje likovnih djela u osnovnoj školi. Zagreb: Školska knjiga 2. Damjanov, J. (1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga 3. Despot, N. (1966). Svjetlo i sjena. Zagreb: Tehnička knjiga 				

	<ol style="list-style-type: none"> 4. Horvat Pintarić, Vera (2015). Umijeće opisivanja, Zagreb: Hrvatska akademija znanosti i umjetnosti, Gliptoteka, Biblioteka Arthistorija 5. Ivančević, R. (2005). Likovni govor: uvod u svijet likovnih umjetnosti, udžbenik za 1. razred gimnazije. Zagreb: Profil 6. Pischel, G. (1970). Opća povijest umjetnosti. Zagreb: Mladost 7. Prelog, Damjanov, Ivančević (1963). Likovne umjetnosti, školski leksikon. Zagreb: Privreda 8. Tomašević Dančević, Šobat (2002). Likovna kultura, udžbenik za 5. i 6. razred osnovne škole. Zagreb: Profil international 9. Itten, J. 2002). Arte del colore, Milano: Il saggiatore.
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Course Syllabus			
Course Code and Title	227072 Music culture methodology in the integrated curriculum 2		
Names of Lecturers	Full professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, senior lecturer		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Summer	Study year	I
Classroom location	Classroom, preschool institution	Teaching languages	Croatian (Italian, Slovenian)
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	passed exams in Music culture methodology in the integrated curriculum 1		
Correlativity	Music culture methodology in the integrated curriculum 1, Musical culture, Music practicum 1 and 2, Creative music workshop, Fundamentals of choir singing, Speech communication methodology in the integrated curriculum, Environmental and initial mathematical concepts methodology in the integrated curriculum, Visual arts methodology in the integrated curriculum, Kinesiology methodology in the integrated curriculum		
Objective of the course	apply acquired knowledge of musical culture in the field of listening to music and music creation using musical terminology		
Learning outcomes	1. explain the methodical approach to listening to musical works 2. state the advantages and disadvantages of different methods in the field of listening to music 3. compare and differentiate musical works 4. analyze a piece of music intended for preschool children 5. recognize musical components in musical works		
Course content (syllabus)	1. educational forms and work methods for listening to a musical piece 2. musical instruments in the orchestra 3. preparation for listening to music (vocal, vocal-instrumental and instrumental compositions) as an area of musical culture 4. observation of expressive elements (simple analysis of a piece of music)		

	5. music for different moods 6. composers and their works 7. correlation and integration of music with other subjects 8. creative expression 9. graded class				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S, E)	1. – 5.	17	0,6	10 %
	Making two preparations	1. – 5.	30	1	30 %
	Graded class	1. – 5.	19	0,6	10 %
	Written exam	1. – 5.	30	1	30 %
	Oral exam	1. – 5.	24	0,8	20 %
	Total		120	4	100 %
	<p>The writing of the preparation is evaluated:</p> <p>0 % - no preparation was written</p> <p>15 % - written preparation (4% = grade 2, 7.5% = grade 3, 11.5% = grade 4, 15% = grade 5)</p> <p>One preparation out of two is done as an assessment class.</p> <p>Making the preparation:</p> <p>Each preparation carries 15% of the grade. The preparation must be in the area of listening to music and musical creativity.</p> <p>15 % - (4% = grade 2, 7.5% = grade 3, 11.5% = grade 4, 15% = grade 5). Graded lecture: Teaching of music culture in a preschool institution. The graded class is graded by the teacher mentor in the kindergarten with a grade from 1 to 5. It is not possible to take the oral exam without the preparation being graded by the mentor teacher (bearing the seal of the institution). The max. share in the grade is: 10 % (2.5% = grade 2, 5% = grade 3, 7.5% = grade 4, 10% = grade 5)</p> <p>The written exam is evaluated in the following way, and the max. share in the grade is 30 %.</p> <ul style="list-style-type: none"> - Less than 50% of correct answers = 0%. - Each subsequent correct answer (from 51% to 100%) carries a 0.6% share in the proportional percentage. <p>Oral exam</p> <p>The oral exam examines the overall knowledge of the methodology of musical culture related to listening to music, recognizing instruments, knowledge of composers and their works, and creativity.</p> <p>0 % = Answers are insufficient</p> <p>5 % = Answers are sufficient (one correct answer)</p> <p>10 % = Answers are good (two correct answers)</p> <p>15 % = Answers are rated as very good (three correct</p>				

	<p>answers)</p> <p>20 % = Answers are excellent (four correct answers)</p>
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend classes 2. make two preparations 3. hold a graded class 4. pass the written exam 5. pass the oral exam.
Mid-term and final exam term	<p>Exam deadlines are published in the ISVU system and in Studomat</p>
Additional information on the course	<p>It is not possible to take the oral exam without the preparation being graded by the mentor teacher (bearing the seal of the institution). All preparations are sent within the agreed deadlines, while classes are in progress. All written works are sent to the assistant's e-mail. In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The teacher and the assistant will inform the students about this when distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Gospodnetić, H. (2015). Metodika glazbene kulture za rad u dječjim vrtićima: 1-2. Zagreb: Mali profesor. 2. Michels, U. (2004). Atlas glazbe. sv. 2. Zagreb: Golden marketing-tehnička knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Gortan-Carlin, I. P., Sapanjoš, T. (2011). Music and Cartoons: Opportunities for Using Media in Music Education. Monografija radova s Drugog međunarodnog simpozija glazbenih pedagoga. Glazbena nastava i nastavna tehnologija: mogućnosti i ograničenja. S. Vidulin-Orbanić (ur.). Pula: Sveučilište Jurja Dobrile u Puli, 187-194. 2. Manasteriotti, V. (1982). Muzički odgoj na početnom stupnju. Zagreb: Školska knjiga. 3. Njirić, N. (2001). Put do glazbe. Zagreb: Školska knjiga. 4. Riman, M. (2008). Dijete pjeva. Rijeka: Učiteljski fakultet u Rijeci. 5. Rojko, P. (2004). Metodika glazbene nastave - praksa I. dio. Zagreb: Jakša Zlatar. 6. Rojko, P. (2005). Metodika glazbene nastave - praksa II. dio: slušanje glazbe. Zagreb: Jakša Zlatar. 7. Rojko, P. (2012). Metodika nastave glazbe: teoretsko-tematski aspekti (Glazbena nastava u općeobrazovnoj školi). Osijek: Sveučilište Josipa Jurja Strossmayera, Pedagoški

	<p>fakultet Osijek, 1996. (II. elektroničko izdanje. Zagreb)</p> <p>8. Sam, R. (1998). Glazbeni doživljaj u odgoju djeteta. Rijeka: Glosa, d.o.o. (str. 5-139)</p> <p>Referential:</p> <p>various songbooks, CD.</p>
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Course Syllabus					
Course Code and Title	227073 Kinesiology methodology in the integrated curriculum 3				
Name of Lecturer	Full Professor Iva Blažević, PhD (main course teacher)				
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education				
Course status	Mandatory	Study level	Bridging programme		
Semester	Summer	Study year	I		
Classroom location	Hall, sports hall	Teaching language	Croatian		
ECTS credits	4	Number of hours per semester	7,5L –0 S – 15E		
Prerequisites	Attended courses: Kinesiology, Kinesiology methodology in the integrated curriculum 1 and Kinesiology methodology in the integrated curriculum 2. The final exam can be taken by students who have passed the Kinesiology, Kinesiology methodology in the integrated curriculum 1 and Kinesiology methodology in the integrated curriculum 2 courses.				
Correlativity	Kinesiological culture, Kinesiology, Kinesiology methodology in integrated curriculum 1, Kinesiology methodology in integrated curriculum 2, Psychology of early and preschool age, Pedagogy of early and preschool age, Pedagogy of children with developmental disabilities, Health protection and care of preschool child, Sociology of education, Philosophy of education and Vocational ethics.				
Objective of the course	master the legalities of planning and programming physical activities for children of early and preschool age, methodical principles and preparation for physical education activities				
Learning outcomes	1. define the goal and settings of the plan and program according to the laws of planning and programming 2. interpret methodological principles in physical education 3. analyze material working conditions in physical education 4. prepare for the physical education activity 5. independently carry out a physical education activity with children of early and preschool age				
Course content	1. Methodological principles. 2. Methodology of planning and programming physical activities. 3. Preparing educators for physical activities. 4. Spaces and equipment for the realization of physical activities. 5. Movement in integrated learning.				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

methods and assessment criteria	Class activities (S, E)	1. – 5.	17	0.6	10%
	Practical work	5.	24	0.8	40%
	exam (oral)	1. – 5.	79	2.6	50%
	in total		120	4	100%
	Additional clarifications (evaluation criteria): Practical work (physical education activity) refers to the preparation and implementation of a physical education activity in the hall. The oral exam is a kind of recapitulation of everything learned during the semester and reflects the general preparedness and readiness to apply the learned content of the course. The oral exam consists of three questions.				
Course requirements	To pass the course, the student must: 1. Prepare and implement a physical education activity with children according to the agreed deadlines in the semester. 2. Pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	Lecture materials are published on e-learning. In the case of distance learning, deviations are possible in: - the location of the course - implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. The course instructor and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Compulsory: 1. Neljak, B. (2011). <i>Opća kineziološka metodika</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Neljak, B. (2011). <i>Kineziološka metodika u osnovnom i srednjem školstvu</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 3. Neljak, B. (2009). <i>Kineziološka metodika u predškolskom odgoju</i> . Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 4. Petrić, V. (2019). <i>Kineziološka metodika u ranom i predškolskom odgoju i obrazovanju</i> . Rijeka: Učiteljski fakultet Sveučilišta u Rijeci. Optional: 1. Findak, V. (1995). <i>Metodika tjelesne i zdravstvene kulture u predškolskom odgoju</i> . Zagreb: Školska knjiga. 2. Findak, V., Delija, K. (2001). <i>Tjelesna i zdravstvena kultura u predškolskom odgoju</i> . Zagreb: Edip. 3. Ivanković, A. (1980). <i>Tjelesni odgoj djece predškolske dobi</i> . Zagreb: Školska knjiga. 4. Ivanković, A. (1982). <i>Tjelesne vježbe i igre u predškolskom odgoju</i> . Zagreb: Školska knjiga. 5. Pejčić, A. i Trajkovski, B. (2018). <i>Što i kako vježbati s djecom u vrtiću i školi</i> . Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.				

Course Syllabus			
Course Code and Title	227074 Nursery-work methodology in the integrated curriculum		
Name of Lecturer	Associate Professor Marina Diković, PhD (main course teacher) Assistant Professor Danijela Blanuša Trošelj, PhD		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Summer	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	There are no prerequisites to be met.		
Correlativity	Pedagogy, Developmental psychology, Family pedagogy, Early and preschool age pedagogy, Speech communication methodology in the integrated curriculum, Environmental and proto-mathematic methodology in the integrated curriculum		
Objective of the course	critically evaluate the educator's work methods and the child's exploration and learning activities in the nursery		
Learning outcomes	1. correctly interpret the basic concepts related to the general functioning of a child in the nursery age 2. compare the basic terms related to general functioning with regard to the development of a child up to the age of three 3. analyze the basic professional competences in raising children and preschoolers in planning, programming and (self) evaluation in order to solve educational problems 4. critically analyze general information about work methods with the aim of understanding the characteristics of children up to the age of three, educators and the educational process itself 5. Interpret knowledge about the laws of early childhood education in order to achieve optimal conditions for his/her development in organized preschool education.		
Course content (syllabus)	1. Nursery curriculum 2. Child, family and immediate environment 3. Adaptation of the child to the nursery 4. Separation problems 5. Development of the independence of a nursery-aged child 6. Encouraging emotional and social development 7. Encouraging the child's cognitive development 8. Encouraging early speech development 9. Care of a child of nursery age		

	10. Games and activities for children up to the age of three 11. Workshops for kindergarten teachers				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	17	0.6	5%
	Individual tasks	3. – 5.	30	1	10%
	Activities (classwork and fieldwork)	5.	7	0.2	10%
	Colloquium (written)	1. – 5.	30	1	25%
	Exam (written)	1. – 5.	36	1.2	50%
	Total		120	4	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> regularly attend all forms of lessons carry out a didactic activities in the nursery pass the written exam. <p>Note for point 2: The students must fulfill the obligations within the established deadline, otherwise they lose the right to access the exam and does not obtain the credits foreseen for the current academic year. The deadlines established must be respected without exceptions.</p>				
Mid-term and final exam term	They are published in the ISVU system.				
Additional information on the course	<p>The courses will take place through lectures and discussions with students.</p> <p>From time to time, working groups will be created in which students will discuss the course material.</p> <p>The use of multimedia materials is planned.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of interpretation and teaching and ways of evaluation - student obligations - available literature. <p>The course instructor will inform students about this when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> Došen-Dobud, A., (2016), Dijete – istraživač i stvaralac. Zagreb: Alinea. Nenadić, S. (2002), Odgoj u jaslicama. Imotski: Potjeh. Stokes Szanton, E. (2005), Kurikulum za jaslice. Zagreb: Pučko otvoreno učilište Korak po korak. <p>Optional:</p> <ol style="list-style-type: none"> Došen-Dobud, A. (2004), S djecom u jaslicama. Zagreb: Alinea. Miljak, A. (1991), Istraživanje procesa odgoja i njege u dječjim jaslicama. Zagreb. Školska knjiga. Mirisi djetinjstva: kultura vrtića (2009). Zbornik radova / 15. dani 				

	<p>predškolskog odgoja Splitsko-dalmatinske županije. Split: Dječji vrtić "Radost" i Dječji vrtić "Marjan".</p> <p>4. Rade, R. (2002), Malo dijete i prostor: igranje bez igračaka. Zagreb: Foto marketing.</p> <p>5. Sestra odgajateljica u jaslicama i dječjem vrtiću: priručnik za njegu i odgoj djeteta do treće godine života (1982).U redakciji: Kovrigine, M. D.: 2. izdanje. Zagreb: Školska knjiga.</p> <p>6. Špoljar, K. (2001), Poticanje razvoja dječje socijalne kompetencije: dimenzija kvalitete odgojno-obrazovnog procesa u vrtiću. Zbornik Učiteljske akademije u Zagrebu, 3(2001), 1(3); pp. 67-75.</p> <p>7. Šagud, M. (2001), Simbolička igra predškolskog djeteta u institucijskom kontekstu. Napredak, 142(2001),1; pp. 61-70.</p> <p>8. Praćenje stručnih časopisa (Napredak, Školski vjesnik, Život i škola, Zrno) te prikupljanje informacija mrežnim uslugama.</p>
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Course Syllabus			
Course Code and Title	200022 Professional training 3		
Names of Lecturers	Associate professor Sandra Kadum, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer		
Study programme	Bridging programme for the enrolment in the University undergraduate programme Early and Preschool education		
Course status	Mandatory	Study level	Bridging programme
Semester	Winter	Study year	I
Classroom location	Preschool institution	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	10 days in the semester 2 weeks in February 0L – 0S – 100E
Prerequisites	There are no prerequisites.		
Correlativity	All courses from the study program.		
Objective of the course	acquire competencies for educational work in a preschool institution		
Learning outcomes	<ol style="list-style-type: none"> 1. participate in the work of the educational council, professional assets and other bodies of the preschool institution and analyze the professional development program for educators 2. achieve cooperation with parents and the local community 3. organize at least five activities in the educational group 4. participate in the organization and implementation of walks, excursions, visits, wintering and other types of activities 5. participate in work with children with special needs in the educational group 6. participate in the preparation of parents' meetings and workshops with parents 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Participation in the work of the educational council, professional assets and other kindergarten bodies 2. Involvement in the preschool institution's cooperation with parents and the local community 3. Application of the plan and program for the educational group in the preparation of activities with children 4. Observation of the (selected) child in different situations 5. Participation in the organization and implementation of walks, excursions, visits, wintering and other types of activities 6. Participation in work with children with special needs 7. Preparation of parents' meetings and workshops with parents and participation in them 8. Assisting and helping the teacher of the group in the realization of daily tasks 		

	9. Organization and execution of at least five integrated practical activities 10. Analysis of communication and interaction: adults - child/children, child - child/children in everyday situations 11. Synthesizing and critical interpretation of collected data during the realization of professional-pedagogical practice				
	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity (E)	1. – 6.	75	2.5	70%
	Written projects	1. – 6.	5	0.2	20%
	Activities in a preschool institution	1. – 6.	6	0.2	10%
	Total		90	3	100%
	Additional clarifications (evaluation criteria): <ul style="list-style-type: none"> - Cooperation with the psycho-pedagogical service, technical staff and other educators. - Getting to know the professional training program for educators. - Cooperation of kindergarten/nursery with parents and the local community. - Assisting and helping the group's educator in the realization of daily tasks. - Daily observation of all-day activities and involvement in the work with the help of educators - mentors. - Monitoring work with gifted children and children with developmental disabilities (if there are any in the group). - Analysis of communication and interaction between adults - child/children, child - child/children in everyday situations. In the practice diary, the student writes (for the period in which the practice is carried out): <ul style="list-style-type: none"> - quarterly, monthly and weekly work plan of educators - daily plan - planned activities during each day with explained goals and tasks to be achieved - all daily activities (free and organized) observed during each day of practice. Observations on the implementation of planned activities in the group during professional-pedagogical practice must include: <ul style="list-style-type: none"> - the name of the observed game, activity - the number of children present and the number of children with special needs - methods and forms of work and duration of individual stages - place of play, means and toys, didactic material - during the activity, observe and record everything that educators and children do 				

	<p>- pay attention to the educator's speech, the questions asked and the children's answers</p> <p>The students perform professional-pedagogical practice in the chosen preschool institution for 1 week in the semester and 2 weeks in February (75 hours). They are assigned a mentor/educator with whom they spend three weeks monitoring all the activities of the educational group.</p>
	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. regularly attend professional practice according to the hourly rate determined by this Implementation Plan of the course 2. actively participate in the organized activities of the preschool institution during professional practice - activities with children, seminars, professional activities, cooperation with parents 3. keep a Journal of professional practice. <p>Notes:</p> <ol style="list-style-type: none"> 1. The instructions on writing professional practice diaries that are given to students determine their level of competence in work and represent the basis for designing the Implementation Plan and Practice Program. Pre-school institution principals, professional assistants and managers, together with mentors, participate in the creation of the Executive Plan and program of students' professional practice in order to achieve the set learning outcomes. 2. Upon completion of professional practice, students submit the Practice Diary to the head of the pre-school institution for signature. The students hand in the signed Practice Diary to the course leader or course assistant. 3. The pre-school institution submits a Certificate of completed professional practice for each student.
Mid-term and final exam term	They are published in the ISVU system and in Studomat.
Additional information on the course	<p>The materials are published on the e-learning course.</p> <p>In the case of distance learning, deviations are possible in: the place of the course, the implementation of the activities, the methods of interpretation and teaching and methods of evaluation, student obligations and available literature. The course leader and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Petrović-Sočo, B. (2007). Kontekst ustanove za rani odgoj i obrazovanje: holistički pristup. Zagreb: Mali profesor. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bredkamp, S. (1996). Kako djecu odgajati: razvojno primjerena praksa u odgoju djece od rođenja do osme godine. Zagreb: Educa. 2. Došen-Dobud, A. (1995). Malo dijete – veliki istraživač. Zagreb: Alinea. 3. Hansen, K. A., Kaufman, R-K., Walsh, K. B. (2004). Kurikulum za vrtiće. Zagreb. Pučko otvoreno učilište korak po korak. 4. Schön, D. A. (2006). Formare il professionista riflessivo. Milano: Franco Angeli. 5. Slunjski, E. (2001). Integrirani predškolski kurikulum. Zagreb: Mali

	<p>profesor.</p> <p>6. Slunjski, E. (2003). Devet lica jednog odgajatelja/roditelja. Zagreb: Mali profesor.</p> <p>7. Šagud, M. (2003). Odgajatelj u dječjoj igri. Zagreb: Školske novine.</p>
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