



Fakultet za odgojne
i obrazovne znanosti

**UNIVERSITY GRADUATE STUDY EARLY AND PRESCHOOL EDUCATION IN
THE CROATIAN LANGUAGE (PART-TIME STUDY) IN THE ACADEMIC YEAR
2025/2026**

1st YEAR

1st semester					
Compulsory courses	Teachers	L	S	E	ECTS
232835 Academic communication in the Croatian language	Full Professor Kristinba Riman, PhD	7,5	7,5	7,5	7
232836 Academic communication in the English language	Assistant Professor Ester Vidović, PhD Ivan Žufić, lecturer	7,5	7,5	7,5	5
233572 Academic communication in the German language	Kristina Djaković, senior lecturer				
232838 Preschool institution management and organisation	Associate Professor Sabina Lacmanović, PhD	7,5	0	15	6
247824 Kindergarten curriculum models	Full Professor Lidiya Vujičić, PhD Kristina Alviž, assistant	7,5	7,5	7,5	6
In total:	4 courses				24
**Elective module 1: Pedagogical and psychological module					
232840 The role and tasks of mentor preschool teachers	Associate Professor Sandra Kadum, PhD	7,5	0	15	3
232841 Psychological foundations of early and adult learning	Associate professor Martina Mavrinac, PhD Renata Martinčić Marić, PhD, lecturer	15	0	7,5	3
232842 Active learning strategies	Associate Professor Andrea Debeljuh, PhD	7,5	0	7,5	3
232843 Philosophy for children	Assistant Professor Alen Tafrā, PhD	15	7,5	0	3
In total:	4 courses				12

**Elective module 2: Developmental and artistic module					
232844 Picture books as basic books in the preschool child's development	Full Professor Kristina Riman, PhD	7,5	7,5	7,5	3
232845 Music with early childhood and preschool children	Full Professor Ivana Paula Gortan-Carlin, PhD Branko Radić, MSc, lecturer	7,5	7,5	7,5	3
232846 Visual literacy development	Assistant Professor Breza Žižović	7,5	0	15	3
232847 Kinesiological transformations at an early childhood and preschool age	Full Professor Iva Blažević, PhD Associate Professor Dario Novak, PhD	7,5	7,5	7,5	3
232848 Croatian children's literature in working with preschool children	Full Professor Vjekoslava Jurdana, PhD	7,5	15	0	3
In total:	5 courses				15

*students attend the language which they had in their secondary school or they may submit a proof of language knowledge of the B1 level according to the Common European Framework of Reference for languages

**students choose one of the modules, and within the module two courses among the offered four or five

2nd semester					
Compulsory courses	Teachers	L	S	E	ECTS
232849 Qualitative and quantitative pedagogic research methodology	Assistant Professor Irena Kiss, PhD	15	0	15	7
232850 Citizenship education	Associate Professor Marina Diković, PhD Assistant Professor Tea Hasić, PhD	7,5	7,5	7,5	5
232851 Introduction to social pedagogy	Full Professor Mirjana Radetić-Paić, PhD Vanja Marković, PhD, lecturer	7,5	15	0	7
232852 Professional and pedagogic practice 1	Associate Professor Lorena Lazarić, PhD Kristina Alviž, assistant	0	0	75	5
In total:	4 courses				24
*Elective module 1: Pedagogical and psychological module					

232853 Safety and protection of children on the Internet	Full Professor Maja Ružić, PhD	7,5	15	0	3
232854 Teamwork activities	Associate Professor Marina Diković, PhD	7,5	0	15	3
232855 Fundamentals of labour law	Associate Professor Oliver Radolović, PhD Assistant Professor Tea Hasić, PhD	7,5	15	0	3
232857 Preschool teachers' lifelong learning	Associate Professor Marina Diković, PhD	7,5	7,5	0	3
232858 Active education of children in nature	Associate Professor Andrea Debeljuh, PhD Tamara Brussich, assistant	7,5	7,5	7,5	3
In total:	5 courses				15
* Elective module 2: Developmental and artistic module					
232859 Spatial and plastic design	Associate Professor Aleksandra Rotar	7,5	0	15	3
232860 Folk music heritage with early childhood and preschool children	Associate Professor Ivana Paula Gortan-Carlin, PhD Branko Radić, MSc, lecturer	7,5	7,5	7,5	3
232861 Motor development in early childhood and preschool children	Full Professor Iva Blažević, PhD Associate Professor Dario Novak, PhD	7,5	7,5	7,5	3
232862 Artistic aspects in picture books	Assistant Professor Breza Žižović	7,5	0	15	3
232863 Literary intangible cultural heritage	Associate Professor Lorena Lazarić, PhD	7,5	7,5	7,5	3
In total:	5 courses				15

* students choose one of the modules, and within the module two courses among the offered four or five

2nd YEAR

3th semester

Compulsory courses	Teachers	L	S	E	ECTS
244477 Traditional games at an early childhood and preschool age	Full Professor Maja Ružić, PhD	15	15	0	6

244478 Communication competence in the professional environment	Assistant Professor Helena Pavletić, PhD	15	0	15	5
244479 Cooperation with families	Assistant Professor Danijela Blanuša Trošelj, PhD Tamara Brussich, assistant	7,5	7,5	7,5	5
244480 Methods of work with gifted children	Assistant Professor Andrea Debeljuh, PhD	7,5	7,5	7,5	4
288962 Inclusive pedagogy of early and preschool age children	Full Professor Mirjana Radetić-Paić, PhD Vanja Marković, PhD, lecturer	7,5	15	0	4
In total:	5 courses				24
*Elective module 1: Pedagogical and psychological module					
244482 Stress management	Full Professor Neala Ambrosi Randić, PhD Renata Martinčić Marin, PhD, lecturer	7,5	0	15	3
244483 Stimulating kindergarten environment	Assistant Professor Danijela Blanuša Trošelj, PhD Monika Terlević, assistant	7,5	0	15	3
244484 Natural science education of preschool children	Full Professor Mauro Štifanić, PhD	7,5	0	15	3
244485 The problem of child abuse and neglect	Full Professor Mirjana Radetić-Paić, PhD	7,5	7,5	7,5	3
244486 Project learning in the kindergarten	Associate Professor Marina Diković, PhD	7,5	7,5	7,5	3
In total:	5 courses				15
* Elective module 2: Developmental and artistic module					
244488 Puppet games in the kindergarten	Assistant Professor Breza Žižović,	7,5	0	15	3
244489 Visual art heritage and development of children's creativity	Associate Professor Aleksandra Rotar	7,5	0	15	3
244490	Full Professor Iva Blažević, PhD Associate Professor Dario Novak, PhD	7,5	7,5	7,5	3

Kinesiological games for early childhood and preschool children					
244491 Contemporary literary theories in children's literature	Assistant Professor Ivana Nežić, PhD	7,5	7,5	0	3
244492 Multimedia practicum	Associate Professor Darko Etinger, PhD Igor Dobrača, senior lecturer	7,5	7,5	7,5	3
In total:	5 courses				15

*students choose one of the modules, and within the module two courses among the offered four or five

4 th semester					
Compulsory courses	Teachers	L	S	E	ECTS
244493 Fundamentals of educational drama	Full Professor Robert Raponja	15	15	0	6
244494 Professional and pedagogic practice 2	Associate Professor Lorena Lazarić, PhD Kristina Alviž, assistant	0	0	100	5
244495 Writing the master's thesis					13
In total:	3 courses				24
*Elective module 1: Pedagogical and psychological module					
244496 Child development monitoring systems	Assistant Professor Marlena Plavšić, PhD Renata Martinčić Marić, PhD, lecturer	7,5	7,5	7,5	3
244497 Early bilingualism in education**	Associate Professor Nada Poropat Jeletić, PhD	7,5	7,5	7,5	3
244498 Socio-emotional competences in educational relations	Assistant Professor Marlena Plavšić, PhD Renata Martinčić Marić, PhD, lecturer	7,5	0	15	3
244499 Education for sustainable development	Associate Professor Irena Kiss, PhD	7,5	7,5	7,5	3
In total:	4 courses				12

* Elective module 2: Developmental and artistic module					
244502 Children's music creativity	Full Professor Ivana Paula Gortan-Carlin, PhD Branko Radić, MSc, lecturer	7,5	0	15	3
244503 Dramatisation and interpretative performance of children's literature works	Full Professor Ivana Nežić, PhD	7,5	0	15	3
244504 Stories and storytelling at an early childhood and preschool age	Full Professor Kristina Riman, PhD	7,5	7,5	7,5	3
244507 Integrated activities with nursery children	Associate Professor Marina Diković, PhD	7,5	7,5	0	3
In total:	4 courses				12

* students choose one of the modules, and within the module two courses among the offered four or five

** the course will be held in italian language

*** the course will not be performed in the 2024/2025 academic year

Course Syllabus					
Course Code and Title	232835 Academic communication in the Croatian language				
Name of Lecturer	Full Professor Kristina Riman, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	7	Number of hours per semester	7,5L –7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Academic communication in the English language, Academic communication in the German language				
Objective of the course	develop competencies in the application of academic writing style in the field of early and preschool education				
Learning outcomes	1. correctly define the scientific functional style/academic discourse 2. analyze the characteristics of a scientific text 3. analyze different types of texts and the pragmatics of academic discourse 4. independently compose a scientific text using the adopted principles of scientific communication.				
Course content (syllabus)	1. Language, communication, function. 2. Functional styles of the standard Croatian language. 3. Types of professional and academic texts. 4. Features of academic discourse in Croatian: written and spoken language. 5. Methodological principles of scientific and professional text composition. Elements of the structure of a written scientific text. 6. The function of a scientific text. 7. Rhetorical strategies of scientific discourse. 8. Standards for citing literature. 9. Language and style of scientific texts.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Calass activity (L, S, E)	1. - 4.	23	0,8	0%
	Written project (seminar)	1. - 4.	127	4,2	50%
	Oral presentations	1. - 4.	30	1	20%

	Exam (oral)	1. - 4.	30	1	30%
	Total		210	7	100%
	<p>Additional information (assessment criteria):</p> <p>Class Attendance – 30 % absences will be tolerated and do not need to be excused. Students are required to complete their assigned tasks on time. Continuity of student work will be monitored through in-class activities and assignments and through the production of a written paper methodically designed according to the principles of professional writing.</p> <p>Preparation of a seminar paper</p> <p>The seminar paper is to be written according to the specifications given to the students in the lectures. The paper will be evaluated with regard to the treatment of the topic (whether relevant content has been selected and whether it has been written in an appropriate manner), with regard to the outline (whether the characteristics of professional writing have been fulfilled and whether an appropriate writing style has been used, whether the content from the literature has been paraphrased correctly), with regard to the form (whether the chosen citation style and the references have been implemented consistently).</p> <p>Before uploading the paper to the designated place on e-learning, the student should upload the paper to https://plagscan.unipu.hr/unipu? and post these results on e-learning along with the seminar paper.</p> <p>Preparation and evaluation of oral presentations</p> <p>Students should give a presentation on a given topic, which may take ten minutes, according to the schedule agreed upon in class.</p> <p>Students should submit the presentation and other electronic materials used in the presentation to e-learning at least two days before the presentation.</p> <p>The seminar will be graded on whether the most important content was highlighted, whether it was clearly explained (without reading the text or notes), and whether the manner of presentation managed to activate students to participate in the discussion following the content presented.</p> <p>Written exam</p> <p>There will be an oral exam at the end of the semester.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. create a term paper 2. give a presentation on a given topic according to the presentation schedule posted on the Distance Learning Portal 3. pass the colloquium 4. pass the examination. 				
Mid-term and final exam term	Exam dates are published at the beginning of the academic year on the University website and in the ISVU system.				

Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform 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. Oraić Tolić, D. (2011). Akademsko pismo. Zagreb: Naklada Ljevak. 2. Katnić Bakaršić, M. (2004). Akademski diskurs: dileme i izazovi. Obdobja 22, Ljubljana, str. 191-197. 3. Silić, J. (2006). Funkcionalni stilovi hrvatskoga jezika. Zagreb: Disput. <p>Optional:</p> <ol style="list-style-type: none"> 1. Badurina, L. i Kovačević, M. (2001). Raslojavanje jezične stvarnosti. Filozofski fakultet u Rijeci. Rijeka. 2. Gačić, M. (2001). Pisanje i objavljivanje znanstvenih i stručnih radova. Zagreb: Ministarstvo unutarnjih poslova RH – Policijska akademija. 3. Katnić-Bakaršić, M. (2012). Između diskursa moći i moći diskursa. Zagreb – Sarajevo: Naklada Zoro. 4. Matešić, M. (2014). Pisani akademski diskurs i tradicionalna normativnost. Priručnik za prevoditelje: prilog teoriji i praksi. Filozofski fakultet u Rijeci, str. 339 -354.

Course Syllabus					
Course Code and Title	232836 Academic communication in the English language				
Names of Lecturers	Assistant Professor Ester Vidović, PhD (main course teacher) Ivan Žufić, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Winter	Study year	I		
Classroom location	Classroom, libraries	Teaching language	English		
ECTS credits	5	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment. The ability to follow English literature is a prerequisite for mastering the course.				
Correlativity	Academic communication in the Croatian/Italian language				
Objective of the course	acquire competencies in classifying, analyzing, interpreting, and rendering various written and oral forms in the context of academic communication in English				
Learning outcomes	1. critically evaluate different types of academic texts 2. present your work in an academically appropriate manner 3. argue your own views in the texts 4. apply vocabulary knowledge in your own oral and written presentation 5. analyze and improve English pronunciation				
Course content (syllabus)	1. Introduction to academic communication skills 2. Types of academic texts 3. Writing an essay and a summary 4. Writing specific texts for international education 5. Skills for presenting one's own work 6. Evaluation and constructive criticism				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. - 5.	17	0,6	0%
	Oral presentations	2. – 5.	52	1,7	35%
	Mid-term (written)	3.,4.	30	1	30%
	Individual tasks	1. – 4.	51	1,7	35%
	Total		150	5	100%

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend more than 70% of classes. If a student misses between 30% and 50% of class, they will be assigned additional assignments. If a student misses more than 50% of class, he/she will be denied the right to signature, take the exam, and record ECTS credits. 2. write the selected type of academic text. 3. pass a written colloquium. 4. present a prepared paper on a selected topic in the field of early childhood and preschool education.
Mid-term and final exam term	Exam dates are published at the beginning of the academic year on the University website and in the ISVU system.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform 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. McCarthy, M., O'Dell, F. (2008). Academic Vocabulary in Use. Cambridge: Cambridge University press. (10 – 136 str.) 2. Hewings, M. (2012). Cambridge Academic English. Cambridge: Cambridge University press. (10 – 153 str.) <p>Optional:</p> <p>Jordan, M.K. and Plakans, L. (2003). Reading and Writing for Academic Success. Ann Arbor: University of Michigan Press</p> <p>http://www.phrasebank.manchester.ac.uk/</p>

Course Syllabus					
Course Code and Title	233572 Academic communication in the German language				
Name of Lecturer	Kristina Djaković, senior lecturer (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language	German/Croatian		
ECTS credits	5	Number of hours per semester	7,5L –7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment. The ability to follow English literature is a prerequisite for mastering the course.				
Correlativity	Academic communication in the Croatian/Italian language				
Objective of the course	acquire competencies in classifying, analyzing, interpreting, and rendering various written and oral forms in the context of academic communication in German				
Learning outcomes	1. critically evaluate different types of academic texts 2. present your work in an academically appropriate manner 3. argue your own views in the texts 4. apply vocabulary knowledge in your own oral and written presentation 5. analyze and improve German pronunciation				
Course content (syllabus)	1. Introduction to academic communication skills 2. Types of academic texts 3. Writing an essay and a summary 4. Writing specific texts for international education 5. Skills for presenting one's own work 6. Evaluation and constructive criticism				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. - 5.	17	0,6	0%
	Seminar	2. - 5.	51	1,7	35%
	Mid-term (written)	3.,4.	30	1	30%
	Individual tasks	1. - 4.	52	1,7	35%
	Total		150	5	100%

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend more than 70% of classes. If a student misses between 30% and 50% of classes, they will be assigned additional assignments. If a student misses more than 50% of classes, he/she will be denied the right to signature, take the exam, and record ECTS credits. 2. write the selected type of academic text 3. pass a written colloquium 4. present a prepared paper on a selected topic in the field of early childhood and preschool education 5. create and present a seminar paper orally
Mid-term and final exam term	Exam dates are published at the beginning of the academic year on the University website and in the ISVU system.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform 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. Bayerlein, O., Buchner, P. (2020). Campus Deutsch – Lesen, Hueber Verlag 2. Buchner, P. (2020). Campus Deutsch – Schreiben, Hueber Verlag 3. Bayerlein, O., (2020). Campus Deutsch – Präentieren und Diskutieren, Hueber Verlag 4. Raindl, M., Bayerlein, O., (2020). Campus Deutsch – Hören und Mitschreiben, Hueber Verlag <p>Optional:</p> <ol style="list-style-type: none"> 1. Esselborn-Krumbiegel, H. (2017): Richtig wissenschaftlich schreiben: Wissenschaftssprache in Regeln und Übungen, Paperback 2. Lange, Ulrike (2018): Fachtexte lesen – verstehen – wiedergeben. 2. Auflage, Stuttgart, UTB Verlag. 3. Fügert, N., Richter, U. Wissenschaftlich arbeiten und schreiben, Klett Verlag 4. Herrmann, M., Hoppmann, M., Stölzgen, K., Taraman, J. (2012): Schlüsselkompetenz Argumentation. Paperback <p>https://www.mentorium.de/wissenschaftliches-arbeiten/</p> <p>https://www.mentorium.de/masterarbeit-schreiben/</p>

Course Syllabus			
Course Code and Title	Preschool institution management and organisation		
Name of Lecturer	Associate Professor Sabina Lacmanović, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Graduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	6	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	The requirement for enrollment is based on the regulations of the degree program.		
Correlativity	Professional and pedagogical practice 1 and 2		
Objective of the course	to assume the basic competences for the management of educational processes, resources and human potential of the preschool institution, as well as for the design and implementation of organizational solutions of the preschool institution		
Learning outcomes	1. interpret the basic concepts and scientific-theoretical aspects of preschool management and organization 2. examine the current challenges in preschool management 3. compare the implications of different approaches to preschool management and organization 4. recommend management and leadership models for preschool institutions		
Course content (syllabus)	1. Determination of the administration 2. Specifics of the management of preschool institutions 3. Fundamentals of planning: vision, mission, goals and plans of preschool institutions 4. Organization of the preschool institution: organizational design and organizational culture 5. The role of leadership: motivational strategies and communication in a preschool institution 6. Fundamentals of human resource management: planning, acquisition, selection and supervision, and development of employees 7. Basics of controlling 8. Quality management in a preschool facility 9. Change of management in a preschool facility		

	10. Management of stakeholders' expectations: Educators, staff, parents, children, the local community				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1. - 4.	17	0,6	0%
	Activities (team work)	1. - 4.	49	1,6	30%
	Exam (written)	1. - 4.	114	3,8	70%
	Total		180	6	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. produce tasks (as a team) agreed upon at the beginning of the lesson 2. pass the written exam. In order to take the written exam, you must have at least three positively graded assignments. 				
Mid-term and final exam term	They are determined at the beginning of the academic year, published in the ISVU system and in Studomat.				
Additional information on the course	<p>Class attendance is compulsory; 30% absences are tolerated and do not need to be justified. In case of prolonged absence, the course must be retaken. At the end of the semester, the written exam will only be taken (maximum four times) if a passing grade has been earned in at least three team assignments during the semester. The overall grade will include the results from the evaluation of the activities during class/performance of the assignments and the final written exam.</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 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. Krce Miočić, B. i dr. (2016). Upravljanje odgojno-obrazovnim ustanovama: menadžment i marketing u školama. Zadar: Sveučilište u Zadru. 2. Seme Stojnović, I., Hitrec, S. (2014). Suvremeno vođenje u odgoju i obrazovanju. Priručnik za ravnatelje, stručne suradnike i odgojitelje u sustavu odgoja i obrazovanja. Zagreb: Golden Marketing -Tehnička knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Aubrey, C. (2011). Leading and Managing in the Early Years. SAGE Publications, 2nd ed. 2. Click, Ph. M. i dr. (2013). Administration of Programs for Young Children, 9th ed. Cengage Learning. 3. Muraja, J. (ur.) (2012). Priručnik za samovrednovanje ustanova ranoga i predškolskog odgoja i obrazovanja. Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja. 				

	Sikavica, P. i dr. (2008). Temelji menadžmenta. Zagreb: Školska knjiga.
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Course Syllabus			
Course Code and Title	247824 Kindergarten curriculum models		
Names of Lecturers	Full Professor Lidija Vujičić, PhD (main course teacher) Kristina Alviž, assistant		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Graduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	6	Number of hours per semester	7,5L – 7,5S – 7,5E
Prerequisites	There are no prerequisites for enrollment.		
Correlativity	Professional and pedagogic practice 1 and 2		
Objective of the course	to become familiar with the theoretical concepts of the curriculum and the methodology of curriculum development, which in practice is jointly constructed and co-constructed on the basis of joint learning, research and participation of all participants in the educational process		
Learning outcomes	1. analyze the characteristics of the curriculum according to the level of planning, structure, orientation 2. describe the historical stages of development of the preschool curriculum in Croatia 3. argue the differences between the functionalist and humanistic constructivist curriculum 4. analyze the concept of curriculum co-construction and describe the characteristics of an integrated curriculum 5. analyze the connection of the early childhood education curriculum with educational practice, culture and the overall context of the early childhood education institution 6. compare curriculum models by developing a system for monitoring and evaluating different dimensions of educational practice		
Course content	1. Traditional and contemporary definition of early childhood curriculum, curriculum meta-orientations 2. Humanistic approach to curriculum development, open, developmental, dynamic, integrated curriculum 3. Types of curriculum according to structure: open, closed, mixed 4. Curriculum models according to orientation: functionalist, humanistic-constructivist 5. Historical overview of the development of preschool education curriculum in Croatia 6. Development of early and preschool education curriculum based on research on educational practice		

	7. The importance of the environment (context) in education institutions, especially early education institutions 8. Contemporary curriculum theory presented through implications for the construction of early and preschool education curricula. 9. Listening pedagogy and reflective professionalism 10. The importance of documenting the educational process as a necessary part of monitoring and evaluating the curriculum 11. Characteristics of early childhood learning, the role of the physical and social environment in the process of education and learning 12. Creation of early childhood curriculum, co-construction of the curriculum, dimensions of the early childhood curriculum 13. The connection between curriculum creation and research on educational practice, especially action and ethnographic research 14. The relationship between curriculum, culture and the context of the educational institution				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. - 6.	17	0,6	10%
	Activities (classwork and fieldwork, workshop)	1. - 6.	30	1	10%
	Written projects (seminars, essays, presentations...)	1. - 6.	43	1,4	30%
	Exam (oral, written, concert)	1. - 6.	90	3	50%
	Total		180	6	100%
	Additional information (assessment criteria): Activity in class is assessed as follows: 0% = absences exceed the allowed 30% 5% = student follows the teaching process with concentration and sometimes participates in work on his/her own initiative 10% = comes to class prepared and actively participates in the teaching process and expresses a high degree of motivation in teaching, consults relevant literature, regularly fulfills agreed obligations, provides constructive suggestions and original ideas regarding various teaching solutions. Independent assignments are assessed as follows: - 0% - the assignment is not submitted or the minimum criteria are not met with regard to language, structure and content -15% - the assignment is completed only partially with regard to language, structure and content, and does not contain his/her own review. - 30% - the assignment is structurally and linguistically correct and is in accordance with the given instructions.				
Course requirements	To successfully complete the course, students must: 1. attend classes regularly and actively participate in teaching activities. If a student misses more than 30% of classes, he/she will have to re-enroll in the course 2. analyze a national curriculum. If a student fails to fulfill this obligation by not completing the assignment on time and not meeting the minimum evaluation criteria, he/she will be denied the right to sign, take the exam,				

	<p>and receive points and will have to re-enroll in the course. Deadlines are fully respected in this course</p> <p>3. participate in a child/relationship-focused curriculum workshop</p> <p>4. pass the exam.</p>
Mid-term and final exam term	They are determined at the beginning of the academic year and are published on the University website and in the ISVU system.
Additional information on the course	<p>In the case of distance learning, there may be deviations in:</p> <ul style="list-style-type: none"> - the location of the course - the implementation of activities, methods of interpretation and teaching, and methods of evaluation - student obligations - available literature. <p>The course leader and assistant will inform students about this when distance learning begins.</p> <p>The learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Miljak, A. (2015). Razvojni kurikulum ranog odgoja: Model Izvor II: priručnik za odgojitelje i stručni tim u vrtićima. Zagreb: Mali profesor. 2. Miljak, A. (1996). Humanistički pristup praksi i teoriji predškolskog odgoja. Zagreb: Persona. 3. Petrović-Sočo (2009). Značajke suvremenog naspram tradicionalnog kurikulumu ranog odgoja. Pedagogijska istraživanja, 6 (1-2), 123 – 138. 4. Previšić, V. (2007) (ur.), Kurikulum: teorije - metodologija - sadržaj - struktura. Zagreb: Školska knjiga. 5. Slunjski, E. (2011). Kurikulum ranog odgoja – istraživanje I konstrukcija. Zagreb: Školska knjiga. 6. Vujičić, L. (2016). Kurikulum i kultura vrtića: od implementacije do istraživanja ili obrnuto. U: Tatković, N.; Radetić-Paić, M.; Blažević, I. (ur.) Kompetencijski pristup kvaliteti ranog i predškolskog odgoja i obrazovanja. Pula: Fakultet za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli, str. 69-91. 7. Vujičić, L. i sur. (2017). Razvoj znanstvene pismenosti u ustanovama ranog odgoja. Rijeka: Centar za istraživanje djetinjstva Učiteljskog fakulteta Sveučilišta u Rijeci. <p>Optional:</p> <ol style="list-style-type: none"> 1. Barth, B. (2004). Razumjeti što djeca razumiju. Zagreb: Profil. 2. Ljubetić, M. (2009). Vrtić po mjeri djeteta. Priručnik za odgojitelje i roditelje. Zagreb: Školske novine. 3. Maleš, D. (ur.) (2011). Nove paradigme ranoga odgoja. Zagreb: FF Zagreb, Zavod za pedagogiju, Alinea. 4. Miljak, A. (2009). Življenje djece u vrtiću. Zagreb: SM. 5. Pavlović Breneselović, D., Krnjaja, Ž. (2018). Građenje kvalitete u praksi vrtića. Odgojno-obrazovne teme, 1 (1-2), 25-49. 6. Petrović Sočo, B. (2007). Kontekst ustanove za rani odgoj I obrazovanje. Holistički pristup. Zagreb: Mali profesor. 7. Petrović-Sočo, B. (2013). Razvoj modela kurikulumu ranog odgoja i obrazovanja. Dijete vrtić obitelj: Časopis za odgoj I naobrazbu predškolske djece, 19 (71) 10-13.

	<p>8. Močinić, S. (2016). Kurikulumski pristup obrazovanju odgojitelja U: Tatković, N., Radetić-Paić, M., Blažević, I. (ur.). Kompetencijskipristup kvaliteti ranog i predškolskog odgoja i obrazovanja. Pula: Sveučilište Jurja Dobrile u Puli, Fakultet za odgojne i obrazovne znanosti, Dječji vrtić Medulin, str. 173-192.</p> <p>9. Slunjski, E. (2006.). Stvaranje predškolskog kurikuluma u vrtiću - organizaciji koja uči. Čakovec: Visoka učiteljska škola, Zagreb: Mali profesor</p> <p>10. Vujičić, L., Duh, M. (ur.), (2009). Interdisciplinarni pristup učenju put ka kvalitetnijem obrazovanju djeteta. Učiteljski fakultet Sveučilišta u Rijeci i Pedagoška fakulteta Univerze v Mariboru. Rijeka: Zambelli.</p> <p>11. Vujičić, L. (2010). "Pedagoško istraživanje" kao značajna karakteristika novog profesionalizma učitelja/odgajatelja. U: Bacalja, R. (ur.), Perspektive cjeloživotnog obrazovanja učitelja I odgajatelja. Zadar: Sveučilište u Zadru. str. 139 – 153.</p> <p>12. Vujičić, L. (2011). Istraživanje kulture odgojno – obrazovne ustanove. Zagreb: Mali profesor. Rijeka: Sveučilište u Rijeci.</p> <p>13. Vujičić, L., Pejić Papak, P.; Valenčić Zuljan, M. (2018). Okruženje za učenje i kultura ustanove. Rijeka: Učiteljski fakultet Sveučilišta u Rijeci.</p> <p>14. Vujičić, L., Lakošelj, R. (2017). La prospettiva del bambino nel gioco: artista e scienziato. In: Silva, C., Boffo, V., ed Freschi, E. (ed). Il bello, i bambini, Miro e l'arte contemporanea. Un'esperienz internazionale dell'incontro dei bambini con l'arte. Parma: Edizioni junior, pp. 37-49.</p> <p>Referential:</p> <p>1. Stokes, S.E. (2000). Kurikulum za jaslice. Zagreb: Udruga roditelja Korak po korak.</p> <p>2. Hansen, K. A., Kaufmann, R.K. i Burke Walsh, K. (2004.). Kurikulum za vrtiće; Zagreb: Pučko otvoreno učilište Korak po korak.</p> <p>3. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje, 2014.</p>
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Course Syllabus			
Course Code and Title	232840 The role and tasks of mentor preschool teachers		
Name of Lecturer	Associate Professor Sandra Kadum, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate
Semester	Winter	Study year	I.
Classroom location	Classroom kindergarten - exercise room	Teaching languages	Croatian Italian
ECTS credits	3	Number of hours per semester	7,5L – 0S –15E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the program study.		
Correlativity	General pedagogy, Pedagogy of early and preschool age, Sociology of education, Developmental psychology		
Objective of the course	determine the role of the mentor in the process of introducing educators to the preschool education system and apply the competencies to perform the role of a mentor		
Learning outcomes	1. define the characteristics of adult education 2. describe the expectations associated with the various roles of mentors 3. analyze the role of the mentor based on a specific educational situation 4. organize the professional practice of students and the internship of prospective educators		
Course content	1. The concept of the mentoring process 2. Characteristics of a good mentor 3. Characteristics of a good educator 4. Collaboration between mentors and educators: Tasks and expectations of mentors and educators 5. Collaboration between mentors and the administration of the institution 6. Mentor and the type of help they provide (support, challenge, professional vision) 7. Roles of the mentor: advisor, manager, collaborator 8. Stages of professional development of educators 9. Communication skills of a successful mentor 10. Stages of the mentoring process: planning, monitoring, analysis, application 11. The role of the mentor during the educator's internship 12. The role of the mentor during the student's professional practice		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. – 4.	17	0,6	10%
	Individual tasks	1. – 4.	30	1	20%
	Activities (classroom, extracurricular, workshop)	1. – 4.	13	0,4	20%
	Exam (written)	1. – 4.	30	1	50%
	Total		90	3	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Participate in class and actively engage in all forms of instruction. 2. Perform assigned independent tasks (analysis and evaluation of a practice diary, analysis and evaluation of a preparation for a didactic activity with children, preparation of the intern's work program) and activities by a previously agreed upon deadline and present the results to the group. 3. Pass the written examination. <p>Note: The student should fulfill the obligations in time. If he/she does not complete the tasks by the given deadline, he/she will lose the right to sit for the exam in that academic year.</p>				
Mid-term and final exam term	They are determined at the beginning of the academic year, published in the ISVU system and in Studomat.				
Additional information on the course	<p>It is desirable that students attend and actively participate in class. The presence of male/female students is recorded separately during lectures and exercises. A student can be absent from classes held a maximum of four times.</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 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. Brajković, S. (ur.) (2006). Uspješno mentoriranje odgajatelja u pristupu usmjerenom na dijete. Zagreb: Pučko otvoreno učilište Korak po korak. 2. Castoldi, M.; Damiano, E.; Todeschini P.; Gardani P.; Mariani A. M. (2007). Il mentore. Manuale di tirocinio per insegnanti in formazione. Milano: Franco Angeli ed. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bird, L.; Hudson, P. (2015). Investigating a model of mentoring for effective teaching. Journal of Teaching Effectiveness and Student Achievement, 2(2), 1121. http://eprints.qut.edu.au/83687/1/_staffhome.qut.edu.au_staffgroup1\$_leaderj_Desktop_Mentoring%20Practices%20for%20JTESA.pdf 2. Priručnik socijalnog mentorstva s primjerima iz prakse. http://sapereaudeproject.com/wp-content/uploads/2018/08/03-Practical-Handbook_croatianversion.pdf 				

	<p>3. Močinić, S. i Tatković, N. (2015). Uloga pedagoške prakse u razvoju kompetencija budućih učitelja. U: H. Ivon, B. Mendeš (ur.) Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene. Znanstvena monografija. Split: Filozofski fakultet, str. 215-230.</p> <p>4. Vujičić, L., Tatalović Vorkapić, S. i Boneta, Ž. (2012). Istraživanje odgojnoobrazovne prakse: dominantna strategija profesionalnog razvoja odgajatelja. U: Pehlić, Izet; Vejo, Edina; Hasanagić, Anela (ur.). Suvremeni tokovi u ranom odgoju: znanstvena monografija. Zenica: Islamski pedagoški fakultet Univerziteta u Zenici. str. 345-363.</p> <p>5. Slunjski, E. (2009). Postizanje odgojno-obrazovne prakse vrtića usklađene s prirodom djeteta i odraslog. Život i škola, 22 (2/2009), god. 55., 104-115.</p> <p>6. Šagud, M. (2011). Inicijalno obrazovanje odgajatelja i profesionalni razvoj. Pedagogijska istraživanja, 8 (2), 259 – 269.</p> <p>7. Zachary, L. J. (1996). The Role of Teacher as Mentor http://norssiope.fi/norssiope/mentoring/aineistot/pdf_materials/zachary_role_teacher_mentor.pdf</p>
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Course Syllabus			
Course Code and Title	232841 Psychological foundations of early and adult learning		
Names of Lecturers	Assistant Professor Martina Mavrinac, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate
Semester	Winter	Study year	I
Classroom location	Classroom	Teaching languages	Croatian Italian
ECTS credits	3	Number of hours per semester	15L – 0S –7,5 E
Prerequisites	Prerequisites for enrolling in this course are courses in General Psychology, Developmental Psychology, and Psychology of Early Development.		
Correlativity	All courses in the field of psychology.		
Objective of the course	acquire specific knowledge about learning and motivation to learn derived from modern theories and develop skills to apply in working with children as well as in caring for adults as part of the professional development process		
Learning outcomes	1. explain the basic mechanisms of learning and how they can be applied in the education of children and adults 2. analyze the nature of intelligence and its role in the learning process 3. examine the main mechanisms for motivating children and adults 4. in exercises, apply appropriate methods of stimulating the motivation to learn in children and adults		

Course content	1. Course introduction. Individual differences in children and adults 2. Behaviorist approaches to learning and their application 3. Cognitivist approaches to learning and their application 4. Social learning theories and their application 5. Transfer of learning 6. Intelligence and learning 7. The importance of motivation in learning. Children's motivation and adult motivation in learning: application of achievement motivation theory and self-esteem theory. 8. Extrinsic motivation: influence of rewards on motivation, enhancement of extrinsic motivation; rewards of engagement and progress. 9. Intrinsic motivation: connection with children's and adults' lives and interests; stimulation of curiosity; introduction of novelty and variety.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1. - 4.	17	0,6	0%
	Individual tasks (homework, research)	4.	28	0,9	30%
	Exam (written)	1. - 4.	45	1,5	70%
	Total		90	3	100%
	Additional information (assessment criteria): The written exam consists of 30 multiple-choice questions. To pass the exam, the student must answer more than 50% of the questions correctly, i.e., at least 16 out of 30 questions.				
Course requirements	To successfully complete the course, students must: 1. attend at least 70% of the course (30% absences will be tolerated and need not be excused) 2. create independent assignments and turn them in by the due dates established during the semester. For the independent assignments, the student is expected to independently research literature, draw conclusions, and apply what they have learned to the given examples. 3. pass the written exam. Note: If the student does not complete student obligations, he/she will have to re-enroll in the course the following academic year.				
Mid-term and final exam term	Exam dates are published at the beginning of the academic year on the University website and in the ISVU system.				

Additional information on the course	<p>Lecture presentations are published on e-learning.</p> <p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform students of this at the beginning of the distance learning course.</p> <p>The learning outcomes will remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <p>1. Vizek-Vidović, V., Rijavec, M., Vlahović-Štetić, V., Miljković, D. (2014). Psihologija obrazovanja. Zagreb: IEP. (str.72-79; 150-162; 166-189; 190-200; 203-211; 225-272).</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Beck, R. C. (2003). Motivacija, teorije i načela Jastrebarsko: Naklada Slap. 2. Rathus, T. A. (2001). Temelji psihologije. Jastrebarsko: Naklada Slap. 3. Reeve, J. (2010). Razumijevanje motivacije i emocija. Jastrebarsko: Naklada Slap. 4. Rheinberg, F. (2004). Motivacija. Jastrebarsko: Naklada Slap. 5. Rijavec, M. i Miljković, D. (2003). <i>Vodič za preživljavanje u školi</i>. Zagreb: IEP. 6. Smith, E. i sur., Atkinson/Hilgard, (2007). Uvod u psihologiju. Jastrebarsko: Naklada Slap. 7. Zarevski, P. (2007). Psihologija pamćenja i učenja. Jastrebarsko: Naklada Slap. 8. Zarevski, P. (2000). Struktura i priroda inteligencije. Jastrebarsko: Naklada Slap. 9. Zarevski, P. (ur.) (2003). Učitelji za učitelje – primjeri provedbe načela aktivne/efikasne škole. Zagreb: IEP. <p>Referential:</p> <p>1. Petz, B. (ur.). (2005). Psihologijski rječnik. Jastrebarsko: Naklada Slap.</p>

Course Syllabus			
Course Code and Title	232842 Active learning strategies		
Name of Lecturer	Associate Professor Andrea Debeljuh, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching languages	Croatian Italian
ECTS credits	3	Number of hours per semester	7,5L – 0S –7,5 E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme. There are no prerequisites for mastering the course.		
Correlativity	Curriculum models of early education and Active education of children in nature		
Objective of the course	to acquire competencies for the use of active strategies in active learning and teaching strategy exercises with children of early and preschool age		
Learning outcomes	1. demonstrate awareness of the mode of metacognitive functioning 2. take an active role in "self-directing" personal learning 3. analyze emotional-motivational processes involved in learning (anxiety, control of emotional reactions, will and persistence, perception of own competence) 4. use strategies of cognitive mediation and strategic thinking (conscious, flexible and self-regulated) aimed at building knowledge in working with preschool children 5. formation of mental skills of a superior character: e.g. reasoning, analysis, synthesis, problem solving 6. apply active strategies in the learning and teaching process		

Course content (syllabus)	1. Theoretical starting points of active learning: psychological, sociological, pedagogical, humanistic and holistic approach 2. Determinants of active learning (essential learning, experiential learning; environment of active learning; monitoring and evaluation of active learning) 3. New roles of educators and children in the process of active learning 4. Advantages and effectiveness of active learning 5. Activating cognitive processes during active learning 6. Active learning strategies in working with preschool children: collaborative learning; exploratory learning; problem learning; role play; project learning; situational learning 7. Educator and active learning support strategies				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S)	1. - 6.	17	0,6	10%
	Activities (classwork and fieldwork, workshop)	1. - 6.	13	0,4	10%
	Written projects (seminars, essays, presentations...)	1. - 6.	30	1	30%
	Exam (written)	1. - 6.	30	1	50%
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: 1. regularly attend lectures and exercises 2. do the exercises in the agreed time 3. pass the written exam.				
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.				
Additional information on the course	In the case of distance learning, deviations are possible in: - location of the course - implementation of activities, interpretation and teaching methods and methods evaluation - student obligations - available literature. The instructor of the course will inform students about this when distance learning begins. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Cota Bekavac, M. (2002). Istraživanja suradničkog učenja, <i>Napredak</i>, 142(1) 32-40. 2. Babić, N. (2007). Konstruktivizam i pedagogija. <i>Pedagogijska istraživanja</i>, 4 (2), 217 – 229. 3. Jurčević-Lozančić, A. (2011). Teorijski pogledi na razvoj socijalne kompetencije predškolskog djeteta. <i>Pedagogijska istraživanja</i>, 8 (2), 271 – 281. 4. Peko, A., Sablić, M., Livazović, G. (2006). Suradničko učenje u mlađoj školskoj dobi. <i>Život i škola: časopis za teoriju i praksu odgoja i obrazovanja</i>, 15–16 (1–2), 17–28. <p>Optional:</p> <ol style="list-style-type: none"> 1. Dryden, G., Vos, J. (2001). <i>Revolucija u učenju: Kako promijeniti način na koji svijet uči</i>. Zagreb: Educa. 2. Gazibara, S. (2016a). Aktivno učenje u multimodalnom okruženju. <i>Školski vjesnik: časopis za pedagogijsku teoriju i praksu</i>, 65 (tematski broj), 323–334. 3. Hannaford, C. (2008). <i>Očima i ušima, rukama i nogama</i>. Buševac: Ostvarenje. 4. Mattes, W. (2007). <i>Nastavne metode: 75 kompaktnih pregleda za nastavnike i učenike</i>. Zagreb: Naklada Ljevak. 5. O’Grady, A., Mooney Simmie, G., Kennedy, T. (2014). Why change to active learning? Preservice and in-service science teachers’ perceptions. <i>European Journal of Teacher Education</i>, 37 (1), 35–50. 6. Palekčić, M. (2015b). Konstruktivizam – nova paradigma u pedagogiji? Na primjeru konstruktivističke didaktike. U M. Palekčić (ur.), <i>Pedagogijska teorijska perspektiva: značenje teorije za pedagogiju kao disciplinu i profesiju</i> (str. 251–268). Zagreb: EruditA. 7. Turk, M. (2009). Utjecaj aktivnog učenja u visokoškolskoj nastavi na razvoj stvaralaštva budućih nastavnika. U: K. Munk. <i>Poticanje stvaralaštva u odgoju i obrazovanju</i>. Zagreb: Profil International. str. 107-115. 8. Bognar, B. (2009). Priča i lutka u sveučilišnoj nastavi. U: K. Munk (ur.) <i>Poticanje stvaralaštva u odgoju i obrazovanju</i>. Zagreb: Profil International. str. 34-41. 9. Perić-Kraljik, M. (2009). Kreativne lutkarske igre u nastavi. U: K. Munk (ur.) <i>Poticanje stvaralaštva u odgoju i obrazovanju</i>. Zagreb: Profil International. str. 142–149.
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Course Syllabus			
Course Code and Title	232843 Phylosophy for children		
Name of Lecturer	Assistent Professor Alen Tafra, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate
Semester	Winter	Study year	II
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	15L – 7,5S – 0E
Prerequisites	Phylosophy of education and vocational ethics		
Correlativity	Phylosophy of education and vocational ethics, Developmental psychology, Early and preschool age psychology, Early and preschool age pedagogy		
Objective of the course	develop the characteristics of critical and complex thinking through the direct acquisition of the habitus of philosophical reasoning and intuition that allows individuals to deal critically and creatively with the world and knowledge		
Learning outcomes	<ol style="list-style-type: none"> 1. acquire the skills to educate children to "be in the world" making them critical observers and actors of change 2. identify strategies useful for preparing children to know how to act on their own using multiple skills and interacting independently, gradually overcoming adult leadership 3. develop listening and critical thinking skills as a tool to be used in all situations of daily life 4. recognize intercultural education as a forma mentis that uses otherness as mutual enrichment, which does not deny differences but faces them creatively 5. develop communication skills and democratic attitude 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Critical thinking and philosophy for children. Obstacles to the development of critical opinions 2. Historical development of critical thinking from Socrates onwards 3. Multidimensional thinking and the community of researchers 4. Matthew Lipman and the development of philosophy for children 		

	5. The usefulness of philosophy for children against the arguments of critics 6. Creative thinking in philosophy for children 7. The role of caring thinking in philosophy for children 8. "Socratic method" of philosophical practice for children by Oscar Brenifier 9. The method of the Croatian school of philosophy for children - Petit Philosophy 10. Philosophy for children and ethical education in preschool age 11. Use of stories and picture books in philosophy for children (workshop)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S)	1. – 5.	17	0,6	30%
	Written projects (seminars)	1. – 5.	30	1	30%
	Exam (oral)	1. – 5.	43	1,4	40%
	Total		90	3	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>Students are required to attend at least 70% of classes. Active participation in classes is expected, which evaluates as follows:</p> <p>0% = more than the allowed 30% absences 5% = attends classes, but does not participate 10% = participates, but without their own initiative and adequate preparation 15% = participates voluntarily and correctly prepares for the teaching process 20% = regularly prepares, shows high motivation, contributes to the lesson with his own ideas and suggestions</p> <p>Students are obliged to write, submit and present a seminar paper on the chosen topic (condition for taking the exam). The list of offered topics is published on e-learning. Students can also suggest a topic not included in the list of the subject teacher. Seminar papers are primarily based on optional literature, so additional literature will be recommended for each topic. Term presentations, as well as other formal and substantive working conditions have to be agreed with the subject teacher. The final form of work should be submitted at least one week before the exam. During construction of the seminar work, it is necessary to respect the published Guidelines for the Writing of Seminar Papers, Final and Diploma Theses in the Croatian language. The following criteria are important when evaluating the seminar work:</p> <p>a) articulation: relevance (topic coverage), organization (transparency and connection of the structure); b) argumentation: accuracy, rationale, comprehensiveness, level criticality; c) support - appropriate use of literature, adequacy allegations;</p>				

	d) presentation - clarity, comprehensibility, security, use of digital tools.
Course requirements	To successfully complete the course, students must: 1. attend classes (30% absences are tolerated) 2. actively participate in the teaching process 3. create, submit and present a seminar paper 4. pass the final oral exam.
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in: - place of delivery of the course, - implementation of activities, - methods of interpretation and teaching and evaluation methods, - student obligations and available literature. The course instructor will inform students about this when distance learning begins. Learning outcomes remain unchanged.
Bibliography	Obvezna: 1. Ćurko, B., Kragić, I. (2008). Filozofija za djecu – primjer „Male filozofije“. Život i škola: časopis za teoriju i praksu odgoja i obrazovanja, 54 (20), 61-68. 2. Ćurko B. (2017). Kritičko mišljenje u nastavi filozofije, logike i etike. Zagreb: Hrvatsko filozofsko društvo. 3. Brenifier, O. (2015). Ljubav i prijateljstvo. Zagreb: Meandermedia. Izborna: 1. Brenifier, O. (2005). Što je dobro i zlo? Zagreb: Profil International. 2. Lipman, M. (2003). Thinking in Education. Cambridge: Cambridge University Press. 3. Kenyon, E. et al. (2019). Ethics for the Very Young: A Philosophy Curriculum for Early Childhood Education. Lanham: Rowman & Littlefield.

Course Syllabus			
Course Code and Title	232844 Picture books as basic books in the preschool child's development		
Name of Lecturer	Full Professor Kristina Riman, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: developmental-artistic)	Study level	Graduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E
Prerequisites	There are no prerequisites		
Correlativity	Children's literature, Oral heritage, Media culture, Croatian language, Artistic and literary aspects of picture books, Literary intangible cultural heritage, Dramatisation and interpretative performance of children's literature works		
Objective of the course	acquire competencies for the analysis and synthesis of theoretical concepts from the field of children's literature and media culture related to picture books and for monitoring and evaluating contemporary and world literary production of picture books		
Learning outcomes	1. correctly analyze the basic concepts of children's literature and media culture that refer to picture books 2. independently interpret picture books by Croatian and foreign authors, as well as professional literature 3. independently determine the appropriateness and quality of the picture book in relation to the recipient of preschool age		
Course content (syllabus)	1. Picture book, a child's first book 2. Analysis of the picture book as a literary and artistic work with regard to: Croatian and world authors of texts and illustrations in diachronic and synchronic order (D. Bruna, S. Junaković, A. Petrlik Huseinović, I. Guljašević Kuman, V. Radoičić, et al.) 3. Qualitative (artistically valuable picture books, kitsch and junk) and quantitative relationship between picture and text (picture book: picture and text as a whole, illustrated book: predominance of text) 4. Purpose and suitability for the child's age 5. Topics (family, friends, traffic, animals, shapes, colors, numbers, letters, nature, religion, taboo topics, problem picture books, etc.)		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS	Grade ratio (%)
	Class activity (L, S (lab), E)	1. – 3.	17	0,6	0%
	Written projects (seminars work)	1. – 2.	15	0,5	20%
	Exercises (independent research work)	1. – 3.	15	0,5	25%
	Mid-term(s)	1. – 2.	15	0,5	25%
	Exam (written)	1. – 3.	28	0,9	30%
	Total		90	3	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. create a seminar paper on the work of a Croatian or foreign author of picture book texts and/or illustrators (up to three students together) 2. create an independent research task: presentation of the use of picture books with children of early and preschool age on an example chosen by the students using PPT (up to two students together) 3. take a colloquium in the form of a review of a picture book by a Croatian or foreign author, chosen by the students (If the colloquium is not passed, the student will write these contents in the final exam) 4. pass the final written exam: presentation of one picture book or opus 1 of the author of picture books (which are not presented in other assignments in the course) with regard to the type, theme, idea, elements of expression, impact on children's development, with reference to the work of the author of the text and illustration. <p>Note: Assignments are submitted via the agreed online system.</p>				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	<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 course instructor will inform students about this when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p> <p>Teaching materials will be available to students via the agreed internet system.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Hameršak, M. i Zima, D. (2015). Uvod u dječju književnost – poglavlje: Slikovnica (str. 163.-196.). Zagreb: Leykam international. 2. Javor, R. ur. (2000). Zbornik radova sa Stručnog skupa: Kakva je knjiga slikovnica. Zagreb: Knjižnice grada Zagreba. 3. Narančić Kovač, S. (2012). Slikovnica – višemodalno djelo. Književnost i dijete, 1-2: 103- 105. 4. Verdonik, M. (2016). Slikovnica – prva knjiga djeteta: Nastavni materijal. https://www.ufri.uniri.hr/files/nastava/nastavni_materijali/Verdonik_Pred_avanja_za_web_SPKD.pdf 5. Zalar, D. i sur. (2008, 2009). Slikovnica i dijete: kritička i metodička bilježnica 1. i 2. Zagreb: Golden marketing – Tehnička knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Cupar, D. i Martinović, I. (2015). Utjecaj čitanja slikovnica na razvoj dječjeg jezika. Hrčak 50: 7-10. 2. Hameršak, M. (2014). Zašto su izgubljene prve hrvatske slikovnice? Dječja književnost između knjige i igračke. Etnološka istraživanja (0351-4323) 1819: 57-75. 3. Majhut, B. (2013). Počeci hrvatske slikovnice. Dijete, vrtić, obitelj, 71: 2022. 4. Majhut, B. i Batinić, Š. (2001). Od slikovnjaka do Vragobe, Hrvatske slikovnice do 1945. Zagreb: Hrvatski školski muzej. 5. Majhut B. i Batinić Š. (2017). Hrvatska slikovnica do 1945. Zagreb: Hrvatski školski muzej, Učiteljski fakultet Sveučilišta u Zagrebu. 6. Narančić Kovač, Smiljana (2016). Jedna priča – dva pripovjedača, Slikovnica kao pripovijed. Zagreb: ArTresor naklada. 7. Hrčak, Glasilo Hrvatskog čitateljskog društva, br. 43-45, prosinac 2011., odabrani članci posvećeni slikovnici, urednica: Ana Sudarević. Zagreb (2011) <p>Referential:</p> <ol style="list-style-type: none"> 1. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje. (2015). Zagreb: Ministarstvo znanosti, obrazovanja i sporta.
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Course Syllabus					
Course Code and Title	232845 Music with early childhood and preschool children				
Names of Lecturers	Full Professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Winter	Study year	I.		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites.				
Correlativity	Methods of working with gifted children, Methods of working with children with developmental disabilities, Encouraging environment in kindergarten, Children's musical creativity, Folk music heritage and children of early and preschool age, Methodology of musical culture				
Objective of the course	acquisition of musical competences for a modern approach to music for children in order to observe children's musical abilities				
Learning outcomes	1. describe the developmental stages of children's musical predispositions (abilities) 2. explain the importance of music for children in early and preschool age 3. conduct research on the musical abilities of children of early and preschool age in kindergarten 4. analyze the development of musical abilities of early and preschool children in a research task				
Course content (syllabus)	1. Competences of educators important for recognizing musical abilities in children of early and preschool age 2. Musical abilities of early and preschool children 3. Contemporary approach to music for children of early and preschool age 4. Perception, perceiving and experiencing music 5. Development and measurement of musical abilities				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1.-3.	17	0,6	10 %

methods and assessment criteria	Independent tasks (research)	4.	15	0,5	10 %
	Written papers (seminar work)	1.-4.	22	0,7	30 %
	Colloquium (PP research)	1.-3.	6	0,2	20 %
	Exam (written)	1.-3.	30	1	30 %
	Total		90	3	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. One day of absence does not need to be excused.</p> <p>Independent tasks are evaluated as follows:</p> <p>10% of all tasks solved, each undone task reduces the percentage in a proportional share.</p> <p>The seminar work is evaluated as follows:</p> <p>0 % = The seminar paper was not written and was not submitted (insufficient)</p> <p>7.5 % = The seminar paper was written, but not submitted on time.</p> <p>The written work does not meet the given formal form, i.e., the instructions on writing the seminar paper were not followed, the notes are incomplete (sufficient).</p> <p>15 % = The work is written, but there are still shortcomings in terms of formal formatting. There are frequent spelling and grammatical errors, some parts are not yet logically connected. The seminar was presented during class, but not at the agreed time. (good)</p> <p>22.5% = The work is well written, but minor shortcomings can still be observed regarding the formal and content design of the work. The seminar was presented during classes at the agreed time. (very good)</p> <p>30% = It fully meets all the set criteria in formal, methodological and substantive form and all together form a harmonious whole. The seminar was presented during classes at the agreed time. (excellent)</p> <p>Colloquium</p> <p>The conducted research is presented.</p> <p>0% = No research was conducted</p> <p>10% = Conducted research (sent in written form)</p> <p>20% = Conducted research (sent in written form) and presented in class PP.</p> <p>The written exam is graded as follows, the max. share of the grade is: 30 %.</p> <p>- < or = 50 % of correct answers = 0 %.</p> <p>- From 50.1% to 100%, each percentage carries a percentage share in the proportional percentage.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate in the teaching process 2. write the seminar within the agreed time, during the semester 3. present research (PP) during the semester 4. all elements must be positively evaluated 5. achieve at least 50% of the final grade. 6. pass the written exam 				

Mid-term and final exam term	Are given at the beginning of the academic year, they are published on the University's website and in ISVU.
Additional information on the course	<p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - place of delivery of the course, - implementation of activities, - methods of interpretation and teaching and evaluation methods, - student obligations and available literature. <p>The course instructor 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. Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet u Splitu – Odsjek za učiteljski studij. 2. Bogdana, B. Gortan-Carlin, I. P. (2016). Suvremeni pristupi glazbeno darovitoj djeci rane i predškolske dobi. Suvremeni pristup odgoju i obrazovanju darovite djece i učenika. Zrilić, Smiljana (ur.). Zadar: Sveučilište u Zadru, Odjel za izobrazbu učitelja i odgojitelja, str. 69-77. 3. Bogdana, B. Gortan-Carlin, I. P. (2016). Kompetencije odgojitelja za prepoznavanje glazbeno nadarene djece. Zbornik znanstvenih radova s Međunarodne znanstvene konferencije Globalne i lokalne perspektive pedagogije. Jukić, Renata; Bogatić, Katarina; Gazibara, Senka; Pejaković, Sara; Simel, Sanja; Varga, Aniko N.; Campbell-Bar, Verity (ur.). Osijek: Filozofski fakultet Osijek, Sveučilište Josipa Jurja Strossmayera u Osijeku, 2016. str. 335-345. 4. Pesek, A. (1990). Značaj glazbenog odgoja za razvoj glazbenih intelektualnih sposobnosti, Tonovi: časopis glazbenih i plesnih pedagoga, 11 – 12, str. 39-41. 5. Rojko, P. (1981). Testiranje u muzici, Zagreb: Muzikološki zavod Muzičke akademije u Zagrebu. 6. Brkić, S., Gortan-Carlin, I. P. (2017). Suvremeni zahtjevi za razvoj glazbenih sposobnosti u predškolskom odgoju. Pravo djeteta na odgoj i obrazovanje: teorije, politike i prakse. Zbornik radova sa znanstveno- stručnoga skupa. Opatija, 30. rujna – 2. listopada 2015. Maleš, Dubravka; Širanović, Ana; Višnjić Jevtić, Adrijana (ur.). Zagreb: Odsjek za pedagogiju Filozofskoga fakulteta u Zagrebu, OMEP Hrvatska, str. 234-239. <p>Optional:</p> <p>Sam, R. (1998), Glazbeni doživljaj u odgoju djeteta, Rijeka: Glosa.</p> <p>Referential: Various songbooks</p>

Course Syllabus			
Course Code and Title	232846 Visual literacy development		
Name of Lecturer	Assistant Professor Breza Žižović (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: developmental-artistic)	Study level	Graduate
Semester	Winter	Study year	I.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	Knowledge of the basics of visual arts		
Correlativity	Visual arts, Artistic creation: – shape and colour; Graphics, Puppetry and stage culture, Visual arts methodology		
Objective of the course	apply the elements of visual arts as a basis for visual literacy in analysing verbal and non-verbal messages		
Learning outcomes	1. Explain the visual medium in different forms and materials 2. Critically analyse the elements of visual arts in a picture by using cognitive and physical abilities (e.g. spatial relationships, sound values) 3. Use aesthetic sensibility in visual expression through different forms of visual messages and visual communication		
Course content (syllabus)	1. Contour line, Egypt 2. Colour contrasts, Greek vases 3. Concave and convex mass, Greek vases 4. Mutual integration of indoor and outdoor space, architecture in Ancient Rome 5. Symmetry, medieval paintings 6. Space in a painting, renaissance paintings 7. Nuance or shade, renaissance paintings 8. Chiaro-scuro contrasts, baroque paintings 9. Composition, baroque paintings 10. Composition, impressionist paintings 11. Optical colour mixing, impressionist paintings 12. Cool/warm colour contrasts, impressionist paintings 13. Character of the line, graphics over centuries, expressionism 14. Volume, contemporary sculpture 15. A whole, contemporary art		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1.- 3.	17	0,6	10%
	Individual tasks (homework, research, oral and written, drawing, graph,...)	1.- 3.	43	1,4	40%
	Written projects (seminars, essays, presentations...)	1.- 3.	30	1	50%
	Total		90	3	100%
	Additional information (assessment criteria): the most important criterion for passing the exam is continuous work of students throughout the semester				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes during the semester (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. independently complete practical works 3. pass the exam: analyse and present student's practical works based on the theoretical background underpinning student's knowledge of the visual language. 				
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:</p> <ul style="list-style-type: none"> - venue of classes - performance of activities, method of presentation and teaching, and assessment methods - student responsibilities - available literature. <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. Ivančević, R. (1997). Likovni govor. Uvod u svijet likovnih umjetnosti. Zagreb: Profil. 2. Paić, Ž. (2008). Vizualne komunikacije. Zagreb: CVS. 3. Damjanov, J. (1991). Vizualni jezik i likovna umjetnost. Zagreb: Školska knjiga. 4. Worringer, W., Kandinski, V. (1999). Duh apstrakcije. Zagreb: Institut za povijest umjetnosti. <p>Optional:</p> <ol style="list-style-type: none"> 1. Düchting, H. (2003). Vasilij Kandinski: 1866 – 1944: revolucija slikarstva. Zagreb: V.B.Z. 2. Neil, B. (1998). Život i djelo Kandinski. Zagreb: Mozaik knjiga. 				

	<ol style="list-style-type: none"> 3. Duchting, H. (1995). Kandinski. Zagreb: Biblioteka Altamira. 4. Howells, R., Negreiros, J. (2015). VisualCulture, Cambridge, Malden: Polity Press. 5. Purgar, K. (ur.) (2009). Vizualni studiji: umjetnost i mediji u doba slikovnog obrata. Zagreb: Centar za vizualne studije. 6. Damjanov, J. (1996). Pogled i slika. Zagreb: Hermes. 7. Kandinsky, W. (1928). Punkt und Linie zu Fläche: ein Beitrag zur Analyse der malerischen Elemente [Točka, crta i površina: prilog analizi slikarskih elemenata]. München: Langen 8. Kandinsky, W. (1968). Punto, linea, superficie. Contributo all'analisi degli elementi pittorici. Milano: Adelphi edizioni.
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Course Syllabus			
Course Code and Title	232847 Kinesiological transformations at an early childhood and preschool age		
Name of Lecturer	Full Professor Iva Blažević, PhD (main course teacher) Associate Professor Dario Novak, PhD		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: developmental-artistic)	Study level	Graduate
Semester	Winter	Study year	I
Classroom location	Classroom Sports hall	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E
Prerequisites	There are no prerequisites.		
Correlativity	Kinesiology culture, Kinesiology, Kinesiology methodology in the integrated curriculum, Motor development in early childhood and preschool children, Kinesiological games for early childhood and preschool children, Qualitative and quantitative pedagogic research methodology, Traditional games at an early childhood and preschool age, Education for sustainable development.		
Objective of the course	adopt competencies for the analysis and evaluation of the structure of biotic and general motor knowledge directed towards kinesiology transformations of motor abilities of children in early and preschool age		
Learning outcomes	1. explain the structure of biotic and general motor skills and motor abilities 2. analyze biotic and general motor knowledge intended for kinesiology transformations of motor abilities 3. analyze the fundamental characteristics of the formal model of kinesiology transformations and transformation operators 4. apply the model of kinesiology transformations and transformation operators with the aim of adopting and perfecting biotic and general motor skills and developing motor abilities		
Course content (syllabus)	1. Motor skills 2. Formal model of transformation processes and characteristics 3. Characteristics of transformation operators - contents 4. Characteristics of transformation operators - methods and loads 5. Structure and transformations of motor abilities 6. Relations between motor skills and the development of motor abilities		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity L, S (hall)	1. – 4.	17	0,6	10%
	Seminar work	4.	30	1	10%
	Exam (oral)	1. – 4.	43	1,4	80%
	Total		90	3	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>The seminar work is evaluated in the following way:</p> <p>0% = The seminar paper was not written and presented.</p> <p>2% = The seminar paper was not written, but it was presented with major shortcomings.</p> <p>4% = The seminar paper was written with major flaws and presented with major flaws.</p> <p>6% = The seminar paper was prepared with major defects and presented with minor defects.</p> <p>8% = The seminar paper was prepared and presented with minor defects.</p> <p>10% = Very high quality written and presented seminar paper.</p> <p>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 on which a maximum of 80% of the grade can be achieved.</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend classes 2. research and present a model of kinesiology transformations and transformation operators with the aim of adopting and perfecting biotic and general motor skills and developing motor abilities in early and preschool age 3. pass the oral exam. 				
Mid-term and final exam term	They are published in ISVU.				
Additional information on the course	<p>Lecture materials are published on e-learning.</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 course instructor and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>				

Bibliography	<p>Compulsory:</p> <ol style="list-style-type: none"> 1. Sekulić, D., Metikoš, D. (2007). <i>Osnove transformacijskih postupaka u kineziologiji</i>. Split: Fakultet prirodoslovno-matematičkih znanosti i kineziologije Sveučilišta u Splitu. 2. Horvatin, M. (2017). <i>Nazivlje osnovnih položaja, pokreta i kretnji</i>. (Priručnik). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 3. Bompal, T. O. (2005). <i>Cjelokupan trening za mlade pobjednike</i>. Zagreb: Gopal. <p>Optional:</p> <ol style="list-style-type: none"> 1. Jukić, I., Marković, G. (2005). <i>Kondicijske vježbe s utezima</i> (priručnik za nastavu iz predmeta Osnovne kineziološke transformacije). Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. 2. Kosinac, Z. (2011). <i>Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine</i>. Split: Savez školskih športskih društava grada Splita.
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Course Syllabus					
Course Code and Title	232848 Croatian children's literature in working with preschool children				
Name of Lecturer	Full Professor Vjekoslava Jurdana, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Winter	Study year	I		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 15S – 0E		
Prerequisites	There are no prerequisites.				
Correlativity	Oral regional heritage, Visual art, Croatian language, Expression in speech, Music culture, Media culture, Children's literature, Puppet games in the kindergarten, Literary intangible cultural heritage, Picture books as basic books in the preschool child's development, Dramatisation and interpretative performance of children's literature works, Stories and storytelling at an early childhood and preschool age				
Objective of the course	get to know the corpus of Croatian children's literature and scientific and professional knowledge about its types in the development of a child's literary abilities				
Learning outcomes	1. correctly interpret the basic concepts of Croatian children's literature 2. analyze selected works from the corpus of Croatian children's literature 3. correctly apply the acquired knowledge in designing a concrete educational model based on the use of professional and scientific literature				
Course content	1. Croatian children's literature: specificity, types, name, definition 2. Picture book in Croatian children's literature 3. Poetry in Croatian children's literature (specificities and most significant examples) 4. Children's story: types and most significant examples in Croatian children's literature 5. Croatian children's novel (concept and characteristics)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S)	1.-3.	17	0,6	10%
	Seminars work	1.-3.	30	1	30%
	Oral presentations seminars work	1.-2.	13	0,4	20%

	Exam	1.-3.	30	1	30%
	Total		90	3	100%
	<p>Additional information (assessment criteria):</p> <p>It is desirable that students attend and actively participate in classes. The attendance of students at lectures and seminars is recorded separately. A student can collect 10% of points if he/she does not miss a class. Points are deducted for absences according to this formula: 4 points for 1 absence, 7 points for 2 absences, 10 points for 3 absences. Absence cannot be compensated and should not be excused.</p> <p>Seminar paper / independent tasks will be defined in the lecture and students will receive instructions for solving them in the e-learning course of the same name.</p> <p>The final test of knowledge is carried out by a final oral exam.</p> <p>A student who cannot attend the final knowledge test must cancel the exam registration on time or it will be considered that he/she took the exam and did not pass it.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend classes and actively participate in lectures and seminars 2. Write and present a seminar paper 3. Pass the exam (written) 				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	<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, interpretation and teaching methods and methods evaluation - student obligations - available literature. <p>The course instructor will inform students about this when distance learning begins. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Crnković, M., Težak, D. (2002). Hrvatska dječja književnost od početaka do 1995. Zagreb: Znanje. 2. Hranjec, S. (2007). Pregled hrvatske dječje književnosti. Zagreb: Školska knjiga. 3. Zalar, I. (1991). Pregled hrvatske dječje poezije. Zagreb: Školska knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Hranjec, S. (1998). Hrvatski dječji roman. Zagreb: Znanje. 2. Hranjec, S. (2004). Dječji hrvatski klasici. Zagreb: Školska knjiga. 3. Majhut, B., Težak, D. (2018). Kronologija hrvatske dječje književnosti do 1918. Libri et Liberi: časopis za istraživanje dječje književnosti i kulture, 6 (2) str. 281-320. 4. Težak, D. (1991). Hrvatska dječja poratna priča. Zagreb: Školska knjiga. <p>Referential:</p> <ol style="list-style-type: none"> 1. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje. (2015). Zagreb: Ministarstvo znanosti, obrazovanja i sporta. 				

2nd semester

Course Syllabus			
Course Code and Title	232849 Qualitative and Quantitative Pedagogic Research Methodology		
Name of Lecturer	Assistant Professor Irena Kiss, PhD (main course teacher)		
Study program	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Graduate
Semester	Summer	Study year	I.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	7	Number of hours per semester	15L – 0S – 15E
Prerequisites	There are no prerequisites.		
Correlation	Research of education		
The objective of the course	to apply the knowledge from the methodology of qualitative and quantitative pedagogical research to independent scientific research work, interpret obtained results, and provide recommendations for improving pedagogical practice		
Learning outcomes	<ol style="list-style-type: none"> 1. to evaluate qualitative and quantitative research methods in the field of educational research 2. to set the research problem and hypothesis 3. to create a draft of qualitative and quantitative research 4. to choose an appropriate research method 5. to critically judge the obtained results and point out the possibility of improving pedagogical practice 		
Course content	<ol style="list-style-type: none"> 1. Basic concepts of pedagogical research methodology 2. Setting the research problem 3. Methods of data collection, analysis, and interpretation 4. Research planning 5. Operationalization of independent and dependent variables 6. Correlation and causation 7. Types of pedagogical research 8. Ethical principles in research planning 9. Estimating population parameters 10. Inferential statistics, representativeness of samples 11. Collecting and studying pedagogical documentation 12. Experiments with comparison groups; with one group; with rotation of experimental factors 		

	13. Use of quantitative and qualitative data in action research in the field of education 14. Characteristics of data collection instruments: validity, reliability, objectivity, adequacy, standardization, discriminant value, practicality, sensitivity, economy 15. Systematic, participatory and self-observation 16. Flanders interaction analysis protocol 17. Brainstorming 18. Construction flow, choice of type of tasks, the criterion of gradualness, application of test results: knowledge/ability/personality, level/speed, written/oral/performance tests. Descriptive and graphic judgment scales. 19. Sociogram 20. Formative and summative evaluation research 21. Qualitative and quantitative statistical features 22. Measures of central tendency 23. Correlation coefficients and relative numbers 24. Base and chain indexes in pedagogic research 25. Measures of dispersion: range of variation, interquartile and coefficient of quartile deviation; variance, standard deviation, and coefficient of variation				
Course activities, teaching and learning methods, assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, E)	1. – 5.	23	0,8	10%
	Creation, analysis, and presentation of research	1. – 5.	60	2	30%
	Midterm test (written)	1. – 5.	45	1,5	20%
	Oral exam	1. – 5.	82	2,7	40%
	Total		210	7	100%
Course requirements	To successfully complete the course, a student has to: 1. actively participate in exercises and discussions 2. create research, analyze, and present the results 3. pass the midterm test 4. pass the oral exam.				
Mid-term and final exam term	Exam deadlines are published at the beginning of the academic year on the University's website and in the ISVU system.				
Additional information on the course	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 will inform students about this when the distance learning starts. Learning outcomes remain unchanged				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Halmi, A. (2005). Strategije kvalitativnih istraživanja u primijenjenim društvenim znanostima. Jastrebarsko: Naklada Slap. 2. Lamza-Posavec, V. (2021). Metodologija društvenih istraživanja: temeljni uvidi. Zagreb: Institut društvenih istraživanja Ivo Pilar. 3. Mužić, V. (2004). Uvod u metodologiju istraživanja odgoja i obrazovanja (drugo izmijenjeno i dopunjeno izdanje). Zagreb: Educa. 4. Petz, B. (2012). Osnovne statističke metode za nematematičare. Jastrebarsko: Naklada Slap. 5. Zelenika, R. (2000). Metodologija i tehnologija izrade znanstvenog i stručnog djela, 4. izmijenjeno i dopunjeno izdanje. Rijeka: Ekonomski fakultet Sveučilišta u Rijeci. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bouillet, D., Loborec, M. (2012). Istraživanje procjena odgojitelja o mogućnosti inkluzije djece s ADHD-om u redovni program dječjih vrtića. Zagreb: Napredak, Hrvatsko pedagoško-književni zbor, vol 153 (1), str. 21-38. 2. Cohen, L., Manion, L., Morrison, K. (2007). Metode istraživanja u obrazovanju. Jastrebarsko: Naklada Slap. 3. Časopis Dijete i društvo (2003). Tematski broj: Etika istraživanja s djecom, 5(1) 4. Halmi, A. (2013). Kvalitativna istraživanja u obrazovanju. Pedagogijska istraživanja, Vol. 10 No. 2; str. 103-217. 5. Koller-Trbović, N. i Žižak, A. (2007). Kvalitativni pristup u društvenim znanostima. Zagreb: Edukacijsko-rehabilitacijski fakultet. 6. Newbold, P., Carlson, W., Thorne, B. (2007). Statistics for Business and Economics. New Jersey: Pearson Education, Inc. (Copyright © Mate d.o.o. Zagreb, 2010.) 7. Matijević, M., Mužić, V., Jokić, M. (2003). Istraživati i objavljivati: elementi metodološke pismenosti u pedagogiji. Zagreb: Hrvatski pedagoško-književni zbor. 8. Matijević, M. (2017). Nastava i škola za net-generacije. Zagreb: Učiteljski fakultet sveučilišta u Zagrebu. 10. Mejovšek, M. (2003). Uvod u metode znanstvenog istraživanja u društvenim i humanističkim znanostima. Jastrebarsko: Naklada Slap. 12. Milas, G. (2005). Istraživačke metode u psihologiji i drugim društvenim znanostima. Jastrebarsko: Naklada Slap. 14. Rafajac, B. (2001). Multi methodological Researches as Initiative for Educational Theories integration. U: Rosić, V. (ur.) Teorijsko-metodološka utemeljenost pedagoških istraživanja (Theoretical and methodological foundation of educational research). Zbornik radova. Rijeka: Filozofski fakultet, Odsjek za pedagogiju, str. 51 - 58. 17. Silobrčić, V. (2000). Kako sastaviti, objaviti i ocijeniti znanstveno djelo. Zagreb: Medicinska naklada. 18. Šošić, I., Demo, D. (2020). Statistika. Zagreb: Školska knjiga. 19. Žugaj, M. (1997). Metodologija znanstvenoistraživačkog rada. Varaždin: Fakultet organizacije i informatike.
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Course Syllabus					
Course Code and Title	232850 Citizenship education				
Name of Lecturer	Associate Professor Marina Diković, PhD (main course teacher) Assistant Professor Tea Hasić, PhD				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Summer	Study year	I		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	5	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Active learning strategies, Teamwork activities, Preschool teachers' lifelong learning				
Objective of the course	to acquire necessary competencies for civic action in education in a preschool institution				
Learning outcomes	1. to explain the importance and mutual conditioning of the European and Croatian contexts for the development of active/responsible/democratic citizenship 2. to analyze fundamental elements (goal, purpose, outcomes, structure) of the citizenship education curriculum for the purpose of a critical discussion of its implementation in preschool institutions 3. to apply acquired competences from citizenship education in activity simulations for children 4. to design a citizenship education workshop in the field of inclusiveness and/or encouraging other values in a democratic community				
Course content (syllabus)	1. Citizenship 2. Education for citizenship 3. Curriculum of citizenship education 4. Activities and workshops for children in citizenship education 5. Activities and workshops for parents in citizenship education 6. Competences of educators in education for citizenship 7. Research in the field of citizenship education				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S, E)	1. – 4.	17	0,6	10%

	Individual work (research)	2.	30	1	10%
	Activities (workshop)	3.	15	0,5	20%
	Oral presentations	1. – 4.	15	0,5	10%
	Exam (written)	1. – 4.	73	2,4	50%
	Total		150	5	100%
	Additional clarifications (evaluation criteria): Students will present the tasks to other students as part of the class.				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. investigate activities in the field of citizenship education 3. design and implement a workshop on human rights education with students 4. pass the written exam. <p>Note: (applies to duties 2 and 3) The student should write an independent assignment and deliver the workshop eight (8) days before the presentation of the work in front of the students. If he/she does not fulfil the obligation by the given deadline, then he/she loses the right to ECTS credits in that academic year. The deadlines in this course must be respected.</p>				
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.				
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teacher will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Diković, M. (2016). Metode poučavanja i učenja u kurikulumskome pristupu građanskom odgoju i obrazovanju [Teaching and learning methods in the curriculum approach to citizenship education]. Školski vjesnik, 65 (4), 539-558. 2. Diković, M., Velan, D., Vuletić, K. (2018). Standardizacija usvajanja znanja, vještina i stavova na početku obaveznoga odgoja i obrazovanja djeteta [Standardization of the acquisition of knowledge, skills and attitudes at the beginning of the child's compulsory education]. U: N. Tatković, F. Šuran, M. Diković (ur.), Reaching Horizons in Contemporary Education, 89-115. Pula: Juraj Dobrila University of Pula. 3. Maleš, D., Milanović, M., Stričević, I. (2003). Živjeti i učiti prava – Odgoj za ljudska prava u sustavu predškolskog odgoja [Living and learning rights – Human rights education in the preschool education system]. Zagreb: Filozofski fakultet Sveučilišta u Zagrebu, Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo. 				

	<p>4. Slunjski, E. (2001). Integrirani predškolski kurikulum: rad djece na projektima [Integrated preschool curriculum: children's work on projects]. Zagreb: Mali profesor.</p> <p>5. Spajić-Vrkaš, V., Stričević, I., Maleš, D., Matijević, M. (2004). Poučavati prava i slobode. Priručnik za učitelje osnovne škole [Teach rights and freedoms. Handbook for primary school teachers]. Zagreb: Istraživačko-obrazovni centar za ljudska prava i demokratsko građanstvo i Filozofski fakultet Sveučilišta u Zagrebu.</p> <p>6. Spajić-Vrkaš, V. (2015.). (Ne)Moć građanskog odgoja i obrazovanja [(Dis)Power of the citizenship education]. Zagreb: Nacionalni centar za vanjsko vrednovanje obrazovanja.</p> <p>Optional:</p> <p>1. Diković, M. (2018). Young People's Participation in Decision-making Using Information and Communication Technology. World Academy of Science, Engineering and Technology – International Journal of Humanities and Social Sciences, 12 (1), 49-55.</p> <p>2. Rajić, V., Diković, M., Koludrović, M. (2021). Do we equip teachers to deal with global crisis? Case of initial teacher education in the Republic of Croatia. In L. Daniela (ed.) Human, Technologies and Quality of Education, 2021 = Cilvēks, tehnoloģijas un izglītības kvalitāte, 2021. Riga: University of Latvia (pp. 794-802). https://doi.org/10.22364/htqe.2021.62</p> <p>3. Tatković, N., Diković, M. (eds.) (2016). Perspectives of Education for Development in the Context of Active Citizenship. Pula: Sveučilište Jurja Dobrile u Puli.</p> <p>4. Tatković, N., Diković, M., Štifanić, M. (2015). Odgoj i obrazovanje za razvoj danas i sutra. Ekološke i društvene paradigm [Education and training for development today and tomorrow. Ecological and social paradigms]. Pula: Sveučilište Jurja Dobrile u Puli.</p> <p>Referential:</p> <p>1. Kurikulum za međupredmetnu temu građanski odgoj i obrazovanje za osnovne i srednje škole [Curriculum for the cross-curricular subject citizenship education for primary and secondary schools] (NN 10/2019).</p>
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Course Syllabus

Course Code and Title	232851 Introduction to social pedagogy				
Names of Lecturers	Full Professor Mirjana Radetić-Paić, PhD (main course teacher) Vanja Marković, PhD, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Summer	Study year	I		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	7	Number of hours per semester	7 ,5L – 15S – 0E		
Prerequisites	No prerequisites				
Correlativity	Psychological foundations of early and adult learning, Methods of work with children with developmental disabilities				
Objective of the course	to acquaint students with the manifestations of behavioral problems and attention deficit/hyperactivity disorder in children of early and preschool age, their peculiarities and methodical procedures in work				
Learning outcomes	1. describe the specifics in the functioning of a child with behavioral problems and a child with attention deficit/hyperactivity disorder in the kindergarten environment, and their etiological factors 2. recognize the specifics in the functioning of a child with behavioral problems and a child with attention deficit/hyperactivity disorder in the kindergarten environment 3. analyze peculiarities in the behavior of children of early and preschool age with behavioral problems, i.e., attention deficit/hyperactivity disorder 4. assess the developmental potential of a child with behavioral problems, i.e., attention deficit/hyperactivity disorder 5. apply the acquired knowledge in the task with children of early and preschool age with behavioral problems, i.e., attention deficit/hyperactivity disorder and design a social-pedagogical intervention				
Course content	1. Definition and classification of behavioral problems 2. Etiology and frequency of behavior problems in early and preschool children 3. Child with attention deficit/hyperactivity disorder - subtypes 4. Peculiarities of a child with attention deficit/hyperactivity disorder in the educational process 5. Educator, peer group and child of early and preschool age with behavior problems and attention deficit/hyperactivity disorder 6. Methodical procedures in work				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S , E)	1. – 5.	17	0,6	6%

methods and assessment criteria	Individual tasks (written task)	4-5	60	2	20%
	Activities (classwork)	1-5	12	0,4	3%
	Written projects (seminar)	1-5	33	1,1	15%
	Oral presentations	1-5	15	0,5	6%
	Exam (oral)	1-5	72	2,4	50%
	Total		210	7	100%
	Additional information (assessment criteria): In order to take the final exam at the end of the semester, it is necessary to achieve a minimum of 6% of the grade during classes, which must necessarily result from attending classes.				
Course requirements	To pass the course, the student must: 1. attend lectures and seminars 2. solve independent tasks 3. submit written works 4. hold an oral presentation 5. pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system and Studomat				
Additional information on the course	Materials are delivered to 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 leader and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Bouillet, D., Uzelac, S. (2007). <i>Osnove socijalne pedagogije</i> . Zagreb: Školska knjiga. II. dio: Poremećaji u ponašanju djece i mladih - socijalnopedagoška perspektiva 2. Kocijan-Hercigonja, D. (1997). <i>Hiperaktivno dijete</i> . Jastrebarsko: Slap. 3. Radetić-Paić, M. (2013). <i>Prilagodbe u radu s djecom s teškoćama u radu u odgojno-obrazovnim ustanovama</i> . Pula: Sveučilište Jurja Dobrile u Puli. Poglavlja: 7. Poremećaji u ponašanju i 8. Deficit pažnje/hiperaktivni poremećaj 4. Sekušak Galešev, S. (2005). Hiperaktivnost. <i>Dijete i društvo</i> , 7(1), 40 – 57. Optional: 1. Greenspan, J. S. (2004). <i>Zahtjevna djeca: razumijevanje, podizanje i radost s pet "teških" tipova djece</i> . Lekenik: Ostvarenje. 2. Poldrugač, Z., Bouillet, D., Ricijaš, N. (2019). <i>Socijalna pedagogija - znanost, profesija i praksa u Hrvatskoj</i> . Zagreb: Edukacijskorehabilitacijski fakultet .				

	<p>3. Radetić-Paić, M., Ružić-Baf, M., Zuliani, Đ. (2011). <i>Poremećaji nedovoljno kontroliranog ponašanja sa psihološkog, socijalnopedagoškog te informacijskog i komunikacijskog aspekta.</i></p> <p>Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</p>
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Course Syllabus					
Course Code and Title	232852 Professional and pedagogical practice 1				
Names of Lecturers	Associate Professor Lorena Lazarić, PhD (main course teacher) Kristina Alviž, asisstant				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Summer	Study year	I.		
Classroom location	Preschool institution	Teaching language	Croatian		
ECTS credits	5	Number of hours per semester	0L – 0S – 75E		
Prerequisites	There are no prerequisites for course.				
Correlativity	All study programme courses.				
Objective of the course	Apply professional - methodological knowledge and skills to improve preschool theories and practices				
Learning outcomes	1. to explain the function of keeping pedagogical documentation in preschool institutions 2. clarify the relationship between theplanned activities and learning outcomes in the educational process 3. to justify the realised stages of a whole-day educational process 4. organize different ways of cooperation with parents in preschool institutions 5. design and realize a research project in kindergarten exercise rooms				
Course content	1. Mandatory documentation and guidance in kindergarten. 2. Planning and programming in kindergarten. 3. Realization of an integrated whole-day educational process. 4. Reflection on what has been achieved. 5. Organization of an action research and projects directed toward internal change. 6. Strategies and concepts of leadership of internal assets, learning communities, teamwork. 7. Organization of seminars, gatherings, professional and scientific meetings. 8. Cooperation with parents. 9. Individual advisory work with parents				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities of E	1. - 4.	56	1,9	50%
	Written projects	1. - 4.	45	1,4	30%

	Activities (classwork and fieldwork, workshop)	5.	49	1,6	20%
	Total		150	5	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Realize professional practice in the provided duration. 2. Keep a diary with relevant content about realized practice. 3. The verified diary must be handed over to the practice leader no later than fifteen days after completion of the practice. 				
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. Ljubetić, M. (2014) <i>Od suradnje do partnerstva obitelji, odgojnoobrazovne ustanove i zajednice</i>. Zagreb: Element d.o.o. 2. Mendeš, B. (2013). <i>Od pedagoškog tečaja do sveučilišnog studija. Dijete, vrtić, obitelj</i>, 19(71), 2-3. 3. Mendeš, B. (2018). <i>Profesionalno obrazovanje odgojitelja predškolske djece: od jednogodišnjeg tečaja do sveučilišnog studija</i>. Zagreb: Golden marketing-Tehnička knjiga. 4. Miljak, A. (2007). <i>Teorijski okvir sukonstrukcije kurikuluma ranog odgoja</i>. U: Previšić, V. (ed.): <i>Kurikulum, teorije-metodologija-sadržajstruktura</i>. Zagreb: ŠK, Zavod za pedagogiju. pp. 205-249. 5. Miljak, A. (2009). <i>Življenje djece u vrtiću. Novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima</i>. Zagreb: SM naklada. 6. Močinić S., Tatković N. (2015). <i>Uloga pedagoške prakse u razvoju kompetencija budućih učitelja</i>. In: Hicela Ivon, Branimir Mendeš (ur.) <i>Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene</i>. Znanstvena monografija. Split: Filozofski fakultet, pp. 215-230. 7. Šagud, M. (2006). <i>Odgajatelj kao refleksivni praktičar</i>. Petrinja: Visoka učiteljska škola 8. Slunjski, E. (2011). <i>Kurikulum ranog odgoja. Istraživanje i konstrukcija</i>. Zagreb: Školska knjiga. 9. Tatković N., Močinić S. (2012). <i>Profesionalne kompetencije budućih učitelja u kontekstu stručno pedagoške prakse</i>. U: M. Valenčić Zuljan, G. Gojkov, A. Rončević, J. Vogrinc, (eds.), <i>Pedagoška praksa i proces razvijanja kompetencija budućih učitelja u Hrvatskoj, Srbiji i Sloveniji</i>. Visoka vaspitačka škola „Mihailo Palov“, Vršac, pp. 51-78. <p>Referential:</p> <ol style="list-style-type: none"> 1. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje. (2014). Zagreb: Ministarstvo znanosti, obrazovanja i sporta. 				

Course Syllabus					
Course Code and Title	232853 Safety and protection of children on the Internet				
Name of Lecturer	Full Professor Maja Ružić, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 15S – 0E		
Prerequisites	There are no prerequisites for the course.				
Correlativity	Informatics, Use of ICT in education, Sociology of education				
Objective of the course	adopt the basic concepts of theoretical and practical knowledge about the safety and protection of children on the Internet, online safety, data protection, electronic violence, personal data protection, parental control tool, critical evaluation of information, development of creativity and innovation				
Learning outcomes	1. explain terms and characteristics related to the protection and safety of children on the Internet. 2. critically evaluate information and judge content on the Internet. 3. explain the importance of accessing inappropriate information. 4. explain the responsible behavior of children when using the Internet. 5. recognize electronic violence and act preventively. 6. analyze suitable parental control tools.				
Course content	1. Safety and protection of children on the Internet (basic concepts) 2. Malicious content on the Internet 3. Ways of searching for information and critical evaluation of information sources on the Internet 4. Protection of personal data on the Internet 5. Electronic violence 6. Internet addiction 7. Instruments of parental control 8. Time management when using the internet				
	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

Course activities, teaching and learning methods and assessment criteria	Class activities (L, S (lab), E)	1. - .6.	17	0,6	10%
	Fieldwork	1. - 4.	13	0,4	0%
	Individual tasks	4. - 6.	30	1	40%
	Exam (oral, written, concert)	1. - 6.	30	1	50%
	Total		90	3	100%
	<p>Additional information (assessment criteria):</p> <p>Class attendance and class activity - 30% absences are tolerated</p> <p>Seminar paper: The student is obliged to prepare and present the seminar paper in a timely manner. The working version of the seminar paper is submitted to the teacher for review at least seven days before the presentation.</p> <p>Participation in classes is evaluated as follows: 0% = Does not come to class.</p> <p>6% = Attends classes, but does not participate in work,</p> <p>7% = It is prepared, but the preparation is incomplete</p> <p>8% = It is prepared, but the preparation is incomplete – with minor defects</p> <p>9% = He/she is regularly prepared, the preparation is correct, voluntarily participates in the teaching process.</p> <p>10% = Student shows a high degree of interest in the course, is always prepared; asks questions</p> <p>Seminars</p> <p>Quality of the seminar:</p> <ol style="list-style-type: none"> Following the instructions for the seminar paper (number of pages, cover, citation, paraphrasing, citing literature) = 7% of the grade Content of the seminar = 10% of the grade Spelling and grammar = 6% of the grade <p>Presentation</p> <ol style="list-style-type: none"> Clarity of speech and expression = 4% of the grade Clarity of presentation = 4% of the grade Method of presentation aligned with goals and content = 5% of the grade (audiovisual aids, etc.) Encouraged active learning and involvement of other students = 4% of the grade <p>Contacting the teacher outside of class usually takes place during consultations. Daily contacting is possible via e-mail and other forms of communication via the Internet.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> Write and present a seminar paper Pass the final exam 				
Mid-term and final exam term	<p>Exam dates are published at the beginning of the academic year on the University's website and in ISVU.</p>				

Additional information on the course	<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 instructor 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. Ružić-Baf, M (2020). Pametno s pametnim telefonom. Pula: Sveučilište Jurja Dobrile u Puli. 2. Rogulj, E. (2023). Dijete u digitalnom okruženju - primjena digitalne tehnologije u dječjem vrtiću, priručnik za odgojitelje i roditelje. Zagreb: Školska knjiga. 3. Šimović, V., Ružić-Baf, M. (2013). Suvremeni informacijski sustavi. Pula: Sveučilište Jurja Dobrile u Puli 4. Matijević, M., Topolovčan, T. (2017). Multimedijaska didaktika. Zagreb: Školska knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Spitzer, M. (2018). Digitalna demencija: kako mi i naša djeca silazimo s uma. Zagreb: Naklada Ljevak. 2. Jandrić, P. (2014). Digitalno učenje. Zagreb: Školske novine, Tehničko Veleučilište u Zagrebu. 3. Maceachern, R. (2012). Cyberbullying: učini nešto: prekini lanac elektroničkog nasilja. Zagreb: Mosta Viridis. 4. Wortley, R. K. (2012). Internet child pornography: causes, investigation, and prevention. Santa Barbara; Denver; Oxford: Praeger. 5. Labaš, D. (2011). Djeca u svijetu interneta: zatočenici virtualnoga svijeta. Pedagoški modeli i otvorena pitanja. Djeca medija: od marginalizacije do senzacije. Zagreb: Matica hrvatska. <p>Referential:</p> <ol style="list-style-type: none"> 1. Ružić-Baf, M., Strnak, H., Debeljuh, A. (2016). Online video games and young people. International Journal of Research in Education and Science, 2 (1), 94-103. 2. Ružić-Baf, M., Radetić-Paić, M. (2015). Inappropriate Effects Which the Use of Computer and Playing Video Games Have on Young People. World Academy of Science, Engineering and Technology, 13 (1), 1758-1761. 3. Ružić-Baf, M., Radetić-Paić, M., Šimović, V. (2015). Students playing computer games with elements of violence's self-evaluation - what can we learn from this?. International Journal of Innovation and Learning, 17 (1), 134-144. 4. Ružić-Baf, M., Rajović, R., Debeljuh, A. (2016). ICT, Digital Rest (or Tiredness?) Spending Free Time in Front of a Screen. Technology Education Management Informatics. 6 (2017), 4; 883-887. 5. Buljan-Flander, G. (2018). Znanost i umjetnost odgoja: praktični priručnik o suvremenom odgoju za roditelje i odgojitelje. Sveta Nedelja: Geromar.

Web sources:

1. HR Kids Online. <http://hrkids.online/>
2. HAKOm. Zaštita djece na internetu. <https://www.hakom.hr/default.aspx?id=337>
3. Global Kids Online. www.globalkidsonline.net
4. Zaštita djece na internetu (2019). <https://gov.hr/mojauprava/pravna-drzava-i-sigurnost/sigurnost-na-internetu/zastitadjeca-na-internetu/1649>
5. CERT (2018). Sigurnije na internetu. www.cert.hr
6. Centar za sigurniji Internet. <https://www.csi.hr/>
7. Medijska pismenost. www.medijskapismenost.hr
8. Kidsmart. <http://www.kidsmart.org.uk/teachers/>
9. Childnet International. <https://www.childnet.com/teachers-andprofessionals/for-you-as-a-professional>
10. Childnet Digital Leaders Programme. <https://digitalleaders.childnet.com/>
11. Poliklinika za zaštitu djece i mladih grada Zagreba. <https://www.poliklinika-djeca.hr/category/istrazivanja/>
12. Online vodič za mlade 'Moji podaci i privatnost na internetu' (2019). <https://www.medijskapismenost.hr/online-vodic-za-mlade-mojipodaci-i-privatnost-na-internetu/>
13. Nasilje preko interneta – cyberbullying. <https://www.poliklinikadjeca.hr/publikacije/nasilje-preko-interneta/>
14. PC Chip. Vodič za roditeljsku kontrolu internet sadržaja. <https://pcchip.hr/helpdesk/vodic-za-roditeljsku-kontrolu-internet-sadrzaja/>

Course Syllabus					
Course Code and Title	232854 Teamwork activities				
Name of Lecturer	Associate Professor Marina Diković, PhD. (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Graduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Citizenship education, Active learning strategies, Preschool teachers' lifelong learning				
Objective of the course	To acquire the skills for teamwork in education				
Learning outcomes	1. to explain the role of preschool teachers in teamwork in kindergarten 2. to analyze the elements of teamwork in order to achieve inclusiveness in the curriculum 3. to create a plan and program of workshop for teamwork 4. to evaluate activities in teamwork				
Course content (syllabus)	1. Characteristics of teamwork 2. Competencies of team members 3. Team work in education 4. Teamwork in creating an integrated curriculum in a preschool institution 5. Planning and programming activities in teamwork 6. Evaluation of teamwork activities				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, T)	1. – 4.	17	0,6	10%
	Practical work	2.	15	0,5	20%
	Workshop	3.	15	0,5	10%
	Evaluation	4.	15	0,5	10%
	Exam (written)	1. – 4.	28	0,9	50%
	Total		90	3	100%
	Additional clarifications (evaluation criteria): Students will present the tasks to other students as part of the class.				
Course requirements	To successfully complete the course, students must: 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.)				

	<p>2. choose an example from pedagogical practice and analyze the elements of teamwork in the curriculum</p> <p>3. create a teamwork workshop</p> <p>4. evaluate the workshop of students</p> <p>5. pass the written exam.</p> <p>Note: (applies to duties 2 and 3) The student should write the practical work and deliver the workshop eight (8) days before the presentation of the work in front of the students. If he/she does not fulfil the obligation by the given deadline, then he/she loses the right to ECTS from the course in that academic year. The deadlines in this course must be respected.</p>
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Bošković, M. (2017). Uspješan timski rad pomoću tipologije članova tima [Successful teamwork using a typology of team members]. Zagreb: K&K Promocija. 2. Kobolt, A., Žižak, A. (2007). [Team work and teams' supervision]. Ljetopis socijalnog rada, 14(2), 367-386. 3. Maxwell, J. C. (2005). 17 neosporivih pravila za uspješan timski rad: usvojite ih i ojačajte svoj tim [17 undeniable rules for successful teamwork: adopt them and strengthen your team]. Varaždin: "Katarina Zrinski". 4. Nikić, M. (2004). Temeljna načela timskog rada [Basic principles of teamwork]. Diacovensia, 12(1), 115-130. 5. Seme Stojnović I., Hitrec, S. (2014). Suvremeno vođenje u odgoju i obrazovanju. Priručnik za ravnatelje, stručne suradnike i odgojitelje u sustavu odgoja i obrazovanja [Contemporary management in education. Handbook for heads, professional associates and preschool teachers in the educational system]. Zagreb: Golden marketing – Tehnička knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Brüning, L., Saum, T. (2008). Suradničkim učenjem do uspješne nastave: kako aktivirati učenike i potaknuti ih na suradnju [Through cooperative learning to successful teaching: how to activate students and encourage them to cooperate]. Zagreb: Naklada Kosinj. 2. Tatković, N., Diković, M., Tatković, S. (2016). Pedagoško-psihološki aspekti komunikacije [Pedagogical-psychological aspects of communication]. Pula: Sveučilište Jurja Dobrile u Puli.

Course Syllabus			
Course Code and Title	232855 Fundamentals of labour law		
Names of Lecturers	Associate Professor Oliver Radolović, PhD (main course teacher) Assistant Professor Tea Hasić, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian Language (part-time study)		
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate
Semester	Summer	Study year	I
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 15S – 0E
Prerequisites	There are no prerequisites for enrollment or mastering the course.		
Correlativity	Preschool institution management and organisation		
Objective of the course	to acquire competences for interpretation and application of legal provisions in the field of labour law and to interpret different models of establishment and termination of employment contracts		
Learning outcomes	1. to recognize legal instruments appropriate to solve the most important labour-related issues 2. to provide critical interpretation on the legal framework from the field of labour law 3. to prepare simple employment contracts (with fundamental provisions) as well as to prepare decisions on termination of employment contracts		
Course content (syllabus)	1. Labour law – fundamental principles and sources of labour law 2. Establishing employment relation – with an emphasis on kindergartens 3. Employment contract – form and content 4. Protection of special groups of employees 5. Working hours, holidays and leaves 6. Economic rights resulting from employment contract 7. Termination of employment contract – with an emphasis on dismissal 8. Exercising rights from the employment contract 9. Participation of employees in decision making procedures		

	10. Collective labour relations				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S)	1. - 3.	17	0,6	0%
	Oral presentation	2.	15	0,5	50%
	Exam (written)	1. - 3.	58	1,9	50 %
	Total		90	3	100%
	<p>The written exam consists of 10 questions. To pass the exam, it is necessary to answer (completely and correctly) at least 5 questions. The grade obtained on the exam participates in the total grade with 50%.</p> <p>For the oral presentation, it is necessary to read in detail the literature dealing with the assigned topic. (Students shall find the literature independently in libraries and/or via the Internet). The analyzed literature shall be comprehensively presented in oral form. While presenting, students are allowed to use written notes (e.g. power-point presentations). However, to achieve a positive grade it is not sufficient to merely read written materials prepared in advance. The lecturer will check understanding by asking questions and sub-questions. Thus, the grade from the oral presentation will depend on the quality of presentation prepared, as well as on the answers provided. The grade obtained from the oral presentation participates in the total grade with 50%.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. prepare and deliver an oral presentation (on a topic assigned and at a time determined by the course lecturer) 2. pass the written exam 				
Mid-term and final exam term	To be determined at the beginning of the academic year and published online on the University's website and in the ISVU system.				
Additional information on the course	<p>To prepare and deliver an oral presentation (on the topic and within the deadline defined by the course lecturer) is a prerequisite for accessing the exam.</p> <p>In the case of distance learning, modifications are possible when it comes to:</p> <ul style="list-style-type: none"> - the location of the course - implementation of activities, methods of teaching and models of evaluation - student obligations - available literature. <p>Lecturers will inform students about respective modifications if the distance learning model of studying begins. In such a scenario, learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Milković D. i Trbojević G. (2019): Radni odnosi. Effectus, Zagreb, str. 1. - 309. / Milković D. and Trbojević G. (2019): Labour relations. Effectus, Zagreb, p. 1. – 309. 2. Čikeš T. (2022): Izmjene i dopune zakona o radu. Dostupno na: https://www.iusinfo.hr/aktualno/u-sredistu/53215/ Čikeš T. (2022): Labour Law Amendments. Available at: https://www.iusinfo.hr/aktualno/u-sredistu/53215/ <p>Optional:</p> <ol style="list-style-type: none"> 1. Ravnić A. (2004): Osnove radnog prava – domaćeg, usporednog i međunarodnog. Zagreb: Pravni fakultet Sveučilišta u Zagrebu, str. 1.–780. / Ravnić A. (2004.): Fundamentals of Labour Law – national, comparative, international. Zagreb: Faculty of Law, University of Zagreb, p. 1.-780. 2. Jakovina, D. i sur. (2016): Radno pravo. Zagreb: Mate, d.o.o., str. 1. – 280. / Jakovina D. et al. (2016): Labour Law. Zagreb: Mate, d.o.o., p. 1.-280. <p>Referential:</p> <ol style="list-style-type: none"> 1. Zakon o radu (verzija na snazi u vrijeme polaganja ispita) / Labour Law (version in force at the time of applying the exam) 2. Zakon o predškolskom odgoju i obrazovanju (verzija na snazi u vrijeme polaganja ispita) / Preschool Education Act (version in force at the time of applying the exam)
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Course Syllabus

Course Code and Title	232857 Preschool teachers' lifelong learning				
Name of Lecturer	Associate Professor Marina Diković, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Graduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Citizenship education, Active learning strategies, Teamwork activities, Picture books as basic books in the preschool child's development				
Objective of the course	to acquire competences for lifelong learning in education				
Learning outcomes	1. to distinguish formal education from non-formal and informal learning 2. to investigate activities that could be an incentive for inclusiveness as part of lifelong learning of preschool teachers 3. to compare non-formal and informal learning in an international context 4. to design stimulating activities for lifelong learning for preschool teachers				
Course content (syllabus)	1. Formal education, non-formal and informal learning 2. Lifelong learning and normative basis 3. The international context of lifelong learning 4. Encouraging lifelong learning in education 5. Examples of lifelong learning in Republic of Croatia and in the world 6. Research in the field of lifelong learning				
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%
	Research	2.	15	0,5	20%
	Individual task	3.	15	0,5	10%
	Activities	4.	15	0,5	10%
	Exam (written)	1. – 4.	34	1,1	50%
	Total		90	3	100%
	Additional clarifications (evaluation criteria): Students will present the tasks to other students as part of the class.				
Course requirements	To successfully complete the course, students must:				

	<ol style="list-style-type: none"> 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. investigate activities that could be an incentive for lifelong learning of preschool teachers 3. create a task comparing non-formal and informal learning in an international context 4. design stimulating activities for lifelong learning for preschool teachers 5. pass the written exam. <p>Note: (applies to duties 2 and 3) The student should write a research and create an individual task eight (8) days before the presentation of the work in front of the students. If he/she does not fulfil the obligation by the given deadline, then he/she loses the right to ECTS credits in that academic year. The deadlines in this course must be respected.</p>
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Lukenda, A. (2017). Genealogija koncepta cjeloživotnog učenja [Genealogy of the concept of lifelong learning]. Acta Iadertina, 14(1), 131-147. 2. Pastuović, N. (1999). Edukologija: integrativna znanost o sustavu cjeloživotnog obrazovanja i odgoja [Educology: integrative science of the system of lifelong learning]. Zagreb: Znamen. 3. Plavšić, M., Diković, M. (2016). Stavovi studentica i studenata prema formalnom obrazovanju, neformalnom i informalnom čenju [Students' Attitudes toward Formal Education, Non-Formal and Informal Learning]. Hrvatski časopis za odgoj i obrazovanje – Croatian Journal of Education, 18 (1), 71-102. 4. Rogić, A. M. (2017). Značenja cjeloživotnog učenja u kontekstu međunarodnih tijela i organizacija [Meanings of lifelong learning in the context of international bodies and organizations]. Acta Iadertina, 11(1), 49-67. 5. Tatković, N., Radetić-Paić, M., Blažević, I. (eds.), (2016). Kompetencijski pristup kvaliteti ranog i predškolskog odgoja i obrazovanja [Competence-based approach to the quality of early and preschool education]. Medulin-Pula: DV Medulin, Fakultet za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli. <p>Optional:</p> <ol style="list-style-type: none"> 1. Delors, J. (eds.) (1996). Learning, the treasure within: report to UNESCO of the International Commission on Education for the Twenty-first Century, Paris: UNESCO Publishing. 2. Diković, M., Tatković, S., Legović, M. (2016). Stjecanje i razvijanje kompetencija odgojitelja u inicijalnom obrazovanju [Acquiring and

	<p>developing the competencies of preschool teacher in initial education]. U: N. Tatković, M. Radetić-Paić, I. Blažević (eds.), Kompetencijski pristup kvaliteti ranog i predškolskog odgoja i obrazovanja. Medulin-Pula: DV Medulin, Fakultet za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile u Puli, pp. 155-172.</p> <p>3. Klapan, A. (2007). Trendovi razvoja obrazovanja odraslih u Hrvatskoj u koncepciji cjeloživotnog učenja [Trends in the development of adult education in Croatia in the concept of lifelong learning]. U: V. Previšić, N. N. Šoljan, N. Hrvatić (eds.), Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja 1 (pp. 81-90). Zagreb: Hrvatsko pedagoško društvo.</p> <p>4. Lukenda, A. (2007). Stavovi studenata nastavničkih studija Sveučilišta u Mostaru o cjeloživotnom obrazovanju [Teaching studies students' attitudes on lifelong education at the University of Mostar]. U: V. Previšić, N. N. Šoljan, N. Hrvatić, (eds.), Pedagogija – prema cjeloživotnom obrazovanju i društvu znanja, 2, (pp. 365-380). Zagreb: Hrvatsko pedagoško društvo.</p>
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Course Syllabus

Course Code and Title	232858 Active education of children in nature		
Names of Lecturer s	Associate Professor Andrea Debeljuh, PhD (main course teacher) Tamara Brussich, assistant		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate
Semester	Summer	Study year	I.
Classroom location	Classroom	Teaching languages	Croatian italian
ECTS credits	3	Number of hours per semester	7,5L – 7,5S –7,5E
Prerequisites	There are no prerequisites for mastering the course.		
Correlativity	Course related to science and child education: Early childhood education curriculum models and active learning strategies.		
Objective of the course	to acquire competences for the organization and realization of the stay and activities of children of early and preschool age in a natural environment		
Learning outcomes	1. explain the characteristics and advantages of learning in nature 2. interpret the objectives of forest pedagogy 3. distinguish the difficulties and dangers of living in a natural environment 4. organize planned situational learning in a natural environment 5. design a one-day stay for children of early and preschool age in a natural environment		
Course content (syllabus)	1. Historical development of school in nature / forest pedagogy 2. Advantages of living in a natural environment for children's development 3. Educational objectives of forest pedagogy 4. Forms of kindergarten/school in nature 5. Selection and preparation of a natural environment for the stay and activities of children of early and preschool age 6. Didactic activities and games with children of early and preschool age in a natural environment 7. The relationship between the teacher and the child in the natural environment 8. Situational learning in a natural environment 9. Difficulties and potential dangers during the stay in the natural environment 10. Cooperation with the parents of the children involved in the forest kindergarten/school		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. – 5.	17	0,6	5%
	Individual tasks (homework, research, oral and written tasks)	1. – 5.	22	0,7	10%
	Activities (classwork and fieldwork, workshop)	1. – 5.	21	0,7	30%
	Exam (oral, written)	1. – 5.	30	1	50%
	Total		90	3	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes regularly and be active in class and participate in field classes 2. create a plan for the stay of children of early and preschool age in a natural environment 3. pass the written exam 				
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.				
Additional information on the course	<p>Class attendance is mandatory. Absences of 30% of the total number of hours of this course are tolerated, and those do not need to be justified. In case of a longer absence, the course must be re-enrolled. Students are obliged to complete the prescribed exercises. At the end of the semester, the written exam is taken a maximum of 4 times.</p> <p>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 about this. male and female students when distance learning begins. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Anđić, D. (2018). Djeca, okoliš i održivi razvoj. www.ufri.uniri.hr/files/nastava/nastavni_materijali/190318_dunjaandjic_djecaokolisodrzivirazvoj.pdf 2. Uzelac, V, Pejčić, A., Anđić, D. (2005). Ekološka iskustva predškolske djece na otvorenom; Paragvaj, S., Ujčić, T. (ur.). U: Postignuća u praksi i teoriji predškolskog odgoja. Opatija: Naklada Preluk, Opatija, 2003. str. 5258. 3. Lujić, M. (2020). Odgoj za okoliš, odgoj u okolišu ili prirodni odgoj?. Acta Iadertina, 17 (1), 0-0. <p>Optional:</p> <ol style="list-style-type: none"> 1. Uzelac, V., Lepičnik-Vodopivec, J., Anđić, D. (2014). Djeca-odgoj i obrazovanje za održivi razvoj. Zagreb: Golden marketing. Tehnička knjiga. 2. Schenetti, M, Salvaterra I., Rossini, B. (2015). La scuola nel bosco. Pedagogia, didattica e natura. Trento: Erickson. 3. Louv, R. (2006). L'ultimo bambino nei boschi. Come riavvicinare i nostri figli alla natura. Milano: Rizzoli. 				

	<p>4. Chistolini, S. (2016). Pedagogia della natura. Pensiero e azione nell'educazione della scuola contemporanea: Asilo nel bosco. Jardim Escola João de Deus, Outdoor education. Milano: Franco Angeli.</p> <p>5. Guerra, M., Fuori. (2015). Suggestioni nell'incontro tra educazione e natura. Franco Angeli: Milano.</p> <p>6. Manes, E. (2018). L'asilo nel bosco. Un nuovo paradigma educativo: Edizioni Tlön</p> <p>7. Györek, N.; Drganc, L.; Šarec, S.; Grilc, M.; Železnikar, K. et al. (2016). Gremo mi v gozd: gozdni priročnik/planer. Kamnik: Inštitut za gozdno pedagogiko/ Institute for Forest Pedagogics.</p>
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Course Syllabus			
Code and Title of Course	232859 Spatial and Plastic Art		
Name of lecturer	Associate Professor Aleksandra Rotar, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Type of course	Optional (module: developmental-artistic)	Level of course	Graduate
Semester	Summer	Year of study	1
Location	Classroom	Language	Croatian (Slovene, German, Italian, English)
No. of ECTS Points	3	No. of hours in a semester	7,5L – 0S – 15E
Requirements for Enrolment and Passing	No requirements		
Correlations	Art Education, Art Education Methods 1, Art Education Methods 2, Artistic Creativity - Graphics, Artistic Creativity- Form and Colour, Visual Communication and the Cultural heritage, Puppetry and Theatre, Music Education, Music Education Methods, Croatian Language and Literature, Children's Literature, Nature and Society, Work with Gifted Children, Work with Children with Developmental Difficulties		
The aim of the course	to develop creative and motivational competences, imagination, in the free use of various techniques in spatial and plastic creativity. To develop personal critical opinions and attitudes (analysis, description, experimentation in creating works of art, all based on original work by an individual or group)		
Learning outcomes	<ol style="list-style-type: none"> 1. apply artistic language in artistic expression through various art areas and correctly interpret the specifics of various spatial plastic art techniques, accessories, materials 2. apply skills, knowledge, personal, social and methodological abilities in professional and personal development 3. analyze permitted deviations when applying techniques in combination with other techniques and analyze fine art works by professional artists in Croatia and the world 4. to relate creatively and critically to personal and other people's artistic design 5. prepare for independent work with children of preschool age, follow art events in Croatia and abroad 6. create an exhibition in a recent space 		

Course Content	<ol style="list-style-type: none"> 1. A historical overview of the development of (spatial and plastic) visual art, literature 2. Introduction to the (spatial and plastic) art of Slavko Kopač, introduction to the work of the Association that takes care of his work 3. A visit to and analysis of a sculpture in an exterior space, gallery or museum 4. Realization of inventive and innovative spatial and plastic works, and works by students 5. To stage an exhibition of works created in an exterior or gallery/museum space, setup, documentation, opening with music and poetry, cooperation with the media. 				
Planned activities, teaching and learning methods and methods of evaluation	Obligations	Outcomes	Hours	ECTS	Maximum percentage of grade
	Class activity (L, S)	1. – 4.	17	0,6	20%
	Independent tasks	1. – 3.	43	1,4	40% (4 x 10 %)
	Activities (classroom and outside classroom, workshops)	1. – 4.	15	0,5	40%
	Exam (oral)	1. – 4.	15	0,5	10%
	Total		90	3	100%
To pass the course, students must:	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. Regularly attend classes and actively participate in all forms of classes 2. Complete all works of art 3. Visit at least 5 recent exhibitions in museums and galleries and where possible attend at least 5 openings of recent exhibitions 4. Pass the oral examination <p>Note: (applies to no. 2) Students must create their practical work in situ, during classes. If students fail to meet all the requirements within the given deadline, they lose the right to ECTS credits in that academic year. Deadlines must be met in full in this course.</p>				
Examination and Midterm schedules	Published at the beginning of the academic year, on the University web site and the ISVU.				
Other important information for the course	<p>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 about this. male and female students when distance learning begins. Learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Grgurić, N. (2003): „Oblikovanje papirom, alufolijom i didaktički neoblikovanim materijalima“. Zagreb: Educa 62. 2. Katalozi Galerije Adris Rovinj. „Branko Ružić“, „Ivan Kožarić“, „Ksenija Kantoci“, „Vojin Bakić“, „Marija Ujević Galetović“... 3. Rotar, A. (2016). „Jednominutne skulpture u odgoju i obrazovanju“. Rad je objavljen u monografiji I. P. Gortan-Carlin, I. Bančić Čupić (ur.), Jezik, umjetnost i tradicija u građanskom odgoju i obrazovanju. Pula: Sveučilište Jurja Dobrile u Puli. 4. Šimat Banov, I. (2013): „Hrvatsko kiparstvo od 1950. do danas“. Zagreb: Naklada Ljevak. <p>Elective:</p> <ol style="list-style-type: none"> 1. Baričević, D. (2008): „Barokno kiparstvo sjeverne Hrvatske“, Zagreb: Školska knjiga. 2. De Botton, A. (2008): „Arhitektura sreće“. Zagreb: SysPrint, Biblioteka karizma. 3. Enciklopedije likovnih umjetnosti Hrvatske i svijeta. 4. Ivančević, R. (2007): „Likovni govor, uvod u svijet likovnih umjetnosti“. Zagreb: Profil international. 5. Ivančević, R. (2005): „Stilovi razdoblja život I. Od paleolita do predromanike“. Zagreb: Profil international. 6. Jakubin, M. (2001): „Likovni jezik i likovne tehnike“. Zagreb: Educa. 7. Kalčić, S. (2005): „Neizvjesnost umjetnosti“. Zagreb: Školska knjiga. 8. Livraga, H.A. (2009): „Teba“. Zagreb: Nova akropola. 9. McLuhan, M. (2008): „Razumijevanje medija“. Mediji kao čovjekovi produžeci“. Zagreb: Golden marketing-Tehnička knjiga. 10. Težak-Gregl, T. i drugi (2010): „Hrvatska umjetnost – povijest i spomenici“. Zagreb: Institut za povijest umjetnosti i Školska knjiga. 11. Racinet, A; Dupont-Auberville, A. (2015): „The World of Ornament“. Köln: Taschen GmbH, Bibliotheca Universalis.
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Course Syllabus					
Course Code and Title	232860 Folk music heritage with early childhood and preschool children				
Names of Lecturers	Full Professor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites				
Correlativity	Music with early childhood and preschool children, Motor development in early childhood and preschool children, Literary intangible cultural heritage, Traditional games at an early childhood and preschool age				
Objective of the course	Adopt the competences for preserving folklore musical heritage in working with children of early and preschool age				
Learning outcomes	1. enumerate the peculiarities of Croatian folklore regional areas 2. name the musical phenomena of Croatian traditional music 3. recognize folk instruments, songs and dances of the Republic of Croatia 4. present the folklore music of the student's region 5. make music of the traditional heritage of different regions of the Republic of Croatia 6. dance basic steps from the traditional heritage of different regions of the Republic of Croatia				
Course content	1. Croatian traditional music as an integral part of native teaching. 2. Regional division of traditional music in the Republic of Croatia 3. Folk music of Istria and the Croatian coast. 4. Folk music of Dalmatia 5. Folk music of Slavonia, Baranja and Srijem 6. Folk music of Međimurje and Podravina 7. Folk music of Northwest and Central Croatia 8. Folk music of the Highlands of Croatia 9. Traditional music in kindergarten 10. Assessment, selection and creative mediation of traditional music. 11. Musical abilities and skills for the purpose of mediating traditional music: musical memory, music making and dancing 12. Field lessons				
Course activities, teaching and learning methods	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. - 6.	17	0,6	10 %

and assessment criteria	5 individual tasks (homework, playing, singing)	1. - 6.	22	0,7	30 %
	Written projects (seminars)	4.	21	0,7	30 %
	Exam (written)	1. - 6.	30	1	30 %
	Total		90	3	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. One day of absence does not need to be excused.</p> <p>The assigned independent tasks are graded from 1 to 4 (which is also a part of the grade). The tasks are from the field of folk music (singing, playing, dancing)</p> <p>5 tasks x share in the grade (from 1 – 4) = max. 30%</p> <p>0 % The task was not completed within the given deadline.</p> <p>The seminar work is evaluated as follows:</p> <p>0 % = The seminar paper was not written and was not submitted (insufficient)</p> <p>7.5 % = The seminar paper was written, but not submitted on time. The written work does not meet the given formal form, i.e. ,the instructions on writing the seminar paper were not followed, the notes are incomplete (sufficient).</p> <p>15 % = The work was written and presented in the agreed time, but there are still shortcomings in terms of formal design. There are frequent spelling and grammatical errors, some parts are not yet logically connected. (good)</p> <p>22.5% = The paper was well written and presented in the agreed time, but minor shortcomings regarding the formal and content design of the paper can still be observed. (very good)</p> <p>30% = It fully meets all the set criteria in formal, methodological and substantive form and all together form a harmonious whole. The seminar was presented during classes at the agreed time. (excellent)</p> <p>The written exam is graded as follows, and the max. share in the grade is: 30 %.</p> <p>- < or = 50.9 % of correct answers = 0 %.</p> <p>- From 51% to 100%, each percentage carries a % share in the proportional percentage.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate in the teaching process 2. write the seminar within the agreed time, during the semester 3. perform 5 prepared independent tasks 4. pass the written exam 				
Mid-term and final exam term	They are published on the websites of the University and ISVU.				
Additional information on the course	<p>Field work (in the Republic of Croatia) will be organized if there is an interesting folklore manifestation in which children perform.</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 course instructor 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. Miholić, I. (2008). Hrvatska tradicijska glazba – udžbenik glazbene kulture sa zvučnim CD-ima. Zagreb: Profil International. 2. Gortan-Carlin, I. P., Pace, A., Denac, O. (2014). Glazba i Tradicija: izabrani izričaji u regiji Alpe-Adria. Pula: Sveučilište Jurja Dobrile u Puli. 3. Knežević, G. (2002). Naše kolo veliko, Zagreb: ETHNO 4. Knežević, G. (2005). Srebrna kola, zlaten kotač, Zagreb: ETHNO <p>Optional:</p> <ol style="list-style-type: none"> 1. Ceribašić, N. (2003). Hrvatsko, seljačko, starinsko i domaće: Povijest i etnografija javne prakse narodne glazbe u Hrvatskoj. Zagreb: Institut za etnologiju i folkloristiku. 2. Hrvatska tradicijska kultura na razmeđu svjetova i epoha (2001). Vitez, Z., Muraj, A. (ur.). Zagreb: Barbat. 3. Gortan-Carlin, I. P., Lazarić, L. (2017). Regional Cultural Awareness of Educational Sciences Students with a Special Review of the Istrian Regional Music. Glasbenopedagoški zbornik Akademije za glasbo v Ljubljani/<i>The Journal of Music Education of the Academy of Music in Ljubljana</i>, 27 (2017), 117-131. 4. Lazarić, L. Gortan-Carlin, I. P. (2018). Književno-glazbena zavičajna pismenost studenata odgojno-obrazovnih znanosti. Educa, časopis za obrazovanje, nauku i kulturu, 11 (2018). Mostar: Univerzitet „Džemal Bijedić“, Nastavnički fakultet. str. 425-429. 5. Gortan-Carlin, I. P., Antonac E. (2014). Folk Music of Završje and the Surrounding Area: a Contribution to the Study of Local Heritage. Education for Development. Tatković, Nevenka; Blažević, Iva; Radetić-Paić Mirjana; Ružić-Baf, Maja; Šuran Fulvio; Zuliani Đeni (ur.). Pula: Sveučilište Jurja Dobrile u Puli. 6. Gortan-Carlin, I. P., Božić, D. (2014). Innovation in Education from the (Ethno)Musicological and Kinesiological Perspective: the Project TAARLoG Case Study. Education for Development. Tatković, Nevenka; Blažević, Iva; Radetić-Paić Mirjana; Ružić-Baf, Maja; Šuran Fulvio; Zuliani Đeni (ur.). Pula: Sveučilište Jurja Dobrile u Puli, str. 316-325. <p>Referential: various collections of folk songs</p>

Course Syllabus

Course Code and Title	232861 Motor development in early childhood and preschool children				
Name of Lecturer	Full Professor Iva Blažević, PhD (main course teacher) Associate Professor Dario Novak, PhD				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Summer	Study year	I.		
Classroom location	Classroom (sports hall)	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites.				
Correlativity	Kinesiology culture, Kinesiology, Kinesiology methodology in the integrated curriculum, Kinesiological transformations at an early childhood and preschool age, Kinesiological games for early childhood and preschool children, Qualitative and quantitative pedagogic research methodology, Traditional games at an early childhood and preschool age, Education for sustainable development.				
Objective of the course	acquire competencies for interpreting and analyzing the motor development of a child in accordance with developmental periods and the possibility of encouraging motor development in children of early and preschool age				
Learning outcomes	1. interpret the biological laws of growth and development 2. analyze developmental characteristics, stages of growth and development, and factors on which motor development depends 3. analyze developmental motor disorders 4. evaluate the possibilities of encouraging motor development in early and preschool age				
Course content (syllabus)	1. Biological laws of growth and development 2. Motor development 3. Factors of motor development 4. Connection of motor development with emotional, social and cognitive development 5. Development of motor and functional abilities 6. Developmental motor disorders 7. Encouraging motor development in early and preschool age 8. Evaluation of the effects of the motor development promotion program				
Course activities, teaching and learning methods and assessment criteria (alternative modes should	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E (hall))	1. – 4.	17	0,6	10%
	Seminar work	4 .	30	1	10%

be listed in course requirements)	Exam (oral)	1. – 4.	43	1,4	80%
	Total		90	3	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>The seminar work is evaluated in the following way:</p> <p>0% = The seminar paper was not written and presented.</p> <p>2% = The seminar paper was not written, but it was presented with major shortcomings.</p> <p>4% = The seminar paper was written with major flaws and presented with major flaws.</p> <p>6% = The seminar paper was prepared with major defects and presented with minor defects.</p> <p>8% = The seminar paper was prepared and presented with minor defects.</p> <p>10% = Very high quality of the written and presented seminar paper.</p> <p>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 on which a maximum of 80% of the grade can be achieved.</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend classes. 2. present the program for encouraging motor development in early and preschool age. 3. pass the oral exam. 				
Mid-term and final exam term	They are published in ISVU.				
Additional information on the course	<p>Lecture materials are published on e-learning.</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 course instructor and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Compulsory:</p> <ol style="list-style-type: none"> 1. Krstu lović, S. (2018). <i>Motorički razvoj čovjeka</i>. Split: Sveučilište u Splitu. 2. Mišigoj-Duraković, M. (2008). <i>Kinantropologija: biološki aspekti tjelesnog vježbanja</i>. Zagreb: Kineziološki fakultet Sveučilišta u Zagrebu. <p>Optional:</p> <ol style="list-style-type: none"> 1. Gallahue, D., Ozmun, J. C., & Goodway, J. D. (2012). <i>Understanding Motor Development: Infants, Children, Adolescents, Adults</i> (7th ed.). New York: McGraw-Hill Companies, Inc. (odabrana poglavlja) 2. Haibach-Beach, P., Reid, G., Collier, D. (2018). <i>Motor learning and development</i>. Champaign, IL: Human Kinetics. 3. Kosinac, Z. (2011). <i>Morfološko-motorički i funkcionalni razvoj djece uzrasne dobi od 5. do 11. godine</i>. Split: Savez školskih športskih društava grada Splita. 				

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| | <p>4. Malina, R., Bouchard, C., Bar-Or, O. (2004). <i>Growth, Maturation and Physical Activity. 2nd ed.</i> Champaign, IL: Human Kinetics. (odabrana poglavlja).</p> <p>5. Mardešić, D. i sur. (2016). <i>Pedijatrija</i>. Zagreb: Školska knjiga.</p> |
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Course Syllabus			
Course Code and Title	232862 Artistic aspects in picture books		
Name of Lecturer	Assistant Professor Breza Žižović, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: developmental-artistic)	Study level	Graduate
Semester	Summer	Study year	I.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	Not applicable.		
Correlativity	Visual arts, Artistic creation: – shape and colour; Graphics, Puppetry and stage culture, Visual arts methodology		
Objective of the course	Gain competencies required to describe the historical development and the visual characteristics of children's picture books and to apply critical thinking to select an appropriate visual message to be conveyed to children through visual language and tactile elements during graphic preparation and creation of the picture book.		
Learning outcomes	1. understand the visual language as a storytelling communication medium 2. analyse the visual language and other sensory messages in picture books 3. apply the acquired knowledge and skills in critical selection of picture books for educational work with children 4. express themselves independently and individually through visual language and tactile materials during tutorials		
Course content (syllabus)	1. Overview of the history of children's picture books. 2. Books without text and relationship between pictures and text in developing a picture book. 3. Role of the visual language in storytelling. 4. Overview of the graphic design elements and the materials for creation of picture books as storytelling elements. 5. Sensory books. 6. Picture as a medium to convey the message to children. 7. Age-related characteristics of visual perception. 8. Use of picture books in educational work with preschool children. 9. Practical creation in correlation with the theoretical content of the course.		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1.- 4.	17	0,6	10%
	Individual tasks (homework, research, oral and written tasks, drawing, painting)	1.- 4.	22	1	40%
	Activities (classwork and fieldwork, workshop)	1. - 4.	30	0,7	20%
	Exam (oral, written, concert)	1.- 4.	21	0,7	30%
	Total		90	3	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend classes and complete independently the required tasks 2. practical assignments 3. present the completed assignment during the exam and analyse the completed assignments with regard to the theoretical basis provided in the lectures 				
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>Attending classes is mandatory. 30% of absences are tolerated of the total number of hours of this course, and they do not need to be justified. In case of longer absence, the course must be re-enrolled. 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 course instructor will inform students about this when distance learning begins. Learning outcomes remain unchanged.</p>				
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Balić Šimrak, A. i NarančićKovač, S. (2012). Likovni aspekti ilustracije u dječjim knjigama i slikovnicama. Dijete, vrtić, obitelj 66: 10-12. 2. Skupina autora (2011). Ilustracije i ilustratori. Hrčak 43-45: 19-26. 3. Martinović, I.; Stričević, I. (2011). Slikovnica: prvi strukturirani čitateljski materijal namijenjen djetetu. Libellarium, IV, 1 (2011): 39 - 63. 4. Slikovnice raznih autora: Elsa Beskow, Bruno Munari, KatsumiKomigata, Gerda Muller i drugi. <p>Optional:</p> <ol style="list-style-type: none"> 1. Campagnaro, M. i Dallari, M. (2013). Incanto e racconto nel labirinto delle immagini. Albi illustrati e relazione educativa. Trento: Erickson. 2. Maffei, G. (2008). Munari. I libri. Mantova: Corraini Edizioni. 3. Terrusi, M. (2012). Albi illustrati. Leggere, guardare, nominare il mondo nei libri per l'infanzia. Roma: Carocci. 4. Javor, R. ur. (2000). Kakva je knjiga slikovnica. Zbornik radova. Zagreb: Knjižnice grada Zagreba. 				

	<p>5. Narančić Kovač, S. (2012). Slikovnica – višemodalno djelo. Književnost i dijete 1-2: 103- 105.</p> <p>6. Batinić, Š. i Majhut, B. (2001). Od slikovnjaka do Vragobe – Hrvatske slikovnice do 1945. Zagreb: Hrvatski školski muzej.</p> <p>7. Cupar, D. i Martinović, I. (2015). Utjecaj čitanja slikovnica na razvoj dječjeg jezika. Hrčak 50: 7-10.</p> <p>8. Hameršak, M. (2014). Zašto su izgubljene prve hrvatske slikovnice? Dječja književnost između knjige i igračke. Etnološka istraživanja (0351-4323) 18-19: 57-75.</p> <p>9. Majhut, B. (2013). Počeci hrvatske slikovnice. Dijete, vrtić, obitelj 71: 20-22.</p> <p>10. Zalar, D., Boštjančić, M. i Schlosser, V. (2008). Slikovnica i dijete, Kritička i metodička bilježnica 1. Zagreb: Golden marketing i Tehnička knjiga.</p> <p>11. Zalar, D., Kovač-Prugovečki, S. i Zalar, Z. (2009). Slikovnica i dijete. Kritička i metodička bilježnica 2. Zagreb: Golden marketing i Tehnička knjiga.</p> <p>12. Zalar, D., Balić Šimrak, A. i Rupčić, S. (2014). Izlet u muzejna mala vrata, prema teoriji slikovnice. Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu.</p> <p>13. Verdonik, M. (2015). Slikovnica – Prva knjiga djeteta, nastavni materijal.</p> <p>Referential:</p> <p>1. Grgurić, N. (2003). Oblikovanje papirom, alufolijom i didaktički neoblikovanim materijalima. Zagreb: Educa.</p>
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Course Syllabus					
Course Code and Title	232863 Literary intangible cultural heritage				
Name of Lecturer	Assistant Profesor Lorena Lazarić, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language - part-time study				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Summer	Study year	I .		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L –7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Folk music heritage and children of early and preschool age, Traditional games in early and preschool age, Stories and storytelling in early and preschool age				
Objective of the course	definition of oral and intangible cultural heritage, presentation of literary cultural heritage at the national and regional level, explanation of the importance of traditional culture and passing on the culture of indigenous traditions to younger generations				
Learning outcomes	1. interpret the oral and intangible cultural heritage of their region 2. apply concrete experiences in the promotion of cultural heritage 3. consult specialised and scientific literature and apply the acquired knowledge in their research work 4. present the local cultural heritage through a methodological activity aimed at pre-school and primary school children				
Course content (syllabus)	1. Convention for the Safeguarding of the Intangible Cultural Heritage 2. Oral and Intangible Heritage of Humanity at Global, National and Regional Levels 3. Native tradition and methodological approaches				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. – 3.	17	0,6	10%
	Written project (seminar)	1. – 4.	30	1	40%
	Oral presentations	1. – 4.	13	0,4	20%
	Exam (oral)	1.- 4.	30	1	30%

	Total	90	3	100%
	Additional information (assessment criteria): A student may earn 10% of the points if he/she does not miss a class period. Points will be deducted for absences according to the following formula: 4 points for 1 absence, 7 points for 2 absences, 10 points for 3 absences. Absences cannot be compensated and should not be excused. The requirements for seminar papers and their presentation will be specified in the first lecture, and students will receive instructions for their completion in the e-learning course of the same name.			
Course requirements	To successfully complete the course, students must: 1. actively participate in lectures, exercises, and activities 2. prepare and present a seminar paper 3. pass the oral examination			
Mid-term and final exam term	Exam dates are published at the beginning of the academic year on the University website and in the ISVU system.			
Additional information on the course	In the case of distance learning, deviations are possible in: place of delivery of courses, implementation of activities, methods of interpretation and teaching methods and methods of evaluation, student obligations and available literature. The course leader and associate will talk about this inform students when distance learning begins maintain. Learning outcomes remain unchanged.			
Bibliography	Mandatory: 1. Konvencija o zaštiti nematerijalne kulturne baštine, NN 5/2005, https://narodne-novine.nn.hr/clanci/međunarodni/2005_06_5_47.html 2. Fališevac, D.; Lisac, J.; Novaković, D. (ur.) (2002). Hrvatska književna baština 1. Zagreb: ExLibris 3. Fališevac, D.; Lisac, J.; Novaković, D. (ur.) (2003). Hrvatska književna baština 2. Zagreb: ExLibris 4. Fališevac, D.; Lisac, J.; Novaković, D. (ur.) (2004). Hrvatska književna baština 3. Zagreb: ExLibris 5. Fališevac, D.; Lisac, J.; Novaković, D. (ur.) (2005). Hrvatska književna baština 4. Zagreb: ExLibris Optional: 1. Zečević, D., Bošković-Stulli, M. (1978). Povijest hrvatske književnosti, knjiga 1: Usmena i pučka književnost. Zagreb: Liber-Mladost.			

3th semester

Course Syllabus					
Course Code and Title	244477 Traditional games at an early childhood and preschool age				
Name of Lecturer	Full Professor Maja Ružić,PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Winter	Study year	II.		
Classroom location	Classrom	Teaching languages	Croatian		
ECTS credits	6	Number of hours per semester	15L – 15S – 0E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Oral native heritage, Preschool pedagogy, Developmental psychology				
Objective of the course	Adopt the basic concepts of theoretical and practical knowledge about games - selected Croatian traditional games in early and preschool age.				
Learning outcomes	1. clearly define and describe terms and characteristics related to play in early and preschool age 2. describe theories of children's play (evolutionary, scientific, contemporary, etc.) 3. analyze (selected) Croatian traditional games intended for children of early and preschool age. 4. explain the importance of using certain traditional games in early and preschool age 5. describe your position on traditional games in working with preschool children				
Course content (syllabus)	1. Introduction about the game 2. Theories of games 3. Classification of games 4. Structure of the game 5. Traditional games 6. Traditional toys 7. Traditional games and children's creativity				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. - 5.	23	0,8	10%

	Fieldwork	1. - 5.	12	0,4	0%
	Individual tasks (seminar paper/ research)	1. - 5.	65	2,2	40%
	Exam (oral, written)	1. - 5.	80	2,6	50%
	Total		180	6	100%
	<p>Additional clarifications (evaluation criteria): Class attendance and class activity - 30% absences are tolerated. The student is obliged to prepare and present the seminar paper in a timely manner. The working version of the seminar paper is submitted to the teacher for review at least seven days before the presentation. The seminar work is evaluated according to the following criteria and totals 40 points: Following the instructions for creating a seminar paper (number of pages, title page, citing literature - APA standards for citing literature): 5 points Content of the seminar: 10 points Spelling and grammar: 4 points Clarity of speech and expression during presentation: 10 points Clarity of presentation: 6 points Encouraged active learning among students: 5 points. Continuous verification of knowledge is carried out through a colloquium (written or oral) and/or a final exam. Contacting the teacher: Contacting the teacher outside of class usually takes place during consultations. Daily (two-way) contacting is possible via e-mail and other forms of communication via the Internet.</p>				
Course requirements	To successfully complete the course, students must: 1. attend classes regularly 2. create and present a seminar paper/research 3. pass the colloquium (the colloquium is not eliminative) and take the final exam.				
Mid-term and final exam term	Examination deadlines are published at the beginning of the academic year on the University's website and in ISVU.				
Additional information on the course	<p>If possible, a visit to the institution/institutions will be organized (ethnographic museum, kindergartens, etc.) as part of field lessons. Lecture materials and seminars are published on e-learning.</p> <p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none">- the place of the course- the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment- the obligations of the students				

	<p>- the available literature.</p> <p>The course instructor will inform 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. Klarin, M. (2017). Psihologija dječje igre. Zadar: Sveučilište u Zadru. 2. Duran. M. (1995). Dijete i igra. Zagreb: Naklada Slap (od 11. do 123. str.) 3. Ružić Baf, M. (2015). Gremo u čap. Pula: Sveučilište Jurja Dobrile u Puli. 4. Biškupić-Bašić, I. (2016). Zbirka dječjih igračaka i igara. Zagreb: Etnografski muzej. 4. Šagud, M (2002). Odgajatelj u dječjoj igri. Zagreb: Školske novine. 5. Jurdana, V. (2015). Igri: mala zavičajna čitanka: (s primjerima iz čakavske poezije Drage Gervaisa. Pula: Sveučilište Jurja Dobrile u Puli. 6. Gabelica-Šupljika, M., Milanović, M (1995). Blagdani djetinjstva. Zagreb: Školska knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Roller-Halačev, M.,Vegar, Z. (1985). Igre predškolske djece Zagreb: Školska knjiga. 2. Stare narodne igre naših krajeva. URL: http://narodni.net/starenarodne-igre-nasih-krajeva/ 3. Škrinja zaboravljenih igara. www. os-legrad.skole.hr Rajić, V., Petrović-Sočo, B (2015): Dječji doživljaj igre u predškolskoj i ranoj školskoj dobi. Školski vjesnik, časopis za pedagoškijsku teoriju i praksu. Vol 6 (4), str.603-620. 4. Čudina-Obradović, M. (2008). Igrom do čitanja. Školska knjiga: Zagreb. 5. Knežević, G. (2012). Sad se vidi sad se zna: hrvatske dječje tradicijske igre s pjevanjem. Zagreb: Ethno. 6. Brown, F., Patte, M. (2013). Rethinking children s play. Bloomsbury: London. 7. Knežević, G. (1988). Šečem, šečem, drotičko: zbirka dječjih igara, pjesama, brojlica i rugalica. Zagreb: Kulturno-prosvjetni sabor Hrvatske. 8. Dinter, T.R. (2006). Dječje igre na otvorenom. Zagreb: Alka script. 9. Križ, I. (2010). Dječje igre iz Sirača otete zaboravu. Daruvar: Logos. 10. Matunci, G. M. (2010). Djeca se šale: dječje igre Bilogore. Općina Veliko Trojstvo: Veliko Trojstvo. 11. Ivetac, J. (1984). Igre i Igračke moga djetinjstva. Franina i Jurina, Kalendar, str.178-9. 12. Margetić, M. (2005). Kako su se igrali naši djedovi i bake. Franina i Jurina str. 171-174. 13. Bebek, S. (2005). Primjena zavičajnih tradicijskih igara u nastavi. Učitelj: godišnjak Visoke učiteljske škole u Čakovcu. str. 119-126.

	<p>14. Margetić, M. (2009). Dječje igre na otvorenom i blagdansko darivanje djece u Istri. Etnološka istraživanja. 1 (14). str. 133-144.</p> <p>15. Škrinja zaboravljenih igara. www.os-legrad.skole.hr</p>
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Course Syllabus					
Course Code and Title	244478 Communication competence in the professional environment				
Name of Lecturer	Associate Professor Helena Pavletić, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	5	Number of hours per semester	15L – 0S – 15E		
Prerequisites	There are no prerequisites.				
Correlativity	General pedagogy				
Objective of the course	acquire the competence of written and oral business communication with external colleagues, using business etiquette. Overcoming sociocultural, psychological and organizational obstacles in business communication				
Learning outcomes	1. Interpret the specifics and power of communication 2. Differentiate communication difficulties in different contexts 3. Apply skills to overcome obstacles in communication 4. Apply communication skills in teamwork 5. Apply communication skills in a wider professional context				
Course content (syllabus)	1. The power of communication 2. Communication models 3. Communication competence 4. Communication and motivation 5. Obstacles in communication 6. Communication between different cultures 7. Communication in the team 8. The most important roles in achieving group and personal goals in the team				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1.- 5.	23	0,8	10%
	Activities (classwork and workshop)	1.- 5.	60	2	40%
	Exam (writte)	1.- 5.	67	2,2	50%
	Total		150	5	100%

	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. Absences of 30% of the total number of course hours are tolerated, and they do not need to be justified. In case of a longer absence, the student must re-enroll in the course. Students are obliged to complete the planned exercise program. The final overall grade includes the results of all the stated obligations of the students and the passing of the written exam.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend classes regularly and be active in class 2. Create communication tasks (exercises) 3. Pass the written exam
Mid-term and final exam term	<p>They are given at the beginning of the academic year and published online on the pages of the University and in ISVU.</p>
Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform 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. Čerepinko, D. (2012). <i>Komunikologija. Kratki pregled najvažnijih teorija, pojmova i principa</i>. Varaždin: Veleučilište u Varaždinu. 2. Tatković, N., Diković, M., Tatković, S. (2018). <i>Pedagoško psihološki aspekti komunikacije</i>. Pula: Sveučilište Jurja Dobrile u Puli. <p>Optional:</p> <ol style="list-style-type: none"> 1. Ajduković, M., Pečnik, N. (2007). <i>Nenasilno rješavanje sukoba</i>. Zagreb: Alinea. 2. LeinertNovosel, S. (2015). <i>Komunikacijski kompas</i>. Zagreb: Plejada. 3. Borg, J. (2009). <i>Govortijela</i>. Zagreb: Veble commerce. 4. Bovee, C.L., Thill, J. V. (2013). <i>Suvremena poslovna komunikacija</i>. Zagreb: Mate & Zagrebačka škola ekonomije i menadžmenta. 5. Gottesman, T., Mauro, B. (2006). <i>Umijeće javnog nastupa-osvojite govornicu koristeći se glumačkim vještinama</i>. Zagreb: Jesenski Turk. 6. Miljković, D., Rijavec, M. (2002). <i>Komuniciranje u organizaciji</i>. Zagreb: IEP-D2 & Vern.

Course Syllabus

Course Code and Title	244479 Cooperation with families		
Names of Lecturers	Assistant Professor Danijela Blanuša Trošelj, PhD Tamara Brussich, assistant		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Graduate
Semester	Winter	Study year	II
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	5	Number of hours per semester	7,5L – 7,5S – 7,5E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study program.		
Correlativity	Citizenship education; General pedagogy, Family pedagogy		
Objective of the course	understand the importance of the partnership between the family and the kindergarten and show appreciation of the partnership with the family as an important prerequisite for the successful functioning of the kindergarten as an educational community		
Learning outcomes	<ol style="list-style-type: none"> 1. apply levels of partnership between parents and kindergartens 2. critically argue the needs of parents and children for joint actions 3. apply communication skills for quality interaction with parents in the context of a preschool institution 4. critically argue the importance of positive attitudes towards the cooperation of parents and educators 5. create a partnership development program between families and educational institutions 		
Course content (syllabus)	<ol style="list-style-type: none"> 1. Basic concepts in cooperation 2. Motives for cooperation between families and kindergartens 3. The needs of the modern family and parenting support 4. Levels of partnership between parents and kindergarten (superficial and formal relationship, passive involvement of parents, collaborative relationship, active involvement in creating the kindergarten curriculum) 5. Individual approach and timely recognition of the needs of parents and children 6. Features of partnership: equality, mutual respect and appreciation, sharing of information, agreement, joint decision-making and sharing of responsibilities between parents and educators 7. The educator as a key factor in building a partnership with parents 8. Modalities of involving the family in the activities of educational institutions (joint gatherings, excursions, events, work actions, thematic workshops, birthday celebrations, presentation of one's occupation, etc.) 		

	9. Advisory work aimed at improving family relationships and child-rearing 10. The educator's professional tasks in establishing a partnership 11. Prejudices in working with families of different cultural, religious, national or worldview origins 12. Difficulties in cooperation with parents				
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%
	Seminar paper	1. – 5.	45	1,5	40%
	Exam	1. – 5.	88	2,9	50%
	Total		150	5	100%
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 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. <p>Note: The student should write a seminar paper within the given deadline and present it. If he does not settle his obligations by the given deadline, he loses the right to ECTS credits in that academic year. The student is obliged to follow the e-learning of the course regularly, because all obligations and notices will be published in that place during the semester.</p>				
Mid-term and final exam term	They are published in the ISVU system and on Studomat.				
Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform 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. Jeić, M.; Smiljanić, M.; Kuljašević K. (2013). Suradnja vrtića s roditeljima – primjeri dobre prakse, Dijete, vrtić, obitelj: Časopis za odgoj i naobrazbu predškolske djece namijenjene stručnjacima i roditeljima, Vol. 19 No. 72 2. Ljubetić, M. (2001). Partnerstvo obitelji i dječjeg vrtića. Napredak, 142(1), 16-23. 3. Ljubetić, M. (2014). Od suradnje do partnerstva obitelji, odgojno-obrazovne ustanove i zajedništva. Zagreb: Element. 4. Kanjić, S.; Boneta, Ž. (2012). Viđenje partnerstva obitelji vrtića očima roditelja. Dijete, vrtić, obitelj: Časopis za odgoj i naobrazbu predškolske djece namijenjene stručnjacima i roditeljima, Vol. 18 No. 70. 				

	<p>5. Višnjić Jevtić, A. i dr. (2018). Izazovi suradnje : razvoj profesionalnih kompetencija odgojitelja za suradnju i partnerstvo s roditeljima. Zagreb: Alfa.</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Rosić, V., Zloković, J. (2002). Prilozi obiteljskoj pedagogiji. Rijeka: Grafrade. 2. Covey, S. R. (1998). Sedam navika uspješne obitelji. Zagreb: Mozaik knjiga. 3. Gordon, T. (1996). Škola roditeljske odgovornosti. Zagreb: Poduzetništvo Jakić. 4. Juul, J. (1995). Razgovori s obiteljima: perspektive i proces. Zagreb:Alinea. 5. Longo, I. (2001). Roditeljstvo se može učiti. Alinea. Zagreb. 6. Maleš, D. (1988). Obitelj i ulogapolova. Zagreb: Školskenovine. 7. Uzelac, V.; Lepičnik Vodopivec, J.; Anđić D. (2014). Djeca - odgoj i obrazovanje – održivirazvoj. Zagreb: Golden marketing.
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Course Syllabus

Course Code and Title	244480 Methods of work with gifted children		
Name of Lecturer	Assistant Professor Andrea Debeljuh, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Mandatory	Study level	Graduate
Semester	Winter	Study year	II
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	4	Number of hours per semester	7,5L – 7,5S – 7,5E
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study program.		
Correlativity	Citizenship education		
Objective of the course	adopt the necessary competencies for the recognition, support and systematic monitoring of gifted children		
Learning outcomes	1. describe the characteristics of gifted and potentially gifted children 2. to investigate measures for the development and systematic monitoring of potentially gifted children at the regional and national level 3. research methods of working with gifted and potentially gifted children 4. to analyze knowledge about the characteristics of gifted children and educators, about the role of the family, about experiences from immediate educational practice, about the principles of compiling programs for gifted and potentially gifted children in kindergarten, and about the development of systematic care for the gifted		
Course content (syllabus)	1. Basic concepts and definitions of giftedness 1.1. Basic terms (intelligence, giftedness, talent) 1.2. Theoretical directions about giftedness and their influence on the forms of encouraging gifted individuals: Renzulli-Reis-Three-ring definition of giftedness, Winner E. - Myths about giftedness, H. Gardner - theory of multiple intelligence, Sternberg - Theory of intellectual functioning, etc.) 2. Identification and recognition of giftedness 2.1. Identification of giftedness (methodological problems, identification at an early age of a child, possible consequences of identification, interdisciplinary approach to identification, the role of educators in the process of discovering potentially gifted children, the role of society and the social community in the process of discovering potentially gifted children) 2.2. Characteristics of gifted individuals (social and emotional functioning, motivation, cognitive needs, educational needs) 2.3. Identification sheets		

	<p>2.4. Measures for the development and systematic monitoring of gifted children at the regional and national level</p> <p>2.5. Myths and prejudices about giftedness</p> <p>3. Methods of working with gifted children</p> <p>3.1. Basic forms of educational support for gifted and potentially gifted individuals</p> <p>3.2. Acceleration (advantages, disadvantages, possible forms, acceleration procedure in educational institutions)</p> <p>3.3. Enrichment (concept and content of enriched curriculum), additional enrichment of the environment in kindergarten</p> <p>3.4. Monitoring the gifted in their development</p> <p>4. Creativity and giftedness</p> <p>4.1. The concept of creativity</p> <p>4.2. Developing creativity during an individual's life with an emphasis on preschool age</p> <p>4.3. Models of retention of creativity, creative workshops as a form of stimulation of potential giftedness</p> <p>4.4. Problem solving and creative solutions</p> <p>5. Support for gifted children</p> <p>5.1. Qualities of educators for working with gifted individuals, opportunities for continuous professional development</p> <p>5.2. The role of the family in the development of gifted individuals</p> <p>5.3. Working with the gifted and potentially gifted within the educational system</p>				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S, E)	1. – 4.	17	0,6	10%
	Project work	2. – 4.	36	1,2	40%
	Analyzing project work	2. – 4.	13	0,4	10%
	Exam (written)	1. – 4.	54	1,8	40%
	Total		120	4	100%
Course requirements	<p>For successful completion of the course, student must:</p> <ol style="list-style-type: none"> 1. Attend classes and actively participate in all forms of classes. 2. Carry out research on the topic and according to the instructions given in class (project) 3. Write the seminar about project work 4. 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	<p>The student is obliged to follow the e-learning of the course regularly, because all obligations and notices will be published there during the semester. Materials for lectures and seminars are published on e-learning.</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, interpretation and teaching methods and methods 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"> 1. Crljen, M.; Polić, R. (2006). Briga za nadarenu djecu, <i>Metodički ogledi</i>, 13, (1) 137-140. 2. Gojkov, G.(2008). Metodološki problemi istraživanja darovitosti. Vršac: Visoka škola strukovnih studija za obrazovanje vaspitača. 3. Vukosav, J.; Sindik J.(2010). Povezanost dimenzija tri mjerna instrumenta za procjenu darovitosti i neverbalne inteligencije predškolske djece, <i>Metodički ogledi: časopis za filozofiju odgoja</i>, 17 (1-2)149-175. 4. Kadum-Bošnjak, S. i Felda, D. (2015).Educational interventions' inthe development of giftedness; <i>Educational Sciences in Postmodernity</i>; p.p. 117-135.Aachen (Njemačka): Shaker Verlag GmbH. 5. Vlahović-Štetić, V.(2005).Daroviti učenici: teorijski pristup i primjena u školi. Zagreb: IDIZ. 6. Winner, E.(2005).Darovita djeca: mitovi i stvarnost. Lekenik: Ostvarenje. <p>Optional:</p> <ol style="list-style-type: none"> 1. Cvetković-Lay, J.(2008). Darovito je, što ću s njim?Priručnik za odgoj i obrazovanje darovite djece predškolske dobi. Zagreb: Alinea. 2. Čudina-Obradović, M. (1991). Nadarenost: razumijevanje, prepoznavanje, razvijanje. Zagreb: Školska knjiga. 3. Kadum, S., Hozjan, D. (2015). Darovitost u nastavi.Pula: Fakultet za odgojne i obrazovne znanosti Sveučilišta Jurja Dobrile. 4. George, D. (2005). Obrazovanje darovitih: kako identificirati i obrazovati darovite i talentirane učenike. Zagreb: Educa. 5. Kadum-Bošnjak, S. (2013). Darovitost i daroviti u nastavi (matematike) primarnog obrazovanja. Koper: Pedagoška fakulteta Univerze na Primorskem. 6. Koren, I. (1993). Što identificirani nadareni učenici govore o sebi i svom odnosu prema okolini. <i>Napredak</i>. 134 (1) 5-12. 7. Sowell, T. (2004). Einsteinov sindrom: inteligentna djeca koja kasno progovaraju. Lekenik: Ostvarenje. 8. Unapređivanje rada s darovitim učenicima u srednjoškolskom odgoju i obrazovanju. (2002). Zagreb: Ministarstvo prosvjete i športa, Zavod za unapređivanje školstva, Odjel za istraživanje, razvoj i izdavačku djelatnost. 9. Vodopija, Š. (2004). Kako otkriti i potaknuti darovitost. Savjetnik. Rijeka: Naklada Žagar.

Course Syllabus					
Course Code and Title	288962 Inclusive pedagogy of early and preschool age children				
Names of Lecturers	Full professor Mirjana Radetić-Paić, PhD (main course teacher) Vanja Marković, PhD, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Winter	Study year	II		
Classroom location	Classroom	Teaching language	Croatian (English)		
ECTS credits	4	Number of hours per semester	7,5L – 15S – 0E		
Prerequisites	No prerequisites				
Correlativity	Psychological foundations of early and adult learning, Introduction to social pedagogy				
Objective of the course	acquired competencies for the application of methodical procedures in working with children with developmental disabilities in early and preschool age				
Learning outcomes	1. describe the socialization difficulties of early and preschool children 2. prepare an inclusive and individualized curriculum of early and preschool education 3. analyze the social circumstances and the concept of the rights of children with developmental disabilities 4. create adapted material for a child with a certain type of developmental disability 5. assess the developmental potential of children with developmental disabilities and the appropriateness of individual intervention procedures or methods				
Course content	1. Legal aspects of the educational inclusion of children of early and preschool age with developmental disabilities. 2. Teamwork and cooperation. 3. Participants of inclusive upbringing and education. 4. Didactic and methodological aspects of inclusive education. 5. Planning educational activities with regard to the developmental specifics of the child.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S , E)	1. - 5.	17	0,6	25%
	Individual tasks (written task)	4. – 5.	30	1	15%

	Activities (classwork)	1. – 5.	13	0,4	10%
	Exam (oral)	1. – 5.	60	2	50%
	Total		120	4	100%
	Additional information (assessment criteria): In order to take the final exam at the end of the semester, it is necessary to achieve a minimum of 25% of the grade during classes, which must necessarily result from attending classes.				
Course requirements	To pass the course, the student must: 1. regularly attend lectures and exercises 2. solve independent tasks 3. pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system and Studomat				
Additional information on the course	Materials are delivered to 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 leader and the assistant will inform the students about this when the distance learning starts. Learning outcomes remain unchanged.				
Bibliography	Mandatory: 1. Bouillet, D. (2010). Izazovi integriranog odgoja i obrazovanja. Zagreb: Školska knjiga. 2. Ivšac, J. (ur.) (2021). Potpomognuta komunikacija kao metoda rane intervencije – teorijska ishodišta i klinička praksa. Zagreb: Edukacijskorehabilitacijski fakultet. Sveučilišta u Zagrebu 3. Kiš-Glavaš, L. (2016). Rehabilitacija putem pokreta: integrativni pristup poticanju razvoja djece i mladih s teškoćama u razvoju i podizanju kvalitete života osoba s invaliditetom. Zagreb: Edukacijskorehabilitacijski fakultet. 4. Radetić-Paić, M. (2013). Prilagodbe u radu s djecom s teškoćama u radu u odgojno-obrazovnim ustanovama. Pula: Sveučilište Jurja Dobrile u Puli. Optional: 1. Kostelnik, M. J. (2004). <i>Djeca s posebnim potrebama: priručnik za odgojitelje, učitelje i roditelje</i> . Zagreb: EDUCA. 2. Linn, M. , Tumbri M. (2006). <i>Terapijske vježbe kod psihomotoričkih razvojnih smetnji</i> . Jastrebarsko: Naklada Slap. 3. Ljubešić, M., Šimleša, S. (2016). Early childhood inclusion in Croatia. <i>Infants and young children</i> , 29(3), 195-204.				

COURSE SYLLABUS					
Course Code and Title	244482 Stress management				
Names of Lecturers	Full Professor Neala Ambrosi Randić, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	There are no prerequisites.				
Correlativity	General Psychology, Developmental Psychology				
Objective of the course	to acquire basic competences for recognising stressful situations, symptoms and consequences of stress, as well as coping mechanisms				
Learning outcomes	1. to recognise examples of stressful situations, symptoms and consequences of stress 2. to interpret adaptations in overcoming stress 3. to interpret ways of coping with stress 4. to analyse burnout at work 5. to analyse the roles of emotional intelligence, personality traits, and temperament in the prevention of negative outcomes				
Course content (syllabus)	1. types of stressors 2. sources of stress 3. coping with stress 4. resource theory 5. stress related to the workplace 6. stress caused by impaired health 7. consequences of stress, burning 8. stress prevention methods 9. stress in children and adolescents				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1. – 5.	17	0,6	10%
	Individual tasks (homework)	1. – 5.	30	1	30%

	Oral exam	1. – 5.	43	1,4	60%
	Total		90	3	100%
	<p>Additional information (assessment criteria):</p> <p>Activity in class is evaluated as follows:</p> <p>0% = absences exceed the allowed 30%</p> <p>5% = the student concentrates on the teaching process and sometimes participates in the work on her/his own initiative</p> <p>10% = the student comes to class prepared, actively participates in the teaching process and expresses a high degree of motivation in class, consults relevant literature, regularly fulfils agreed obligations, gives constructive suggestions and original ideas regarding various teaching solutions</p> <p>The independent task is evaluated as follows:</p> <p>-0% - the assignment was not submitted or the minimum criteria regarding language, structure and content were not met</p> <p>-15% - the assignment was done half-heartedly with regard to language, structure and content, and does not contain student's review</p> <p>-30% - the task is structurally and linguistically correct and complies with the given instructions.</p> <p>The oral exam is evaluated as follows:</p> <p>0-5 answers 0 % grade</p> <p>6 answers 20% of the grade</p> <p>7 answers 30% of the grade</p> <p>8 answers 40% of the grade</p> <p>9 answers 50% of the grade</p> <p>10 answers 60% of the grade.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <p>1. Actively participate in teaching activities</p> <p>If the student misses more than 30% of classes, he/she will have to reenrol in the course.</p> <p>2. Create an independent task</p> <p>If the student does not fulfil this obligation (the assignment was not completed on time and does not meet the minimum evaluation criteria), he/she will have to re-enrol in the course. Deadlines are fully respected in this course.</p> <p>3. Pass the exam.</p>				
Mid-term and final exam term	They are given at the beginning of the academic year, they are available on the University's website and in ISVU.				
Additional information on the course	<p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Hudek-Knežević, J., Kardum, I. (2006). Stres i tjelesno zdravlje [Stress and physical health]. Jastrebarsko: Naklada Slap. 2. Kardum, I., Krapić, N., Hudek-Knežević, J. (2008). Antecedents and Consequences of Agentive and Communal Stressful Life Events in Adolescence, Psihologijske teme, 17(1), 133-153. 3. Lacković – Grgin, K. (2004). Stres u djece i adolescenata: izvori, posrednici i učinci [Stress in children and adolescents: sources, mediators and effects]. Jastrebarsko: Naklada Slap. 4. Lazarus, R. S., Folkman, S. (2004). Stres, procjena i suočavanje [Stress, assessment and coping]. Jastrebarsko: Naklada Slap. 5. Šimunović, D., Truk, V. (2012). Usporedba NIOSH-modela stresa s drugim istraživanjima u učiteljskom zanimanju [Comparison of the stress model with other research in teacher's profession]. Život i škola, 58(27), 204-210. <p>Optional:</p> <ol style="list-style-type: none"> 1. Kardum, I., Hudek-Knežević, J. (2012). Osjećaj koherentnosti i tjelesno zdravlje [Sense of coherence and physical health]. Psihologijske teme, 21(2), 249-271. 2. Kardum, I., Hudek-Knežević, J., Krapić, N. (2012). The Structure of Hardiness, its Measurement Invariance across Gender and Relationships with Personality Traits and Mental Health Outcomes. Psychological Topics, 21(3), 487-507. 3. Kardum, I., Hudek-Knežević, J., Krapić, N. (2016) Efekti i mehanizmi djelovanja čvrstoće ličnosti na zdravlje [Effects and mechanisms of influence of personality strength on health]. Psihologijske teme, 25(3), 499-517. 4. Križanić, V., Kardum, I., Knezović, Z. (2014). Stres u svakodnevnom životu i temeljni afekt: provjera dinamičkoga modela afekta [Stress in everyday life and the basic affect: checking of the dynamic affect model]. Društvena istraživanja, 23(3), 469-488. 5. Marčinko, I., Ajduković, D. (2013). Povezanost temperamenta, percepcije stresa i uspješne prilagodbe adolescenata [Connection of temperament, perception of stress and the successful adjustment in adolescents]. Ljetopis socijalnog rada, 20(3), 363-386. 6. Schafer, W. (1996). Stress management for wellness. Fort Worth: 1. Harcourt Brace College Publishers <p>Sindik, J., Radulović, T. (2010). Predviđanje doživljaja stresa odgojitelja na osnovi njihove emocionalne kompetencije, empatije i maštovitosti [Prediction of stress in preschool teachers based on their emotional competence, empathy and imagination]. Školski vjesnik, 59(1).</p>
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Course Syllabus			
Course Code and Title	244483 Stimulating kindergarten environment		
Names of Lecturers	Assistant Professor Danijela Blanuša Trošelj, PhD (main course teacher) Monika Terlević, assistant		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate
Semester	Winter	Study year	II.
Classroom location	Classroom	Teaching language(s)	Croatian (Italian)
ECTS credits	3	Number of hours per semester	7,5L – 0S –15E
Prerequisites	There are no prerequisites		
Correlativity	Pedagogy, Psychology		
Objective of the course	realize the importance of understanding the child and his experience of the spatial and material environment		
Learning outcomes	1. critically analyze the legal norms related to designing and equipping kindergartens 2. critically analyze the spatial environment when planning and implementing children's activities in order to improve the conditions for active learning 3. integrate the acquired knowledge about the stimulating environment in the kindergarten with the understanding of the needs of children in preschool institutions 4. create a stimulating environment for learning and (only) evaluate educational work with children 5. interpret the significance and characteristics of learning and child development in interaction with the stimulating environment in kindergarten		

Course content	1. Regulations and norms in the design of the spatial environment of early and preschool education institutions 2. Pedagogical vision and architecture of the building in which the preschool institution operates (location, layout of rooms, equipment) 3. Cooperation of architects, designers and educational experts in designing kindergartens 4. The interior and exterior of the kindergarten and the needs of the children 5. Organization of the child-sized space in the living room 6. Encouraging environment and active learning of the child 7. The influence of the spatial, material and social environment on the learning and development of preschool children (the environment as a third educator) 8. The role of preschool teachers in equipping and arranging the spatial environment at the macro and micro level				
	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
Course activities, teaching and learning methods and assessment criteria	Class activity (L, E)	1. - 5.	17	0,6	5%
	Individual tasks	1. - 5.	15	0,5	35%
	Exam (oral)	1. - 5.	43	1,4	50%
	Exam (written)	1. - 5.	15	0,5	10%
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: 1. regularly monitor classes and actively participate in all forms of extracurricular activities, especially in group and independent tasks (exercises). 2. Create exercises independently. 3. Pass the written exam. Note: The student should create an exercise independently within the given deadline and present it. If he does not settle his obligations by the given deadline, then he loses the right to ECTS from the course in that academic year. Deadlines are fully respected in this course.				
Mid-term and final exam term	They are given at the beginning of the academic year and are published on the University and ISVU websites.				
Additional information on the course	The course will take place through lectures and discussions with students. From time to time, working groups will be created in which students will prepare certain tasks. The use of multimedia materials is planned. In the case of distance learning, deviations are possible in: - the location of the course - implementation of activities, interpretation and teaching methods and methods evaluation - student obligations - available literature. The course instructor and the assistant will inform about this male and female students when distance learning begins.				

	Learning outcomes remain unchanged.
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Ljubetić, M. (2009). Vrtić po mjeri djeteta, priručnik za odgojitelj i roditelje. Zagreb: Školske novine. 2. Miljak, A. (2009). Življenje djece u vrtiću: Novi pristupi u shvaćanju istraživanju I organiziranju odgojno- obrazovnog procesa u dječjim vrtićima. Zagreb: Spektar media. 3. Malašić, A. (2015). Dijete, odgojitelj, arhitekt – partnersko sukonstruiranje prostorno-materijalnoga okruženja dječjega vrtića. Život i škola: časopis za teoriju i praksu odgoja i obrazovanja, (1), 123- 132. 4. Slunjski, E. (2015). Multidisciplinarni pristup kreiranju prostora vrtića kao pretpostavka kvalitetnog odgojno- obrazovnog procesa. Hrvatski časopis za odgoj i obrazovanje, 17 (1), 253-264. <p>Optional:</p> <ol style="list-style-type: none"> 1. Burić, H. (2006). Prostor iz perspective vrtića. Dijete, vrtić, obitelj. Časopis za odgoj i naobrazbu predškolske djece namijenjen stručnjacima i roditeljima, 12 (44), 18-20. 2. Malnar, A., Punčikar S.; Štefanec A.; Vujičić, L. (2012). Poticajno okruženje: izazov za suradnju i istraživanje djece i odraslih. Dijete, vrtić, obitelj. Časopis za odgoj I naobrazbu predškolske djece namijenjen stručnjacima i roditeljima, 18 (70), 4-7. 3. Valjan Vukić, V. (2012). Prostorno okruženje kao poticaj za razvoj i učenje djece predškolske dobi. Magistra Iadertina, 7 (1), 123-132. 4. Došen-Dobud, A. (2016). Dijete–istraživač i stvaralac, Igra, istraživanje i stvaranje djece rane i predškolske dobi. Zagreb: Alinea. 5. Slunjski, E. (2001). Integrirani predškolski kurikulum- rad djece na projektima. Zagreb: Mali profesor. 6. Sindik J. (2008). Poticajno okruženje i osobni proctor djece u dječjem vrtiću. Metodički obzori, 3 (5), 143-154. 7. Van Liempd, I. (2006). Korištenje prostora: teorija i praksa. Dijete, Vrtić, Obitelj, 23 (44), 23-24. 8. Mlinarević, V. (2004). Vrtićnookruženjeusmjerenonadijete. Život i škola, 11 (1/2004), 112-119. 9. Silić, A. (2007). Stvaranje poticajnoga okruženja u dječjem vrtiću za komunikaciju na stranome jeziku. Odgojne znanosti, 9(2), 67-84. 10. Slunjski, E. (2008). Dječji vrtić, zajednica koja uči – mjesto suradnje, dijaloga i zajedničkog učenja.Zagreb: SM Naklada. 11. Slunjski, E. (2009). Dijete i prostor – pedagoški aspekti organizacije i oblikovanja prostora vrtića. 3. Svjetski simpozij “Arhitektura i djeca” – Zagreb: Hura arhitektura.

Course Syllabus					
Course Code and Title	244484 Natural science education of preschool children				
Names of Lecturers	Full Professor Mauro Štifanić, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching languages	Croatian English		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	There are no prerequisites.				
Correlativity	Methodology of the environment and initial mathematical concepts in the integrated curriculum 1, 2 and 3. Diversity of the living world and ecology.				
Objective of the course	the aim of the course is to adopt theoretical and practical knowledge in natural sciences with an emphasis on understanding natural phenomena				
Learning outcomes	1. use basic natural science knowledge in order to connect aspects of phenomena in nature 2. draw conclusions based on experimental evidence 3. present a designed experiment for a preschool child 4. make independent decisions about the natural world and the changes caused by human activity in it				
Course content (syllabus)	1. Earth and space system. 2. Physical systems - motions and forces, energy. 3. Properties of substances - chemical properties of substances and reactions. 4. Energy in the living world. 5. Processes and interdependence of living and non-living nature.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, E)	1. – 4.	17	0,6	10%
	Exercises	2. – 4.	15	0,5	30%
	Colloquia (2 written)	1. – 4.	58	1,9	70%
	Total		90	3	100%

	<p>Additional clarifications (evaluation criteria):</p> <p>Colloquiums are not mandatory, but they enable students to be exempt from the written exam if at least 50% of the points are achieved in a particular colloquy. The first colloquium is written in the middle of the semester. The second colloquium is written at the end of the semester. Students can correct one colloquium of their choice at the end of the semester. If the student does not pass one or both of the colloquiums, he takes the written exam.</p>
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. regularly attend and actively participate in all forms of teaching (absences up to 50% of the hourly rate are tolerated) 2. attend a field lesson 3. perform the experiment according to the schedule 4. pass the colloquium or the written exam.
Mid-term and final exam term	<p>They are published in the ISVU system and Studomat.</p>
Additional information on the course	<p>Materials for lectures and exercises are published on the portal for distance learning (e - learning).</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 instructors of the course will inform students when distance learning begins. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Milotić, B., Jurdana Šepić, R. (2011). 101 pokus iz fizike. Zagreb: Školska knjiga. 2. Sikirica, M. (2014). 77 kuhinjskih pokusa za djecu i mlade od 7-77 godina. Zagreb: Školska knjiga. 3. Žderić, J. (2004). Istraživanka: otkrivanje svijeta, ljudi, biljaka i životinja, poticanje aktivnog odnosa prema svijetu, njegovanje pozitivnih stavova i navika. Zagreb: Profil international. <p>Optional:</p> <ol style="list-style-type: none"> 1. Okoliš na dlanu. (2017). Hrvatska agencija za okoliš i prirodu. 2. Crvena knjiga danjih leptira Hrvatske. Crvena knjiga vodozemaca i gmazova. Crvena knjiga ptica. Crvena knjiga vaskularne flore. Zagreb: Ministarstvo zaštite okoliša i prirode, Državni zavod za zaštitu prirode. <p>Referential:</p> <ol style="list-style-type: none"> 1. Blatarić, Z. (2009). Biološki leksikon 2. Zagreb: Alfa.

Course Syllabus			
Course Code and Title	244485 The problem of child abuse and neglect		
Name of Lecturer	Full Professor Mirjana Radetić-Paić, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate
Semester	Winter	Study year	II.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E
Prerequisites	Prerequisites are determined by the study program.		
Correlativity	Health care and care of preschool children, Ethics, Pedagogy		
Objective of the course	be aware of the prevalence and significance of child abuse and neglect, the means of access, detection, and practical methods of uncovering abuse, and the role of the social community in preventing child abuse		
Learning outcomes	1. interpret general concepts related to child abuse and neglect 2. interpret the causes of prevalence, the characteristics of the clinical picture, and the short- and long-term consequences in all forms of abuse and neglect, as well as the possible courses of action in situations of abused and/or neglected children 3. use an example (case) to recognize the clinical (physical) indicators of an abused and/or neglected child and indicative behaviors of abuse and/or neglect 4. apply procedures to take active action to prevent child abuse and neglect and/or take active action when child abuse is substantiated 5. ask relevant questions to inquire about and identify child abuse 6. formulate targeted information about abuse and neglect		
Course content	1. Physical abuse 2. Emotional abuse 3. Sexual abuse 4. Bullying at school and among peers 5. Neglect of children 6. Ways of prevention, detection and treatment of the above forms of child maltreatment 7. General importance and role of specific procedures in the social community in prevention and treatment		

Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S (lab), E)	1. - 6.	17	0,6	20%
	Fieldwork	1. - 6.	15	0,5	30%
	Written projects (seminars, essays, presentations...)	1. - 6.	27	0,9	20%
	Exam (written)	1. - 6.	30	1	30%
	Total		90	3	100%
	<p>Additional clarifications (evaluation criteria):</p> <p>Participation in classes-P/S is evaluated as follows:</p> <p>0% = not attending</p> <p>5% = attends</p> <p>8% = prepared, but the preparation is incomplete</p> <p>10% = prepared, but the preparation is incomplete with fewer shortcomings</p> <p>15% = regularly prepared, the preparation is correct, voluntarily participates in the teaching process.</p> <p>20% = shows a high degree of interest in the course, always prepared; asks questions and problematizes the contents, brings additional materials</p> <p>The seminar paper is evaluated as follows:</p> <p>0% = not written</p> <p>10% = written and presented but insufficiently engaged</p> <p>20% = presented appropriately</p> <p>25% = written and presented in an engaged manner</p> <p>30% = written in details and supported by data from the literature, enriched by the active participation of students</p> <p>The final exam will be graded as follows (and in more detail according to proportional percentage that will be obtained after the correct number of questions in the test):</p> <p>less than 50% correct answers = 0% grade</p> <p>from 51% to 60% = 6% of the grade</p> <p>from 61% to 70% = 12% of the grade</p> <p>from 71% to 80% = 18% of the grade</p> <p>from 81% to 90% = 24% of the grade</p> <p>from 91% to 100% = 30% of the grade</p> <p>Exercises, i.e., projects or fieldwork refer to direct contact with experts - psychologists, sociologists, defectologists, social workers involved in working with abused children in homes for the accommodation of abused and neglected children and in counseling centers which help abused children and abusers. Students will attend and directly contact with experts (lawyers, criminal experts) in the police, the judiciary and the public prosecution involved in the affairs taking care of abused and neglected children.</p>				

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend class regularly (30% excused absences will be tolerated) 2. write a term paper 3. pass the written examination.
Mid-term and final exam term	Exam dates are published at the beginning of the academic year on the University website and in the ISVU system.
Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform 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. Buljan-Flander, G., Kocijan-Hercigonja, D., Marko, M. (2003). Zlostavljanje i zanemarivanje djece. Zagreb: Usluge d.o.o. 2. Mardešić, Z. i sur., (2016). Pedijatrija. Zagreb: Školska knjiga. <p>Optional:</p> <ol style="list-style-type: none"> 1. Behram, R.E., Kliegman, R.M., Arvin, A. M. (ur.) (2019). Nelson Textbook of Pediatrics. Philadelphia: WB: Saunders company.

COURSE SYLLABUS					
Course Code and Title	244486 Project learning in the kindergarten				
Name of Lecturer	Associate Professor Marina Diković, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language – part-time study				
Course status	Elective	Study level	Graduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Citizenship education, Active learning strategies, Preschool teachers' lifelong learning				
Objective of the course	to acquire competencies for project-based learning in a preschool institution				
Learning outcomes	1. to explain important phases of project-based learning 2. to create activities for project-based learning for children 3. to design a project-based learning program for children with special emphasis on inclusiveness 4. to design a workshop for parents as an incentive for project-based learning				
Course content (syllabus)	1. Phases of project learning 2. Strategies and activities for project learning 3. Project learning program for children 4. Cooperation of parents in project learning 5. Competences of preschool teachers for project-based learning 6. Examples of project learning in the Republic of Croatia and in the world				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activities (L, S, E)	1. – 4.	17	0,6	10%
	Activities	2.	15	0,5	20%
	Individual task	3.	15	0,5	10%
	Workshop	1. – 4.	15	0,5	10%
	Exam (written)	1. – 4.	28	0,9	50%
	Total		90	3	100%
	Additional clarifications (evaluation criteria): Students will present the tasks to other students as part of the class.				
Course requirements	To successfully complete the course, students must:				

	<ol style="list-style-type: none"> 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. create activities for project-based learning for children 3. design a project-based learning program for children 4. design a workshop for parents as an incentive for project-based learning. 5. pass the written exam. <p>Note: (applies to duties 2 and 3) The student should create an individual task and deliver the workshop eight (8) days before the presentation of the work in front of the students. If he/she does not resolve the obligation by the given deadline, then he/she loses the right to ECTS from the course in that academic year. The deadlines in this course must be respected.</p>
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.
Additional information on the course	<p>Materials for lectures and seminars are published on e-learning. In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation, teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Ljubetić, M. (2014). Od suradnje do partnerstva, obitelji, odgojno-obrazovne ustanove i zajednice [From cooperation to partnership, family, educational institution and community]. Zagreb: Element. 2. Miljak, A. (2000). Učenje nije mučenje ako se odvija na prirodan način [Learning is not torture if it happens in a natural way]. U: Učiti zajedno s djecom – učiti: zbornik radova (pp. 15-18). Čakovec: Dječji centar Čakovec i Visoka učiteljska škola u Čakovcu. 3. Munjiza, E., Peko, A., Sablić, M. (2007). Projektno učenje [Project learning]. Osijek: Sveučilište J. J. Strossmayera u Osijeku, Filozofski fakultet, Učiteljski fakultet u Osijeku. 4. Selimović, H., Karić, E. (2011). Učenje djece predškolske dobi [Learning of preschool children]. Metodički obzori: časopis za odgojno-obrazovnu teoriju i praksu, 6(11), 145-160. 5. Slunjski, E. (2008). Dječji vrtić zajednica koja uči [Kindergarten is a learning community]. Zagreb: Spektr media. <p>Optional:</p> <ol style="list-style-type: none"> 1. Katić, V. (2008). Različitost pristupa u radu na projektima [Different approaches in working on projects]. Dijete, vrtić, obitelj: Časopis za odgoj i naobrazbu predškolske djece namijenjen stručnjacima i roditeljima, 14(53), 9-11. 2. Likierman, H., Muter, V. (2007). Pripremite dijete za školu [Prepare your child for school]. Buševac: Ostvarenje 3. Ravnić, M. (2002). Projekt avion [Project airplane]. U: A. Miljak i L. Vujičić (eds.), Vrtić u skladu s dječjom prirodom "Dječja kuća" (pp. 221-228). Rovinj: Predškolska ustanova dječji vrtić i jaslice "Neven" – Rovinj.

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Course Syllabus			
Course Code and Title	244488 Puppet games in the kindergarten		
Name of Lecturer	Assistant Professor Breza Žižović (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: developmental-artistic)	Study level	Graduate
Semester	Winter	Study year	II.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	Not applicable		
Correlativity	Visual arts, Visual arts methodology, 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 and autonomous creation of elements required for puppet games		
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	<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 activity (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 (oral, written, concert)	1.- 4.	30	1	40%
	Total		90	3	100%
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>The student has 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>Materials for lectures and seminars are published on e-learning.</p> <p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation, teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>				

Bibliography	<p>Mandatory: -</p> <p>Optional:</p> <ol style="list-style-type: none"> 1. Bauer, Ljudevit (Ludwig) (2005). <i>Bajkoviti igrokazi</i>. Zagreb: Golden marketing - Tehnička knjiga. 2. Bauer, Ljudevit (Ludwig) (2005). <i>Morski igrokazi</i>. Zagreb: Golden marketing - Tehnička knjiga. 3. Coffou, Verica (2004). <i>Lutka u školi: Priručnik za lutkarstvo u nastavi i slobodnim aktivnostima s lutkarskim igrama</i>. Zagreb: Školska knjiga. 4. Čunčić-Bandov, Jadranka (2003). <i>Igre sazmajevima</i>. Zagreb: Alfa 5. Čunčić-Bandov, Jadranka (2005). <i>Ijuju!</i> Zagreb: Naklada Divič. 6. Čunčić-Bandov, Jadranka (1993). <i>Od jarca do komarca: lutkarske minijature</i>. Zagreb: Međunarodni centar za usluge u kulturi. 7. Čunčić-Bandov, Jadranka (2002). <i>Pužnaraskrižju</i>. Zagreb: Profil International. 8. Čunčić-Bandov, Jadranka (1981). <i>Razgovori u travi</i>. Zagreb: Savez društava Naša djeca SR Hrvatske. 9. Čunčić-Bandov, Jadranka (1999). <i>Šale, trice, zvrndalice</i>. Zagreb: Alfa. 10. Domjanić, Dragutin (2005). <i>Petrica Kerempuh i spametni osel</i>. Zagreb: Disput. 11. Gavran, Miro (1995). <i>Igrokazi s glavom i repom: osam lutkarskih igrokaza</i>. Zagreb: Međunarodni centar za usluge u kulturi. 12. Horvat-Vukelja, Željka (2001). <i>Reumatični kišobran i drugi lutkarski igrokazi</i>. Zagreb: Divič. 13. Horvat, Nada (1987). <i>Hoću biti Brljiban</i>. Zagreb: Školska knjiga. 14. Stanzel, Vera (izbor i priprema), (1995). <i>Igramo se kazališta: od monologa do igrokaza: izbor tekstova za dječju lutkarsku i živu scenu</i>. Zagreb: Naša djeca. 15. Čuček, Milan (2000). <i>Igrokazi</i>. Zagreb: ABC naklada. 16. Iveljić, Nada (2002). <i>Balonijada; Superjež</i>. Zagreb: Mozaik knjiga. 17. Jelašac, Mirjana (2002). <i>Tajna je u lutki</i>. Zagreb: Međunarodni centar za usluge u kulturi. 18. Kraljević, Ana (2003). <i>Lutka iz kutka</i>. Zagreb: Naša djeca. 19. Krilić, Zlatko (1989). <i>Kazalište lutaka i drugi igrokazi</i>. Rijeka: Izdavački centar Rijeka.
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Course Syllabus			
Code and Title of Course	244489 Visual art heritage and the development of children's creativity		
Name of Lecturer	Associate Professor Aleksandra Rotar (main course teacher)		
Study Programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Type of course	Optional (module: developmental-artistic)	Level of course	Graduate
Semester	Winter	Year of study	II.
Location	Classroom	Language of course	Croatian (Slovene, German, Italian, English)
No. of ECTS Points	3	No. of hours in a semester	7,5L – 0S – 15E
Requirements for Enrolment and Passing	No requirements		
Correlations	Art Education, Art Education Methods 1, Art Education Methods 2, Artistic Creativity - Graphics, Music Education, Croatian Language, Children's Literature...		
The aim of the course	to develop competences for creative and motivational abilities, imagination, work based on culture, cultural heritage and the use of the content of the collections of local museums in projects		
Learning Outcomes	1. apply artistic language in artistic expression through various art forms areas and correctly interpret the specifics of various art techniques, accessories and new materials 2. apply personal, social and methodological skills, knowledge abilities in professional and personal development 3. analyze permitted deviations when applying design techniques in combination with other techniques and to analyze fine arts works of art by professional artists from Croatia and the world 4. to relate creatively, responsibly, critically, altruistically towards personal and other people's art design 5. prepare for independent work with children of preschool age 6. follow art events in Croatia and abroad		
Course Content	1 A historical overview of the development of visual art, literature 2. Introduction to visual art and the local heritage 3. A visit and analysis of themes in an exterior space, gallery or museum 4. Realization of inventive and innovative work by students in 2 or 3 dimensions		

	5. Realization of an exhibition of original work in a gallery, setup, opening, preparation for printing of materials, printing, publication of products				
Planned Activities, Teaching and Learning Methods and Methods of Evaluation	Obligations	Outcomes	Hours	ECTS	Maximum percentage of grade
	Class activity (L, E (lab))	1. – 6.	17	0,6	20%
	Independent tasks	1. – 4.	43	1,4	40% (4 x 10 %)
	Activities (classroom, out of classroom, workshops), exam (oral, written)	1. – 6.	30	1	40%
	Total		90	3	100%
Students' Obligations	<p>To pass the course, students must:</p> <ol style="list-style-type: none"> 1. Regularly attend classes and actively participate in all forms of classes 2. Complete all works of art 3. Pass the oral examination <p>Note: (applies to no. 2) Students must create their practical work in situ, during classes. If students fail to meet all the requirements within the given deadline, they lose the right to the ECTS points from the course in that academic year. Deadlines must be met in full in this course.</p>				
Examination and midterm schedules	Are issued at the beginning of the academic year, and published on the University web site and the ISVU.				

Literature	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Ivetić, M. (2007): "Drveni retabli oltara od XVII.do kraja XIX.stoljeća iz crkava središnje Istre". Pazin: Pučko otvoreno učilište u PazinuMuzej grada Pazina. 2. Rotar, A. (2005): naslov rada "Usvajanje znanja i sinteza različitih pristupa neposrednim radom na projektu". Objavljen u "Novi komunikacijski izazovi u obrazovanju". Pula: Visoka učiteljska škola u Puli. 3. Rotar, A.; Džin, K., Kalčić, M. (2006): "Egipat i antička Istra u očima djeteta". Pula: Arheološki muzej Istre. 4. Petrač, L. (2015): "Dijete i likovno umjetničko djelo". Zagreb: Alfa. Elective: <ol style="list-style-type: none"> 1 Bačić, M. (2016): "Prostor interpretacije". Zagreb: Matica hrvatska. 2 Badurina, A. (2006): "Leksikon ikonografije, liturgike i simbolike zapadnog kršćanstva". Zagreb: Institut za povijest umjetnosti Sveučilišta u Zagrebu. 3 Cennini, C. (2007). Knjiga o umjetnosti - Il libro dell'arte, Zagreb: Institut za povijest umjetnosti. 4 Fressl, I. (1966). Slikarska tehnologija. Zagreb: Radionice Škole primijenjene umjetnosti. 5 Katalozi i monografije umjetnika/umjetnica Hrvatske, Europe i svijeta. 6 Katalozi izložbi, izdavač Galerija Adris Rovinj i drugih. 7 Mihovilić, K. (2014): Histri u Istri: Željezno doba Istre, 2. izdanje. Pula: Arheološki muzej Istre. 8 Wagner, M. (2001): Art and/or Culture: Identity, Confusion or Derivation?". Budimpešta: Collegium Budapest.
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Course Syllabus					
Course Code and Title	244490 Kinesiological games for early childhood and preschool children				
Names of Lecturers	Full Professor Iva Blažević, PhD (main course teacher) Associate Professor Dario Novak, PhD				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Winter	Study year	II		
Classroom location	Classroom (sports hall)	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites.				
Correlativity	Kinesiology culture, Kinesiology, Kinesiology methodology in the integrated curriculum, Kinesiological transformations at an early childhood and preschool age, Motor development in early childhood and preschool children, Qualitative and quantitative pedagogic research methodology, Traditional games at an early childhood and preschool age, Education for sustainable development				
Objective of the course	evaluate kinesiology games for the development of certain anthropological characteristics in the field of physical education with children of early and preschool age				
Learning outcomes	1. interpret the types and characteristics of kinesiology games 2. evaluate kinesiology games according to age 3. evaluate kinesiology games aimed at the development of certain dimensions of anthropological characteristics 4. apply kinesiology games				
Course content (syllabus)	1. Types and characteristics of kinesiology games 2. Selection of kinesiology games according to age 3. Kinesiological games aimed at the development of motor and functional abilities 4. Kinesiological games with the use of various aids 5. Selection of kinesiology games considering the specifics of the space 6. Selection of kinesiology games in different organizational forms of work 7. Individual kinesiology games 8. Grasping kinesiology games 9. Team kinesiology games 10. Kinesiological games with elements of a particular sports discipline and/or sport				
Course activities, teaching and	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)

learning methods and assessment criteria (alternative modes should be listed in course requirements)	Attending and activity L, E (hall)	1. – 4.	17	0,6	10%
	Seminar work	3. – 4.	30	1	10%
	Exam (oral)	1. – 4.	43	1,4	80%
	Total		90	3	100%
	Additional clarifications (evaluation criteria): The seminar work is evaluated in the following way: 0% = The seminar paper was not written and presented. 2% = The seminar paper was not written, but it was presented with major shortcomings. 4% = The seminar paper was written with major flaws and presented with major flaws. 6% = The seminar paper was prepared with major defects and presented with minor defects. 8% = The seminar paper was prepared and presented with minor defects. 10% = Very high quality written and presented seminar paper. 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 on which a maximum of 80% of the grade can be achieved.				
Course requirements	To pass the course, the student must: 1. Attend classes. 2. Design and create a kinesiological game suitable for children of early and preschool age. 3. Pass the oral exam.				
Mid-term and final exam term	They are published in ISVU.				
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. Allu'e J. M. (2003). <i>Velika knjiga igara</i> . Zagreb: Profil International. 2. Batllori, J., Fontán, S., Lozano, E. (2008). <i>Velika knjiga igara 2 – 250 najboljih igara za svaku dob</i> . Zagreb: Profil International. 3. Horvatin-Fučkar, M. (2012). <i>Primjena elementarnih igara u uvodnom dijelu sata</i> . Zagreb: Simpozij Školski sport. https://webmedia.skolski-sport.hr/simpozij2012/horvatin.html 4. Horvatin-Fučkar, M., Dobrinić, J., Stojšavljević, V. (2016). Štafetne igre. U V. Findak (ur.), <i>Zbornik radova 25. Ljetne škole kineziologa Republike Hrvatske</i> , Poreč (str. 614-619). Zagreb: Hrvatski kineziološki savez. Optional: 1. Duran, M. (1995). <i>Dijete i igra</i> . Jastrebarsko: Naklada Slap 2. Ivanković, A. (1982). <i>Tjelesne vježbe i igre u predškolskom odgoju</i> . Zagreb: Školska knjiga. 3. Koritnik, M. (1978). <i>2000 igara</i> . Zagreb: Zadružna štampa.				

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Course Syllabus					
Course Code and Title	244491 Contemporary literary theories in children's literature				
Name of Lecturer	Full professor Ivana Nežić, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Summer	Study year	I		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L –7,5S – 0E		
Prerequisites3	There are no prerequisites for enrollment.				
Correlativity	Croatian children's literature in work with preschool children, Picture book as a fundamental book in the development of preschool children				
Objective of the course	Get to know the peculiarities of children's literature and its study, with the basic philological tools of children's literature				
Learning outcomes	1. describe the peculiarities of the field of children's literature and the literary theoretical study of this field. 2. describe the peculiarities and distinctiveness of children's literature in comparison to literature for adults. 3. compare theoretical approaches to children's literature. 4. apply appropriate theoretical concepts in the analysis of works of children's literature.				
Course content (syllabus)	1. Children's literature in relation to adult literature: basic features and theoretical assumptions. 2. Overview of scientific methodological approaches to children's literature. 3. Basic tools in children's literature research. 4. Theoretical approaches to children's literature: narratological approach, cultural-historical approach, genre analysis, animalistic thematic analysis, picture-book-two narrators. 5. Development of theoretical views on fairy tales and fantastic literature for children and adolescents 6. Children's literature and ideology.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. - 4.	17	0,6	10%
	Individual tasks	3. - 4.	15	0,5	20%

	Written project (seminar)	1. - 4.	30	1	40%
	Exam (oral)	1. - 4.	28	0,9	30%
	Total		90	3	100%
	<p>Additional information (assessment criteria):</p> <p>It is desirable that students attend and actively participate in classes. Student attendance in lectures and seminars is recorded separately. A student may earn 10% of the points if he or she misses a class less than four (4) times. Points will be deducted for a greater number of absences according to the following formula: 1 point for 4 absences, 3 points for 5 absences, 6 points for 6 absences, and 10 points for 7 or more absences. Absences cannot be compensated and should not be excused.</p> <p>Homework will be assigned via e-learning and will be related to independent research of contemporary literature related to the course content.</p> <p>Students will write a term paper on a topic of their choice during the first week of class, during which they will receive detailed instructions on how to prepare the paper.</p>				

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend lectures and seminars and participate actively. 2. complete homework assignments by participating in distance learning activities 3. write and present a seminar paper on the chosen topic, according to the presentation plan agreed upon at the first session and posted on the distance learning portal. 4. pass the final exam.
Mid-term and final exam term	Exam dates are published at the beginning of the academic year on the University website and in the ISVU system.
Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform 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. Hameršak, M. i D. Zima (2015). Uvod u dječju književnost. Zagreb: Leykam 2. Grdešić, M. (2015). Uvod u naratologiju. Zagreb: Leykam 3. Beker, M. (1999). Suvremene književne teorije. Zagreb: Matica hrvatska 4. Propp, V. (1982). Morfologija bajke. Beograd: Prosveta 5. Jolles, A. (2000). Jednostavni oblici. Zagreb: Matica hrvatska <p>Optional:</p> <ol style="list-style-type: none"> 1. Anderson, Nancy A. (2013). Elementary children's literature : infancy through age 13. Boston. Pearson. 2. Biti, V. (1981). Bajka i predaja, povijest i pripovijedanje. Zagreb. Liber. 3. Libri&Liberi: časopis za proučavanje dječje književnosti i kulture 4. Majhut, B.; Narančić Kovač, S.; Lovrić Kralj, S. (2015). Šegrt Hlapić: od čudnovatog do čudesnog: zbornik radova. Zagreb: Hrvatska udruga istraživača dječje književnosti 5. Narančić Kovač, S. (2016). Jedna priča - dva pripovjedača. Zagreb: ArTresor 6. Visinko, K. (2005). Dječja priča: povijest, teorija, recepcija i interpretacija. Zagreb. Školska knjiga. 7. Zalar, D. (2014). Potjehovi hologrami-studije, eseji i kritike iz književnosti za djecu i mlade. Zagreb: Alfa <p>Referential:</p> <ol style="list-style-type: none"> 1. Biti, V. (2000). Pojmovnik suvremene književne i kulturne teorije. Zagreb. Matica hrvatska.
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Course Syllabus					
Course Code and Title	244492 Multimedia practicum				
Names of Lecturers	Associate Professor Darko Etinger, PhD Igor Dobrača, senior lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Winter	Study year	II.		
Classroom location	Classroom	Teaching language(s)	English		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Media cuture, Informatics				
Objective of the course	Adopt the basic terms from the basics of computer radio using computer tools for word processing, spreadsheets, making presentations, audio and video production, working with e-mail and using the Internet.				
Learning outcomes	1. Correctly describe the basic concepts of audio-video production and post-production. 2. Properly use the principles of production and post-production of audio recordings. 3. Correctly use the principles of video production and post-production. 4. Create a multimedia form in a computer program. 5. Use appropriate software to process audio and video files.				
Course content (syllabus)	1. Sound. Sound sources. Sound in digital form. Frequency and depth. Techniques and possibilities of audio recording. 2. Analog and digital signal. Music recording formats. Computer audio formats - wav, mp3, wma, aif, mid. 3. Types of film. Movie and video file formats. Cut, frame, scene. The script. Recording book. 4. Audio and video production techniques. 5. Montage-linear, parallel, retrospective, creative and other forms. Audio and video effects. 6. Production and post-production of audio recordings. 7. Video production and post-production.				
Course activities, teaching and learning methods	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class acitivity	1. - 5.	17	0,6	0%
	Colloquium-theory	1. - 5.	15	0,5	10%

and assessment criteria (alternative modes should be listed in course requirements)	Creating a script for a film	3.	7	0,2	10%
	Homework in audio production and post-production	2. - 3.	6	0,2	10%
	Film	1. - 5.	15	0,5	50%
	Colloquium, audio and video production	1. - 5.	15	0,5	10%
	Exam (oral, written, concert)	1. - 5.	15	0,5	10%
	Total		90	3	100%
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend classes regularly 2. pass the colloquium in theory 3. write a script for a film 4. do homework on audio production and post-production 5. make a film (production and post-production) 6. pass the exam in audio and video production and post-production (practical part) <p>All elements should be successfully laid</p> <p>Class attendance is mandatory. Up to 30% absences are tolerated.</p> <p>Contacting the teacher:</p> <p>Contacting the teacher outside of class usually takes place after the class and during consultation (the consultation time is announced at the beginning of the semester). Consultations can be arranged outside of the scheduled times when students are prevented by other study obligations. Consultations can be via e-mail or directly.</p>				
Mid-term and final exam term	Examination deadlines are published at the beginning of the academic year on the University's website and in ISVU.				
Additional information on the course	<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, interpretation and teaching methods and methods evaluation - student obligations - available literature. <p>The course instructor will inform students about this when distance learning begins. Learning outcomes remain unchanged.</p>				
Literature	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Janko Žufić, J., Tomislava Žajgar, T., Web 2.0 alati za učitelje, Sveučilište Jurja Dobrile u Puli, Fakultet za odgojne i obrazovne znanosti, 2018., Pula <p>Optional:</p> <ol style="list-style-type: none"> 1. Turković, H. (2016). Razumijevanje filma – ogledi iz teorije filma. Zagreb: Društvo za promicanje književnosti na novim medijima. 2. Jurjević, A. (2016). Audacity ili kako snimiti i obraditi zvuk u vlastitoj produkciji. Audacity 2.1, SRCE. 3. Bolante, A. (2003). Premiere 6.5: za Windows & Macintosh: brzi vizualni vodič. MIŠ. <p>Web sources:</p>				

	In accordance with current content, any recent content about media culture, audio editing and video editing.
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4th semester

Course Syllabus			
Course Code and Title	244493 Basics of educational drama		
Name of Lecturer	Full professor Robert Raponja, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language - part-time study		
Course status	Mandatory	Study level	Graduate
Semester	Summer	Study year	II.
Classroom location	Classroom, exercise room	Teaching language	Croatian
ECTS credits	6	Number of hours per semester	15L – 15S – 0E
Prerequisites	The requirement for enrollment is based on the regulations of the degree program.		
Correlativity	Professional-pedagogical practice		
Objective of the course	master the basic theater tools and prepare to lead theater play spaces and workshops using the methods of educational theater		
Learning outcomes	1. creatively apply 12 basic theatrical tools 2. determine the basic concepts of theater pedagogy 3. perform a series of meaningful theater exercises using theater tools according to theater pedagogy methods 4. create material for self-study in the theater workshop 5. perform a theater play in the kindergarten according to the basic methods of theater pedagogy 6. evaluate the children's actions and actions during the theater playroom/workshop 7. methodically analyze and describe change processes during guided exercises		
Course content (syllabus)	1. Concept and definition of theater and applied theater 2. Theatrical systems (Stanislavski, Brecht, Artaud) from which theater emerged and was applied. 3. Basic theatrical tools: exposition, action, imagination, circumstances, "what if", relaxation, attention circles, dramatic situation, dramatic event and change, openness of the senses and sense of truth and belief. Their theoretical, practical and creative application. 4. Methods of applied theater: educational drama, process drama, improvisational theater, theater of stopped movements, guided imagination exercises, drama games 5. Applied theater techniques: games, picture theater, forum theater, invisible theater, legislative theater, newspaper theater 6. Selection of themes for pedagogical theater and pedagogical drama		

	7. Theoretical-analytical and practical aspects of pedagogical theater 8. Theoretical-analytical and practical aspects of process drama 9. Recapitulation of the subject matter through the practical application of pedagogical or process drama				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity of L, S	1. - 6.	17	0,6	10%
	Individual tasks	1. - 6.	60	2	20%
	Activities (workshop)	1. - 6.	30	1	20%
	Exam (oral)	1. - 6.	43	1,4	50%
	Total		150	5	100%
	Additional information (assessment criteria): -				
Course requirements	To successfully complete the course, students must: 1. actively attend lectures and exercises 2. independently prepare a theatre play according to the educational theatre methods 3. pass the oral exam.				
Mid-term and final exam term	They are given at the beginning of the academic year, they are available on the University's website and in ISVU.				
Additional information on the course	Class attendance is mandatory. 30% absences are tolerated (approximately 3-4 absences), and they do not need to be justified. Longer absences will require re-taking the course. Students are assigned the task of designing and implementing theatrical spaces of educational theater with preschool children. At the end of the semester, the written exam can only be taken if 30% of the final grade has been achieved during the semester.				
Bibliography	Mandatory: 1. Gruić, I. (2002). Prolaz u zamišljeni svijet. Procesna drama ili drama u nastajanju. Priručnik za odgajatelje, učitelje, nastavnike i sve one koji se bave dramskim radom s djecom i mladima. Zagreb: Golden marketing. 2. Stanislavski, K. S. (1998). Sistem, Zagreb: Cekade. Optional: 1. Raponja, R. (2018). Pisma studentima. Osijek: Ars Akademija. 2. Stjepanović, B. (2014). GLUMA I-III, Rad na sebi, Radnja, Igra. Cetinje 3. Lekić, K., Migliaccio-Čučak, N., Radetić-Ivetić, J., Stanić, D., TurkulinHorvat, M., Vilić-Kolobarić, K., (2007). Igram se, a učim! Dramski postupci u razrednoj nastavi. Zagreb: Hrvatski centar za dramski odgoj. 4. Scher, A., Verrall, C. (2005). 100+ ideja za dramu. Zagreb: Hrvatski centar za dramski odgoj. 5. Scher, A., Verrall, C. (2006). Novih 100+ ideja za dramu. Zagreb: Hrvatski centar za dramski odgoj. 6. Krušić, V. (2002). Što sve može drama? http://www.hcdo.hr/knjiznica/knjiz_vlado.htm				

	<p>7. Fileš, G., Jelčić, D., Jurić Stanković, N., Lugomer, V., Motik, M., Pečaver, B., Rožman, K., Tuksar, M. (2008). Zamisli, doživi, izrazi! Dramske metode u nastavi hrvatskog jezika. Zagreb: Hrvatski centar za dramski odgoj.</p> <p>8. Boal, A. (2009). Igre za glumce i ne-glumce. Zagreb: Hrvatski centar za dramski odgoj.</p>
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Course Syllabus					
Course Code and Title	244494 Professional and pedagogical practice 2				
Names of Lecturers	Associate Professor Lorena Lazarić, PhD (main course teacher) Kristina Alviž, asisstant				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Mandatory	Study level	Graduate		
Semester	Summer	Study year	II.		
Classroom location	Preschool institution	Teaching language(s)	Croatian		
ECTS credits	5	Number of hours per semester	0L – 0S – 100E		
Prerequisites	There are no prerequisites for the course.				
Correlativity	All courses from the study programme.				
Objective of the course	apply professional - methodical knowledge and skills reflections with the goal to improveme preschool theories and practices				
Learning outcomes	1. define the process of innovation in kindergarten 2. analyze quality interactions between educator and child 3. organize activities with children with special needs 4. prepare a cooperation plan between the kindergarten and the social environment 5. argue the possibilities and ways of lifelong learning of educators 6. create a portfolio				
Course content (syllabus)	1. Strategy and methods of quality system management. 2. Organization of individual activities with children with special needs. 3. Subjects of the process of innovation in kindergarten (teachers, director, professional co-workers, parents, children). 4. External evaluation of management and performance (educational inspection, advisory service, media ...) 5. Cooperation and partnership relationships between kindergarten, parents, the local community and other representatives of the social environment. Development of personal career educators, contemporary concepts of business excellence and lifelong professional training.				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Activity of E	1. - 4.	75	2.5	50%

methods and assessment criteria	Written projects (writing professional practice diary)	1. - 4.	45	1.5	30%
	Portfolio	6.	30	1	20%
	Total		150	5	100%
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. regularly attend exercises (professional practice) 2. keep a practice diary about realized expert practice. 3. create a portfolio. 4. the verified diary must be handed over to the practice leader no later than fifteen days after completion of the practice. 				
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 platform.</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. Ljubetić, M. (2014) Od suradnje do partnerstva obitelji, odgojnoobrazovne ustanove i zajednice. Zagreb: Element d.o.o. 2. Mendeš, B. (2013). Od pedagoškog tečaja do sveučilišnog studija. <i>Dijete, vrtić, obitelj</i>, 19(71), 2-3. 3. Mendeš, B. (2018). Profesionalno obrazovanje odgojitelja predškolske djece: od jednogodišnjeg tečaja do sveučilišnog studija. Zagreb: Golden marketing-Tehnička knjiga. 4. Miljak, A. (2007). Teorijski okvir sukonstrukcije kurikula ranog odgoja. U: Previšić, V. (ed.): Kurikulum, teorije-metodologija-sadržajstruktura. Zagreb: ŠK, Zavod za pedagogiju. pp. 205-249. 5. Miljak, A. (2009). Življenje djece u vrtiću. Novi pristupi u shvaćanju, istraživanju i organiziranju odgojno-obrazovnog procesa u dječjim vrtićima. Zagreb: SM naklada. 6. Močinić S., Tatković N. (2015). Uloga pedagoške prakse u razvoju kompetencija budućih učitelja. In: Hicela Ivon, Branimir Mendeš (ur.) Kompetencije suvremenog učitelja i odgojitelja – izazov za promjene. Znanstvena monografija. Split: Filozofski fakultet, pp. 215-230. 7. Šagud, M. (2006). Odgajatelj kao reflektivni praktičar. Petrinja: Visoka učiteljska škola 8. Slunjski, E. (2011). Kurikulum ranog odgoja. Istraživanje i konstrukcija. Zagreb: Školska knjiga. 9. Tatković N., Močinić S. (2012). Profesionalne kompetencije budućih učitelja u kontekstu stručno pedagoške prakse. U: M. Valenčić Zuljan, G. Gojkov, A. Rončević, J. Vogrinc, (eds.), Pedagoška praksa i proces razvijanja kompetencija budućih učitelja u Hrvatskoj, Srbiji i Sloveniji. Visoka vaspitačka škola „Mihailo Palov“, Vršac, pp. 51-78. 				

	<p>Referential:</p> <p>1. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje. (2014). Zagreb: Ministarstvo znanosti, obrazovanja i sporta.</p>
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Course Syllabus					
Course Code and Title	244496 Systems of monitoring and evaluating children's development				
Names of Lecturers	Assistant Professor Marlena Plavšić, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate		
Semester	Summer	Study year	II		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites.				
Correlativity	Developmental Psychology				
Objective of the course	To acquire competencies necessary for monitoring and evaluating different aspects of children's development.				
Learning outcomes	1. to compare development of monitoring systems 2. to compare data collection techniques 3. to apply techniques for measuring cognitive, linguistic, socio-emotional, moral and personality development 4. to evaluate the obtained results of measuring cognitive, linguistic, socioemotional, moral and personality development				
Course content (syllabus)	1. systems for monitoring children's development: systematic observation, interview, case study 2. data collection techniques: assessment scales, drawing, stories, games, projective techniques 3. measurement and evaluation of cognitive, linguistic, socio-emotional, moral and personality development				
Course activities, teaching and learning methods and assessment criteria	Students' responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity of L, E	1.– 4.	17	0,6	10%
	Written seminar	1.– 4.	30	1	20%
	Seminar presentation	1.– 4.	13	0,4	20%
	Individual task	1.– 4.	30	1	50%

	Total	90	3	100%
	<p>Additional information (assessment criteria):</p> <p>Activity in class is evaluated as follows:</p> <p>0% = absences exceed the allowed 30%</p> <p>5% = the student concentrates on the teaching process and sometimes participates in the work on his/her own initiative</p> <p>10% = the student comes to class prepared and actively participates in the teaching process and expresses a high degree of motivation in class, consults relevant literature, regularly fulfils agreed obligations, gives constructive suggestions and original ideas regarding various teaching solutions.</p> <p>The seminar work is evaluated separately in the written and oral parts as follows:</p> <p>a) Written part:</p> <ul style="list-style-type: none"> - 0% - the seminar paper was not submitted or the minimum criteria of the seminar paper were not met with regard to the structure, content, literature and language of expression - 10% - the seminar is bad: the structure is unclear, the content is not presented well enough considering the questions asked, the literature is not comprehensive enough, the written form is full of linguistic and grammatical errors - 15% - the seminar is good: clear structure, the content is adequately presented with regard to the questions asked, the literature is in accordance with the presented content, the written expression is neat. - 20% - the seminar is excellent: clear structure, the content is adequately presented with an individual review, the literature is rich /used own data obtained from an internet search/ written expression without complaints. <p>b) Oral part:</p> <ul style="list-style-type: none"> - 0% - the seminar paper was not presented in the given time - 10% - the presentation is bad - there is a lack of understanding of what was presented, the student reads individual notes from the seminar paper - 15% - the presentation is good - the content is satisfactory, the student occasionally uses the written text and reads it - 20% - the presentation is excellent - a correct, clear and precise presentation and contains a personal critical review. <p>The independent task is evaluated as follows:</p> <ul style="list-style-type: none"> - 0% - the assignment was not submitted or the minimum criteria regarding language, structure and content were not met - 25% - the task was done half-heartedly with regard to language, structure and content, and it does not contain its own review. 50% - the task is structurally and linguistically correct and complies with the given instructions. 			

Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Actively participate in teaching activities for at least 70% of classes. 2. Submit and adequately present the seminar paper in the given term. 3. Submit an independent assignment that should meet the minimum criteria <p>Failure to meet the above student obligations results in the repetition of the course.</p>
Mid-term and final exam term	<p>They are given at the beginning of the academic year, they are available on the University's website and in ISVU.</p>
Additional information on the course	<p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Aros, C. (2015). Inteligencija mog djeteta: otkrijte i unaprijedite talente koji ga čine jedinstvenim [Intelligence of my child: discover and improve talents that make him/her unique]. Rijeka: Dušević & Kršovnik. 2. Kuvač, J., & Palmović, M. (2007). Metodologija istraživanja dječjega jezika [Methodology of the child's language research]. Jastrebarsko: Naklada Slap. 3. Parhomenko, K. (2014). Diagnostic methods of socio – emotional competence in children. <i>Procedia - Social and Behavioral Sciences</i>, 146, 329–333. 4. Sambolek, A., Buljan Flander, & G., Krmek, M. (2010). Analiza dječjih crteža ljudske figure i usporedba s roditeljskim procjenama dječjega ponašanja [Analyis of children's drawings of a human figure and comparison with parental assessment of children's behaviour]. <i>Napredak</i>, 151(2), 291 - 311. 5. Sindik, J., Glibić, M., Marušić, V., & Đunđenac, R. (2014). Razlike u dječjim kompetencijama koje ukazuju na spremnost za polazak u školu [Differences in children's competences that relate with readiness to enrol in school]. <i>Metodički ogledi</i>, 21(1), 9 – 22. 6. Sindik, J., Šarac, J., & Sindik, Z. (2014). Konstrukcija skala procjene nepoželjnih oblika ponašanja i socijalnih vještina kod predškolske djece [Construction of an assessment scale of preschool's children undesirable behaviour and social skills]. <i>Metodički obzori</i>, 9(2), 26 - 34. 7. Uyanik, G., Arslan C. H., Unsal, O., Kilic, Z., & Degirmenci, S. (2018). Analiza odnosa između vještina igre i društvenih sposobnosti i vještine reguliranja emocija u predškolske djece [Analysis of

relationship between playing skills, social abilities and emotion regulation in preschool children]. Croatian Journal of Education, 20(3), 243-257.

Optional:

1. Apel, K., & Masterson, J. J. (2004). Jezik i govor od rođenja do šeste godine: od glasanja i prvih riječi do početne pismenosti - potpuni vodič za roditelje i odgajatelje [Language and speech from birth to age 6 – a complete guide for parents and teachers]. Lekenik: Ostvarenje.
2. Bulat, R. (2014). Bebarije: važnost poticanja intelektualnog i emocionalnog razvoja od najranije dobi: sadrži 100 igara i aktivnosti utemeljenih na modernim saznanjima o ranom dječjem razvoju [Importance of enhancing of children's cognitive and emotional development]. Split: Harfa.
3. Plahutar, A. (2017). Što veseli malog tigra? Priručnik s primjerima aktivnosti za poticanje spoznajnog razvoja predškolskog djeteta prema načelima NTC-ova sustava učenja [Handbook for enhancing of pre-school children's cognitive development]. Zagreb: Hrvatska Mensa.
4. Siegel, D. J., & Bryson, T. P. (2018). Snaga pozitivno oblikovana mozga: kako kultivirati hrabrost, radoznalost i otpornost u svoga djeteta [How to cultivate courage, curiosity and resilience in your child]. Split: Harfa.
5. Stöcklin-Meier, S. (2011). Prstićima gore, nogicama dolje rastimo bolje: kreativno poticanje govorno-jezičnog razvoja [Creative enhancement of the speech development]. Split: Harfa.

Course Syllabus					
Course Code and Title	244497 Early bilingualism in education				
Name of Lecturer	Associate Professor Nada Poropat Jeletić, PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate		
Semester	Summer	Study year	II.		
Classroom location	Classroom	Teaching languages	Croatian, Italian (English)		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Literary intangible cultural heritage				
Objective of the course	adopt competencies to increase awareness of the role of educators and parents in early childhood education and education in two or more languages, to systematize and deepen knowledge of individual and social bilingualism				
Learning outcomes	1. analyze the language of bilingual children, identifying and explaining its basic features and rules 2. recognize different linguistic phenomena typical of childhood at the phonetic, morphological, syntactic and pragmatic levels 3. explain the reasons for certain phonetic, morphological, syntactic and pragmatic choices in children's communication 4. apply the correct language methods to the process of language acquisition and learning				
Course content (syllabus)	1. Early bilingualism: definitions and perspectives 2. Bilingual education: language development 3. Functions of the child's language 4. Bilingual family and individual bilingualism 5. The role of parents 6. The kindergarten in the Croatian socio-political framework 7. The role of the educator 8. Social bilingualism				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities (delete the excessive)	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. – 4.	17	0,6	10%
	Written projects (seminar)	1. – 4.	43	1,4	60% (30%+30%)

	Exam	1. – 4	30	1	30%
	Total		90	3	100%
	<p>Additional information (assessment criteria): Additional clarifications (grading criteria): Class attendance and activity will be graded as follows: 0% = Does not show up for class. 2% = He/she attends exercises and seminars but does not participate in work, i.e. homework and exercises are written no more than 4 times. 4% = He/she is prepared, but preparation is incomplete with major deficiencies (homework is regular with errors, more than 4 times). 6% = He/she is prepared, but preparation is incomplete with minor deficiencies (homework and exercises with few errors). 8% = He/she is prepared regularly, the preparation is correct, he/she participates voluntarily in the teaching process. 10% = The student shows a high level of interest in the course, is always prepared; asks questions and problematizes content from exercises and seminars that is important for the course.</p> <p>Colloquia will be graded as follows: from 0% to 50% correct answers = 0% from 51% to 60% = 6% from 61% to 70% = 12% from 71% to 80% = 18% from 81% to 90% = 24% from 91% to 100% = 30%</p> <p>The final oral exam will be graded as follows: from 0 to 5 correct answers = 0% of the grade 6 correct answers = 6% of the grade 7 correct answers = 12% of the grade 8 correct answers = 18% of the grade 9 correct answers = 24% of the grade 10 correct answers = 30% of the grade</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. Attend at least 70% of the class sessions. 2. Write a term paper and present it in class. 3. Pass the exam. 				
Mid-term and final exam term	<p>They are given at the beginning of the academic year, they are available on the University's website and in ISVU.</p>				

Additional information on the course	<p>Class attendance is mandatory. 30% absences are tolerated (approximately 4 absences per semester), and they do not need to be justified. Longer absences will require re-taking the course. Students must write seminars that are submitted for correction. After correction, seminars must be presented orally to the other students. At the end of the semester, the written exam will only be taken (maximum 4 times) if 30% of the final grade has been earned during the semester.</p> <p>In the case of distance learning, deviations are possible in:</p> <ul style="list-style-type: none"> - the location of the course - the conduct of the activities, the methods of interpretation and teaching, and the manner of assessment - the obligations of the students - available literature. <p>The course instructor will inform the students about this at the beginning of the distance learning.</p> <p>The learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Medved Krajnović, M. (2010). Od jednojezičnosti do višejezičnosti: uvod u istraživanja procesa ovladavanja inim jezikom. Zagreb: Leykam international. <p>Optional:</p> <ol style="list-style-type: none"> 1. Contento, S. (2010). (a cura di) Crescere nel bilinguismo. Aspetti cognitivi, linguistici ed emotivi. Roma: Carocci 2. Grosjean, F. (1982). Life with Two Languages – An Introduction to Bilingualism. London: Harvard University Press, Cambridge (Massachusetts). 1. Grosjean, F. (2010). Bilingual – Life and Reality. London: Harvard University Press, Cambridge (Massachusetts). 2. Fabbro, F. (2004). Neuropedagogia delle lingue. Roma: Astrolabio. 3. Salmon, L., Mariani, M. (2012). Bilinguismo e traduzione. Dalla neurolinguistica alla didattica delle lingue. Milano: Franco Angeli. 4. Deshay, E. (2003). Come favorire il bilinguismo dei bambini. Novara: Edizioni Red. 5. Bonifacci, P. (2018). I bambini bilingui. Favorire gli apprendimenti nelle classi multiculturali. Roma: Carocci. Bialystok, E. (2001).

Course Syllabus					
Course Code and Title	244498 Socio-emotional competences in educational relationships				
Names of Lecturers	Assistant profesor Marlena Plavšić, PhD (main course teacher) Renata Martinčić Marić, PhD, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: pedagogical-psychological)	Study level	Graduate		
Semester	Summer	Study year	II.		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	There are no prerequisites.				
Correlativity	Developmental Psychology, Training of social skills				
Objective of the course	to acquire competencies for enhancing and teaching of socio-emotional competences				
Learning outcomes	1. to interpret all aspects that make up socio-emotional competence in teachers and in children 2. to evaluate the teacher’s role in creating and maintaining the educational process 3. to apply techniques that encourage children's socio-emotional competence 4. to devise ways of teaching and encouraging the socio-emotional competence				
Course content (syllabus)	1. educational relationships 2. socio-emotional competence 3. relational competence 4. integrity, cooperation and personal responsibility 5. conversation 6. social success, self-confidence, empathy				
Course activities, teaching and learning methods and assessment criteria	Students’ responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activityof L, E	1 – 4	17	0,6	10%
	Individual task (homework)	1 – 4	30	1	40%
	Oral exam	1 – 4	43	1,4	50%

	Total	90	3	100%
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	<p>Additional information (assessment criteria):</p> <p>Activity in class is evaluated as follows:</p> <p>0 % = absences exceed the allowed 30%</p> <p>5% = the student concentrates on the teaching process and sometimes participates in the work on her/his own initiative</p> <p>10% = the student comes to class prepared and actively participates in the teaching process and expresses a high degree of motivation in class, consults relevant literature, regularly fulfils agreed obligations, gives constructive suggestions and original ideas regarding various teaching solutions.</p> <p>The independent task is evaluated as follows:</p> <ul style="list-style-type: none"> - 0% - the assignment was not submitted or the minimum criteria regarding language, structure and content were not met - 20% - the assignment is done half-heartedly with regard to language, structure and content, and does not contain its own review. - 40% - the task is structurally and linguistically correct and complies with the given instructions. <p>The oral exam is evaluated as follows:</p> <p>0-5 answers 0 % grade</p> <p>6 answers 10% of the grade</p> <p>7 answers 20% of the grade</p> <p>8 answers 30% of the grade</p> <p>9 answers 40% of the grade</p> <p>10 answers 50% of the grade</p>
Course requirements	<p>In order to pass the course, the student must:</p> <ol style="list-style-type: none"> 1. Participate in at least 70% of classes. 2. Submit an independent assignment that should meet the minimum criteria within the given deadline. 3. Pass the oral exam. <p>Failure to meet the above student obligations results in the repetition of the course.</p>
Mid-term and final exam term	<p>They are given at the beginning of the academic year, they are available on the University's website and in ISVU.</p>
Additional information on the course	<p>In the case of distance learning, changes are possible in:</p> <ul style="list-style-type: none"> - the location of the course delivery - the activities' implementation, interpretation and teaching methods, and evaluation methods - students' obligations - available (literature) sources. <p>Teachers will inform students about the changes when the distance learning starts.</p> <p>Learning outcomes remain unchanged.</p>

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Densmore, A., & Bauman, M. (2014). Vaš uspješan predškolač: deset vještina potrebnih djeci da bi postala samopouzdana i društveno angažirana. Zagreb: Veble commerce. 2. Greenspan, S. I. (2009). Sjajni klinci: kako pomoći djetetu da razvije kvalitetu potrebnih za zdrav, sretan i uspješan život. Buševac: Ostvarenje. 3. Juul, J., Jamp, & Jensen, H. (2010). Od poslušnosti do odgovornosti: Kompetencija u pedagoškim odnosima. Zagreb: Naklada Pelago. 4. Slunjski, E. (2013). Kako djetetu pomoći da stječe prijatelje i razvija socijalne vještine: priručnik za roditelje, odgajatelje i učitelje. Zagreb: Element. <p>Optional:</p> <ol style="list-style-type: none"> 1. Bouillet, D. (2011). Kompetencije odgojitelja djece rane i predškolske dobi za inkluzivnu praksu. Pedagoška istraživanja, 8(2), 323-338. 2. Bouillet, D., Bičanić, J., Ivančan, A., Novosel Guszak, D., Rovis Brandić, A., & Sitar, M. (2018). Socijalnopedagoški mozaik. Zagreb: Školska knjiga.
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Course Syllabus			
Course Code and Title	244499 Education for sustainable development		
Name of Lecturer	Assistant Professor Irena Kiss, PhD		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Elective	Study level	Graduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching language(s)	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E
Prerequisites	There are no prerequisites.		
Correlativity	General pedagogy		
Objective of the course	To adopt students' competencies for designing and implementing education programs for sustainable development as education for change suitable for preschool children, and the application of sustainability ethics in professional work		
Learning outcomes	1. describe the importance of certain aspects of education for sustainable preschool age 2. implement integrated activities for children with the purpose of promoting education for sustainable development in early childhood 3. create didactic materials necessary for education for sustainable development in preschool age 4. to design a program of education for sustainable development for children of preschool age		
Course content	1. Definition and dimensions of sustainable development 2. From the concept of sustainable development to education for sustainable development 3. Problems and perspectives of sustainable development in general and in the context of preschool education 4. Starting points and approaches to upbringing and education for sustainable development as education for change 5. Elements of the preschool curriculum for the development of sensitivity of children for sustainable development and ethics of sustainability 6. Cooperation with the social community: educational institutions and economic activities in order to promote sustainable		

	development 7. Competences of educators to promote education for sustainable development				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. - 4.	17	0,6	10%
	Activity	2.	15	0,5	10%
	Individual tasks	3.	15	0,5	10%
	Group tasks	4.	15	0,5	10%
	Exam (written)	1. - 4.	30	1	50%
	Total		90	3	100%
	Additional clarifications (evaluation criteria): Students will present the tasks to other students as part of the lesson.				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. to design integrated activities to encourage sustainability in early and preschool education 3. to investigate education programs for sustainable development 4. to design an education program for sustainable development in early and preschool education 5. pass the written exam. <p>Note: (valid for obligations 2 and 3) The student should write an independent assignment and submit the workshop eight (8) days before the presentation of the work in front of the students. If the student does not fulfil the obligation by the given deadline, he/she loses the right to ECTS credits from courses in that academic year. Default deadlines in this course should be respected.</p>				
Mid-term and final exam term	They are given at the beginning of the academic year, published on the University's website and in ISVU.				
Additional information on the course	<p>Class attendance is mandatory. Absences of 30% of the total number of teaching hours that need to be justified are tolerated. In case of major absence, the student must re-enroll in the course. The student must create, submit and present his/her papers (described in the student obligations) to the other students who are evaluated. 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 instructor of the course will inform students about this when distance learning begins. Learning outcomes remain unchanged.</p>				

Bibliography	<p>Obvezna:</p> <ol style="list-style-type: none"> 1. Husanović-Pejnović, D. (2011). Održivi razvoj i izvanučionička nastava u zavičaju. Školska knjiga. 2. Pramling Samuelsson, I., Kaga, Y., Anđić, D. (2013). O konceptu održivog razvoja. Dijete, vrtić, obitelj: Časopis za odgoj i naobrazbu predškolske djece namijenjen stručnjacima i roditeljima, 19(74), 2-5. 3. Tatković, N., Diković, M., Štifanić, M. (2015). Odgoj i obrazovanje za razvoj danas i sutra. Ekološke i društvene paradigme. Sveučilište Jurja Dobrile u Puli. <p>Izborna:</p> <ol style="list-style-type: none"> 1. Jukić, T. (2015). Upoznavanje baštine kroz akcijsko istraživanje u ranom i predškolskom odgoju i obrazovanju. Školski vjesnik: časopis za pedagošku teoriju i praksu, 64(3), 424-438. 2. Rabušićová, M., Engdahl, I. (2012). Obrazovanje za održiv razvoj. Dijete, vrtić, obitelj: Časopis za odgoj i naobrazbu predškolske djece namijenjen stručnjacima i roditeljima, 18(67), 6-9. 3. Skopljak, E. (2015). Kompetencije odgajatelja za odgoj i obrazovanje za održiv razvoj. Dijete, vrtić, obitelj: Časopis za odgoj i naobrazbu predškolske djece namijenjen stručnjacima i roditeljima, 20(77/78), 39-40. <p>Priručna:</p> <ol style="list-style-type: none"> 1. Strategija održivog razvitka Republike Hrvatske. http://narodne-novine.nn.hr/clanci/sluzbeni/2009_03_30_658.html
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Course Syllabus					
Course Code and Title	244502 Children's music creativity				
Names of Lecturers	Full Profesor Ivana Paula Gortan-Carlin, PhD (main course teacher) Branko Radić, MSc, lecturer				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	optional (module: developmental-artistic)	Study level	Graduate		
Semester	Summer	Study year	II.		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E		
Prerequisites	There are no prerequisites				
Correlativity	Puppet games in kindergarten, Activities in teamwork, Folk music heritage and children of early and preschool age, Motor development in early and preschool age, Traditional games in early and preschool age				
Objective of the course	get to know the developmental stages of children's musical creativity and the possibilities of realizing musical-creative activities				
Learning outcomes	1. interpret the developmental stages of children's musical creativity 2. explain the realization of music-creative activities 3. demonstrate musical didactic games 4. create a musical didactic game or music for a play 5. evaluate the results of children's musical and creative activities 6. conduct research among educators regarding the importance of musical creativity in kindergarten				
Course content (syllabus)	1. Defining the term creativity 2. Children's play and creativity 3. Musical didactic games for the development of auditory perception 4. Musical didactic games for the development of musical memory 5. Musical didactic games for the development of elementary musical abilities 6. Children's musical creativity with voice, movement, musical instruments 7. Improvisation with sounds 8. Musical games with movement 9. Music for a puppet show 10. Working with spoken nursery rhymes				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity L, E	1. - 6.	17	0,6	10 %
	Independent tasks (research)	6.	15	0,5	0 %

	Activities (creating a musical didactic game or music for a play)	4.	13	0,4	20 %
	Written papers (seminar work)	1. - 6.	15	0,5	20 %
	Exam (written)	1. - 6.	30	1	50 %
	Total		90	3	100 %
	<p>Additional information (assessment criteria):</p> <p>Class attendance is mandatory. 30% of absences are tolerated (i.e., one day which does not need to be excused).</p> <p>Class attendance is evaluated as follows:</p> <p>0 % = Does not attend lectures (from 5 absences onwards)</p> <p>10 % = Attends lectures.</p> <p>Creating a musical didactic game or music for a play:</p> <p>0 % = The requested activity was not created</p> <p>5 % = Activity done, not presented</p> <p>10% = Activity performed and presented by previously known GDI</p> <p>15 % = Activity done and presented, new GDI, but without theoretical analysis</p> <p>20% = Activity done and presented, new GDI, with theoretical analysis, graded excellent</p> <p>The seminar work is evaluated as follows:</p> <p>0 % = The seminar paper was not written and was not submitted (insufficient)</p> <p>5 % = The seminar paper was written, but not submitted on time. The written work does not meet the given formal form, i.e., the instructions on writing the seminar paper were not followed, the notes are incomplete (sufficient).</p> <p>10 % = The paper is written, but there are still shortcomings in terms of formal design. There are frequent spelling and grammatical errors, some parts are not yet logically connected. The seminar was presented during class, but not at the agreed time (good)</p> <p>15 % = The work is well written, but minor shortcomings can still be observed regarding the formal and content design of the work. The seminar was presented during classes at the agreed time (very good)</p> <p>20% = It fully meets all the set criteria in formal, methodological and substantive form and all together they form a harmonious whole. The seminar was presented during classes at the agreed time (excellent)</p> <p>The written exam is graded as follows, and max. share of the grade is: 50 %.</p> <p>- < or = 50 % of correct answers = 0 %.</p> <p>- From 50.1% to 100%, each percentage carries a share in the proportional percentage.</p> <p>All elements must be positively evaluated. At least 50% of the share must be achieved for the final, positive grade.</p>				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. attend classes and actively participate in the teaching process 2. write the seminar within the agreed time, during the semester (the results of the research are presented in the seminar paper) 3. create a musical didactic game or music for a play (group work) 4. pass the written exam. 				

Mid-term and final exam term	Are given at the beginning of the academic year, they are published on the University's website and in ISVU.
Additional information on the course	<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, interpretation and teaching methods and methods evaluation - student obligations - available literature. <p>The course instructor will inform students about this when distance learning begins. Learning outcomes remain unchanged.</p>
Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Bačlija Sušić, B., Fišer Sedinić, N., Cvrtila, T. (2022). Razine djetetove emocionalne dobrobiti i uključenosti kao indikatori kvalitete glazbenih aktivnosti u okviru ranog i predškolskog odgoja i obrazovanja. Suvremene teme u odgoju i obrazovanju – ST00 2 In memoriam prof. emer. dr. sc. Milan Matijević. Velički, D., Dumančić, M. (ur.). Zagreb: Učiteljski fakultet Sveučilišta u Zagrebu i Zavod za znanstvenoistraživački rad u Bjelovaru Hrvatske akademije znanosti i umjetnosti, str. 1-15 2. Bačlija Sušić, B., Brebrić, V. (2022). Encouraging and Assessing Preschool Children's Musical Creativity. Early Years, online, str. 1-13 doi:10.1080/09575146.2022.2139356 2. Dobrota, S. (2012). Uvod u suvremenu glazbenu pedagogiju. Split: Filozofski fakultet Sveučilišta u Splitu 3. Mendiković, A., Ulemek, E., Vidulin, S. (2019). Predškolska ustanova kao mjesto realizacije ideja: primjer glazbenog igrokaza. Osmi međunarodni muzikološki skup iz Istarske glazbene riznice - Glazbe Jadrana / Gortan-Carlin, I. P., Radić, B. (ur.). Novigrad: Katedra Čakavskog sabora za glazbu Novigrad, str. 175-195 4. Sam, R. (1998). Glazbeni doživljaj u odgoju djeteta, Rijeka: Glosa <p>Optional:</p> <ol style="list-style-type: none"> 1. Borota, B. (2013). Glasbene dejavnosti in vsebine. Koper: Univerzitetna Založba Annales. 2. Borota, B., Geršak V., Korošec H., Majaron, E. (2006). Otrok v svetu glasbe, plesa in lutk, Koper: Univerza na Primorskem Pedagoška fakulteta. 3. Borota, B., Gortan-Carlin, I. P. (2016). Suvremeni pristupi glazbeno darovitoj djeci rane i predškolske dobi. Suvremeni pristup odgoju i obrazovanju darovite djece i učenika. Zrilić, Smiljana (ur.). Zadar: Sveučilište u Zadru, Odjel za izobrazbu učitelja i odgojitelja. 69-77. 4. Borota, B., Gortan-Carlin, I. P. (2016). Kompetencije odgojitelja za prepoznavanje glazbeno nadarene djece. Zbornik znanstvenih radova s Međunarodne znanstvene konferencije Globalne i lokalne perspektive pedagogije. Jukić, Renata; Bogatić, Katarina; Gazibara, Senka; Pejaković, Sara; Simel, Sanja; Varga, Aniko N.; Campbell-Bar, Verity (ur.). Osijek: Filozofski fakultet Osijek, Sveučilište Josipa Jurja Strossmayera u Osijeku. 335-345. 5. Gortan-Carlin, I. P., Ostrugač Dogančić, K. (2018). Dječji festival u funkciji suvremenog glazbenog obrazovanja. Komunikacija i interakcija umjetnosti i pedagogije: Zbornik radova: 2. međunarodni znanstveni i umjetnički simpozij o pedagogiji u umjetnosti. Radočaj-Jerković, Antoaneta (ur.). Osijek: Sveučilište Josipa Jurja Strossmayera u Osijeku. 118-131.

	Referential: Various songbooks
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Course Syllabus			
Course Code and Title	244503 Dramatisation and interpretative performance of children's literature works		
Name of Lecturer	Full Professor Ivana Nežić, PhD (main course teacher)		
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)		
Course status	Optional (module: developmental-artistic)	Study level	Graduate
Semester	Summer	Study year	II.
Classroom location	Classroom	Teaching language	Croatian
ECTS credits	3	Number of hours per semester	7,5L – 0S – 15E
Prerequisites	There are no prerequisites		
Correlativity	Oral regional heritage, Visual art, Croatian language, Expression in speech, Music culture, Media culture, Children's literature, Puppet games in the kindergarten, Literary intangible cultural heritage, Picture books as basic books in the preschool child's development, Fundamentals of educational drama		
Objective of the course	get to know the basic skills of interpreting works from children's literature and scientific and professional knowledge about the development of children's literary abilities		
Learning outcomes	1. correctly interpret the basic concepts of performance interpretation of children's literature and use the basic literary-theoretical apparatus 2. use professional and scientific literature applying acquired knowledge in designing a concrete educational model 3. creatively design a concrete educational model tailored to the child in relation to his possibilities, interests and needs 4. show the personal qualities of the personality and the creative dimension of the profession in the creation and presentation of the educational model		
Course content	1. Children's literature: specificity, types, name, definition 2. Picture book and how to interpret speech when working with children 3. Story: types and most significant examples		

	4. Interpretation of the story (expressive litany and dramatization) in the work with children 5. Children's poetry in the interpretation of spoken performance 6. Playlist (concept, characteristics and examples of dramatization)				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity (L, S, E)	1. – 4.	17	0, 6	10%
	Fieldwork	1	6	0, 2	0%
	Activities (workshop)	2.	10	0, 3	10%
	Written projects (seminars)	3.	30	1	35%
	Work model	2. – 3.	10	0, 3	15%
	Exam (oral)	1. –4.	17	0, 6	30%
	Total		90	3	100%
Course requirements	To successfully complete the course, students must: 1. Attend classes and actively participate in lectures, exercises and seminars (one absence is tolerated) 2. In accordance with the postulates of the theory of reception, actively and continuously monitor and evaluate seminar papers as well as the course of exercises. 3. Participate in field teaching: Monte Librić and promotion of selected literary works. Going to one of the shows for children. 4. Study theoretical literature and apply it in working with preschool children when designing a concrete work model. 5. Pass the oral exam.				
Mid-term and final exam term	They are published in the ISVU system and in Studomat.				
Additional information on the course	Materials for lectures and seminars are published on e-learning. In the case of distance learning, deviations are possible in: - the location of the course - implementation of activities, interpretation and teaching methods and methods evaluation - student obligations - available literature. The instructor of the course will inform students about this when distance learning begins. Learning outcomes remain unchanged.				

Bibliography	<p>Mandatory:</p> <ol style="list-style-type: none"> 1. Gruić, I. (2002). Prolaz u zamišljeni svijet: procesna drama ili drama u nastajanju: priručnik za odgajatelje, učitelje, nastavnike i sve one koji se bave dramskim radom s djecom i mladima. Zagreb: Golden marketing. 2. Kunić, I. (1990). Kultura dječjeg govornog i scenskog stvaralaštva: iz prakse za praksu. Zagreb: Školska knjiga. 3. Perić Kraljik, M. (2009). Dramske igre za djecu predškolske dobi: Priručnik za odgojitelje. Osijek: Sveučilište J. J. Strossmayera, Fakultet za odgojne i obrazovne znanosti. <p>Optional:</p> <ol style="list-style-type: none"> 1. Apel, K., Masterson, J. (2004). Jezik i govor od rođenja do šeste godine. Od glasanja i prvih riječi do početne pismenosti – potpuni vodič za roditelje i odgojitelje. Lekenik: Ostvarenje. 2. Bojović, D. (2013). Više od igre: ispričaj mi priču: dramske metode u radu s djecom. Split: Harfa. 3. Jurdana, V. (2015). Igri. Mala zavičajna čitanka (s primjerima iz čakavske poezije Drage Gervaisa). Pula: Sveučilište Jurja Dobrile u PuliUstanova „Ivan Matetić Ronjgov“. 4. Karppinen, T. (2009). Mjera ili užitak. <i>Dramski odgoj</i>, 16, 13-15. 5. Kraljik Perić, M. (2006). O dramskim igrama za djecu predškolskog uzrasta. <i>Život i škola</i>, br.15-16 (1-2). 6. Krušić, V. (2001). Što može drama? <i>Dramski odgoj</i>, 8-9, 3. 7. Krušić, V. (2014). Opće paradigme moderne dramske pedagogije. <i>Dramski odgoj</i>, 18, 16-25. 8. Ladika, Z. (1970). Dijete i scenska umjetnost. Zagreb: Školska knjiga. 9. Scher, A., Verrall, C. (2006). Novih 100+ ideja za dramu. Zagreb: HCDO. 10. Velički, V. (2009). Poticanje govora u kontekstu zadovoljenja dječjih potreba u suvremenom dječjem vrtiću, <i>Metodika</i> 18, 10 (1), 80-91 11. Velički, V., Katarinčić, I. (2011). Stihovi u pokretu: malešnice i igre prstima kao poticaj za govor. Zagreb: Alfa. <p>Referential:</p> <ol style="list-style-type: none"> 1. Nacionalni kurikulum za rani i predškolski odgoj i obrazovanje (2015). Zagreb: Ministarstvo znanosti, obrazovanja i sporta.
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Course Syllabus					
Course Code and Title	244491 Contemporary literary theories in children's literature				
Name of Lecturer	Full Professor Kristina Riman,PhD (main course teacher)				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Optional (module: developmental-artistic)	Study level	Graduate		
Semester	Summer	Study year	II.		
Classroom location	Classroom	Teaching language	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 7,5E		
Prerequisites	There are no prerequisites for enrollment.				
Correlativity	Dramatization and interpretative performance of works from children's literature				
Objective of the course	Learn the basic concepts of narrative theory and tools for analyzing narrative texts.				
Learning outcomes	1. explain the concepts of narrative and fiction 2. explain the basic categories of narratology: fable and plot, story and discourse, characters and characterization, time in narrative text, narrator, focalization, and narrative techniques 3. analyze selected narrative forms 4. evaluate narrative forms in terms of their applicability in working with preschool children.				
Course content (syllabus)	1. Introduction to the concepts of storytelling and fiction. 2. Storytelling in everyday life. 3. Basic categories of narratology: fable and plot, story and discourse; ways of analyzing story; characters and characterization; the problem of time in narrative text; first and third person narrators; focalization; narrative techniques. 4. Narrative forms intended for preschool children. 5. Therapeutic stories.				
Course activities, teaching and learning methods and assessment criteria	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity of L, S, E	1. - 4.	17	0,6	10%
	Individual tasks	3. - 4.	30	1	30%

	Written project (seminar)	1. - 4.	30	1	30%
	Exam (oral)	1. - 4.	13	0,4	30%
	Total		90	3	100%
	<p>Additional information (assessment criteria):</p> <p>It is desirable that students attend and actively participate in classes. Student attendance in lectures and seminars is recorded separately. A student may earn 10% of the points if he or she misses a class less than 4 times. Points will be deducted for a greater number of absences according to the following formula: 1 point for 4 absences, 3 points for 5 absences, 6 points for 6 absences, and 10 points for 7 or more absences. Absences cannot be compensated and should not be excused.</p> <p>Homework will be assigned via e-learning and will be related to independent research of contemporary literature related to the course content.</p> <p>Students will write a term paper on a topic of their choice during the first week of class, during which they will receive detailed instructions on how to prepare the paper.</p>				
Course requirements	<p>To successfully complete the course, students must:</p> <ol style="list-style-type: none"> 1. attend lectures and seminars and participate actively. 2. complete homework assignments by participating in distance learning activities 3. write and present a seminar paper on the chosen topic, according to the presentation plan agreed upon at the first session and posted on the distance learning portal. 4. pass the final exam. 				
Mid-term and final exam term	Exam dates are published at the beginning of the academic year on the University website and in the ISVU system.				
Additional information on the course	<p>For distance learning, variations are possible in:</p> <ul style="list-style-type: none"> - the place of the course - the conduct of the activities, the methods of interpretation and teaching, and the methods of assessment - the obligations of the students - the available literature. <p>The course instructor will inform 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. Štanger-Velički, V. (2013). Pričanje priča - stvaranje priča: povratak izgubljenomu govoru. Zagreb: Alfa. 2. Visinko, K. (2005). Dječja priča: povijest, teorija, recepcija i interpretacija. Zagreb: Školska knjiga. 3. Solar, M. (2004). Ideja i priča. Zagreb: Golden marketing – Tehnička knjiga. 4. Grdešić, M. (2015). Uvod u naratologiju. Zagreb: Leykam. <p>Optional:</p> <ol style="list-style-type: none"> 1. Eco, U. (2005). Šest šetnji pripovjednim šumama. Zagreb: Algoritam. 2. Kearney, R. (2009). O pričama. Zagreb: Naklada Jesenski i Turk. 3. Narančić Kovač, S. (2016). Jedna priča - dva pripovjedača. Zagreb: ArTresor 4. Propp, V. (1982). Morfologija bajke. Beograd: Prosveta. 5. Peleš, G. (1999). Tumačenje romana. Zagreb: ArTresor. 6. Perrow, S. (2010). Bajke i priče za laku noć: [terapeutske priče za djecu]. Velika Mlaka: Ostvarenje. 7. Perrow, S. (2013). Iscjeljujuće priče II: 101 terapeutska priča za djecu. Velika Mlaka: Ostvarenje. 8. Solar, M. (2005). Teorija književnosti. Zagreb: Školska knjiga. 9. Biti, V. (ur.). (1992). Suvremena teorija pripovijedanja. Zagreb: Globus. 10. Kramarić, Z. (ur.) (1989). Uvod u naratologiju. Osijek: Izdavački centar Revija.
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Course Syllabus					
Course Code and Title	244507 Integrated activities with nursery children				
Name of Lecturer	Assistant Professor Sandra Kadum, PhD				
Study programme	University graduate study Early and Preschool Education in the Croatian language (part-time study)				
Course status	Elective	Study level	Graduate		
Semester	Summer	Study year	II.		
Classroom location	Classroom	Teaching language(s)	Croatian		
ECTS credits	3	Number of hours per semester	7,5L – 7,5S – 0E		
Prerequisites	The prerequisite for enrollment is determined by the provisions of the study programme.				
Correlativity	Stories and storytelling in early and preschool age, Dramatization and interpretative performance of works from children's literature, Socio-emotional competence in educational relationships.				
Objective of the course	organize activities for children of nursery age, meeting their developmental needs				
Learning outcomes	1. analyze activities in accordance with the developmental needs of a nursery-age child 2. organize various integrated activities to encourage all aspects of the child's development 3. implement activities of an integrated nature for children of nursery age				
Course content	1. Learning characteristics of nursery school children 2. Individualized approach to the development of each child in the nursery group 3. Recognizing and accepting children's emotions 4. Activities to encourage the child's emotional development 5. Activities to encourage the child's cognitive development 6. Activities to encourage the social development of the child 7. Activities to encourage the child's language development 8. Activities to encourage the child's motor development 9. The role of educators and cooperation with parents for the encouragement of integrated activities with children of nursery age				
Course activities, teaching and learning	Student responsibilities	Learning outcomes	Hours	ECTS credits	Grade ratio (%)
	Class activity of L, E	1.- 4.	17	0,6	10%

methods and assessment criteria	Individual tasks (write preparation)	1.- 5.	15	0,5	20%
	Activities (classwork and fieldwork, workshop)	1.- 5.	15	0,5	20%
	Exam (written, practical)	1.- 5.	43	1,4	50%
	Total		90	3	100
	Additional clarifications (evaluation criteria): Students will present the tasks to other students as part of the lesson.				
Course requirements	<p>To pass the course, the student must:</p> <ol style="list-style-type: none"> 1. actively participate in interactive activities in class (pedagogical workshops, exercises, games, etc.) 2. explore activities of international character with children of nursery age 3. design activities with children of nursery age 4. pass the written exam. <p>Note: (valid for obligations 2 and 3) The student should write assignments and submit them eight (8) days before the presentation of the work in front of students. If he/she does not settle the obligation by the default deadline, he/she loses the right to ECTS credits in that academic year. The set deadlines in this course must be respected.</p>				
Mid-term and final exam term	They are given at the beginning of the academic year, they are published on the University's website and in ISVU.				
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 course instructor and the assistant will inform about this male and female students when distance learning begins.</p> <p>Learning outcomes remain unchanged.</p>				

Bibliography	<p>Obvezna:</p> <ol style="list-style-type: none"> 1. Goldberg, S. (2004). Zabavno učenje za bebe i mališane. Ostvarenje. 2. Miljak, A. (2015). Razvojni kurikulum ranog odgoja. Model Izvor II. Mali profesor 3. Pitamic, M. (ur.) (2013). Montessori igre i aktivnosti za bebe i djecu u ranoj dobi. Mozaik knjiga. 4. Slunjski, E. (2011). Kurikulum ranog odgoja. Istraživanje i konstrukcija. Školska knjiga. <p>Izborna:</p> <ol style="list-style-type: none"> 1. Andrić Radišić, A., Bogut, I., Užarević, Z. (2014). Darwinova teorija evolucije: radionice» Darwin danas «za djecu mlađe školske dobi. Metodički ogledi: časopis za filozofiju odgoja, 21(1), 83-92. 2. Lund, S. (2011). Ustanove odgoja i obrazovanja za djecu rane dobi u Danskoj. Djeca u Europi: zajednička publikacija mreže europskih časopisa, 3(5), 18-20.
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